



**SAINT ANDREW'S RC SECONDARY SCHOOL**  
**PUTTING YOUNG PEOPLE FIRST**



# S4 Options

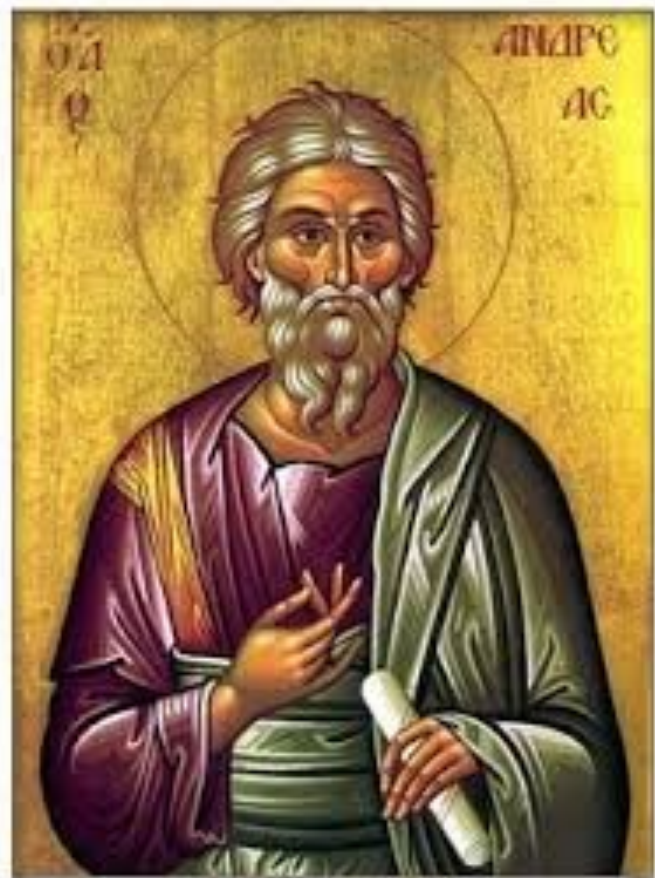
## 2022



**Subject Descriptions**  
**2022—23**



Father,  
Whatever this day may bring  
Help me to seek the good within,  
To act in a spirit of generous love  
And to grow in wisdom and in grace  
In the footsteps of St Andrew, patron of our school  
AMEN.





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# Head Teacher Message

## Head Teacher Message

Dear Students,

The transfer from the Broad General Education to the Senior Phase is an important stage in your school career. As part of the course choice process, you will be asked to give thought to your likely pathway through the whole of the Senior Phase and beyond. It is an exciting time for you, as you discuss with your Pupil Support teacher and your parents/carers how you can make the most of opportunities throughout the Senior Phase to give you a sound foundation for your exit point when you leave school.

Our curriculum is structured to allow for a wide variety of courses and levels of study. You should be setting out your own personal targets for success, whatever subject and level you are working at. Your Pupil Support teacher, as well as your subject teachers, will help you in this respect. One thing is clear, though: to achieve success, you must be prepared to commit yourself fully to your learning and to establish sound study habits.

In the senior years, you are given greater responsibility for your timetable; in particular, there is more emphasis on you developing your skills as an independent learner. You are likely to experience more mature and relaxed relationships with staff, as teachers trust you to take more responsibility for your own learning.

There are clear expectations of you as senior pupils. The lead given by senior pupils is critical in setting the atmosphere in our school: younger pupils take an example from the way you dress, from your attitude to attendance and punctuality, from your involvement in the life of the school, from your standards of behaviour and from the way you treat others.

As you embark upon your first year in the Senior Phase, I hope you enjoy both the challenges and opportunities in S4.

For all our senior pupils, I sincerely hope that you will look back on your final years at St Andrew's Secondary School as worthwhile, enjoyable, fulfilling and successful and I wish you well in your studies. I look forward to working with you over the coming session.

Mr McGhee  
Head Teacher





## Year Head Message

Dear Fourth Years,

Please complete your initial option choices for S4 using the link below.



You should pick 5 choices in total (English and Maths are already included for S4 Options). You can choose more than one subject from each department - e.g. two Sciences, etc.

Before you do this, consult with your teachers before finalising your choices. It is important that you follow a balanced course which will enable you to achieve highly in S4. Consider what you will need to gain before your exit point from school to meet the requirements of your chosen positive destination.

You will make your final choices, later this month, after consultation with your Pupil Support teacher and /or Year Group Head. Your course choice interview will prompt you to think about the entire Senior Phase and your desired destination once you leave school. Consider your pathway through the Senior Phase as you make your selections.

**Please note that NOT all subject choices can be guaranteed as this will depend on staffing and pupil demand.**

Should you require any help or support please don't hesitate to contact your Pupil Support Teacher or myself.

Miss MacLellan  
Depute Head Teacher





## Senior Phase Curriculum

We aim to offer all pupils a suitable set of courses (curriculum), allowing progression over the course of the three years of the Senior Phase. The table below shows this progression:

SQPF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			↑	Doctoral Degree Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate Graduate Apprenticeship Professional Apprenticeship SVQ
10				Honours Degree, Graduate Diploma, Graduate Certificate Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma		Diploma Of Higher Education Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher		↑	Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

### Nationals

- **National 3** is assessed by teachers and is not graded. It is pass/fail and is based on units carried out during the year.
- **National 4** is assessed by teachers and is not graded. It is pass/fail and is based on units carried out during the year. It also includes an added value unit, which may take the form of a written task, a performance, a presentation etc.
- **National 5** involves a final external assessment, usually an exam, plus other types of assessment such as coursework or performance.

### National Progression Awards

National Progression Awards (NPAs) are small flexible group awards that are linked to National Occupational Standards or other professional or trade standards and are designed to assess and certificate a defined set of skills in a specialist vocational area. They are usually assessed internally. We are offering an NPA at level 6 (the equivalent of Higher) in Accounting next session.





## Employability Pathways

Pupils must consider the various employability pathways open to them come the end of S4 or S5 before deciding whether or not they wish to continue into Fifth or Sixth year. Pupils should not find themselves in S5 or S6 without having decided what it is that they want to do, what they want to achieve, having carefully considered all their options. S5 or S6 is not necessarily the best pathway for all with other more suitable options available for some.

To make the best decision for you we ask you to consider your:

- Attainment
- Interests
- Career Ideas

This decision should not be rushed into. It requires careful thought and discussion with your parents or carers, teachers and other staff such as the Careers Advisors. Importantly you should carry out research into likely entrance requirements for certain jobs, Modern Apprenticeships and Further Education or University courses by accessing the recommended careers websites noted below.



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



[www.planitplus.net](http://www.planitplus.net)

## College

College allows young people to study a curriculum focused on a particular area, offering a range of qualifications up to and including HNC's and HND's. Many of these courses are either vocational or specifically geared to particular occupations and can be an excellent platform for accessing employment or further education in these areas.

The school will have designated college application days where all pupils who want to apply to collage will be supported through the process by the Year Heads, Pupil Support Teachers, the Partnership Team and Careers Advisors. This will be signposted well in advance through Year Group assemblies, PSHE, the school website and Twitter.





## Foundation Apprenticeships



### What is a Foundation Apprenticeship?

Foundation Apprenticeships are a work-based learning opportunity for senior-phase secondary school pupils. Typically lasting two years, pupils begin their Foundation Apprenticeship in S5, however, there are some options to complete over 1 year starting in S6. Young people spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers. It's a chance to get valuable work experience and gain an industry recognised qualification. It also lets you try out a career you are interested in while you're still at school.

### Who is it for?

Foundation Apprenticeships are for students entering 5th year and 6th year. You must have the ability to study at SCQF level 6 (Higher equivalent) in a vocational setting, and meet the entry requirements of the course. Attainment is measured by ongoing assessment in college and in the workplace.

### What qualifications will I gain?

On successful completion of the course, you will achieve a Joint Qualification Certificate for the Foundation Apprenticeship in your chosen subject. This is a group Award at SCQF level 6, which comprises a National Progression Award (NPA) or National Certificate (NC) and a Scottish Vocational Qualification (SVQ). Glasgow's three colleges, Glasgow Kelvin College, Glasgow Clyde College and City of Glasgow College have formed a partnership to deliver Foundation Apprenticeships to students across Greater Glasgow.

- CIVIL ENGINEERING
- ENGINEERING SYSTEMS
- MECHANICAL ENGINEERING
- SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE
- SOCIAL SERVICES: HEALTHCARE
- FINANCIAL SERVICES
- BUSINESS SKILLS
- ACCOUNTANCY
- SOFTWARE DEVELOPMENT
- HARDWARE / SYSTEM SUPPORT
- CREATIVE AND DIGITAL MEDIA
- HEALTH AND FOOD SCIENCE
- SCIENTIFIC TECHNOLOGIES







## Where can it take me?

You can use your Foundation Apprenticeship to get in to a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications in to all colleges and universities across Scotland.

**COLLEGE** On successful completion of your Foundation Apprenticeship, you can progress onto a number of HNC/D courses at each of Glasgow's three colleges. You may be required to have additional school qualifications upon entry.

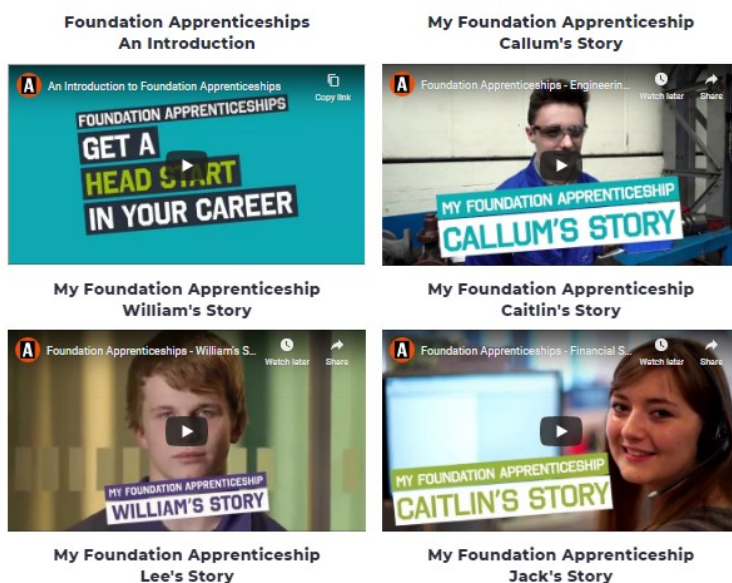
**UNIVERSITY** All Scottish Universities and colleges recognise the FA within eligibility criteria, for respective undergraduate and HNC/D provisions. Your FA means you already have quality experience within industry – this helps your UCAS application stand out.

**STRAIGHT TO WORK** A Foundation Apprenticeship gives you skills employers want, such as timekeeping, problem solving, communication and teamwork. On completion of your FA you'll have connections with employers, work experience and industry recognised qualifications. This will look great on your CV.

**GRADUATE APPRENTICESHIPS** Graduate Apprenticeships are a new way to study up to Master's Degree level while in a job. The majority of learning happens in your employers workplace, and this is enhanced by time spent at university or college during the work week. A Foundation Apprenticeship is a good way to see if this style of learning works for you. It also offers a pathway onto a Graduate Apprenticeship.

## More Information and Applications

For more information including testimonies from young people who have undertaken Foundation Apprenticeships visit: [www.fapglasgow.scot](http://www.fapglasgow.scot)





## Partnership Base

To Develop the Young Workforce (DYW) we have established a Partnership Base to work with all young people of St Andrew's Secondary throughout their learner journey, supporting them to have the skills, knowledge and understanding to enter a positive, sustainable destination.



The base has an open and welcoming environment which enables all young people to access the assistance they require at a time which does not impact on their studies. The base also provides emergency care packages for families in need.

## Partnership Staff

- Lisa Murphy is our Partnership Development Officer, who oversees the Partnership Base. Her role is to ensure appropriate partners are in place to meet our goals and also to ensure the Work Readiness Pipeline is open and available to all young people.
- Elizabeth McKechnie is our DYW coordinator, who supports young by providing work and industry opportunities to inspire them into making a positive sustained transition beyond school.
- Other staff include: Lorna Craig and Ian McClymont (MCR Pathways) and Darren Nicholson (FARE Youth Worker)

## Careers Advisor

All pupils have a number of opportunities to speak to our Careers Advisor at various important stages in their progress through school. In the Senior Phase, pupils can make individual appointments to see the Careers Advisor. Parents are invited to be present at these interviews if they wish.





## Educational Maintenance Allowance (EMA)

### What is it?

An Education Maintenance Allowance (EMA) is a weekly allowance payable to eligible students who have achieved 100% of their agreed attendance each week at school. It is payable on a 2 weekly basis



### Do I Qualify?

You qualify if you meet the following criteria:

- Household income must be what is detailed under the heading 'What will I get' (see below)
- You attend a Glasgow School
- You aged 16-19 years old
- You attend school for a minimum of 21 guided learning hours per week
- You are willing to participate in an approved learning agreement at school

### How do I Apply?

Sign up for a MyAccount and use the Online Application Form. Online is more efficient allowing us to validate your application and pay your EMA quicker If you do not have online access then contact the team at [EducationMaintenanceAllowance@glasgow.gov.uk](mailto:EducationMaintenanceAllowance@glasgow.gov.uk)

### Withheld Payment

Payments are generally withheld due to unauthorised attendance, lack of progress and/or conduct. If you have a question about attendance you must contact your school directly.

### Appeals

If you are refused EMA support or feel the amount awarded is incorrect, you may appeal our decision.

Your appeal must be submitted in writing within 28 days of us informing you of the outcome of your award. Your email or letter must state the reason for your appeal and should be accompanied by any additional supporting evidence/information.

Please send your appeal to: Email: [EducationMaintenanceAllowance@glasgow.gov.uk](mailto:EducationMaintenanceAllowance@glasgow.gov.uk) or Post: PO Box 19, Glasgow G2 1DU.





# Subject Descriptors

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# Subject Descriptors

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# Art and Design





## Art & Design

## National 4

### Entry Requirements

While entry is at the discretion of the Art and Design department, it is strongly recommended that pupils have completed Art and Design in their 3rd year to ensure they have developed the skills and evidence required to progress to National 4.

### Course Outline

The aims of the course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- develop critical knowledge and understanding of a range of art and design practice plan, develop, produce and present creative art and design work
- understand the impact of external factors on artists and designers and their work develop creativity, problem solving, critical thinking and reflective practice skills

### Assessment

To achieve the National 4 course, learners must pass all of the required units, including the added value unit. The added value unit will allow learners to apply a range of practical art and design and cognitive skills.

### Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- producing analytical drawings and related investigative studies in response to stimuli
- using visual elements expressively, showing a clear understanding of the subject matter producing focused investigative visual and market research for a design activity
- skills in using a range of art and design materials, techniques and/or technology creatively developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- describing how artists and designers use materials, techniques and/or technology in their work
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using problem-solving, planning and self-evaluation skills within the creative process
- 

### Progression Pathways

The creative sector is the fastest growing economic sector within the UK. Employers are increasingly looking for employees that have that something extra, are able to think and work independently, offer solutions and see things from a different perspective. Develop a range of transferable skills such as fine motor skills, hand to eye co-ordination, problems solving, lateral thinking, complex analysis and critical thinking. Skills delivered are not isolated to those who go on to work within Art and Design sectors but are transferable across a wide range of industries and careers such as business, engineering, technology, public relations, medicine, research and dentistry. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. This course or its Units may provide progression to other qualifications in art and design such as National 5 Art and Design, further study, employment and/or training.





## Art & Design

## National 5

### Entry Requirements

While entry is at the discretion of the Art and Design department, it is strongly recommended that pupils have completed Art and Design in their 3rd year to ensure they have developed the skills and evidence required to progress to National 5.

### Course Outline

The aims of the course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- develop critical knowledge and understanding of a range of art and design practice plan, develop, produce and present creative art and design work
- understand the impact of external factors on artists and designers and their work develop creativity, problem solving, critical thinking and reflective practice skills

### Assessment

The National 5 course assessment has three components.

Component 1: Question Paper worth 50 marks which is 1hr 30 mins in duration

Component 2: Expressive Portfolio worth 100 marks

Component 3: Design Portfolio worth 100 marks

Candidates can present their work in a variety of ways; however, the overall maximum size for each portfolio should not exceed three A2-sized, single-sided sheets or equivalent.

### Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- producing analytical drawings and related investigative studies in response to stimuli
- using visual elements expressively, showing a clear understanding of the subject matter producing focused investigative visual and market research for a design activity
- skills in using a range of art and design materials, techniques and/or technology creatively developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- describing how artists and designers use materials, techniques and/or technology in their work
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using problem-solving, planning and self-evaluation skills within the creative process

### Progression Pathways

The creative sector is the fastest growing economic sector within the UK. Employers are increasingly looking for employees that have that something extra, are able to think and work independently, offer solutions and see things from a different perspective. Develop a range of transferable skills such as fine motor skills, hand to eye co-ordination, problems solving, lateral thinking, complex analysis and critical thinking. Skills delivered are not isolated to those who go on to work within Art and Design sectors but are transferable across a wide range of industries and careers such as business, engineering, technology, public relations, medicine, research and dentistry. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. This course or its Units may provide progression to other qualifications in art and design such as National 5 Art and Design, further study, employment and/or training.







# Business and Digital Learning





**Administration & Information Technology National 4**

**Entry Requirements**

While entry is at the discretion of the faculty, students would normally be expected to have completed Administration & IT in their 3<sup>rd</sup> year. The course is also available to students who have not previously followed an Administration and IT course but who can demonstrate basic IT skills in the Microsoft Office packages Word, Excel, Access and Publisher; good literacy and numeracy skills and a strong work ethic.

**Course Outline**

The course will be delivered in blocks of learning to gain experience in the following areas of study: desktop publishing, presentations, Excel, Access, word processing, internet searching, use of e-mail and e-diary. Roughly one period a week will be reserved for the teaching of theory. Primarily students will work individually through tasks developed to enhance their IT skills in the areas of study identified. Work produced will be marked regularly and individual feedback provided to highlight areas of development. On an ad hoc basis students will be given the opportunity to work collaboratively to mark pieces of work to further enhance their knowledge of what is required for each area of study and their proof reading skills. Theory teaching may take the form of students researching the required information and presenting it in a form of their choice. There is further opportunity to produce work collaboratively. Students may also be asked to take down theory notes, participate in classroom.

The 3 units that students will cover:

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

**Assessment**

Pupils must pass all 4 units in order to achieve the course award. All units are assessed internally. Pupils will undertake practical administration and IT based tasks to organise a small-scale event(s).

**Skills Developed**

The course aims to enable students to:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events

**Progression Pathways**

Some pupils enter employment with developed administrative and IT skills enabling them to contribute to the effective functioning of organisations. Pupils who are staying on in school can progress to National 5 Administration and IT.





## Administration & Information Technology

## National 5

### Entry Requirements

While entry is at the discretion of the faculty, students would normally be expected to have attained National 4 Administration & IT. The course is also available to students who have not previously followed an Administration and IT course but, who can demonstrate good IT skills in the Microsoft Office packages Word, Excel, Access and Publisher, good literacy, numeracy and problem-solving skills, strong attention to detail as well as a strong work ethic.

### Course Outline

The course will be delivered in blocks of learning to gain experience in the following areas of study: desktop publishing, presentations, Excel, Access, word processing, internet searching, use of e-mail and e-diary.

The course comprises two areas of study:

#### Theory

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

#### IT Applications

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

### Assessment

Students will have an external question paper (final exam). This is worth 42% of the students' overall grade. Students will also have an assignment worth 58% of the overall grade.

### Skills Developed

The course aims to enable students to:

- develop an understanding of administration theory in the workplace
- develop IT skills and use them to perform administrative tasks acquire organisational skills in the context of organising and supporting events

### Progression Pathways

For students who are staying on in school they can progress to Higher Administration and IT. Administration and IT gives students experience of real-life administrative tasks and engaging practical activities relevant to the world of work. Their IT skills and knowledge are transferrable life skills that can be applied in future learning, life and in employment. Students wishing to pursue a career in the following areas will also find this course useful: banking; accountancy; civil, legal and court services; administration; office management and insurance.





## Business Management

## National 4

### Entry Requirements

The course is also available to all students even those who have not previously followed a business course but who can demonstrate an interest and/or an understanding of business.

### Course Outline

The course presents a variety of opportunities for pupils to make their own decisions about their learning and choose what fits best for them. For example, students are able to choose how they present their work in class. The course lends itself well to group work and project style work which the students will also be engaged in. There are however, opportunities for students to work individually and improve their independency also. Contact with outside businesses is something that pupils will enjoy and they will get to experience real businesses in action. Case studies, business games and ICT will all play a prominent part throughout students learning.

The 2 units that pupils will cover:

- **Business in Action**
- **Influences on Business**

### Assessment

Students will have no external exam. Students will sit internal assessments and complete an assignment to gain an overall course award.

### Skills Developed

The course aims to enable pupils to develop:

- knowledge and understanding of the ways in business satisfy customer needs and wants
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an awareness of how internal and external influences impact on organisations

### Progression Pathways

The majority of students that gain National 4 then progress to National 5. Some students go in to employment with the knowledge of how a business works and what is needed to be successful. Other students go in to the financial, banking and retail sectors to name but a few. Some students can go on and study business at college or gain apprenticeships.





## Business Management

## National 5

### Entry Requirements

While entry is at the discretion of the department, pupils would normally be expected to have attained National 4 Business. The course is also available to pupils who have not previously followed a business course but who can demonstrate an interest and/or an understanding of business.

### Course Outline

The course presents a variety of opportunities for pupils to make their own decisions about their learning and choose what fits best for them. For example, pupils are able to choose how they present their work in class. The course lends itself well to group work and project style work which the pupils will also be engaged in. There are however, opportunities for learners to work individually and improve their independency also. Contact with outside businesses is something that pupils will enjoy and they will get to experience real businesses in action. Case studies, business games and ICT will all play a prominent part throughout pupils' learning.

The 3 units that pupils will cover:

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

### Assessment

Pupils will have one external final exam that is worth 75% of their overall grade. There is also an added value unit (project) that is worth 25%.

### Skills Developed

The course aims to enable pupils to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an awareness of how external influences impact on organisations

### Progression Pathways

Some pupils go in to employment with the knowledge of how a business works and what is needed to be successful. Other pupils go in to the financial, banking or retail sectors to name but a few. Some also go on and study business at college or gain apprenticeships. Pupils who are staying on in school can progress to Higher Business Management.





## Computing Science

## National 4

### Entry Requirements

Entry is at the discretion of the department. The course is available to pupils who have not previously followed a business or computing course but who can demonstrate an interest and/or an understanding of computing Science.

### Course Outline

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

### Assessment

All internally assessed. Pupils must complete the two units and the added value unit to gain the National 4 Course Award:

1. Software Design and Development (Unit 1)
2. Information System Design and Development (Unit 2)
3. Computing Science Assignment (Added Value Unit)

### Skills Developed

Pupils will introduce and develop aspects of computational thinking across a range of contemporary contexts

- develop knowledge and understanding of key facts and ideas in computing science
- apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions
- communicate computing concepts clearly and concisely using appropriate terminology
- develop an understanding of the impact of computing science in changing and influencing our environment and society
- applying, with guidance, aspects of computational thinking across a range of straightforward contexts
- analysing, with guidance, straightforward problems within computing science across a range of contemporary contexts
- designing, implementing and testing, with guidance, digital solutions (including computer programs) to straightforward problems across a range of contemporary contexts
- developing skills in computer programming and the ability to communicate how a program works by being able to read and interpret code
- communicating basic understanding of key concepts related to software design and development and information system design and development clearly and concisely, using appropriate terminology
- basic knowledge of the impact of contemporary software-based applications on the environment or society
- applying basic computing science concepts and techniques to create solutions

### Progression Pathways

This Course or its Units may provide progression to other qualifications in Computing Science to National 5 level or other related areas of further study, employment and/or training





## Computing Science

## National 5

### Entry Requirements

Entry to this course is at the discretion of the department. Pupils should have achieved the fourth curriculum level or the National 4 Computing Science course or equivalent qualifications and/or experience prior to starting this course. Exceptions to this may apply if other curricular activities have been undertaken by pupils.

### Course Outline

The National 5 Computing Science course encourages pupils to become successful, responsible and creative in using technologies, and to develop a range of qualities including flexibility, perseverance, confidence, and enterprise. At this level, the course covers a common core of concepts which underpin the study of computing science and explores the role and impact of contemporary computing technologies. It also includes a range of transferable skills, which opens up a wide range of career and study opportunities.

### Assessment

Question Paper - 110 marks worth 69% of overall final grade consisting of:

- **Section 1** has 25 marks and consists of short-answer, restricted response questions. This section allows pupils to demonstrate breadth of knowledge from across the four areas of the course.
- **Section 2** has 85 marks and consists of structured questions consisting of restricted and extended response. This section allows pupils to demonstrate application of knowledge and understanding when answering appropriately challenging context-based questions from across the four areas of the course.

Assignment - 50 marks worth 31% of overall final grade consisting of:

- Software design and development (25 marks)
- Database design and development (10–15 marks)
- Web design and development (10–15 marks)

### Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- applying aspects of computational thinking across a range of contexts
- analysing problems within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
- developing skills in computer programming and the ability to communicate how a program works, by being able to read and interpret code
- communicating understanding of key concepts related to computing science, clearly and concisely, using appropriate terminology
- understanding of legal implications and environmental impact of contemporary technologies
- applying computing science concepts and techniques to create solutions across a range of contexts

### Progression Pathways

This Course Award may provide progression to other qualifications in Computing Science to Higher level or other related areas of further study, employment and/or training





# Design and Technology







## Design and Manufacture

## National 5

### Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 Design and Manufacture course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

The design and manufacture course is explored through the following areas of study:

#### Design

This unit covers the product design process from brief to a final design proposal. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

#### Materials and Manufacturing

This unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

### Assessment

The course assessment consists of two components: an assignment (100 marks) - design 55 marks, practical 45 marks - and a question paper (80 marks). Both the assignment and the question paper will be set and externally marked by the SQA

### Skills Developed

The design and manufacture course develops skills, knowledge and understanding in design and manufacturing models, prototypes and products, manufacturing processes and materials. The course further develops spatial awareness and graphic literacy, with an understanding of the impact of design and manufacturing technologies on our society and environment

The course introduces learners to the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic. Learners are encouraged to exercise imagination, creativity and logical thinking. The course thus provides a broad scope for personalisation and choice.

### Progression Pathways

Design and Manufacture is accepted as an entrance qualification for most Universities and Colleges of further education and is useful in careers in; product design, graphic design, interior design, engineering, marketing, teaching, architecture, building industry and automotive industry.

Successful completion may also lead to employment in engineering, construction and manufacturing industries.





## Graphic Communication

## National 4

### Entry Requirements

Candidates should have achieved the third curriculum level or the National 3 Graphic Communication course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

The graphic communication course provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions.

The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact.

### Assessment

#### National 4 Assessment

The added value unit will allow learners to apply a range of practical and cognitive skills, including: knowledge and understanding; investigations; idea generation; development of preliminary, production and promotional graphics; using graphic techniques; and simple evaluative activities — all in response to a graphic communication brief.

### Skills Developed

Candidates will develop:

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

### Progression Pathways

Graphic Communication is an accepted qualification for a variety of courses at Universities and Colleges of Further Education.

Graphic Communication is useful for:

Surveying, Building Trade Apprenticeships, Architecture, CAD Technician Mechanical Engineering, Civil Engineering ,Graphic Design, Electrical Engineering Product Design , Animation Design, Theatre Set Design





## Graphic Communication

## National 5

### Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 Graphic Communication course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

The graphic communication course provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions.

The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact.

### Assessment

The course assessment consists of two components: an assignment (40 marks) and question paper (80 marks). Both the assignment and the question paper will be set and externally marked by the SQA.

### Skills Developed

Candidates will develop:

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

### Progression Pathways

Graphic Communication is an accepted qualification for a variety of courses at Universities and Colleges of Further Education.

Graphic Communication is useful for:

Surveying, Building Trade Apprenticeships, Architecture, CAD Technician Mechanical Engineering, Civil Engineering, Graphic Design, Electrical Engineering Product Design, Animation Design, Theatre Set Design





## Practical Metalworking

## National 5

### Entry Requirements

This course is a broad-based qualification, suitable for learners with an interest in practical technologies. It is largely learner-centred, includes practical and experiential learning opportunities and is suitable for those wanting to progress onto further levels of study or a related career.

### Course Outline

This course enables learners to develop:

- metalworking techniques
- measuring and marking out metal sections and sheet materials safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical metalworking context

### Assessment

To gain the award of the course, the candidate must achieve competency in all components of the course, as well as the course assessment. The three areas of learning are:

- Benchskills
- Fabrication and thermal joining
- Machine Processes

The course assessment consists of a final project (70% of overall grade) and a written exam (30% of overall grade). The course project is internally assessed and externally verified and determines the grade awarded. The written exam is externally marked.

### Skills Developed

The National 5 Practical Metalworking course provides opportunities for candidates to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety. The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society.

### Progression Pathways

Practical Metalworking is an accepted qualification for a variety of courses at Colleges of Further Education. Metalworking is useful for: Engineering Apprenticeships, Automotive engineer, Blacksmith, Construction operative, Engineering Craft Machinist, Engineering maintenance technician, Engineering Operative, Product Design, Furniture Design, Manufacture Shop Fitting, Pattern Making, Sawmill Work, Theatre Set Design, Manufacture DIY (life skills)





Practical Woodworking	National 5
<b>Entry Requirements</b> <p>This course is a broad-based qualification, suitable for learners with an interest in practical technologies. It is largely learner-centred, includes practical and experiential learning opportunities and is suitable for those wanting to progress onto further levels of study or a related career.</p>	
<b>Course Outline</b> <p>This course enables learners to develop:</p> <ul style="list-style-type: none"><li>• skills in woodworking techniques</li><li>• skills in measuring and marking out timber sections and sheet materials safe working practices in workshop environments</li><li>• practical creativity and problem-solving skills</li><li>• an understanding of sustainability issues in a practical woodworking context</li><li>• Learners will be required to keep a log book and manufacture a final project prescribed by the SQA.</li><li>• All projects will be internally assessed subject to verification.</li></ul>	
<b>Assessment</b> <p>To gain the award of the course, the candidate must achieve competency in all components of the course, as well as the course assessment.</p> <p>The three areas of learning are:</p> <p>Flat Frame Construction; Carcase Construction Machining &amp; Finishing</p> <p>The course assessment consists of a final project (70% of overall grade) and a written exam (30% of overall grade). The course project is internally assessed and externally verified and determines the grade awarded. The written exam is externally marked.</p>	
<b>Skills Developed</b> <p>This course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.</p> <p>The course will also give learners the opportunity to develop thinking, numeracy, employability, enterprise and citizenship skills.</p>	
<b>Progression Pathways</b> <p>Woodworking Skills is an accepted qualification for a variety of courses at Colleges of Further Education. Woodworking Skills is useful for: Building Trade Apprenticeships, Architecture, Product Design, Furniture Design, Manufacture Shop Fitting, Cabinet Making, Pattern Making, Sawmill Work, Musical Instrument Making, Theatre Set Design, Manufacture DIY (life skills)</p>	





# Health and Food Technology





## Health and Food Technology

## National 4

### Entry Requirements

Learners should have achieved the third curriculum level or the National 3 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

The course includes development of practical skills and thinking skills. Candidates develop knowledge and understanding of the relationship between food, health and nutrition. Candidates will also develop knowledge and understanding of:

- dietary needs for individuals and groups at various stages of life and explain current dietary advice
- produce and reflect on food products which meet individual needs
- functional properties of ingredients in food and their use in developing new food products
- stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs.
- safe and hygienic food practices.
- consumer food choices and contemporary food issues
- technological developments in food and organisations which protect consumer interests.
- food labelling and how it helps consumers make informed food choices
- the need for nutrients and how they perform in the body
- how dietary diseases impact the body and the prevention/cure
- consumer organisation

### Assessment

The learner will be assessed by 3 course unit assessments plus the Added Value Unit which is an assignment.

### Skills Developed

This course enables learners to:

- develop an understanding of the functional properties of food
- develop an understanding of the relationship between health, food and nutrition apply practical and technological skills in the world of food
- carry out experimentation on different food products
- build on their knowledge and understanding of food and the consumer, in order to make informed choices
- apply safe and hygienic practices in practical food preparation develop cookery skills

### Progression Pathways

- Higher Health and Food Technology
- Other qualifications in Health and Food Technology such as NPA Bakery, National 5 Practical Cake Craft
- Employment in food preparation, product development, quality control, design, marketing and retail and in the food industry.





## Health and Food Technology

## National 5

### Entry Requirements

Learners should have achieved the fourth curriculum level or the National 4 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

The course includes development of practical skills and thinking skills. Candidates develop knowledge and understanding of the relationship between food, health and nutrition. Candidates will also develop knowledge and understanding of:

- dietary needs for individuals and groups at various stages of life and explain current dietary advice
- produce and reflect on food products which meet individual needs
- functional properties of ingredients in food and their use in developing new food products
- stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs.
- safe and hygienic food practices.
- consumer food choices and contemporary food issues
- technological developments in food and organisations which protect consumer interests.
- food labelling and how it helps consumers make informed food choices
- the need for nutrients and how they perform in the body
- how dietary diseases impact the body and the prevention/cure
- consumer organisation

### Assessment

#### Question paper 60 marks

The purpose of this question paper is to assess the candidate's ability to integrate and apply breadth, knowledge, understanding and skills from across the course. There are six questions, each worth 10 marks. Questions are broken down into parts. Course content and skills are sampled across questions.

#### Assignment 60 marks

The purpose of this assignment is to assess the application of knowledge, understanding and skills from across the course through a technological approach to problem-solving based on a brief. Briefs will have a food and health or a consumer focus and candidates will use skills to investigate the issue and develop a food product to meet the needs of the brief.

### Skills Developed

This course enables learners to:

- develop an understanding of the functional properties of food
- develop an understanding of the relationship between health, food and nutrition apply practical and technological skills in the world of food
- carry out experimentation on different food products
- build on their knowledge and understanding of food and the consumer, in order to make informed choices
- apply safe and hygienic practices in practical food preparation develop cookery skills

### Progression Pathways

Higher Health and Food Technology

Other qualifications in Health and Food Technology such as NPA Bakery, National 5 Practical Cake Craft  
Employment in food preparation, product development, quality control, design, marketing and retail and in the food industry.







## Practical Cookery

## National 3/4

### Entry Requirements

Candidates should have achieved the second/third curriculum level or the National 3 Practical Cookery course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

- Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.
- Candidates' knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.
- Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.
- Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

### Assessment

#### National 3

To achieve the National 3 Practical Cookery Course, learners must pass all of the required Units.

#### National 4

To achieve the National 4 Practical Cookery Course, learners must pass all of the required Units including the Added Value Unit which is an assignment and practical activity. The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing.

### Skills Developed

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, organisational and time management skills in a cookery context
- producing, portioning and presenting dishes appropriately

### Progression Pathways

- National 5 Practical Cookery, Higher Health and Food Technology and other qualifications in Health and Food Technology such as NC/HNC Professional Cookery.
- Employment In food preparation, product development, quality control, design, marketing and retail and in the food industry.





## Practical Cookery

## National 5

### Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 Practical Cookery course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

- Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.
- Candidates' knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.
- Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.
- Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

### Assessment

Completion of all 3 units of work plus final exam which is broken down into 3 sections:

- Practical Assignment - Completion of a time plan for 3 course meal for 4, with an equipment requisition and service detail
- Practical Activity - Cooking for the 3 course meal
- Question Paper - 1 hour paper to test knowledge and understanding of course content

### Skills Developed

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, organisational and time management skills in a cookery context
- producing, portioning and presenting dishes appropriately

### Progression Pathways

- National 5 Practical Cookery, Higher Health and Food Technology and other qualifications in Health and Food Technology such as NC/HNC Professional Cookery.
- Employment In food preparation, product development, quality control, design, marketing and retail and in the food industry.





## Bakery

## National 4 NPA

### Entry Requirements

Candidates should have achieved the fourth curriculum level or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

The National Progression Award in Bakery at SCQF level 4 will give you a platform which will allow you to develop appropriate bakery skills in breadmaking, craft baking, pastry and cake decoration, to help you to progress into higher education or employment.

#### Craft Baking an Introduction

A minimum of one product from each category should be produced.

#### Bread Making an Introduction

A minimum of two flours should be used, a minimum of two breads should be made, preparation procedures should be used at least once and, at least one conventional and one commercial processing method should be used.

#### Cake Decoration

A minimum of two coatings should be prepared and applied to a minimum of one cake shape.

#### Pastry

A minimum of one pastry product for each pastry should be made.

### Assessment

The National Progression Award in Bakery contains four mandatory Units which you need to successfully complete in order to gain the award

Assessment is through practical activities carried out in a realistic working environment .

### Skills Developed

- Knowledge and practical skills in craft baking
- Knowledge and skills in pastry making
- Knowledge and skills in bread making
- Knowledge and skills in cake making
- Safe hygienic practices
- Organisational skills
- Resource management skills
- Time management skills
- Cooperation, teamwork and communication skills

### Progression Pathways

The NPA in Bakery could lead to employment within the bakery industry. It will provide invaluable practical experience and knowledge to candidates who aspire to the more technical professions which exist in bakery.

The NPA is also suitable for those returning to work or transferring from other sectors and could be delivered on a full-time or part-time basis.





Barista	National 5 NPA
<b>Entry Requirements</b>  Candidates should have achieved green secure pass of level 4 BGE curriculum or National 4 Practical Cookery.	
<b>Course Outline</b>  The National 5 Barista course at SCQF level 5 will give you a platform which will allow you to develop appropriate barista, patisserie and hygiene knowledge and skills.  Food safety logistics: Personal hygiene and storage Level 5 – Detail knowledge of ensuring all food is stored, prepared and served in a safe and hygienic manner to prevent contamination.  Cake Baking Level 5 – Develop the ability to successfully make a variety of sponge based cakes, learning the consistency and makeup of the sponge.  Pastry Unity Level 5 - Develop the ability to successfully make a variety of pastry based cakes, learning the consistency and makeup of the pastry and its contents.  Barista Skills L5 Unit – Detailed knowledge of how to use the barista machine with confidence, knowledge of the types of drinks that can be prepared.	
<b>Assessment</b>  The National 5 Barista course contains four mandatory units which you need to successfully complete in order to gain the award.  Assessment is through practical activities and unit assessments carried out in a realistic working environment.	
<b>Skills Developed</b> <ul style="list-style-type: none"><li>• Knowledge and practical skills in craft baking</li><li>• Knowledge and skills in pastry making</li><li>• Knowledge and skills in cake making</li><li>• Knowledge and skills in barista training</li><li>• Safe hygienic practices</li><li>• Organisational skills</li><li>• Resource management skills</li><li>• Time management skills</li><li>• Cooperation, teamwork and communication skills</li></ul>	
<b>Progression Pathways</b>  This qualification allows for progression to employment and National 5 Practical Cookery & Practical Cake Craft.	





# Modern Languages





**French/Spanish** **National 4**

**Entry Requirements**

Learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent experience and/or qualifications:

- National 3 Modern Languages Course or relevant component Units
- Modern Languages for Life and Work Award (SCQF level 3)

**Course Outline**

The S4 Course builds on work carried out in S3, and is made up of four contexts: Society, Learning, Employability and Culture.

These are assessed across all four skills: Reading, Listening, Talking and Writing.

**Assessment**

Candidates are expected to be able to cope with straightforward language.

Unit assessments (internally assessed):

- 1 Reading element
- 1 Listening
- 1 Talking
- 1 Writing

Learners will also undertake to complete the Added Value Unit. There will be no final external exam.

In all these areas the emphasis is on using authentic or “real” language and on the ability to communicate effectively. However, a good working knowledge of grammar and a competence in writing accurately in the foreign language are important.

**Skills Developed**

Apart from the obvious personal benefit of being able to communicate with people from other countries worldwide, there are many social and educational benefits which bring a sense of satisfaction of belonging to a wider world. There are also a number of vocational advantages.

Much of Britain's trade is with our European Community partners, and industry and commerce agree they need a strong capability in foreign languages to sell British goods in Europe – in post-Brexit Britain more than ever since companies will no longer find it so easy to recruit employees with language skills from elsewhere in Europe. Languages are not just for intending interpreters/translators. Universities and colleges now offer courses where the study of a language is combined with science, technology, law, business etc. For example, some paths into primary teaching require a Higher qualification in a modern language. Ability in a foreign language can be a valuable asset in many career areas. Multilingualism is an indicator of general mental agility and an internationalist outlook, qualities which are much sought by employers in this age of globalisation.

**Progression Pathways**

This Course or its Units may provide progression to other SQA qualifications in Modern Languages, further study, employment or training.





<b>French/Spanish</b>	<b>National 5</b>
<p><b>Entry Requirements</b></p> <p>Learners should have achieved the fourth curriculum level or the National 4 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.</p>	
<p><b>Course Outline</b></p> <p>The S4 Course builds on work carried out in S3, and is made up of four contexts: Society, Learning, Employability and Culture.</p> <p>These are assessed across all four skills: Reading, Listening, Talking and Writing.</p>	
<p><b>Assessment</b></p> <p>Candidates are expected to be able to cope with detailed language.</p> <p>Outcomes for course success:</p> <p>Externally marked writing assignment (Marked out of 20 and comprising 12.5% of the course mark)</p> <p>The final course assessment, which is externally assessed, will be marked according to the following weighting:</p> <p>Reading (30 marks, comprising 25% of the final score) and Writing (20 marks, worth 12.5% of the final score) comprise one paper of 1h30mins.</p> <p>Listening (20 marks – 25% of final score) comprises one question paper of 20-25 mins.</p> <p>Speaking (30 marks – 25% of the final score) involves a presentation of 1.5 – 2 minutes on an initial topic with a follow-up conversation of around 4 minutes on a second topic.</p>	
<p><b>Skills Developed</b></p> <p>Apart from the obvious personal benefit of being able to communicate with people from other countries worldwide, there are many social and educational benefits which bring a sense of satisfaction of belonging to a wider world. There are also a number of vocational advantages.</p> <p>Much of Britain's trade is with our European Community partners, and industry and commerce agree they need a strong capability in foreign languages to sell British goods in Europe – in post-Brexit Britain more than ever since companies will no longer find it so easy to recruit employees with language skills from elsewhere in Europe. Languages are <u>not</u> just for intending interpreters/translators. Universities and colleges now offer courses where the study of a language is combined with science, technology, law, business etc. For example, some paths into primary teaching require a Higher qualification in a modern language. Ability in a foreign language can be a valuable asset in many career areas. Multilingualism is an indicator of general mental agility and an internationalist outlook, qualities which are much sought by employers in this age of globalisation.</p>	
<p><b>Progression Pathways</b></p> <p>Having a qualification in a Modern Language will allow you to study a language at University or College as part of a course in, for example: Travel and Tourism, Marketing or Business and Language, Law &amp; Language, Engineering and Languages. Many courses allow you to spend part of your time studying abroad!</p> <p>You will also be able to choose a career in: Journalism, Broadcasting, The Armed Forces, Banking, Export Sales &amp; Marketing, Publishing, Interpreting &amp; Translating, Tourism, The Civil Service, Teaching.</p>	





# Performing Arts







<b>Drama</b>	<b>National 4</b>
<b>Entry Requirements</b> Learners would normally be expected to have attained the skills and knowledge required by the following or equivalent qualifications and/or experience: National 3 Drama Course or relevant component Units	
<b>Course Outline</b> <b>Drama Skills</b> In this unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. <b>Drama: Production Skills</b> In this unit, learners will explore and develop production skills. Pupils choose to specialise in two production areas. Pupils select two options from the following: acting, lighting, sound, costume, props or make-up and hair. They will use these skills to enhance a performance of a drama. <b>Added Value Unit: Drama: Performance</b> In this unit, pupils build upon the skills they have developed in the previous two units. The learner will be assessed on one role from the following: acting, lighting, sound, props, costume, make - up and hair. Evidence will be a combination of practical, written, oral and/or recorded evidence and the learner will demonstrate their ability to reflect in oral and/or written format. To achieve the National 4 drama course, learners must pass all of the required units, including the added value unit.	
<b>Assessment</b> National 4 Courses are on a pass/fail basis and are not graded.	
<b>Skills Developed</b> They will learn how to: <ul style="list-style-type: none"><li>• respond to stimuli, discussing and developing ideas to create a drama</li><li>• develop characters and gain further knowledge of form, structure, genre and style of dramas develop knowledge of social and cultural influences on drama</li><li>• present their drama in front of an audience</li><li>• reflect on the work they have undertaken and performed and the work of others</li><li>• work in collaboration with other members of a production team to produce an overall performance concept for a drama</li><li>• reflect on their process, with improvements continually being made as learners experiment, rehearse, make informal presentations of work to their peers and discuss progress</li><li>• present their skills in their acting or production role</li><li>• evaluate the process in rehearsals and in production meetings and the performance itself</li></ul>	
<b>Progression Pathways</b> Every job requires some form of communication. Drama provides a basis for creative and informative expression of self and effective interaction with others. As well as being suitable for any career in the Performance Arts, the skills developed in drama are transferable and suitable for a wide range of jobs. These include: Law, Police, Social Work, Retail, Teaching, Journalism, Media, Broadcasting.	





<b>Drama</b>	<b>National 5</b>
<b>Entry Requirements</b> <p>Learners should have achieved the fourth curriculum level or the National 4 Drama course or equivalent qualifications and/or experience prior to starting this course.</p>	
<b>Course Outline</b>  <b>Drama Skills</b> <p>In this unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience.</p> <b>Drama: Production Skills</b> <p>In this unit, learners will explore and develop production skills. Pupils choose to specialise in two production areas. Pupils select two options from the following: acting, lighting, sound, costume, props or make-up and hair. They will use these skills to enhance a performance of a drama.</p>	
<b>Assessment</b>  <b>Written Examination (40% of the total mark)</b> <p>The written paper allows learners to demonstrate their knowledge and skills in drama.</p> <b>Performance (50% of the total mark)</b> <p>The learner can be assessed on acting or design skills, whichever option best suits their strengths. An external SQA examiner visits the school to assess the candidates.</p> <b>Preparation for Performance (10% of the final mark)</b> <p>This is a review of the learner's research into the chosen text, their interpretation of their role in the performance and the rehearsal process (development and progression) of either an acting or design concept.</p>	
<b>Skills Developed</b> <p>Students will learn how to:</p> <ul style="list-style-type: none"><li>• respond to stimuli, discussing and developing ideas to create a drama</li><li>• develop characters and gain further knowledge of form, structure, genre and style of dramas develop knowledge of social and cultural influences on drama</li><li>• present their drama in front of an audience</li><li>• reflect on the work they have undertaken and performed and the work of others</li><li>• work in collaboration with other members of a production team to produce an overall performance concept for a drama</li><li>• reflect on their process, with improvements continually being made as learners experiment, rehearse, make informal presentations of work to their peers and discuss progress</li><li>• present their skills in their acting or production role</li><li>• evaluate the process in rehearsals and in production meetings and the performance itself</li></ul>	
<b>Progression Pathways</b> <p>Every job requires some form of communication. Drama provides a basis for creative and informative expression of self and effective interaction with others. As well as being suitable for any career in the Performance Arts, the skills developed in drama are transferable and suitable for a wide range of jobs. These include: Law, Police, Social Work, Retail, Teaching, Journalism, Media, Broadcasting.</p>	





## Music

## National 4

### Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: National 3 Music Course or relevant component Units

### Course Outline

In this course, knowledge and understanding of music will be developed through the following areas of study:

- performing skills
- understanding music
- composing music

### Assessment

All parts of the course are internally assessed.

#### Performing Skills

A varied selection of pieces will be played on two instruments (this may include voice), minimum Grade 2 standard. Learners will keep a log of self-reflection, noting areas for further development.

#### Listening/Understanding Music Skills

Learners will identify and describe specified music concepts in excerpts of music. They will develop skills in reading/notating music. A variety of different musical styles/genres will be studied including Scottish music, orchestral and choral music.

#### Composing Skills

Learners will develop an understanding of how to compose music. They will create original music.

#### Added Value Unit

Music performance: learners will give a live performance lasting a total of 8 minutes.

### Skills Developed

- preparing and performing a solo and/or group programme of music on two selected instruments, or on one instrument and voice
- performing sections of music with sufficient accuracy while maintaining the musical flow
- reflecting on and evaluating their musical and creative skills and identifying areas for improvement
- understanding the creative process and common approaches used by composers and musicians to create their music
- a basic understanding of the social and cultural influences on music
- creating original music using straightforward compositional methods and music concepts in imaginative ways to realise their creative intentions
- the ability to identify and recognise level-specific annotated music signs and symbols
- recognising and distinguishing level-specific music concepts and music styles

### Progression Pathways

Progression to National 5 Music.

Careers which are open to those with a music qualification include: Professional player, Teacher, Radio/television work, Performer, Composer, Work in the recording industry, Orchestral management





<b>Music</b>	<b>National 5</b>
<b>Entry Requirements</b>	
Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: National 4 Music Course or relevant component Units	
<b>Course Outline</b>	
In this course, knowledge and understanding of music will be developed through the following areas of study:	
<ul style="list-style-type: none"> <li>•performing skills</li> <li>•understanding music</li> <li>•composing music</li> </ul>	
<b>Assessment</b>	
<b>Performing Skills (50% of total mark)</b>	
Learners will give a live performance of contrasting music on 2 instruments (which may include voice) lasting a total of 8 minutes, minimum Grade 3 standard Learners will keep a log of self-reflection, noting areas for further development. Regular practice (a minimum of 5 times a week on each instrument) is needed to build up the necessary stamina, and to produce performances of a high standard.	
<b>Listening/Understanding Music Skills (35%)</b>	
Learners will identify and describe the use of specified music concepts in excerpts of music. They will investigate social and cultural influences on music styles. Learners will have an understanding of musical literacy/notation at this level. There will be an externally assessed listening exam.	
<b>Composing Skills (15%)</b>	
Learners will create original music that makes musical sense, using specified music concepts, and write a review of the compositional process.	
<b>Skills Developed</b>	
<ul style="list-style-type: none"> <li>•preparing and performing a solo and/or group programme of music on two selected instruments, or on one instrument and voice</li> <li>• performing sections of music with sufficient accuracy while maintaining the musical flow</li> <li>• reflecting on and evaluating their musical and creative skills and identifying areas for improvement</li> <li>•understanding the creative process and common approaches used by composers and musicians to create their music</li> <li>• a basic understanding of the social and cultural influences on music</li> <li>•creating original music using straightforward compositional methods and music concepts in imaginative ways to realise their creative intentions</li> <li>•the ability to identify and recognise level-specific annotated music signs and symbols</li> <li>• recognising and distinguishing level-specific music concepts and music styles</li> </ul>	
<b>Progression Pathways</b>	
A variety of opportunities and careers are open to students with a qualification in music. Students may proceed to the Royal Scottish Academy of Music and Drama in Glasgow where there are a number of courses suitable for teaching or performing. Universities around Britain are offering courses in Music Technology as well as the more traditional music degrees. Music is also seen as an advantageous subject for Medicine and Dentistry, demonstrating the manual dexterity required in these careers.	
Careers which are open to those with a music qualification include: Professional player, Teacher, Radio/television work, Performer, Composer, Work in the recording industry, Orchestral management	





**Music Technology**

**National 5**

**Entry Requirements**

Candidates should have achieved the fourth curriculum level or the National 4 Music Technology course or equivalent qualifications and/or experience prior to starting this course.

**Course Outline**

Developing an understanding of 20th and 21st century music Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced and been influenced by developments in 20th and 21st century music. They develop an understanding of aspects of the music industry, including a basic awareness of the implications of intellectual property rights. They also develop listening skills, enabling them to identify a range of genres and styles and their main attributes, and relevant music concepts in the context of 20th and 21st century music.

Developing music technology skills Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. These skills include using appropriate audio input devices, applying microphone placement techniques, constructing the signal path for multiple inputs, setting input gain and monitoring levels, overdubbing and editing tracks, equalisation, time domain and other effects, and mixing techniques.

Music technology contexts Candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

**Assessment**

**Question paper (40 marks)**

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and listening skills.

**Assignment (100 marks)**

The purpose of the assignment is to assess practical application of knowledge and skills from the course to plan, implement and evaluate creative productions using music technology

**Skills Developed**

- knowledge and understanding of 20th and 21st century styles and genres of music, and how this relates to the development of music technology
- knowledge of the features and functions of music technology hardware and software
- skills in using music technology hardware and software to capture and manipulate audio
- planning, implementing and evaluating a sound production
- application of music technology in creative ways
- awareness of a range of contexts in which music technology can be applied

**Progression Pathways**

- Higher Music Technology (SCQF level 6)
- Higher Music (SCQF level 6)
- National Certificate in Music (SCQF level 6)
- National Certificate in Sound Production (SCQF level 6)
- National Progression Award in Music Business (SCQF level 6)
- Other qualifications in music technology, music or related areas
- Further study, employment and/or training





# Physical Education





Physical Education	National 5
<b>Entry Requirements</b>  Entry to this course is at the discretion of the school, however, learners would normally be expected to have attained the skills and knowledge required by the following: <ul style="list-style-type: none"><li>• good academic record</li><li>• been accepted onto the National 4/5 English course is recommended</li><li>• Health and Wellbeing Physical Education CfE Level 4, or by negotiation with the Principal Teacher</li></ul>	
<b>Course Outline</b>  The main purpose of the course is to develop, demonstrate and improve practical and performance skills through evaluation and analysis. There are three mandatory units:  <b>Performance</b>  This unit will focus on enhancing learner engagement and performance in physical activity by analysing, embedding and developing elements of performance including skills application, applied fitness, performance awareness and performance composition. The unit offers opportunities for personalisation and choice of activities e.g. gymnastics, dance and indoor and outdoor games.  <b>Factors Impacting on Performance</b>  This unit will explore factors which impact positively or negatively on engagement and performance in physical activities. Learners will examine and analyse the development of personal performance and there will be opportunities for personalisation and choice in selecting from a range of these factors.	
<b>Assessment</b>  <b>Practical performance:</b> Worth 50% of total mark. Assessable through 2 activities.  <b>Portfolio:</b> Worth 50% of total mark. Assessable through external marking.	
<b>Skills Developed</b>  The following provides a broad overview of the subject skills, knowledge and understanding developed in the course: <ul style="list-style-type: none"><li>• demonstrating a comprehensive range of movement and performance skills safely</li><li>• understanding factors that impact on performance</li><li>• planning, developing and implementing approaches to enhance personal performance</li><li>• monitoring, recording and evaluating performance development</li><li>• decision-making and problem-solving</li></ul>	
<b>Progression Pathways</b>  On successful completion of the Course, learners may wish to pursue further study e.g. Higher Physical Education and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Others may wish to engage in training or employment related to personal training or health promotion.	





<b>Dance</b>	<b>National 5</b>
<b>Entry Requirements</b>	
Candidates should have achieved the fourth curriculum level or the equivalent qualifications and/or experience prior to starting this course.	
<b>Course Outline</b>	
The National 5 Dance course has an integrated approach to learning that develops practical and evaluative skills, knowledge and understanding of technical dance and performance and choreographic skills.	
Candidates learn how to evaluate their own work and the work of others and use this knowledge to inform and influence their own creative thinking and performance, experiment with a range of choreographic principles and consider the impact of theatre arts on performance, explore the origins of dance, evaluate the work of professional choreographers to help explore and develop their own choreographic ideas, learn specific dance techniques and use these to develop a range of technical skills as a dancer.	
<b>Assessment</b>	
<b>Question paper</b>	
The question paper assesses candidates' ability to demonstrate the following skills, knowledge and understanding.	
<b>Choreography</b>	
The choreography section assesses the candidate's ability to demonstrate the following skills, knowledge and understanding.	
<b>Performance</b>	
The performance assesses the candidate's ability to demonstrate the following:	
application of technique	fluency and transitions within performance
strength, stamina and	flexibility timing and musicality
application of performance skills as appropriate to the chosen style	spatial awareness
ability to control nerves, concentrate and focus	quality and dynamics
<b>Skills Developed</b>	
<ul style="list-style-type: none"> <li>• exploring a range of dance skills and techniques</li> <li>• exploring a range of performance skills as appropriate to a specific dance style</li> <li>• using evaluative skills in relation to self and others</li> <li>• demonstrating and applying knowledge and understanding of dance</li> <li>• exploring choreographic principles, devices and structures □ using evaluative skills within the creative process through choreography</li> <li>• responding to stimuli using imagination and creativity</li> <li>• conveying thoughts, meaning and ideas through movement</li> <li>• exploring the origins of a specific dance style</li> <li>• gaining knowledge and understanding of safe dance practice</li> <li>• exploring the impact of theatre arts in choreography</li> <li>• exploring the origins of a specific dance style</li> </ul>	
<b>Progression Pathways</b>	
The course provides opportunities for vertical and lateral progression to National Courses and other SQA qualifications in dance and related fields.	







# Science





<b>Biology</b>	<b>National 4</b>
<b>Entry Requirements</b> <p>Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience: National 3 Biology Course or relevant component Units</p>	
<b>Course Outline</b>  <b>Cell biology</b> In this area, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. The key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration; therapeutic use of cells; controversial biological procedures.  <b>Multicellular organisms</b> In this area, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of whole organisms. The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems; absorption of materials; propagating and growing plants; commercial use of plants.  <b>Life on Earth</b> In this area, learners will develop knowledge, skills and carry out practical and other learning activities related to study and investigation of life on Earth. The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; nitrogen cycle, environmental impact of fertilisers; evolution of species.	
<b>Assessment</b> <p>The National 4 course will be assessed through SQA unit assessments and experimental report and a research project which are internally marked.</p>	
<b>Skills Developed</b> <p>The aims of this course are to enable learners to:</p> <ul style="list-style-type: none"><li>•demonstrating knowledge and understanding of biology by making statements, describing information and providing explanations</li><li>•applying biology knowledge to familiar situations, interpreting information and solving problems</li><li>•planning and safely carrying out experiments/practical investigations to illustrate effects</li><li>•using information handling skills by selecting, presenting and processing information</li><li>•making generalisations based on evidence/information</li><li>•drawing valid conclusions and giving explanations supported by evidence</li><li>•suggesting improvements to experiments/practical investigations</li><li>•communicating findings/information</li></ul>	
<b>Progression Pathways</b> <p>Biology is a subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers in:</p> <p>Medicine / Dentistry / Veterinary Medicine / Physiotherapy / Nursing / Microbiology / Forensic Science /Health and Leisure / Biotechnology / Food and Brewing Industries / Conservation/Research / Marine Science and many more.</p>	





<b>Biology</b>	<b>National 5</b>
<b>Entry Requirements</b>	
Learners should have achieved the fourth curriculum level or the National 4 Biology course or equivalent qualifications and/or experience prior to starting this course.	
<b>Course Outline</b>	
<p><b>Cell biology</b></p> <p>In this area, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. The key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration; therapeutic use of cells; controversial biological procedures.</p> <p><b>Multicellular organisms</b></p> <p>In this area, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of whole organisms. The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems; absorption of materials; propagating and growing plants; commercial use of plants.</p> <p><b>Life on Earth</b></p> <p>In this area, learners will develop knowledge, skills and carry out practical and other learning activities related to study and investigation of life on Earth. The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; nitrogen cycle, environmental impact of fertilisers; evolution of species.</p>	
<b>Assessment</b>	
The National 5 course will be assessed through an external examination and a research project which are externally marked.	
<b>Skills Developed</b>	
<p>The aims of this course are to enable learners to:</p> <ul style="list-style-type: none"> <li>●demonstrating knowledge and understanding of biology by making statements, describing information and providing explanations</li> <li>●applying biology knowledge to familiar situations, interpreting information and solving problems</li> <li>●planning and safely carrying out experiments/practical investigations to illustrate effects</li> <li>●using information handling skills by selecting, presenting and processing information</li> <li>●making generalisations based on evidence/information</li> <li>●drawing valid conclusions and giving explanations supported by evidence</li> <li>●suggesting improvements to experiments/practical investigations</li> <li>●communicating findings/information</li> </ul>	
<b>Progression Pathways</b>	
<p>Biology is a subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers in:</p> <p>Medicine / Dentistry / Veterinary Medicine / Physiotherapy / Nursing / Microbiology / Forensic Science /Health and Leisure / Biotechnology / Food and Brewing Industries / Conservation/Research / Marine Science and many more.</p>	





## Chemistry

## National 4

### Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience: ☐ National 3 Chemistry Course or relevant component Units

### Course Outline

#### Chemical Changes and Structure

Learners will develop knowledge and skills by studying the following topics: rates of reaction, atomic structure, bonding related to properties of materials, formulae and reaction quantities, acids and bases and neutralisation.

#### Nature's Chemistry

Learners will develop knowledge and skills by studying the following topics: carbon chemistry, fuels and everyday consumer products such as alcohols and carboxylic acids.

#### Chemistry in Society

Learners will develop knowledge and skills by studying the following topics: metals, properties of plastics, nuclear chemistry, fertilisers and chemical analysis.

### Assessment

The National 4 course will be assessed through SQA unit assessments and experimental report and a research project which are internally marked.

### Skills Developed

Learners will gain knowledge and understanding of chemistry, and develop this through a variety of approaches, including practical activities.

Learners will develop important skills, attitudes and attributes related to chemistry, including: scientific and analytical thinking skills in a chemical context; understanding of chemical issues; knowledge and understanding of chemical concepts; and understanding of relevant applications of chemistry in society.

In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

### Progression Pathways

People who have studied chemistry are found in a wide range of occupations such as Dentistry, Medicine, Veterinary Medicine, Pharmacy, Pharmaceuticals, Teaching, Forensics, Biomedical Sciences, Environment Science, Chemical Engineering and many more.





## Chemistry

## National 5

### Entry Requirements

Learners should have achieved the fourth curriculum level or the National 4 Chemistry course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

#### Chemical Changes and Structure

Learners will develop knowledge and skills by studying the following topics: rates of reaction, atomic structure, bonding related to properties of materials, formulae and reaction quantities, acids and bases and neutralisation.

#### Nature's Chemistry

Learners will develop knowledge and skills by studying the following topics: carbon chemistry, fuels and everyday consumer products such as alcohols and carboxylic acids.

#### Chemistry in Society

Learners will develop knowledge and skills by studying the following topics: metals, properties of plastics, nuclear chemistry, fertilisers and chemical analysis.

### Assessment

The National 5 course will be assessed through an external examination and a research project which are externally marked.

### Skills Developed

Learners will gain knowledge and understanding of chemistry, and develop this through a variety of approaches, including practical activities.

Learners will develop important skills, attitudes and attributes related to chemistry, including: scientific and analytical thinking skills in a chemical context; understanding of chemical issues; knowledge and understanding of chemical concepts; and understanding of relevant applications of chemistry in society.

In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

### Progression Pathways

People who have studied chemistry are found in a wide range of occupations such as Dentistry, Medicine, Veterinary Medicine, Pharmacy, Pharmaceuticals, Teaching, Forensics, Biomedical Sciences, Environment Science, Chemical Engineering and many more.





Physics

National 4

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience: National 3 Physics Course or relevant component Units

Course Outline

Dynamics

In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.

Space

In this area, the topics covered are: space exploration; cosmology.

Electricity

In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.

Properties of Matter

In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.

Waves

In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.

Radiation

In this area, the topic covered is nuclear radiation.

Assessment

The National 4 course will be assessed through SQA unit assessments and experimental report and a research project which are internally marked.

Skills Developed

Learners will gain knowledge and understanding of physics, and develop this through a variety of approaches, including practical activities. Learners will develop important skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; understanding of physics issues; knowledge and understanding of physics concepts; and understanding of relevant applications of physics in society.

In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

Progression Pathways

You will find people who have studied Physics in a wide range of occupations. It is an essential or preferred qualification in many occupations:

Electrical and Electronic work, Engineering, Design & Manufacture, Medicine & Medical Physics, Dentistry, Optometry, Robotics, Telecommunications, Instrumentation and Control.





## Physics

## National 5

### Entry Requirements

Learners should have achieved the fourth curriculum level or the National 4 Physics course or equivalent qualifications and/or experience prior to starting this course.

### Course Outline

#### Dynamics

In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.

#### Space

In this area, the topics covered are: space exploration; cosmology.

#### Electricity

In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.

#### Properties of Matter

In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.

#### Waves

In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.

#### Radiation

In this area, the topic covered is nuclear radiation.

### Assessment

The National 5 course will be assessed through an external examination and a research project which are externally marked.

### Skills Developed

Learners will gain knowledge and understanding of physics, and develop this through a variety of approaches, including practical activities. Learners will develop important skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; understanding of physics issues; knowledge and understanding of physics concepts; and understanding of relevant applications of physics in society.

In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

### Progression Pathways

You will find people who have studied Physics in a wide range of occupations. It is an essential or preferred qualification in many occupations:

Electrical and Electronic work, Engineering, Design & Manufacture, Medicine & Medical Physics, Dentistry, Optometry, Robotics, Telecommunications, Instrumentation and Control.





## Laboratory Science (Skills for Work)

## National 5

### Entry Requirements

Learners should have achieved National 4 or National 5 Mathematics, or SCQF level 4 or SCQF level 5 units in Mathematics and one from:

- National 4 Biology, Chemistry or Physics ☐ National 5 Biology, Chemistry or Physics
- SCQF level 4 or SCQF level 5 units in Biology, Chemistry, Physics or equivalent qualifications and/or experience before starting this course.

### Course Outline

#### Unit 1: Careers using Laboratory Science or Laboratory Science: Careers using Laboratory Science — Scotland

This unit introduces learners to the wide range of industries and services that use scientific knowledge and laboratory skills.

#### Unit 2: Working in a Laboratory

This unit provides learners with the opportunity to learn basic laboratory skills such as handling chemicals and preparing solutions, and calculate and present results of their practical work.

#### Unit 3: Practical Skills

This unit provides learners with the opportunity to develop the skills most commonly used in laboratories.

#### Unit 4: Practical Investigation

In this unit, learners work to produce a plan, including practical procedures, to investigate a scientific topic.

### Assessment

Assessments for this course are not graded and are marked as either pass/fail. The skills and knowledge within each unit are assessed continually throughout the course. There is no final exam for this course.

### Skills Developed

- Basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements.
- Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.
- Working with others to produce a plan to undertake a practical investigation to test scientific hypotheses.
- Reporting of the results, conclusions and evaluations of the investigation.
- Skills and knowledge in a broad vocational area
- Understanding of the workplace
- Positive attitudes to learning
- Skills and attitudes for employability

### Progression Pathways

Laboratory Technician, Biomedical Sciences, Environmental Science, Pharmacist, Forensics, Food Scientist, Distillery Worker and many more.







# Social Subjects





Geography

National 4

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 3 Geography Course or relevant component Units
- National 3 Environmental Science Course or relevant component Units

Course Outline

Physical Landscapes

Rivers and Valleys—Studying the impact rivers have on Scotland's landscape and the local land use conflicts that arise.

Limestone—Looking at how upland limestone features produce distinctive features which can be used industry, farming recreation and tourism

Weather - as a nation with such variable weather it is important that we understand the processes involved and how they affect us.

Human Landscapes

Population - what does Scotland's ageing population mean for you? And what effect will the 7, 8 or 9 billion people on the planet have on us all? Is migration good for our country?

Rural - as our population changes so too must the way we feed ourselves; we will look at how countries cope with the ever-increasing demand for food.

Urban – looking at the places where most of the world's population lives, and their problems including crime, overcrowding and pollution.

Global Issues

Health – investigating the widening gap between rich and poor. What are the world's biggest killers and what can we do to prevent the spread of these diseases?

Climate Change—Understanding the causes and potential consequences of global climate change on people and the environment In addition, pupils will get the opportunity to develop their data gathering skills through fieldwork.

This will count towards their final grade.

Assessment

Each of the 3 units will be internally assessed on geographical skills and on knowledge and understanding. Learners will also undertake research on a geographical topic. Their findings will be marked and graded internally. There will be no final exam.

Skills Developed

Learners will continue to develop and apply their geographical knowledge. They will research and use information from a variety of sources, use mapping skills and carry out fieldwork. They will be able to interpret and evaluate the information they find.

Progression Pathways

Geography's unique nature means that students can continue to study Geography at University, as part of a degree in Science, Arts or Environmental Science. Geographers find employment in a wide variety of areas. The following are just some of the jobs available for Geography students:

- Weather forecasting, Town Planning, Travel & Tourism, Lawyer, Journalism & Media, Engineering , Surveying , Teaching, Health Service, Social Work, Civil Service, Broadcasting, Environmental, Conservation Management





Geography

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level, or the National 4 Geography course, or the National 4 Environmental Science course, or the National 4 History course, or the National 4 Modern Studies course, or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Physical Landscapes

Coasts - As an island, coasts play such a huge part in our daily lives. We will look at how we use the coast and the physical processes which are constantly shaping them, including some fieldwork to local coastal areas.
Glaciation - studying the dramatic impact glaciers have had on Scotland's landscape, including those local to us in North Berwick.
Weather - as a nation with such variable weather it is important that we understand the processes involved and how they affect us.

Human Landscapes

Population - what does Scotland's ageing population mean for you? And what effect will the 7, 8 or 9 billion people on the planet have on us all? Is migration good for our country?
Rural - as our population changes so too must the way we feed ourselves; we will look at how countries cope with the ever-increasing demand for food.
Urban - looking at the places where most of the world's population lives, and their problems including crime, overcrowding and pollution.

Global Issues

Health - investigating the widening gap between rich and poor. What are the world's biggest killers and what can we do to prevent the spread of these diseases?
Natural Hazards - where on Earth are the most dangerous places to live and how do people survive there? In addition, pupils will get the opportunity to develop their data gathering skills through fieldwork. This will count towards their final grade.

Assessment

Learners will research for and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA. Learners will also sit an exam lasting 2 hours and 45 minutes, which is worth 80 marks and will be marked by the SQA.

Skills Developed

Learners will continue to develop and apply their geographical knowledge. They will research and use information from a variety of sources, use mapping skills and carry out fieldwork. They will be able to interpret and evaluate the information they find.

Progression Pathways

Geography's unique nature means that students can continue to study Geography at University, as part of a degree in Science, Arts or Environmental Science. Geographers find employment in a wide variety of areas. The following are just some of the jobs available for Geography students:
Weather forecasting, Town Planning, Travel & Tourism, Lawyer, Journalism & Media, Engineering, Surveying, Teaching, Health Service, Social Work, Civil Service, Broadcasting, Environmental, Conservation Management





<b>History</b>	<b>National 4</b>
<b>Entry Requirements</b>	
Learners would normally be expected to have attained the skills and knowledge required by the following or equivalent qualifications and/or experience: National 3 History Course or relevant component Units.	
<b>Course Outline</b>	
<p><b>Britain</b> Learners will undertake an in depth study of The Atlantic Slave Trade from 1770-1807. Within this topic, they will study themes such as; The Triangular Trade, Britain and the Caribbean, The captives’ experience and the slaves resistance, The Abolitionist campaigns</p> <p><b>Europe and the World</b> Learners will undertake an in depth study of Hitler and Nazi Germany, 1919–1939. Within this topic, they will study themes such as; Hitler and the Nazi party to 1928 Nazi rise to power, 1929–1933 Nazi control of Germany, Nazi social and economic policies</p> <p><b>Scotland</b> Learners will undertake an in-depth study of he Era of the Great War, 1900–1928. Within this topic they will study themes such as; Scots on the Western Front Domestic impact of war: society and culture Domestic impact of war: industry and economy Domestic impact of war: politics.</p>	
<b>Assessment</b>	
Learners will compile a folio of internally assessed work covering the THREE units. In addition, National 4 candidates must complete a historical assignment on an individually chosen topic of study. The learner will draw on and extend the knowledge and skills they have learned during the course. This will be marked internally by the History department.	
<b>Skills Developed</b>	
<ul style="list-style-type: none"> <li>• developing and applying straightforward skills, knowledge and understanding in contexts from Scottish, British or European/world history</li> <li>• commenting on the origin and content of historical sources in a straightforward way</li> <li>• commenting on the impact of historical developments in a straightforward way, presenting information in an organised manner</li> <li>• commenting on the factors contributing towards historical developments, drawing straightforward conclusions with some guidance, researching and using information collected from a range of historical sources and presenting findings</li> <li>• developing a straightforward factual knowledge and understanding of historical themes and events in Scottish, British, European and world contexts</li> <li>• furthering literacy and numeracy skills in an historical context.</li> <li>• develop higher order thinking skills and apply these in various enterprising challenges</li> </ul>	
<b>Progression Pathways</b>	
The following are just some of the jobs available for History students:	
Civil Service, Journalism, Retail Management, Librarianship, Accountancy, Diplomatic Service, Solicitor, Architecture, Archivist, Broadcasting, Public Relations, Teacher	





History

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 History course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Britain

Learners will undertake an in depth study of The Atlantic Slave Trade from 1770-1807. Within this topic, they will study themes such as; The Triangular Trade, Britain and the Caribbean, The captives' experience and the slaves resistance, The Abolitionist campaigns

Europe and the World

Learners will undertake an in depth study of Hitler and Nazi Germany, 1919–1939. Within this topic, they will study themes such as: Hitler and the Nazi party to 1928 Nazi rise to power, 1929 –1933 Nazi control of Germany, Nazi social and economic policies

Scotland

Learners will undertake an in-depth study of The Era of the Great War, 1900–1928. Within this topic they will study themes such as; Scots on the Western Front Domestic impact of war: society and culture Domestic impact of war: industry and economy Domestic impact of war: politics.

Assessment

Assignment

Learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA and accounts for 27% of the overall marks.

Examination

80 marks. Learners will complete this in 2 hours and 20 minutes. This will be marked by the SQA.

Skills Developed

In addition to developing their knowledge and understanding, learners will also learn how to evaluate a range of historical sources, critically assess the impact of historical events and draw relevant, balanced conclusions. There will be an emphasis on furthering literacy and numeracy skills in an historical context. They will also be encouraged to develop higher order thinking skills and apply these in various enterprising challenges.

Progression Pathways

The following are just some of the jobs available for History students:

Civil Service, Journalism, Retail Management, Librarianship, Accountancy, Diplomatic Service, Solicitor, Architecture, Archivist, Broadcasting, Public Relations, Teacher





## Modern Studies

## National 4/5

### Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: National 3/4 Modern Studies Course or relevant component Units.

### Course Outline

#### Democracy in Scotland or Democracy in the UK

Learners should have a broad knowledge and understanding of the nature of the democratic political system in Scotland or the UK and the main rights and responsibilities of citizens (e.g. right to free speech, to vote, to protest, to respect the views of others, to participate, to protest peacefully).

#### Social Issues in the United Kingdom: Social Inequalities or Crime and the Law

Learners will have an overview of social inequality in Scotland and the UK. The course will examine in detail at the causes and consequences of social inequality such as unemployment, low income, educational attainment and discrimination as well as attempts by government, other organisations and individuals to tackle it.

Or

Learners will have an overview of crime and law in Scotland and the UK. They will study the causes of crime e.g. social exclusion, poverty, family influence, and peer pressure, drug and alcohol misuse.

#### International Issues: Global issue

Learners will examine in detail the causes and consequences of a global issue such as terrorism or poverty in developing countries.

### Assessment

Pupils will carry out an independent research task which will form their Added Value Unit. National 5 candidates then write this up as an assignment under timed conditions (1 hour). This will then be sent to the SQA for external marking. This forms 20% of the candidate's final mark. National 5 candidates sit an exam which will last for 2 hours and 20 minutes. Candidates will be assessed on their knowledge and understanding and their ability to interpret sources (enquiry skills).

### Skills Developed

Learners will develop their ability to write extended, detailed written explanations, as well as developing confidence and communication skills by presenting and debating information and ideas. Learners will be expected to use a variety of sources including graphs, pie charts and tables, in order to reach conclusions on specific issues. Learners will gain invaluable knowledge of social, political and economic issues in an international context. Modern Studies will also develop the learner's ability to analyse, evaluate and apply knowledge and skills in a meaningful way.

### Progression Pathways

It is particularly suitable for subjects such as:

Law, Politics, Government, Journalism, Social Work, Public Administration, Civil Service, Teaching, Local Government





People and Society

National 3/4

Entry Requirements

Completion of BGE Geography, History and/ or Modern Studies. This course is targeted at N3/ N4 pupils only.

Course Outline

This course allows for learners to experience all 3 core Social Subjects in one course – Geography, History and Modern Studies.

People and Society: Investigating Skills

The general aim of this Unit is to develop the learner’s straightforward investigating skills by carrying out tasks which involve identifying sources of information, collecting information and organising information. Learners will use these skills and draw on their knowledge and understanding of an issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

People and Society: Comparing and Contrasting

The general aim of this Unit is to develop the learner’s skills in using information in order to make straightforward comparisons and contrasts. Learners will use these skills and draw on their knowledge and understanding of an issue in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

People and Society: Making Decisions

The general aim of this Unit is to develop the learner’s skills in using information in order to make straightforward decisions on an issue. Learners will use these skills and draw on their basic knowledge and understanding of an issue, in an inter-disciplinary way, from the perspective of at least two of the social subject/social science disciplines.

Assessment

There is no external assessment for this course. In order to pass, learners must successfully complete all individually assessed outcomes for each of the four units. The course will be awarded on a pass or fail basis only, no grade boundaries A-D.

Skills Developed

By taking this Course, learners will develop a wide range of important and transferable skills, including:

- Planning an investigation
- Collecting information from a range of sources
- Selecting information and reporting the results in a variety of ways
- Using information to compare and contrast
- Using information to make decisions or form judgement
- Using the approach/perspective of different subject disciplines to acquire a deeper and more balanced understanding of people and society.

This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

Progression Pathways

Passing N3/ N4 People and Society will allow progression in:

N3 People in Society N4 People and Society or other Social Subjects  
SQA N4/N5 or NPA level 5 and 6 Criminology or N5 Travel and Tourism





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**SAINT ANDREW'S RC SECONDARY SCHOOL**

PUTTING YOUNG PEOPLE FIRST