

2019/20

S3 into S4 Course Choice Information Pack



Dear Pupil/Parent/Carer,

St Mungo's Third Year pupils are about to make important decisions about future subjects and career aspirations. We offer support in many ways through the production and delivery of:

- Special assembly relating to course choice procedures
- Course choice information pack (this document)
- Course choice interview for pupils
- My World of Work and other career related websites
- Careers section in the school library
- S3 Personal and Social Education (PSE) lessons
- Additional support for parents through the following online resources:
<https://www.myworldofwork.co.uk/my-career-options/choosing-my-subjects> and
<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

As a Fourth Year pupil, you will enter the senior phase and **study six subjects** in greater depth **from the eight subjects you studied in Third Year**. English and Maths are compulsory **and** you will also continue your core subjects of RE, PE and PSE

This booklet contains a significant amount of information for you to consider when making your choices for Fourth Year. It is organised to give further information about courses and topics to be studied in Fourth Year. The courses are grouped by subjects within each Faculty.

To assist the course choice procedure, we would recommend that pupils follow the steps below:

1. Use the website '[My World of Work](#)' to complete the 'Learn and Train' 'My Career Options' and 'Subject Choices' activities. These can help you consider which types of careers and subjects might be recommended for you. There is also an 'About Me' section to if you are still unsure <https://www.myworldofwork.co.uk/about-me/start>
2. Investigate which type of career(s) you would like to aim for in the future. It is always best to choose two or more options. A good resource to help have those conversations is: <https://www.npfs.org.uk/downloads/career-conversations-in-a-nutshell/>
3. Find out which subjects are compulsory for your chosen career and choose these subjects first. Research using college/employer/university websites or ask your teachers or parents/careers. Support will also be given during your Health & Wellbeing lessons.
4. Priority should be given to subjects that you are achieving well in or gain a sense of achievement/enjoyment **.
5. If you are unsure about your future career pathway, please choose subjects that are suitable to a wider range of careers **.

**** Please note that although we will do our best to provide the six choices, there may be occasions where pupils are asked to select another subject. This may be due to low uptake or over subscription of a subject. If this does occur, parents/carers will always be contacted.**

Yours faithfully, Mrs Farley

Course Choice Procedures – Summary

Third Year pupils will be moving into the Senior Phase and will be making important decisions about the subjects they will study for their National Qualifications.

We have been taking great care to make sure that your son/daughter makes the correct choices. In their Personal and Social Education (PSE) classes, pupils have been discussing their career aspirations, skills and the importance of choosing the most appropriate subject choices.

Along with this Information Pack, each pupil will be given a personalised course choice sheet which will be emailed home and this contains current level of study and recommended level of study for S4. Pupils will also be given a course choice interview with a member of the pupil support team, Pastoral Heads or Senior Leadership team for further guidance either at the Parents Evening on 14th January or later that week. In addition, subject teachers will explain to pupils the courses and topics on offer in their department, along with the information in this pack.

Completed and signed Course Choice Forms should be returned to the school office by **Monday 21st January at the very latest.**

Key Contacts

Should you wish to discuss any aspect related to Third Year Pupils' course choice process, please contact your Child's Pastoral Head in the first instance. Contacts are:

Andrew House	<i>Mrs Downie (Acting Pastoral Head)</i>
Columba House	<i>Mrs Pollock</i>
Kentigern House	<i>Mrs Downie (Acting Pastoral Head)</i>
Margaret House	<i>Mrs Cleland /Mrs Doran</i>
Ninian House	<i>Mrs Cleland / Mrs Doran</i>
Ogilvie House	<i>Mrs Pollock</i>



The Senior Phase

In Fourth Year, **all** pupils will continue to study **English** and **Maths** and the core subjects of RE, PE and Health and Wellbeing. Most pupils will also select **four subjects from those studied in Third Year** which will mean they continue to study **six subjects in total** in Fourth Year. Some pupils, on the recommendation of their Pastoral Head or Pupil Support, may study alternative qualifications such as a Skills for Work or Forth Valley College Course. This will depend on the most appropriate pathway for that particular pupil.

What's the Difference between National 4 and National 5 level of study?

National 4 Courses

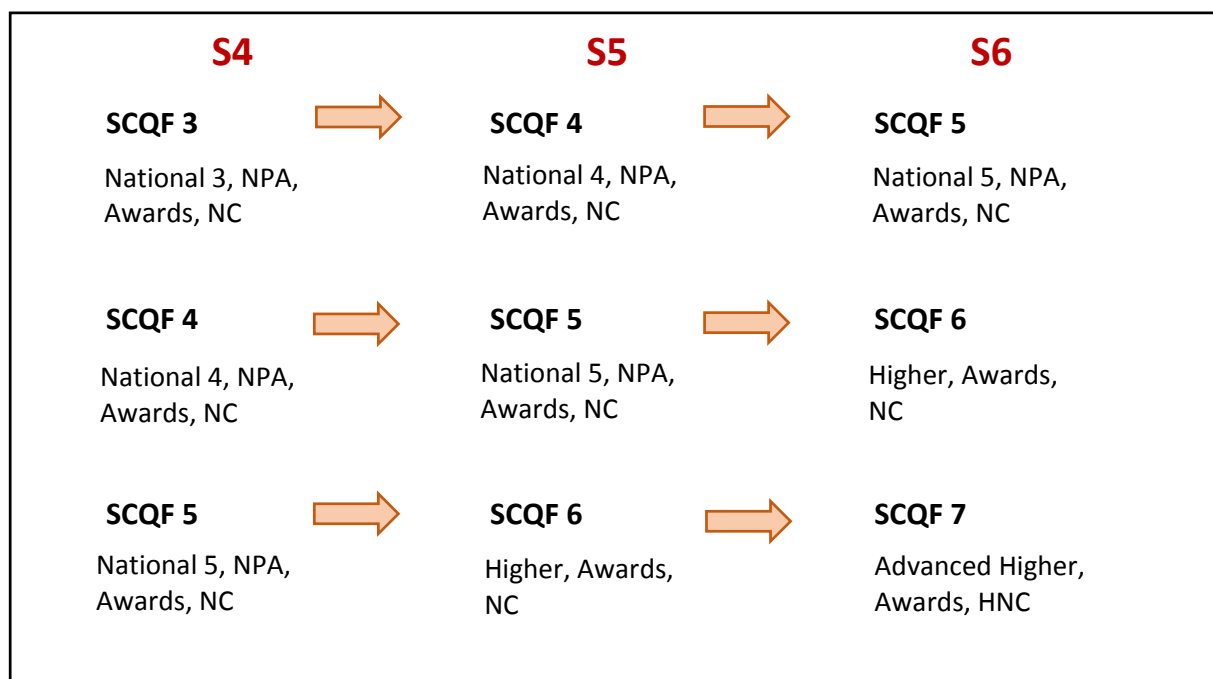
- National 4 courses are made up of units (usually 2 or 3 units). Pupils also complete an Added Value Unit (which is a piece of coursework completed in the class)
- Pupils must pass all the units and the Added Value Unit to achieve a full National 4 Award
- The National 4 Added Value Unit is set and marked by the school
- There is no formal SQA exam for National 4 level – it is based on continuous assessment and verification by SQA. This is similar to college and university courses.
- National 4 is not graded – it is marked Pass or Fail

National 5 Courses

- National 5 courses are generally made up of an externally assessed piece of coursework and an SQA exam.
- National 5 Awards are graded A – D (Pass) or 'No Award' (8 or 9)
- If a pupil achieves a 'No Award' but has passed all the units including a National 4 Added Value Unit they can be credited with a National 4 award.


Academic Progression Routes

Please use the following table as a guide showing academic progression from S4 – S6. However, some pupils may follow a different progression route which allows them to add to their basket of qualifications at the same level of National Qualifications or awards in a variety of subjects. There are a wide range of SQA Awards, National Progression Awards offered at school and at college.



THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



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

ART & DESIGN – NATIONAL 4

Course Outline:

The National 4 Art & Design Course consists of three elements:

1. Expressive
2. Design
3. Investigation

Course Structure:

This course links practical skills with investigation skills. The skills covered are:

Design unit:

Candidates will be able to choose to complete a 2D or 3D unit in design using a theme of their choice from a selected list of possible options. The final unit produced is split into 4 areas; research, consideration, final piece and evaluation.

Expressive unit:

Candidates will continue to develop their skills in Drawing and Painting using a wide range of media. They will choose from a variety of subject matter producing work tailored to their own strengths. The unit should show a progression from research, development of ideas to final piece.

Investigation:

Candidates will produce two written investigations informed by each of their practical units.

Assessment:

Assessment will be continuous throughout the year and candidates will be given tailored advice on how to progress to their fullest potential. The final assessment will be based entirely on the completed practical folios and the two completed written investigations.

Progression:

Succession completion at this level of study can progress to further study in:

- National 5 Art & Design
- Higher Art & Design
- Creative Industries

ART & DESIGN – NATIONAL 5

Course Outline:

The National 5 Art & Design Course consists of four elements:

1. Expressive
2. Design
3. Investigation
4. Question Paper

Course Structure:

This course links practical skills developed with 2 investigation projects. The skills are:

Design unit:

Candidates will be able to choose to complete a 2D or 3D unit in design using a theme of their choice from a selected list of possible options. The final unit produced is split into 4 areas; research, consideration, final piece and evaluation. Candidates should show their ability to experiment and problem solve throughout the design unit.

Expressive unit:

Candidates will continue to develop their skills in Drawing and Painting using a wide range of media. They will choose from a variety of subject matter producing work tailored to their own strengths. The unit should show a progression from analytical drawing, development which shows understanding of the visual elements and a refining of composition ideas to final piece.

Investigation:

Candidates will produce two written investigations informed by each of their practical units.

Question Paper

Essay questions on historical and contemporary artists and designers

Assessment:

Assessment will be continuous throughout the year and candidates will be given tailored advice on how to progress to their fullest potential. The final assessment will be based entirely on the completed practical folios and the two completed written investigations.

Progression:

Succession completion at this level of study can progress to further study in:

- Higher Art & Design
- Creative Industries

DRAMA – NATIONAL 4

National 4 Drama is for candidates who have an interest in the performing arts, and working with others to create pieces of drama. Students will learn about theatre arts and how to put these skills to practical use, either on stage, in the drama studio, or on film.

Course Outline:

The course is a practical drama course and focuses on the development and the use of production techniques such as:

<i>Acting</i>	<i>Directing</i>	<i>Lighting</i>	<i>Sound</i>
<i>Set Design</i>	<i>Costume</i>	<i>Make-up</i>	<i>Stage Management</i>

Pupils will learn to use at least two of the above theatre arts to create and perform their drama.

Pupils will also be expected to use a variety of stimuli, including texts, to create, rehearse and present their own pieces of drama. To meet the Assessment Standard pupils will prepare, rehearse and present a drama they have created, using a minimum of two production techniques.

Course Structure:

The Drama course consists of 3 units which are:

Drama Skills:

Candidates will contribute to the drama process by exploring and developing drama skills in order to communicate ideas and devise drama. They will also explore form, genre, structure and style and use acting skills to portray character.

Drama Production Skills:

The candidate will respond to stimuli to generate ideas for a production. They will also develop a performance concept and apply production skills to communicate their ideas. The end product will be the presentation of their production.

Drama Performance:

The candidate will prepare for, participate in and reflect on a small-scale drama performance in a selected role. They will by select ideas and show an understanding of social and cultural influences on drama.

Assessment:

Assessment for these units will be a combination of a written folio and performance evidence.

Assessment (contd):

Candidates will be required to provide evidence of:

- *Working through the process of creating drama by: developing ideas, adopting a character, working with others and evaluating and improving the drama.*
- *Presenting the piece of drama to others, communicating ideas when presenting, and reflecting on their work after presentation.*
- *Basic knowledge and understanding of production area: lighting, sound, costume props, make-up and set.*
- *Using production skills in a **chosen** area when presenting a piece of drama*
- *Reflecting on the use of their chosen production area when presenting a drama*

Progression:

Succession completion at this level of study can progress to further study in:

- National 5 Drama
- Higher Drama
- Creative Industries



DRAMA – NATIONAL 5

National 5 Drama is for candidates who have an interest in the performing arts, and working with others to create pieces of drama. Students will learn about theatre arts and how to put these skills to practical use, either on stage, in the drama studio, or on film.

Course Outline:

The course is a practical drama course and focuses on the development and the use of production techniques such as:

<i>Acting</i>	<i>Directing</i>	<i>Lighting</i>	<i>Sound</i>
<i>Set Design</i>	<i>Costume</i>	<i>Make-up</i>	<i>Stage Management</i>

Pupils will learn to use at least two of the above theatre arts to create and perform their drama.

Pupils will also be expected to use a variety of stimuli, including texts, to create, rehearse and present their own pieces of drama. To meet the Assessment Standard pupils will prepare, rehearse and present a drama they have created, using a minimum of two production techniques.

Course Structure:

The National 5 Drama course consists of 3 units which are:

Drama Skills:

Candidates will contribute to the drama process by exploring and developing drama skills in order to communicate ideas and devise drama. They will also explore form, genre, structure and style and use acting skills to portray character.

Drama Production Skills:

The candidate will respond to stimuli to generate ideas for a production. They will also develop a performance concept and apply production skills to communicate their ideas. The end product will be the presentation of their production.

Drama Performance

Assessment:

Assessment for the first two units will be a combination of a written folio and performance evidence and will be worth 40 out of 100 marks. The 3rd element, Performance is worth 60%.

Drama Skills – Pupils will be required to provide evidence of:

- *Working through the process of creating drama by: developing ideas, adopting a character, working with others and evaluating and improving the drama.*
- *Presenting the piece of drama to others, communicating ideas when presenting, and reflecting on their work after presentation.*

Drama Production Skills – Pupils will be required to show evidence of:

- *Basic knowledge and understanding of production area: lighting, sound, costume props, make-up and set.*
- *Using production skills in a chosen area when presenting a piece of drama*
- *Reflecting on the use of their chosen production area when presenting a drama.*

Drama Performance

The Drama Performance is worth 60 marks out of the total of 100 marks, so is worth 60% of the overall mark for the Course assessment. National 5 Drama is graded A – D.

The Performance element has two sections:

Section 1 - 'Performance' and is accredited with 50 marks out of the 60.

Section 2 - 'Preparation for Performance' and is accredited with 10 marks out of the 60.

Section 1, stage 1

- ◆ Rehearse your role in a text-based performance. Keep all materials which you produce for your role during the rehearsal process including plans, lists, designs, cue sheets, plots, drawings, character information, as appropriate.

Section 1, stage 2

- ◆ Perform your role to a 'live' audience, communicating the agreed interpretation of your role and contributing to the effectiveness of the overall performance.

Progression:

Succession completion at this level of study can progress to further study in:

- Higher Drama
- Advanced Higher Drama



MEDIA – NATIONAL 4

Course Outline:

The Media Studies course consists of three Elements:

1. Analysing Media Texts
2. Creating Media Content
3. Added Value Unit

Course Structure:

Pupils will study Media texts and apply what they learn from analysis in the planning and production of their own Media texts, either in a group or individually.

Analysing Media Texts

Candidates will study media texts using the Key Aspects of Media Studies. They will analyse these texts and, in so doing, develop an understanding of how they were made.

Creating Media Content

This part of the course draws on the skills and knowledge attained in the Analysis sections. Candidates will work in a group or individually to plan, create and evaluate Media content.

Assessment:

Analysing Media Content

This element of the course is assessed by an end of topic test.

Creating Media Content:

Assessment will be made through participation, keeping a log and producing a written evaluation

Progression:

Succession completion at this level of study can progress to further study in:

- National 5 Media
- Higher Media
- Creative Industries

MEDIA – NATIONAL 5

Course Outline:

The Media Studies course consists of three Elements:

1. Analysing Media Texts
2. Creating Media Content
3. Assignment

Course Structure:

Pupils will study a range of Media texts and apply what they learn from analysis in the planning and production of their own Media texts.

Analysing Media Texts

Candidates will study media, for example film or radio, developing their knowledge of Media Literacy.

Creating Media Content

This unit of the course develops skills in Media production and processes. Pupils will plan, research, produce and evaluate media content individually or as part of a group.

Assignment

In response to a negotiated brief, pupils will plan the creation of and evaluate media content.

Assessment:

Assignment

The Assignment will be submitted to the SQA for external marking

The external exam which covers the texts studied in the course.

Progression:

Succession completion at this level of study can progress to further study in:

- Higher Media
- Advanced Higher Media

MUSIC (Performing) – NATIONAL 4

Course Outline:

The National 4 Music (Performing) course consists of three elements;

1. Performing (2 instruments)
2. Compositional techniques
3. Listening skills

Course Structure:

Candidates will learn a variety of musical skills through developing skill and confidence in their chosen instruments. The skills covered are detailed below:

Performing:

Pupils will be guided to choose 2 suitable instruments to pursue and will be taught to develop transferrable skills in both instruments. All pupils are encouraged to progress at their own pace and level.

Compositional techniques:

Pupils will be given the opportunity to write their own music, in a variety of styles, using their chosen instrument(s).

Listening skills:

Through performing, pupils will learn and identify musical concepts.

Assessment:

Assessment in National 4 Music will be ongoing and will involve:

- **Performing** – individual exam on each instrument. Pupils will be encouraged to perform for an audience but this is not mandatory
- **Composition** – production of a folio
- **Listening** – concept tests/end of year assessment

Progression:

Succession completion at this level of study can progress to further study in:

- National 5
- Higher
- Free standing music units
- Creative industries

MUSIC (Performing) – NATIONAL 5

Course Outline:

The National 5 Music (Performing) course consists of three elements;

1. Performing (2 instruments)
2. Compositional techniques
3. Listening skills

Course Structure:

This course is a performing course in the main. Pupils will learn a variety of musical skills through developing skill and confidence in their chosen instruments. The skills covered are detailed below:

Performing:

Pupils will be guided to choose 2 suitable instruments to pursue and will be taught to develop transferrable skills in both instruments. All pupils are encouraged to progress at their own pace and level.

Compositional techniques:

Pupils will be given the opportunity to write their own music, in a variety of styles, using their chosen instrument(s).

Listening skills:

Through performing, pupils will learn and identify musical concepts.

Assessment:

Assessment in National 4 Music will be ongoing and will involve:

- **Performing** – individual exam on each instrument which is externally assessed and takes place in February/March time in Fourth Year. Pupils will be encouraged to perform for an audience but this is not mandatory
- **Composition** – production of a folio for assessment
- **Listening** – concept tests/end of year assessment. Final exam in May of Fourth Year.

Progression:

Succession completion at this level of study can progress to further study in:

- Higher Music
- Free standing music units
- Creative industries

MUSIC (Technology) – NATIONAL 4

Course Outline:

The National 4 Music Technology course consists of three elements:

1. Music Technology Skills
2. Understanding 20th and 21st Century Music
3. Music Technology in Context

Course Structure:

This course is a technology course in the main. Pupils develop skills and knowledge relevant to the needs of the music industry. Skills covered are:

Music Technology Skills:

Pupils will use hardware and software to record audio from a range of sources. They will also use hardware and software to edit/ manipulate audio from a range of sources.

Understanding 20th and 21st Century Music:

Pupils will describe how technological developments relate to 20th and 21st Century music by:

- *Describing and identifying a range of genres and styles e.g.: Synth pop, Punk, Rock.*
- *Describing the main technologies used by a range of genres.*
- *Identifying examples of a range of relevant musical concepts.*

Music technology in context:

Complete assignments which demonstrate skills developed in Unit 1 by:

- *Using a range of skills to record audio.*
- *Using a range of skills to edit/manipulate audio.*
- *Produce two audio masters which demonstrate skills developed in unit one. E.g. recording a rock band, Sound Foley and design, Record a radio broadcast, creating a jingle.*

Assessment:

- **Technology skills:** Log book detailing the learning process of using hardware and software and the recording process. The log book should also demonstrate the planning, implementation and evaluation of each assignment.
- **Understanding Music:** question paper and written response to a variety of genre. (30 marks)
- **Technology in Context:** produce two short pieces of work which demonstrate their ability to capture sound, manipulate it and then mix it down to an audio master. (70 marks)

Progression:

Succession completion at this level of study can progress to further study in:

- National 5 Music (Technology) *then* Higher Music (Technology)
- Free standing Music units *or* Creative Industries

MUSIC (Technology) – NATIONAL 5

Course Outline:

The National 5 Music Technology course consists of three elements:

1. Music Technology Skills
2. Understanding 20th and 21st Century Music
3. Music Technology in Context

Course Structure:

This course is a technology course in the main. Pupils develop skills and knowledge relevant to the needs of the music industry. Skills covered are:

Music Technology Skills:

Pupils will use hardware and software to record audio from a range of sources. They will also use hardware and software to edit/ manipulate audio from a range of sources.

Understanding 20th and 21st Century Music:

Pupils will describe how technological developments relate to 20th and 21st Century music by:

- *Describing and identifying a range of genres and styles e.g.: Synth pop, Punk, Rock.*
- *Describing the main technologies used by a range of genres.*
- *Identifying examples of a range of relevant musical concepts.*
- *Explain the need to protect intellectual property*

Music Technology in Context:

Complete assignments which demonstrate skills developed in Unit 1 by:

- *Using a range of skills to record audio.*
- *Using a range of skills to edit/manipulate audio.*
- *Produce two audio masters which demonstrate skills developed in Unit 1 e.g. recording a rock band, Sound Foley and design, Record a radio broadcast, creating a jingle, computer games design*

Assessment:

- **Technology skills:** Log book detailing the learning process of using hardware and software and the recording process. The log book should also demonstrate the planning, implementation and evaluation of each assignment.
- **Understanding Music:** question paper and written response to a variety of genre. (30 marks)
- **Technology in Context:** produce two short pieces of work which demonstrate their ability to capture sound, manipulate it and then mix it down to an audio master. (70 marks)

Progression:

Succession completion at this level of study can progress to further study in:

- Higher Music (Technology) or Free standing Music units or Creative Industries

ENGLISH – NATIONAL 5

Course Outline:

Fourth Year English Courses are designed follow on directly from S3 courses and allow learners the opportunity to continue to develop language skills in the areas of Reading, Writing, Listening and Talking. These courses also allow learners to develop as critical readers, thinkers and confident writers who have the ability to write critically, persuasively and creatively.

Assessment:

Assessment of the learning will be ongoing and will be both formative and summative in each of the Assessment Outcome areas of Reading, Writing, Listening/Viewing and Talking. Pupils will be expected to satisfy the standards of National 5 Assessment Outcomes and, if appropriate, begin to experience these at Higher level.

Progression:

There are various routes of progression leading on from the S4 Course and they are dependent on attainment in this course:

Those, for example, who gain an A or B at National 5 will embark upon a Higher Course. This course may last one or two years, dependent upon progression and attainment through the S5 course.

Those pupils with a C pass at National 5 will be accepted to Higher and their progress carefully monitored. If satisfactory progress is not being made, then S5 will be a year where pupils might only complete internal assessments, before being presented for the final exam in Sixth Year.

HEALTH & FOOD TECHNOLOGY – NATIONAL 4 & 5

Course Outline:

The National 4 and National 5 Health & Food Technology Course consists of four units:

- Food for Health
- Food Product Development
- Contemporary Food Issues
- Design Challenge.

Course Structure:

Food for Health

This unit aims to develop an understanding of current healthy eating. This will be achieved by the completion of a variety of practical lessons focusing on nutrition and the need for a well-balanced diet.

Food Product Development

Pupils will be given the opportunity to create a new food product for the fast moving food industry. This will allow pupils to gain experience in market research, sensory testing and how to advertise and market a new product successfully. Pupils will also complete experiments to identify the properties of ingredients and how manufacturers design new products based on these characteristics.

Contemporary Food Issues

This topic will enable pupils to gain an understanding of the current trends within the food industry and gain practical and real life experiences which will influence their food choices in the future. Some current issues which will be studied include GM foods and Fair Trade farming.

Assessment:

Pupils will be assessed on each of the four units outlined above. Assessment will enable pupils to demonstrate their knowledge and understanding through:

- Various practical activities
- Folios of work
- Experiments
- Group work challenges
- End of unit assessments

Progression:

Succession completion at this level of study can progress to further study in:

National 5 Health & Food Technology or Higher Health & Food Technology
Food Technology Industry courses at college

HOSPITALITY – NATIONAL 4 & NATIONAL 5

Course Outline:

The National 4 and National 5 Hospitality Course consists of:

- Cookery Skills – Techniques and processes
- Understanding and using ingredients
- Organisational skills for cooking
- Producing a meal

Course Structure:

Pupils will develop their basic cookery skills and learn to follow recipes. In doing this they will form the ability to follow safe and hygienic kitchen practices, and will develop good organizational and time management skills.

Pupils will develop their knowledge of the function of different ingredients in cooking. They will also learn about responsible use of ingredients and understand how different ingredients can impact on their health. By the end of the course pupils will have to plan a two or three course meal and present their meal in a professional manner. Activities such as chef demonstrations, visits to restaurants will also be included in this course.

Pupils will complete a minimum of 5 practical sessions every 4 weeks.

Assessment:

National 4 and National 5 assessment arrangements are:

Units 1 – 3

Pupils will be continually assessed throughout the course on their practical abilities.

Unit 4

- | | | |
|------------|---|---|
| National 4 | - | 2 hour practical assessment (2 course meal) |
| National 5 | - | 3 hour practical assessment (3 course meal) |

Progression:

Succession completion at this level of study can progress to further study in:

- National 5 Hospitality
- National 5 Practical Cake Craft
- Food and catering industry
- Alternative cookery courses for certification

PAYMENT & FEES

HEALTH & FOOD TECHNOLOGY *and* HOSPITALITY

Unlike many schools, we do not ask parents/carers to provide materials for your child to bring in each week; we will provide all that is needed. However, given that your child will be cooking every week, a financial contribution towards the cost of the ingredients will be required.

Please note that because of the financial commitment, pupils who want to study either subject must not have any outstanding fees from the previous year. Payment for all HFT/Hospitality/HE courses should be paid by the end of **June via the school website to prevent pupils re-choosing their subjects**

If you have any concerns regarding payments, please do not hesitate to contact Mr Brown
(HWB Faculty Head)

Please contact the school if financial assistance is required. All enquiries will be treated in total confidence.

PHYSICAL EDUCATION – NATIONAL 4 & NATIONAL 5

Course Outline:

The course consists of 4 periods a week during which learners will make a personal choice at the start of the session with a minimum of 3 from the following activities:

- **Badminton**
- **Basketball**
- **Football**
- **Gymnastics**
- **Swimming** *and*
- **Trampolining.**

Maximum participation rates will affect progression, presentation and final grade. The course is essentially a practical course in which learners will participate in a variety of roles - e.g. as a player, coach, leader, observer, umpire/referee, but most importantly as a performer. Time will be allocated to theory/written work that will support practical development and attainment within the course.

Course Structure:

There are 2 units in National 4 and National 5 Physical Education:

Performance skills:

Learners will work to improve their performance in each of the activities they have chosen and their two best areas of performance that meet the required standard will be used for SQA assessment purposes to achieve a unit pass.

Factors Impacting on Performance:

Learners will gain an understanding of the skill learning process and the mental, emotional, physical and social factors that impact performance. They will also develop knowledge on how to collect information on their performance, use this to plan and carry out a training programme to improve performance, then finally demonstrate an understanding of how to evaluate and justify the impact of any improvements made.

Assessment:

As learners progress through the course it will be decided whether they will be entered for either the National 4 or National 5 qualification, based on:

- Practical progress/Level of participation
- Standard and quality of written/theory responses to coursework, homework and unit assessments.

Assessment (contd):

National 4 Assessment

There are 3 units which will be graded pass or fail and are internally assessed:

1. **Practical Unit** - Practical assessment in 2 activities (marked pass or fail)
2. **Factors Impacting Performance Unit** - Pupil workbook (marked pass or fail)
3. **Added Value Unit** – Practical assessment in one activity (marked pass or fail)

If all 3 of the units are passed, a National 4 course award will be achieved

National 5 Assessment

There are 4 units at National 5 level:

1. **Practical Unit** - Practical assessment in 2 activities (marked pass or fail)
2. **Factors Impacting Performance Unit** - Pupil workbook (marked pass or fail)
3. **Performance Task** - Practical assessment in one activity (marked out of 60 and moderated by the SQA)
4. **Portfolio Task** – Completed internally and is worth 40 marks (sent to SQA to be marked)

At National 5 level, a final grade will be awarded from A - D depending on the marks achieved from the Performance and Portfolio tasks.

Progression:

Within school, the Physical Education pathway of progression is:

- National 4 Physical Education
- National 5 Physical Education
- Higher Physical Education

Additional certification in the PE Department

- Sports Leadership Course (SCQF Level 4 & 5)
- SFA Professional Refereeing (SCQF Level 7)

SCQF LEVEL 4 AWARD IN SPORTS LEADERSHIP

Course Outline:

The SCQF Level 4 Award in Sports Leadership provides the ideal starting point for pupils who wish to develop their leadership skills. The course gives pupils the chance to develop their organisation, motivation and communication skills, whilst also focusing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings. The qualification is practical in nature, with an emphasis on learning through performance and applying knowledge.

An interest in sport and a positive attitude are required for successful completion and enjoyment of this course.

Course Structure:

Pupils will complete the following 6 units of work:

1. Plan, lead and review a sport/activity
2. Developing leadership skills
3. Lead activities that promote a healthy lifestyle
4. Fair play in sport
5. The role of the official
6. Opportunities in sport and recreation

Assessment:

All 6 units must be achieved in order to gain the Level 1 Sports Leadership qualification. Assessment is on-going and internal, with external verification. Assessment methods include observation, written evidence and demonstrations.

Demonstration of Leadership – All pupils must demonstrate **at least 1 hour of leadership**. Pupils may complete this as part of their class or by leading pupils from one of the associated primary schools.

Progression:

Succession completion at this level of study can progress to further study in:

- SCQF Level 5 Award in Sports Leadership
- SCQF Level 5 Award in Community Sports Leadership
- Further Education
- Coaching and Volunteering
- Employment in the sporting and leisure industry

MATHEMATICS – NATIONAL 4 & NATIONAL 5

Course Outline:

Many people believe that the approach to Mathematics has changed in recent years but the basics are the same as they have been for centuries.

Mathematics is concerned with the study of number, quantity, shape, and space and their interrelationships by using a specialised notation. Increasingly communication of the mathematical operations and processes involved in the solution of a problem is necessary. Committing methods, techniques and solutions to paper should be a major focus for pupils in Mathematics

Courses offered are –

- National 4 Mathematics
- National 5 Mathematics
- National 6 Mathematics – first year of study.
- National 3 Lifeskills
- National 4 Lifeskills
- National 5 Numeracy Unit

- Pupils will embark on one of these courses dependent on attainment in S3.
- Current class teachers will be best placed to provide a recommended pathway.

Course Structure:

Each of the courses consists of three units. Within these units the skills required remain as always

- Algebraic
- Geometric
- Trigonometric
- Statistical
- Numerical

In addition applying Interpretation, Communication and Reasoning skills will foster understanding beyond the basic level.

Assessment:

The course units are assessed internally and a pass is required for each. Pupils must also show that the skills listed above can be aggregated and applied to situations which are beyond the basic level. In National 4 pupils are required to complete an added value assessment which is examined internally. At National 5, the courses have an additional external assessment supervised by SQA.

Dependent on attainment in Third Year, pupils will be presented for one of the following courses at the end of Fourth Year.

National 4 Mathematics
National 5 Mathematics

National 3 Applications of Maths
National 4 Applications of Maths
National 5 Applications of Maths

Progression:

Successful completion at this level of study can progress to further study in:

Pathways to presentation at National 4, National 5, Higher or Advanced Higher are clear for pupils who show a high level of competence.

Progress in S3 will inform the recommendation for pupils to continue their study in Mathematics or Life Skills Mathematics.

Possible presentation pathway in Mathematics

S3	S4	S5	S6
National 4	National 4	National 4	National 4
National 5	National 5	National 5	National 5
		National 6	National 6
			National 7

Note: Presentation at National 6 takes place after 2 years of study.

Mathematics qualifications enable learners to select and apply mathematical techniques and theory in a variety of mathematical and real-life situations. Successful completion will equip learners with the skills needed to interpret and analyse information, simplify and solve problems, and make informed decisions. Successful progress through these courses may prepare learners for further study involving Mathematics.

Possible presentation pathway in Applications of Mathematics

Life Skills Mathematics qualifications support numeracy and develop learners' mathematical reasoning skills for learning, life and work. Learners are developed to think through real-life situations including managing finance, statistics, geometry and measurement in real-life contexts. Successful progress will develop confidence and independence in mathematical tasks in both personal life and in the workplace.

A possible presentation pathway for Applications of Mathematics could be:

S3	S4	S5	S6
National 3 App	National 4 App	National 4 App	National 4 App
	National 5 App	National 5 App	National 5 App

FRENCH – NATIONAL 5

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart.” Nelson Mandela

Skills Development

A few of the skills developed from the National 5 French course include:

<i>Communication</i>	<i>Thinking skills</i>	<i>Social skills</i>	<i>Literacy skills</i>
<i>Problem solving</i>	<i>Evaluating</i>	<i>Organisation</i>	<i>Remembering</i>
<i>Understanding</i>	<i>Working with others</i>		

Course Structure:

This is a one year course where pupils will have the opportunity to engage with and fulfil the National 5 qualification.

Career opportunities

Primary teacher	Journalist	Sales executive	Lawyer
International aid/development worker		Careers in marketing & Business	
Airline service	Hotel management	Advertising	Engineering
Events management	Translating/interpreting	Purchasing	

Assessment:

Assessment will be ongoing throughout the year, as and when you are ready and across a number of topic areas. You must pass one assessment in each of the 4 skill areas of Reading, Writing, Listening and Talk, before being presented for the exam at the end of the year.

Progression:

The most likely route for a learner continuing the study of French after S4 would be Higher in S5 or S6, but there is flexibility within this model to cater for the needs of the learner.

Other available course in Fifth and Sixth Year include:



- Higher
- Advanced Higher
- Baccalaureate in Modern Languages
- Baccalaureate Interdisciplinary Project
- Mandarin
-

Be fun! Be interesting! Be multilingual!

SPANISH – NATIONAL 4 & NATIONAL 5

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart.” Nelson Mandela

Skills Development:

A few of the skills developed from the National 5 Spanish course include:

<i>Communication</i>	<i>Thinking skills</i>	<i>Social skills</i>	<i>Literacy skills</i>
<i>Problem solving</i>	<i>Evaluating</i>	<i>Organisation</i>	<i>Remembering</i>
<i>Understanding</i>	<i>Working with others</i>		

Course Structure:

This is a one year course where pupils will have the opportunity to engage with and fulfil the National 5 qualification.

Career opportunities

Primary teacher	Journalist	Sales executive	Lawyer
International aid/development worker		Careers in marketing & Business	
Airline service	Hotel management	Advertising	Engineering
Events management	Translating/interpreting	Purchasing	

Assessment:

Assessment will be ongoing throughout the year, as and when you are ready and across a number of topic areas. You must pass one assessment in each of the 4 skill areas of Reading, Writing, Listening and Talk, before being presented for the exam at the end of the year.

Progression:

The most likely route for a learner continuing the study of Spanish after S4 would be Higher in S5 or S6, but there is flexibility within this model to cater for the needs of the learner.

Other available course in Fifth and Sixth Year include:



- Higher
- Advanced Higher
- Baccalaureate in Modern Languages
- Baccalaureate Interdisciplinary Project
- Mandarin

Be fun! Be interesting! Be multilingual!

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

Course Outline:

It should be noted that this course is additional to core RE which is mandatory in RC schools.

The RMPS course consists of three topics:

- World Religion
- Morality and Belief
- Religious and Philosophical Questions

Course Structure:

The purpose of the course is to develop knowledge and understanding of religious, moral and philosophical issues and how these relate to personal or practical contexts.

It will explore the questions they raise and the solutions or approaches they offer.

Learners will have opportunities to critically reflect on these and on their own experience and views. Religious and non-religious perspectives will be included.

Assessment:

The RMPS course develops and assesses a range of communication, interpersonal and thinking skills which are directly relevant to the workplace and may increase a learner's employability.

Progression:

Successful completion of this course can progress to further study in:

Higher RMPS

Advanced Higher RMPS

The course may also provide lateral or vertical progression to units or qualifications in related social subjects or social science.

BIOLOGY – NATIONAL 4 & NATIONAL 5

Course Outline:

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

The Course provides opportunities for learners to develop skills, knowledge and understanding of biology. The Course develops scientific understanding of biological issues and aims to develop learners' interest in and enthusiasm for biology, by using a variety of approaches, with an emphasis on practical activities.

The Biology course aims to:

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

Course Structure:

Pupils will study Biology National 4 or National 5 units as follows:

- *Cell Biology*
- *Multicellular Organisms*
- *Life on Earth*
- *Biology Assignment (added value unit)*

In the assignment, the learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Assessment:

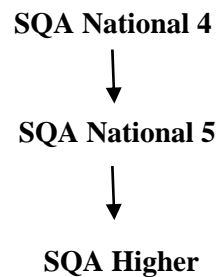
Each unit will be assessed, based on the following criteria:

- *apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment/practical investigation*
- *draw on knowledge and understanding of the key areas of this Unit and apply scientific skills*

Each unit will have a value of 6 SCQF credit points, which will give a total value of 24 SCQF points (including the added value unit).

Progression:

Succession completion at this level of study can progress in the following ways:



CHEMISTRY – NATIONAL 4 & NATIONAL 5

Course Outline:

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

The Course is practical and experiential and develops scientific understanding of issues relating to chemistry. The Course will develop concepts within a reverse engineering process, where learners start with a product and work backwards to develop the underlying chemistry.

The Course is practical and develops learners' skills through the study of the applications of chemistry in an everyday context. By using a skills-based approach to developing knowledge and understanding of some basic chemistry concepts, learners will become scientifically literate citizens, able to evaluate the science-based claims which they will come across in a rapidly developing society.

The main aims of this Course are to:

- *develop scientific and analytical thinking skills in a chemistry context*
- *develop problem solving skills in a chemistry context*
- *develop an understanding of chemistry's role in scientific issues*
- *acquire and apply knowledge and understanding of chemistry concepts*
- *develop understanding of relevant applications of chemistry in society*

Course Structure:

Pupils will study Chemistry National 4 or National 5 units as follows:

- *Chemical Changes and Structure*
- *Nature's Chemistry*
- *Chemistry in Society*
- *Chemistry Assignment (Added Value Unit)*

In the assignment, the learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Assessment:

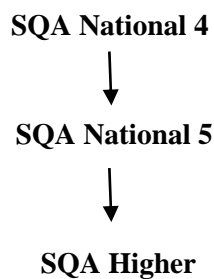
Each unit will be assessed, based on the following criteria:

- *apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment/practical investigation*
- *draw on knowledge and understanding of the key areas of this Unit and apply scientific skills*

Each unit will have a value of 6 SCQF credit points, which will give a total value of 24 SCQF points (including the added value unit).

Progression:

Succession completion at this level of study can progress in the following way:



PHYSICS – NATIONAL 4 & NATIONAL 5

Course Outline:

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

The Course provides opportunities for learners to develop skills, knowledge and understanding of physics. The Course develops scientific understanding of physics issues and aims to develop learners' interest in and enthusiasm for physics, by using a variety of approaches, with an emphasis on practical activities.

The Course aims to:

- *develop and apply knowledge and understanding of physics concepts*
- *develop an understanding of role of physics in scientific issues and relevant applications of physics in society*
- *develop scientific inquiry and investigative skills*
- *develop scientific analytical thinking skills in a physics context*
- *develop use of technology, equipment and materials, safely, in practical scientific activities*
- *develop problem solving skills in a physics context*
- *develop use and understanding of scientific literacy, in everyday contexts, to make scientifically informed choices*
- *develop the knowledge and skills for more advanced learning in the sciences*

Course Structure:

Pupils will study Physics National 4 or National 5 units as follows:

- *Electricity and Energy*
- *Waves and Radiation*
- *Dynamics and Space*
- *Physics Assignment (Added Value Unit)*

In the assignment, the learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Assessment:

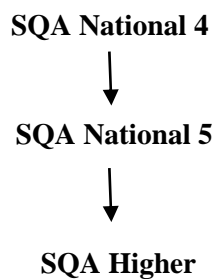
Each unit will be assessed, based on the following criteria:

- *apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment/practical investigation*
- *draw on knowledge and understanding of the key areas of this Unit and apply scientific skills*

Each unit will have a value of 6 SCQF credit points, which will give a total value of 24 SCQF points (including the added value unit).

Progression:

Succession completion at this level of study can progress in the following way:



PRACTICAL ELECTRONICS – NATIONAL 4

Course Outline:

Electronics is vital to everyday life in our society. This Course provides skills and a basic understanding of electronics and its impact. The Course also provides a valuable complementary practical experience for those studying Engineering Science, Physics or other pure science Courses.

The electronics industry continues to be a major contributor to the economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy. Within all of these fields there exists a wide range of job opportunities for people with skills in electronics.

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

- *knowledge and understanding of key concepts in electronics and apply these in a range of contexts*
- *a range of practical skills in electronics, including skills in analysis and problem solving, design skills, skills in the safe use of tools and equipment, and skills in evaluating products and systems*
- *awareness of the importance of safe working practices in electronics*
- *an understanding of the role and impact of electronics in changing and influencing society and the environment*

Course Structure:

There are 4 Units of Work in the Practical Electronics course. A description of main content is summarised below:

Unit 1: Practical Electronics: Circuit Design

This Unit provides a basic understanding of key electrical concepts and electronic components.

Unit 2: Practical Electronics: Circuit Simulation

In this Unit, the learner will use simulation software to assist in the design, construction and testing of simple circuits and systems and to investigate their behaviour.

Unit 3: Practical Electronics: Circuit Construction

This Unit provides experience in assembling a range of simple electronic circuits, using permanent and non-permanent methods.

Unit 4: Added Value Unit: Developing an Electronic Solution

This Unit requires the learner to apply skills and knowledge from the other Units to solve a straightforward electronics problem.

In the assignment, the learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Assessment:

Pupils will be assessed using written and practical internal assessments

Progression:

Succession completion at this level of study can progress to further study in:

National 5 Practical Electronics

GEOGRAPHY – NATIONAL 4 & NATIONAL 5

Course Outline:

Pupils will study two main areas in Fourth Year Geography:

Human Geography

Pupils will focus on Core units and will draw on straightforward knowledge and understanding of human environments in developed and developing countries.

Global issues /Applications

Pupils will focus on 2 units – Health and the Impact of Human Activity on Natural Environments

Assessment:

Assessment will be ongoing and will be internally assessed for those pupils who are sitting National 4 level.

Pupils at National 4 level will also be required to complete an Added Value Unit Assignment which will be internally assessed.

For those pupils completing National 5, there will be an externally set exam and also an Added Value Unit Assessment which is externally marked by the SQA.

Progression:

Pupils who successfully complete this course at National 4 level will have the option to carry on and study Modern Studies, History or Geography at National 5 level.

Pupils who successfully complete this course at National 5 level will have the option to carry on and study Modern Studies, History or Geography at Higher level.

It should however be noted that with the study of Social Subjects at Higher level, it is very strongly recommended that a pupil is also studying, or has already achieved English, at Higher level.

It should also be noted that pupils are strongly advised to progress to a more advanced level of study in the same Social Subject which they have been studying up to the end of S4, rather than swapping over.

HISTORY – NATIONAL 4 & NATIONAL 5

Course Outline:

Pupils will study two main areas in Fourth Year History under the topics British History and European and World History:

Scottish History

In this unit, pupils will focus on a topic entitled Era of Great War 1910-1928.

British History

In this unit, pupils will focus on a topic entitled Changing Britain 1760 - 1900.

European and World History

In this unit, pupils will focus on a topic entitled Hitler and Nazi Germany, 1919-1939

Assessment:

Assessment will be ongoing and will be internally assessed for those pupils who are sitting National 4 level.

Pupils at National 4 level will also be required to complete an Added Value Unit Assignment which will be internally assessed.

For those pupils completing National 5, there will be an externally set exam and also an Added Value Unit Assessment which is externally marked by the SQA.

Progression:

Pupils who successfully complete this course at National 4 level will have the option to carry on and study Modern Studies, History or Geography at National 5 level.

Pupils who successfully complete this course at National 5 level will have the option to carry on and study Modern Studies, History or Geography at Higher level.

It should however be noted that with the study of Social Subjects at Higher level, it is very strongly recommended that a pupil is also studying, or has already achieved English, at Higher level.

It should also be noted that pupils are strongly advised to progress to a more advanced level of study in the same Social Subject which they have been studying up to the end of S4, rather than swapping over.

•

MODERN STUDIES – NATIONAL 4 & NATIONAL 5

Course Outline:

Pupils will study three main areas in Fourth Year Modern Studies under the topics Political Issues, Social Issues and International Issues:

Political Issues

Within this area, pupils will focus on a topic entitled Democracy in Scotland and the UK, concentrating on a UK route.

Social Issues

Within this area, pupils will focus on a topic entitled Crime and Law.

International Issues

Within this area, pupils will focus on a unit entitled World Power: The USA

Assessment:

Assessment will be ongoing and will be internally assessed for those pupils who are sitting National 4 level.

Pupils at National 4 level will also be required to complete an Added Value Unit Assignment which will be internally assessed.

For those pupils completing National 5, there will be an externally set exam and also an Added Value Unit Assessment which is externally marked by the SQA.

Progression:

Pupils who successfully complete this course at National 4 level will have the option to carry on and study Modern Studies, History or Geography at National 5 level.

Pupils who successfully complete this course at National 5 level will have the option to carry on and study Modern Studies, History or Geography at Higher level.

It should however be noted that with the study of Social Subjects at Higher level, it is very strongly recommended that a pupil is also studying, or has already achieved English, at Higher level.

It should also be noted that pupils are strongly advised to progress to a more advanced level of study in the same Social Subject which they have been studying up to the end of S4, rather than swapping over.

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ACCOUNTING - NATIONAL 5

Course Outline:

The need for young people to learn how to manage effectively their own finances, their future involvement in societies, clubs and enterprises and the increase in the number of people who have become self-employed have underlined the need for the study of **Accounting** in the curriculum. The National 5 course in Accounting reflects the movement of accounting from a traditional record-keeping base towards a role which emphasises its importance in the provision of information for decision making.

Course Structure:

Working with figures plays a large part in Accounting and so a high level of numerical skill is desirable. The course contains three assessable mandatory units, a practical assignment and a course assessment in the form of an examination.

Preparing Financial Accounting Information

The purpose of this Unit is to develop skills, knowledge and understanding relating to the preparation of financial accounting information, and the application of accounting regulations, associated with small to medium-sized business structures. The information produced will be used to establish the historical performance and current financial position of the organisation.

Preparing Management Accounting Information

The purpose of this Unit is to develop skills, knowledge and understanding relating to the provision of internal accounting information, using a range of basic accounting techniques including budgeting and break-even. The information prepared will be used by management to make decisions regarding future planning and control of the business.

Analysing Accounting Information

The purpose of this Unit is to develop skills, knowledge and understanding relating to the interpretation and analysis of a range of accounting information including ratio analysis. The information will be used to assess the organisation's current financial position and to assist with future decision making.

Assessment:

The course units are assessed internally and a pass is required for each. In addition an externally set course assignment must be completed satisfactorily together with a course assessment exam. Taken together these assessments will result in a graded course award

Progression:

Consideration should be given other courses such as Administration and IT

Business Management

Accounting is eminently suitable for pupils who wish to pursue a career in finance, perhaps in the Accountancy, Banking or Insurance sectors. Pupils can progress to Higher Grade Accounting in fifth year. Advanced Higher Grade Accounting is also available

ADMINISTRATION – NATIONAL 4 & NATIONAL 5

Course Outline:

This is a practical based course suitable for those students wishing to pursue a career in an office environment. It is suitable for individuals who wish to acquire basic administrative skills. It aims to develop the skills required in the use of business software packages particularly word processing, spreadsheets, databases and powerpoint. It also develops pupil skills in Internet and e-mail facilities.

Course Structure:

There are 3 units of study:

Administrative Practices

The purpose of this Unit is to give learners a basic introduction to administration within organisations by applying this understanding in carrying out a range of straightforward administrative tasks, with the emphasis on those involved in organising and supporting small-scale events (including meetings).

IT Solutions for Administrators

The purpose of this Unit is to develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts by use word processing, spreadsheets, databases, or emerging equivalent technologies

Communication in Administration

The purpose of this Unit is to enable learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts e.g. Internet and PowerPoint

Assessment:

The course units are assessed internally and a pass for each in addition to appropriate attainment in an externally set course assignment (100%) for the overall course award

Progression:

Pupils can progress to:

- Higher Administration & IT
- Higher Accounting (assuming proficiency in Mathematics)
- National 5 Business Management
- National 5 Accounting
- Higher Business Management

BUSINESS - NATIONAL 4

Course Outline:

Business looks at different types of organisations and how they are financed and run. It also looks at management issues and decision making. The main functional areas of management studied include Marketing, Human Resources, Operations and Finance.

Pupils will broaden their knowledge and understanding of what they perceive as a "manager" and the skills required to be one.

Course Structure:

The units of study in the National 4 Business course are:

Business in Action

- *how and why businesses develop and operate in today's society.*
- *how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources*
- *the actions taken by business to meet customers' needs*

Influences on Business

- *the impact that a range of internal and external influences have on business*
- *decision making in straightforward contexts. investigate the role and influence of stakeholders on businesses*

Assessment:

Business in Practice Assignment

- draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course.
- the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and
- how the findings may be presented.

Added Value Assessment

- Pupils will be expected to demonstrate the skills, knowledge and understanding they have gained from across the other units of the course. This will be marked as a pass/fail.

Progression:

Successful completion of this Award can lead to further study in:

- Business Management at National 5
- Administration and IT at National 5
- Accounting at National 5 (assuming proficiency in Mathematics)

Business will enable pupils to develop skills for learning, life and work. It is suitable for those pupils who wish to pursue a career in Business, Retail or Events Management. Pupils can progress to National 5 in S4 and Higher in S5/6.

BUSINESS MANAGEMENT - NATIONAL 5

Course Outline:

The National 5 Business Management Course aims to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

Course Structure:

The Units of study in the National 5 Business Management course are:

Understanding Business

In this Unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations.

Management of People and Finance

In this Unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance.

Management of Marketing and Operations

In this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems.

Assessment:

SQA written exam in May (worth 70% of the final grade)

Assignment in class (worth 30% of the final grade)

Progression:

Successful completion of this Award can lead to further study in:

- Higher Business Management
- Higher Administration & IT (assuming proficiency in ICT skills)
- Higher Accounting (assuming proficiency in Mathematics)
- National 5 Administration
- National 5 Accounting

Where pupils do not satisfy the standard required to study National 5, it will be recommend that National 4 would be more suitable.

COMPUTING SCIENCE – NATIONAL 4 & NATIONAL 5

Course Outline:

The course consists of three units:

- Software Design and Development
- Information System Design *and*
- Development Computing Science Project

Course Structure:

Software Design and Development

Learners will develop knowledge, understanding and practical problem solving skills in software design and development. Learners will develop computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts. Learners will also explore the impact of contemporary software based applications on society or the environment.

Information System Design and Development

Learners will develop knowledge, understanding and practical problem solving skills in information system design and development. Learners will implement practical solutions using appropriate development tools to create databases, web - based information systems, multimedia information systems (and/or hybrids of these). Learners will also develop an understanding of computer hardware, software, connectivity and security issues through a range of practical and investigative tasks.

Added Value Unit: Computing Science Project

This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.

Assessment:

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

Software Design and Development

- *evidence of skills and knowledge of software design and development*
- *awareness of the impact of technologies on the environment and society*

Info System Design and Development evidence of:

- *skills and knowledge of info system design and development*
- *awareness of the impact of technologies on the environment and society*

Computing and Information Science Project

This will be assessed through a project which involves the application of skills and knowledge from the other Units to analyse and solve an appropriately challenging computing science problem.

GRAPHIC COMMUNICATION–NATIONAL 4 / NATIONAL5

Course Outline:

This course enables pupils to develop their imagination, creative ability and logical thinking using a variety of graphical techniques. This course is suited for pupils wishing to pursue a wide range of possible careers in science, graphic design, architecture, engineering and other broader career areas. It is offered at National 5.

The topics covered involve producing a wide range of different drawing types using both manual and computer aided methods. This includes formal technical graphics, manual sketching and the use of colour, tone and texture.

Course Structure:

The course will consist of 5 modules of work as follows:

Sketching– develops hand sketching methods to produce a range of both preliminary and production drawings used in the graphic design, engineering and architecture/construction industries. This encompasses pictorial sketching of Perspective, Planometric, Oblique and Isometric techniques.

Formal Drawing (Part 1) – introduces both hand sketching and formal drawing methods using a drawing board to produce production graphics used mainly in both the engineering and construction industries. This consists of Orthographic and Sectional Drawings.

Formal Drawing (Part 2) – continues the formal drawing methods previously learned and applies them to production graphics used mainly in the graphical design and consumer design industries. This includes Surface Developments of the basic forms of prism, pyramids, and cylinders.

Knowledge and Interpretation – considers the basic knowledge elements required to be able to produce a wide range of different drawings and graphics. This considers BS

Standards, Colour Application, Identification of Drawings and their use/purpose.

CAD – applies the use of computer aided design to the latest graphics and drawing methods used throughout industry. Covering both 2D and 3D Modelling as well as Desktop Publishing used in the production of Promotional and advertising graphics and presentations.

Assessment:

All course work units must be completed and will include some formal end of unit tests.

- *A formal Examination covering drawing and knowledge contributing towards certification.*
- *A continuously assessed Assignment Brief also contributing to National Level 4 or 5.*

Progression:

Pupils successfully completing National 5 certification can expect to progress onto the National Level 6 course offered in S5-S6. This in turn leads into Further Education and Industry.

PRACTICAL WOODWORKING - NATIONAL 4

Course Outline:

This is a practical workshop-based course where pupils learn many skills that are appropriate to a wide range of applications. The course will develop skills in marking-out, cutting, shaping and machining materials. Apart from giving an insight into industrial practice, such studies help with the development of self-confidence, manual dexterity & control, perseverance, maturity and spatial awareness

Course Structure:

Practical skills in wood will be developed over the four course units:

Bench Skills 1 – Flat Frame Construction

This unit concentrates on flat frame joints and the production of a model such as the Mirror Frame Stand.

Bench Skills 2 – Carcase Construction

This unit concentrates on carcase joints and the production of a model such as the Shelving Unit.

Machining and Finishing

This unit concentrates on the use of various fixed machines, power tools and finishing techniques. The wood lathe will be used to produce a product such as a lamp or small table.

Added Value Unit

This project is completed towards the end of the course and will involve the manufacture of a product which will draw on the skills developed in the other units. An example of a suitable project is a grandmother clock.

A levy of £20 will be charged for year.

Assessment:

To pass the units, the practical models produced must be of a high quality and meet strict tolerances. Some short written tests on tools and their uses must also be completed. Course Assessment is based on the Course Project. There is no *external* exam

Progression:

Pupils studying this course can develop into National courses in S5/6. Pupils studying this course may wish to pursue a career in one of the 'trades' such as joinery, plumbing, or other construction industry jobs. Pupils leaving school with this qualification will find a wide range of progression routes at College to further develop their skills. It is also the ideal preparation for an apprenticeship in one of the trades.

Useful links for parents/carers

Nationals in a Nutshell

To support parents' understanding of the new qualifications, the National Parent Forum for Scotland produced an excellent series of leaflets called "In a Nutshell" which summarises skills, experiences and assessment arrangements for most subjects at National 4 and National 5 level.

The NPFS also produced a series of 'Revision in a Nutshell' leaflets which provide practical support for revision in each subject at National 4 and National 5 Level. To access the 'Revision in a Nutshells' click this hyperlink <http://www.npfs.org.uk/national-5-revision-in-a-nutshell/>

You can then download or print the Nationals in a Nutshell for the subjects your child is studying by searching www.npfs.org.uk/nationals-in-a-nutshell or clicking on the hyperlinks in this booklet.

Biology National 4



Chemistry National 5



Revision in a Nutshell

The National Parent Forum of Scotland National 5 Revision in a Nutshell

French

2 UNITS UNDERSTANDING LANGUAGES USING LANGUAGES

2 QUESTION PAPERS
Paper 1: Reading and Writing 50 marks — 1 hour 30 minutes
Paper 2: Listening 20 marks
+ PERFORMANCE: TALKING 30 marks

The Scottish Qualifications Authority National 5 Modern Languages: French subject webpage can be found [here](#). The Revision in a Nutshell series is designed to complement learning and revision that you have undertaken in class. Please check with your teachers that these resources are relevant to you. You can find the series at www.parentforumsotland.org. Further information on the National 5 Modern Languages Performance: Talking is available [here](#).

Past Papers and Specimen Question Papers

National 5 French		
2015 Past Papers	Reading and Writing, Listening and Audio File	Marking Instructions for all Question Papers
2014 Past Papers	Reading and Writing, Listening and Audio File	Marking Instructions for all Question Papers
Specimen Question Papers	Reading and Writing, Listening and Audio File	Marking Instructions follow on from Question Papers

After completing the Specimen Question Papers or any past papers, look at the marking instructions or any past paper questions, ensure that you look at the marking instructions as these often contain course content and they will help you to improve your exam technique. Ensure that you familiarise yourself with the 2014 and 2015 past papers and the Specimen papers: these are what your exams will look like.

Other useful links for parents

SQA related websites

- Subject information
- SQA Study Guides

www.sqa.org.uk/cfesubjects
www.sqa.org.uk/studyguides

Other useful sites:

- National Parent Forum for Scotland
- BBC Bitesize
- Scholar

www.npfs.org.uk/
www.bbc.com/bitesize
www.scholar.hw.ac.uk