

2024/25

S3 into S4 Course Choice Curriculum Booklet



St Mungo's High School
January 2024

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KEY DATES IN S2 into S3 COURSE CHOICE PROCESS

There will be a number of processes to support good decision making including:

Recommended levels can be found in PROGRESS

Group Work with Career Adviser	17, 24 & 31 January 2024
Parents' Evening S4	Monday 5 February 2024
PSE lessons to support the course choice process	January 2024
Resources placed on school website	Friday 26 January 2024
Pathway Event	Monday 29 January 2024
Completion of course choice sheet in PSE	Tuesday 6 – Thursday 15 February 2024
New Timetable starts	Monday 10 June 2024



Dear S3 Student/Parent/Carers,

Third year students will be making important decisions about subjects they wish to continue to study in greater depth in Fourth Year. We will offer support in many ways through the production, promotion and delivery, of:

- S3 Personal and Social Education lessons offering career, information and guidance
- Curriculum Booklet 2024 - 2025 (this document)
- Submission of subject choices
- [My World of Work](#) (website created and maintained by Skills Development Scotland)
- Career Adviser Group Work in January 2024
- Pathway Evening – **Monday 29 January 2024 (6:00 – 8:00pm)**
- Parents' Evening – Monday 5 February 2024 (virtual)
- Additional Support for parents through the following online resources:

<https://www.myworldofwork.co.uk/my-career-options/choosing-my-subjects>

[Careers education in a nutshell - National Parent Forum of Scotland](#)

[My World of Work – Parents Section](#)

<https://www.myworldofwork.co.uk/learn-and-train>

Curriculum Offer

As a fourth-year student, you will continue to study 7 of your current 8 subjects. **English and Mathematics** are compulsory and you will also continue your learning in core subjects of RE, PE and Personal and Social Education (PSE). From your remaining 6 subjects, you will drop one subject.

The majority of students will be aiming to achieve Level 4 or beyond into National Qualifications during S3. Some students will be advised to choose particular courses by their Pastoral teacher and if applicable, contact will be made with home in advance.

This booklet contains a significant amount of information for consideration when making your choices for Fourth Year. It gives further information about courses and topics in each subject and is organised alphabetically by each Faculty Area.

When choosing subjects we recommend that you consider these 5 big questions:

How do you like to learn? Where could your subjects take you? What subjects do you enjoy?

Which subjects are you good at?

Should I get other people's advice?

[Click here to go to My World of Work for more advice](#)

If you are unsure, please choose subjects that are suitable to a wide range of careers.**

**** Please note that although we will do our best to provide first choices, there may be occasions where students are allocated their reserve subject or 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 in advance.**

Yours faithfully,

Miss Marshall, DHT Curriculum

Course Choice Procedures – Summary

Third Year pupils will be moving into the Senior Phase (S4 – S6) 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 child/ren makes the correct choices. In their Personal and Social Education (PSE) classes, pupils have been discussing their career aspirations, skills, researching relevant careers and the importance of choosing the most appropriate subject choices.

Along with this Information Pack, each pupil will be given access to a **Microsoft FORM and instructions on how to complete this through their PSE lesson**. It is extremely important that pupils access the support on their PSE team and ensure they engage with the course choice process. Pupils are invited to discuss their course choice with their PSE/Pastoral teacher should they wish additional support. In addition, subject teachers are available to answer any queries from pupils regarding the courses and topics on offer in their department during normal lesson time.

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	Mrs Downie
Columba House	Mrs McKelvie
Kentigern House	Mrs Downie
Margaret House	Ms Cleghorn
Ninian House	Mrs Rollo
Ogilvie House	Mrs Pollock



The Senior Phase

In Fourth Year, **all** pupils will continue to study **English** and **Maths** and the core subjects of RE, PE and PSE inserts. Pupils will also select **five subjects from those studied in Third Year** which will mean they continue to study **seven 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. It is important that, when making their choices, pupils ensure they choose in order of preference.

What's the difference between National 4s, National 5s and NPAs?

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 are no formal SQA exams 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. All National 4s have equal weighting.

National 5 Courses

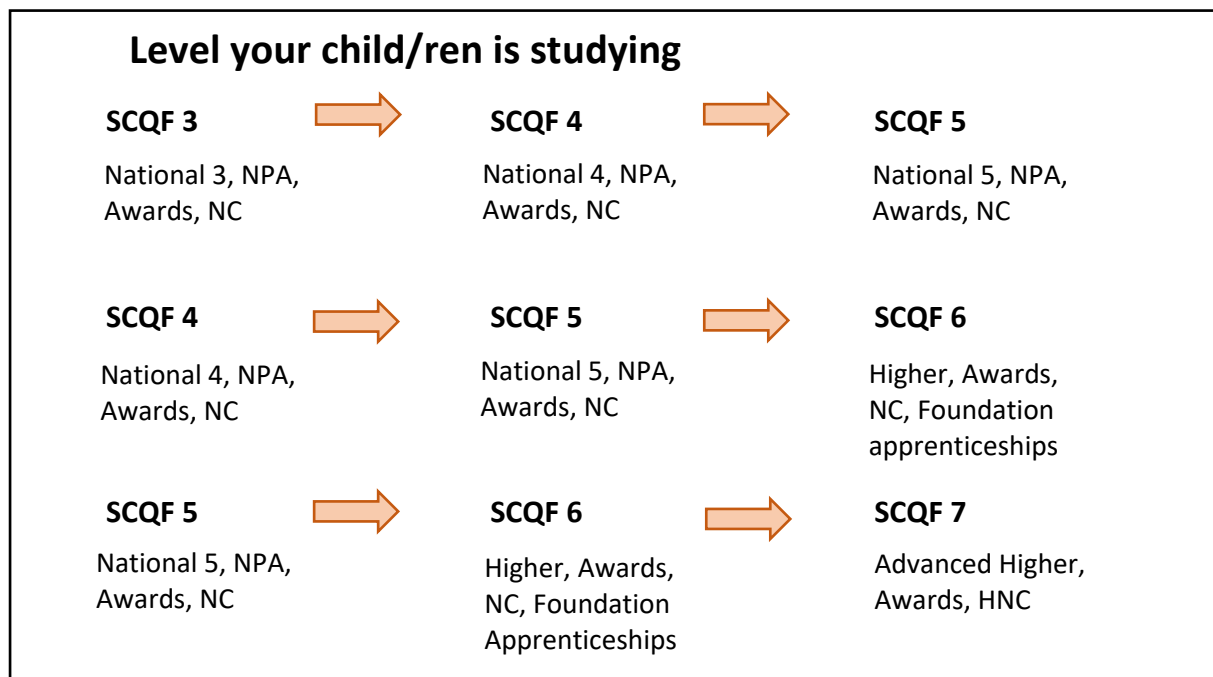
- National 5 courses are generally made up of an externally assessed piece of coursework and an SQA exam.
- National 5 Awards are graded A – D (Pass) or 'No Award' (8 or 9)
- All National 5 courses carry equal weighting . A National 5 is a National 5 regardless of the subject.

National Progression Awards (NPA) Courses

- National Progression Awards (NPA) courses are qualifications that help students develop a range of additional skills or wider achievements that complement their learning journey in the Senior Phase of Curriculum for Excellence.
- NPAs also provide access to employment, further education, and training.
- NPAs are aimed at developing students' knowledge and understanding and they develop core skills, particular to meet employment and progression needs.
- The aim is to provide a solid basis for progression into further or higher education and training.
- NPAs have at least two internally marked units which pupils need to pass to gain the qualification. It is marked as Pass or Fail. There are no SQA exams for this qualification.

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 qualifications or awards in a variety of subjects. There are a wide range of SQA qualifications such as National Qualifications, National Progression Awards and other awards which are 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.

scottish credit and
 qualifications framework

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			

FACULTY OF CREATIVE AND AESTHETIC



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.

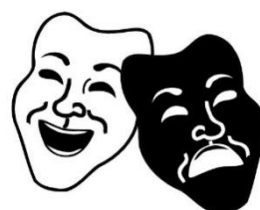
Section 1, stage 2

- ◆ 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

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 unit
- 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

FACULTY OF ENGLISH



ENGLISH – NATIONAL 4 & 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, appropriate to their level and provide meaningful routes of progression. We offer National 4 and National 5 courses which also carry Literacy Qualifications. These courses allow learners to develop as critical readers, thinkers and confident writers who have the ability to write critically, persuasively and creatively.

Assessment:

National 4.

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. There is also an Added Value Unit to be completed in this course, but there is no external examination. National 4 Literacy will also be achieved through this course.

National 5.

National 5 English, seeks to prepare pupils for Higher and follows the outline of the Higher course. There is a Mandatory Spoken Unit which must be completed through the academic year – this covers the areas of Talking and Listening. There is also a Written Folio to be completed which can contribute up to 30% of the available marks for this course. The course gives the pupils an opportunity to study a range of Literature to prepare for the external examination. The final exam will test the pupils' knowledge of literature and their ability to Read for Understanding, Analysis and Evaluation of an unseen text. National 5 Literacy will also be achieved through this course.

Progression:

There are various routes of progression leading on from the S4 Course and they are dependent on a pupil's prior attainment:

Pupils who successfully complete **National 4** in S4 can chose to progress to National 5 in fifth year and, upon successful completion of this course, Higher in S6.

Pupils who achieve 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.

Any decisions regarding presentation will, of course, be fully discussed with parents and/or carers.

FACULTY OF HEALTH AND WELLBEING



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
- N5 Course assignment (50% of course award for National 5)

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 and theory lessons focusing on nutrition, current dietary advice 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 food miles, fair trade and organic food production.

Pupils studying in this course should aim to bring a container with them to all practical lessons as there is an expectation that all food made in class must be consumed or taken home by all pupils.

Assessment:

Pupils will be assessed on each of the 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

HOSPITALITY PRACTICAL COOKERY – NATIONAL 4 & NATIONAL 5

Course Outline:

The National 4 and National 5 Hospitality Practical Cookery 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 organisation 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.

Pupils will complete a combination of practical and theory-based lessons, in preparation for course assessment tasks.

Pupils studying in this course should aim to bring a container with them to all practical lessons as there is an expectation that all food made in class must be consumed or taken home by all pupils.

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) and assignment task.

Progression:

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

- National 5 Hospitality Practical Cookery
- Food and catering industry at college
- Alternative cookery courses for certification within the department including Events Management Skills for Work and NPA Bakery

PHYSICAL EDUCATION – NATIONAL 4 & NATIONAL 5

Course Outline:

The course consists of 4 periods a week during which learners will participate in some of the following activities:

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

Maximum participation rates will affect progression, presentation and final grades as **all pupils must meet a pass standard in 2 activities**. The course is essentially a combination of theory and practical based lessons, with the number of theory lessons varying per week depending on assessment and progress with coursework. Pupils will be issued with regular homework to ensure knowledge is being transferred from a practical setting.

Course Structure:

There are 3 units in National 4 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. Pupils will complete questions in class and homework to evidence this unit assessment.

Added Value Unit – Practical assessment in one activity. This is a live performance context where pupils must pass all outcomes within the performance to successfully achieve the added value unit within N4 Physical Education.

Assessment:

- Practical progress in 2 activities for National 4 and National 5.
- Standards and quality of theory responses to coursework, homework and unit assessments will all feature as part of the assessment of pupils at both National 4/5.

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

To be successful at National 5 level pupils must:

1. **SQA One off Performance Task** - Practical assessment in two activities (30 marks per activity, scaled to 50% of overall grade and moderated by the SQA out of 60 marks)
2. **Portfolio Task (this is the exam aspect of the course)** – Completed internally and is worth 60 marks scaled to 50% of overall grade (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 5 &6)

SPORT & RECREATION – SCQF Level 4 & Level 5

Course Outline:

The course is a SQA Skills for work course providing an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the sport industry.

The main practical activities involved in carrying out a supportive role in sport and recreation environments: sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting up, dismantling and checking equipment and resources; helping to plan and review a training programme; and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessment. Candidates will develop relevant vocational skills and a variety of employability skills in the context of a sport and recreation setting.

Course Structure:

At level 4, candidates will learn about:

- assisting with planning, setting up and delivering activity sessions
- dismantling and checking equipment and resources
- assisting with accident and emergency procedures
- dealing effectively and courteously with clients, staff and others
- helping to plan and review a personal training programme
- establishing good practice in setting and reviewing personal goals

At level 5, candidates will learn about:

- assisting with planning, setting up and delivering activity sessions
- assisting with setting up, dismantling and checking equipment and resources
- assisting with accident and emergency procedures
- dealing effectively and courteously with clients, staff and others
- helping to plan and review a personal training programme
- establishing good practice in identifying and reviewing personal goals
- sourcing information about career pathways
- identifying and reviewing skills and experiences

PTO

Assessment:

The course will be divided into 5 units:

1. Skills for Employment
2. Assist with Activity Sessions
3. Dealing with Facilities and Equipment
4. Dealing with Accidents and Emergencies
5. Personal Fitness/Fitness Programming

Assessments will be based on a range of practical activities in real or simulated workplace settings, alongside some theory assessments. Staff will observe and keep records of your work throughout the session for each unit of evidence.

- SFA Professional Refereeing (SCQF Level 6)

FACULTY OF LANGUAGES



FRENCH – NATIONAL 4 and 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 will do ongoing assessment in 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 will do ongoing assessment in 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!

FACULTY OF MATHEMATICS



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 Applications of Maths
 - National 4 Applications of Maths
 - National 5 Applications of Maths
 - 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

Application of 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

FACULTY OF RELIGIOUS EDUCATION



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 course is very different to core RE and allows students to explore many of life's big questions such as "Does God exist?", "Why am I here?", and "Are people born evil?"

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. For those pupils working at National 4 level, assessment is internally marked on a "Pass/Fail" basis and pupils must also successfully complete an Added Value Unit. For pupils who are working at National 5 level, they will be prepared to meet the standard of the National 5 SQA exam in May 2025, and will also have to complete an assignment which contributes to their overall course award.

Progression:

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

Higher RMPS

Advanced Higher RMPS (S6 only)

The course may also provide lateral or vertical progression to units or qualifications in related Social Subjects areas. We do however recommend progression within the same subject area.

FACULTY OF 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:

SQA National 4



SQA National 5



SQA Higher

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:

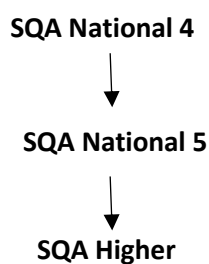
Each unit will be assessed, based on the following criteria:

- *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:

SQA National 4



SQA National 5



SQA Higher

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

SCIENCE – NATIONAL 4

Course Outline:

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for science in a range of contexts. The skills of scientific inquiry and investigation are integrated and developed throughout the Course. The relevance of science is highlighted by the study of the applications of science in everyday contexts with a focus on the skills for work beneficial for the Health Sector.

The Course is an up-to-date selection of ideas relevant to the central position of science within our society. It is practical and experiential, and develops scientific awareness of issues relating to science.

The aims of this Course are for learners to:

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

Course Structure:

Pupils will specialize in the following areas of Science:

- *Fragile Earth*
- *Human Health*
- *Applications of Science*

Assessment:

Pupils will be assessed using the following methods:

- *Knowledge and understanding assessment and end of unit assessments*
- *Skills assessments – including investigative and project work*

Progression:

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

- N5 Skills for Work course(s) in science faculty

FACULTY OF SOCIAL SUBJECTS



GEOGRAPHY – NATIONAL 4 & NATIONAL 5

Course Outline:

Pupils will study two main areas in Fourth Year Geography:

Human and Physical Core Geography

Pupils will focus on Core units and will draw on straightforward knowledge and understanding of human and physical environments.

Global issues /Applications

Pupils will focus on 2 units – Health and a unit of their choice from climate change; the impact of human activity on the natural environment; environmental hazards; trade and globalisation or tourism.

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 Assignment 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. (UNDERTAKEN IN S3)

British History

In this unit, pupils will focus on a topic entitled The Atlantic Slave Trade 1770-1807.

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. (This unit is started in S3 and continued with in S4)

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 which will be internally assessed.

For those pupils completing National 5, there will be an externally set exam in May 2025, and also an assignment which is externally marked by the SQA. Both of these elements are used to decide the overall course award.

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.

PEOPLE AND SOCIETY – NATIONAL 3 & NATIONAL 4

Course Outline:

The People and Society (PAS) course allows students to draw from a wide range of experiences and outcomes across a number of Humanities curricular areas, including History, Modern Studies, Geography and RMPS.

Throughout the course, pupils will study three main areas in the S4 People and Society course through three separate topics:-

1. Investigating Skills
2. Comparing and Contrasting
3. Making Decisions

The PAS course is a skills-based course with content being built around the interests which the students have.

Pupils who are most suited to studying this course will be identified and this option will be provided to them instead of a singular Social Subjects route.

Assessment:

Assessment will be ongoing and will be internally assessed for all pupils at both National 3 and National 4 level.

Pupils at National 4 level will also be required to complete an Added Value Unit Assignment which will be internally assessed. This element is not required for pupils who are sitting the course at National 3 level.

Progression:

Pupils who successfully complete this course at National 3 level will have the option to continue with the course at National 4 level, or carry on and study Modern Studies, History, Geography or RMPS at National 4 level.

Pupils who successfully complete this course at National 4 level will have the option to carry on and study Modern Studies, History, Geography or RMPS at National 5 level. There is no option to study People and Society at National 5 level.

FACULTY OF TECHNOLOGY



ADMINISTRATION & IT – 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 power point. It also develops pupil skills in Internet and e-mail.

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 using 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
- National 5 Business Management
- 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

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 (Question Paper worth 90 marks which represents 75% of the final grade)
Assignment in class (assignment worth 30 marks which represents 25% 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)
- National 5 Administration

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

COMPUTING SCIENCE - NATIONAL 5

Course Outline:

The course consists of three units:

- Software Design and Development
- Computer Systems
- Database Design and Development
- Web Design and Development

Course Structure:

Software Design and Development

Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

Computer Systems

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

Database Design and Development

Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

Web Design and Development

Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

Assessment:

Formative assessment takes places on an on-going basis through both classwork and homework.

Coursework Assignment

This is an end of course assessment requiring the solution to an appropriately challenging computing science problem. It contributes towards 30% of the overall grade for Computing Science.

External Examination

A formal Examination covering all four units of the course. It contributes 70% of the overall grade for Computing Science.

Progression:

Pupils successfully completing National 5 certification can expect to progress onto Higher Computing Science offered in S5-S6. This in turn leads to an opportunity to progress into Advanced Higher Computing Science. Please note that computational thinking is an important aspect to Computing Science.

We would advise pupils embarking on Higher level Computing Science to have a minimum qualification of National 5 in Mathematics.

The Computing Science department also offer National Progression Awards in Games Development and Cyber Security.

After school Computing Science is a profoundly useful subject. Most if not all jobs involve the usage of computer systems and further study in Computer Science may result in gaining employment in an extremely lucrative, exciting and in-demand field of work.

ENGINEERING SCIENCE - NATIONAL 4

Course Outline:

The course helps candidates to develop an understanding of the far-reaching impact of engineering on our society. They learn about the central role of engineers as designers and problem-solvers, able to conceive, design, implement and operate complex systems.

Pupils will develop the ability to:

- apply knowledge and understanding of key engineering facts and ideas.
- understand the relationships between engineering, mathematics and science.
- apply skills in analysis, design, construction and evaluation to a range of engineering problems.
- communicate engineering concepts clearly and concisely, using appropriate terminology.
- develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

Course Structure:

The course develops skills in three main areas. Candidates are able to apply these skills through a range of contexts, within the broad discipline of engineering.

Engineering contexts and challenges

Pupils will develop an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions. This allows them to explore some existing and emerging technologies and challenges and to consider the implications relating to the environment, sustainable development and economic and social issues.

Electronics and control

Pupils will explore a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

Mechanisms and structures

Pupils will develop an understanding of mechanisms and structures. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

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 who successfully complete this course will progress onto National 5 Engineering Science. Successful completion could lead to Higher Engineering Science, and onto engineering-based apprenticeships or related College and University courses.

Entry Requirements

Pupils will be expected to have achieved and be secure in fourth level Mathematics and Numeracy, by the end of S3. Pupils will be required to apply these skills throughout the Engineering Science course

ENGINEERING SCIENCE - NATIONAL 5

Course Outline:

The course helps candidates to develop an understanding of the far-reaching impact of engineering on our society. They learn about the central role of engineers as designers and problem-solvers, able to conceive, design, implement and operate complex systems.

Pupils will develop the ability to:

- apply knowledge and understanding of key engineering facts and ideas.
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Mechanisms and structures

Pupils will develop an understanding of mechanisms and structures. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

Assessment:

All course work units must be completed and this will include a number of formal end of unit assessments.

- A formal examination will be completed covering content from each unit to a National 5 standard. This will account for 69% of the overall course mark. The other 31% is made up from an SQA Assignment which pupils will attempt, under exam conditions with the class from late January to the start of March.

Progression:

Successful completion could lead onto Higher Engineering Science, and then onto engineering-based apprenticeships or related College and University courses.

Entry Requirements:

Pupils will be expected to possess/or to be currently enrolled in National 5 level Mathematics.

Pupils will be required to apply these mathematical skills throughout the Engineering Science course.

GRAPHIC COMMUNICATION–NATIONAL 4 & NATIONAL 5

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 4 and 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 at N5 level covering drawing and knowledge contributes towards certification – 67%
- A continuously assessed Assignment Brief contributes to National Level 4 while National 5 has the Course Assignment covering Preliminary, Production and Promotional graphics worth 33%

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 Advanced Higher and or Further Education and Industry.

PRACTICAL WOODWORKING - NATIONAL 3 & 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 Chopping Board.

Bench Skills 2 – Carcass Construction

This unit concentrates on carcass 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 turnery such as handles for a tool box and or decorative features for a mirror.

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 coat rack.

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 continuous assessment and the Course Project. There is no *external* exam

Progression:

Pupils studying this course can develop into a National 5 course and 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.

OTHER QUALIFICATIONS



CARE

Course Outline:

The Social Care course at National 4 and National 5 level is designed for students who have an interest in working in some aspect of care. This course aims to develop the learner's engagement and understanding of contemporary care practice in settings such as health care, social care and childcare.

Course Structure:

The course is comprised of three units:

- Values and Principles
- Social Influences
- Human Development

Assessment:

To gain a full course award, pupils would need to pass the unit assessments.

Progression:

Students looking to further their study in this area can progress to further qualifications e.g.

- Higher Care
- Skills for work: Health and Social Care
- NC Health and Social Care
- College Courses

Learners who have found this course valuable have progressed into employment in the following:

- Nursing
- Midwifery
- Early Years Officer
- Care Work
- Support Worker
- Social Work
- Teaching
- Youth Work
- Counselling

OUTDOOR EDUCATION

Course Outline:

The Outdoor Education programme consists of pupils developing a range of skills, experiences and qualifications

Course Structure:

Our main aim at St. Mungo's is to use outdoor education to recognise wider achievement, develop learning for sustainability whilst also reducing the attainment gap. Pupils have the opportunity to develop National Navigation Award Scheme, Canoe Star Awards, First Aid, Bike Maintenance and NICAS Climbing Level 1 to name a few. This allows pupils to develop skills for learning, life and work whilst also increasing their confidence, leadership and communication skills.

Pupils are out of school all day on a Wednesday and will follow a structured programme with Falkirk Community Trust staff along with a member of St Mungo's staff. .

The skills that are developed through the outdoor education courses are:

- Communication
- Numeracy
- Problem Solving
- Self-reflection
- Teamwork
- Resilience
- Learning

Pupils who are most suited to studying this programme will be identified and this option will be provided to them.

Assessment:

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

- Various practical activities
- Self-reflection
- Assessor reports
- Group work challenges

PERSONAL DEVELOPMENT

Course Outline:

The Personal Development Course consists of courses:

- The Duke of Edinburgh Award
- ASDAN Vocational Tester
- ASDAN Short Courses

Course Structure:

The Duke of Edinburgh Award

You achieve an Award by completing a personal programme of activities in four sections:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey.

ASDAN Vocational Testers

Vocational Testers offer pupils a concrete introduction to a range of employment sectors. They contain a variety of modules relating to the subject area. The courses help learners to make progress towards their personal learning and career aims.

ASDAN Short Course

ASDAN Short Courses offers exciting and rewarding activities to develop skills and knowledge through a range of subject specific challenges. The courses help learners to develop practical skills, as well as personal, social and work-related skills.

The core skills that are developed through ASDAN courses are:

- Literacy
- Numeracy
- ICT
- Problem Solving
- Learning
- Teamwork

Pupils who are most suited to studying this course will be identified and this option will be provided to them.

Assessment:

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

- Various practical activities
- Portfolio of work
- Assessor reports
- Group work challenge

SCHOOL-COLLEGE OPPORTUNITIES TO SUCCEED COURSE (SCOTS)

Course Outline:

The innovative SCOTS programme provides an opportunity for pupils in S4 to attend College to experience eight different subjects from across the College curriculum.

Course Structure:

Pupils attend college one afternoon a week and they have other classes in school which they use to reflect on their college experience and plan their pathways. Pupils will have a chance to experience different curriculum areas which may lead to further study at college in S5/6.

While at college, pupils will be in groups with pupils from across Falkirk Council. They will then study each of the following curriculum areas from the College:

- **Business, Administration and Tourism**
- **Care**
- **Construction**
- **Creative Industries**
- **Engineering**
- **Fitness, Health and Exercise**
- **Hair and Beauty**
- **Science**

Pupils who are most suited to studying this course will be identified and this option will be provided to them.

Assessment:

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

- Engagement in the various practical activities
- Engagement in each of the college curriculum areas
- Tutor reports
- Teamwork

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 <https://www.npfs.org.uk/2014/03/revision-in-a-nutshell/>

You can then download or print the Nationals in a Nutshell for the subjects your child is studying by searching <https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/> 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

REVISION NATIONAL 5

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/cfsubjects

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