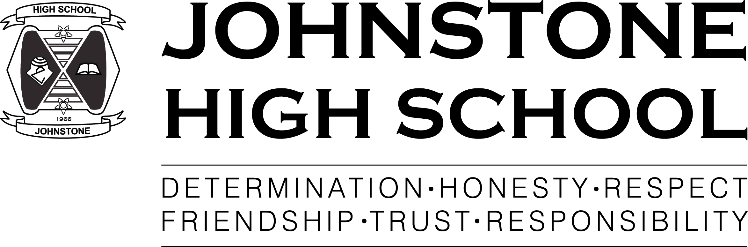
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**OPTIONS 2019-20**

**COURSE DESCRIPTORS**

**ADMINISTRATION & IT**

Admin & IT offers the opportunity for pupils to develop core skills using computer software applications. The practical approach used in this course makes it excellent preparation for a career not only in Administration but in virtually all office based professions including for example Marketing, Law and Accountancy. You will acquire skills in processing, sorting, checking, storing and outputting information using Microsoft Office. These skills will help to develop your own personal effectiveness – which will assist not only with your studies in other subjects but also if you undertake further education at University or College (who submits handwritten documents nowadays??).

**What can I expect in the BGE**

A practical course developing your IT skills using word, spreadsheet, database, powerpoint, internet, e-mail, e-diary. The course is based around planning and organising small events. Carrying out the admin tasks associated with running a business, such as keeping records, holding meetings, conducting interviews, planning business trips, sending out information and communicating with customers etc . All of these skills are transferable to the work place or to further education courses.

Due to the practical nature of the course, homework is given at relevant points.

Class Assessments will take place throughout the year.

**What can I expect in the Senior Phase -**

**National 4**

Further development of the skills achieved at BGE level now more formalised into 3 Units.

ADMINISTRATIVE PRACTICES

* Administrative tasks needed to organise and support small-scale events
* Key legislation affecting employees
* Good customer care

IT SOLUTIONS FOR ADMINISTRATORS

* Use word processing, spreadsheets and databases to create and edit business documents
* Organise and process information in administrative situations

COMMUNICATION IN ADMINISTRATION

* Collect and share information from the internet and intranet
* Prepare information using multimedia (Powerpoint) and desktop publishing (Publisher)
* Receiving and sending e-mails, entering details in e-diaries

Homework will be given for each topic covered.

There is an assessment for each of the units along with a final Added Value Unit all of which must be achieved in order to secure a pass at N4 level.

**National 5**

At this level the same units as in N4 are undertaken but to a higher degree of complexity and skill required.

Homework will be given on each topic.

There is an assessment for each of the 3 units to be achieved.

**Final Assessment**

There is an N5 Assignment Exam to be taken.

Pupils at N5 also complete the Added Value Unit.

**Higher**

At Higher level Admin & IT has both a practical and a theory element to the course. Three units are in the course with 3 unit assessments. Topics are similar to N5 but skills are taken to a higher level and theory answers require much more detail.

ADMINISTRATIVE THEORY AND PRACTICE

* Time and task management
* Target setting, monitoring and evaluating work
* Team working
* Workplace legislation
* Impact of IT
* Customer care
* Meetings

Weekly theory homework is given for this unit.

IT SOLUTIONS FOR ADMINISTRATORS

* Word Processing
* Spreadsheet
* Database

Creation of documents using the above programs is done at N4 and N5 level, at Higher it is the manipulation and integration of all 3 programs that is carried out requiring a high level of IT skill.

COMMUNICATION IN ADMINISTRATION

* Powerpoint
* Internet
* Publisher
* E-mail and e-diary
* Effective Communication – theory

**Final Assessment**

**Paper 1** is a one hour theory question paper worth 30 marks completed in the main diet of exams (April/May).

**Paper 2** is a 2 hour course Assignment Exam worth 70 marks and is completed in March.

**ART AND DESIGN**

**“Imagination is more important than knowledge” Albert Einstein**

The aim of this subject is to promote knowledge and understanding of the visual arts and design, their historical development and contemporary applications; to develop and apply skills of practical investigation, media handling, problem solving and evaluation through expressive and design practical activities, linked to related contextual, evaluative and historical studies.

Think about everything you own from your clothes, your phone to your pencil case. Each and every item you own has been designed by someone and or had creative input from an artist along the way. In an increasingly visual world, the place of the artist and designer has never been more important. The introduction of cutting edge technology into the school is beginning to have an impact on the curriculum we can offer and we are exploring ways in which this can be used to make this subject even more relevant to the world in which we live. Even if you aren’t thinking of a career in the creative industries, the problem solving and creative thinking skills you will learn within the Art department are very important for today’s workplace and are looked on favourably by colleges, universities and employers alike.

**What can I expect in the BGE**

Through a series of different projects and units, you will build on skills and techniques you will have had experience of in 1st and 2nd year as well as be exposed to new ways of working. This could range from drawing and printmaking to 3D model making and using Photoshop. You will also look at the work of artists and designers and begin to explore and understand their contribution to the world. You will be expected to commit a portion of your own time to working on the tasks you have been set. This could be as homework or in the Art department at lunchtime or after school, depending on the project you are working on.

**What can I expect in the Senior Phase**

National 4 and 5

The skills and techniques you will have acquired during the BGE will have a direct impact on the work you do at National 4/5 level. You will begin to work towards the completion of both expressive and design folios. The work of artists and designers will also be explored further and their styles will begin to have significant influence on the direction your work takes. Whether you are presented for National 4 or 5 will depend upon the quality of the work you produce and the commitment you show to your own development within this subject. Work presented at National 4 level is marked internally whereas National 5 work is submitted to the SQA for marking, this includes a written paper sat in exam conditions. As within the BGE, you will be expected to commit some of your own time to the development and completion of your work; this could be either your practical or written work.

Higher

As with National 4/5, you will produce both expressive and design folios within this year with the emphasis being firmly on the quality of your work. You will continue to build on skills both practical and written and possibly have Advanced Higher or Higher Photography in your sights as options for subjects in 6th year. Your own time will also be an important factor for your progression through this course and you will be expected to keep to SQA and school assessment deadlines. All work at Higher is submitted to the SQA for marking, this includes a written exam paper. Higher Art and Design is recognised by universities as an entry level qualification.

Advanced Higher

With an emphasis on self study and development, Advanced Higher Art is not only the stepping stone to studying at further or higher education level but also allows you the opportunity to explore a theme in real depth. You will be exposed to a range of new skills and techniques as well as developing those you already have. You will choose to develop either an expressive or design folio where your creativity will be pushed and pulled in all sorts of directions in order to produce the most exciting and diverse folio possible. The work of artists and designers will again play a key role in the development of your own style and you will write about their influence on your work as part of your folio. During this year we typically attend art school degree shows and open days as well as fashion shows. If you are planning to apply to art school/college, you will be given all the advice and guidance you need in order to make the correct choice of where and which course. As with the previous levels, your own time will be of huge importance if you choose this subject. There will always be a place for you to work in the department and you will be expected to keep up with SQA and school assessment deadlines. Your folio will be submitted to the SQA for marking but there is no written exam paper at this level. Even if studying art once you leave school isn’t your goal, this is an enjoyable and hugely satisfying course to undertake.

**BIOLOGY**

Biology is the study of living organisms. It covers all fields of organic life from tiny bacteria to habitats like deserts or rain forests and the animals that inhabit them. It helps us to understand the natural world and is an important subject in many careers such as dentistry, veterinary medicine, microbiology, botany, education, zoology and conservation. The Biology course will allow pupils the opportunity to think creatively, develop self reliance and solve problems.

**What can I expect in the BGE**

The Science BGE course aims to give pupils a broad experience in all Science but does have areas that are discreet to Biology. In S1 and S2 you will focus on Cells, Biodiversity, Body Systems, and Plants. These courses will develop your knowledge in Biology as well as your skills in scientific inquiry and investigation. In S3 the BGE follows the Level 4 outcomes and covers Body defence & Homeostasis, Cellular processes, Genetics& Development and Survival. There will be a focus on the development of skills as well as knowledge and understanding through the participation in practical based activities.

**What can I expect in the Senior Phase**

**National 4**

This is an internally assessed course consisting of three units and an added value unit. The topics covered at National 4 are Life on earth, Multicellular Organisms and Cell Biology. The course involves a variety of practical activities as well as knowledge based research. Each of the units must be passed along with the completion of the added value unit. During the course pupils can expect weekly homework.

**National 5**

National 5 is made up of three units, an assignment and a final National Qualification Exam. The topics covered are Life on earth, Multicellular Organisms and Cell Biology. The course involves a variety of practical activities as well as knowledge based research. Each of the three units must be passed along with the completion of the assignment which contributes 20% towards the final grade. During the course pupils can expect weekly homework that will cover tasks on literacy, numeracy and problem solving tasks. The final exam consists of 25 multiple choice questions as well as a written section.

**Higher**

At Higher three units must be passed covering DNA & the Genome, Metabolism & Survival and Sustainability & Independence as well as an externally assessed written assignment, self researched by the pupil, which carries 20% of the final grade. This course also has a final exam in two sections. In preparation for the final exam pupils will experience a variety of practical work in class as well as weekly homework tasks which will include essay practice and past papers as part of the exam preparation. A pass at National 5 Biology would be required to sit the higher in S5 but can be picked up in S6 with a combination of other suitable qualifications.

**Advanced Higher**

The Advanced Higher course consists of 3 units and an assignment which is designed and carried out by pupils. These units cover Cells & Proteins, Organisms and Evolution, and Investigative Biology. The course also has an independent project task for pupils to carry out with an externally marked report worth 20% of the final grade. The Advanced Higher course also has a final exam in two sections. Gaining a pass at Higher Biology would normally be required to sit Advanced Higher.

**BUSINESS AND BUSINESS MANAGEMENT**

We all rely on businesses and entrepreneurs to create wealth and employment. Whether you want to start your own company, or work for someone else, Business Management delivers an understanding of how businesses operate giving you the skills and knowledge to help you in the world of work or further education at college or university.

This course helps you to develop skills in numeracy, employability and enterprise. You will also learn how to communicate effectively by working with others, as well as how to work independently, and how to lead activities when appropriate. These skills are valuable in a wide range of careers.

**What can I expect in the BGE - Business**

Business in S3 is presented as a practical hands-on subject that relates the study of business to real-life situations. You will learn to use ICT to research, analyse and communicate business information. This includes understanding how businesses set up, functional areas of businesses, customer satisfaction, stakeholder interests, finance (money).

Projects are undertaken on small businesses and on entrepreneurs and are presented using PowerPoint. A factory visit is also arranged to see “business in action”.

Homework will be given on each topic covered and class assessments will be carried out at the end of each unit.

**What can I expect in the Senior Phase -**

**National 4 – Business**

This level introduces pupils to the changing, competitive and economic environment of industry. It develops skills in communicating and presenting business related information in a variety of formats to stakeholders (interested people/groups) of an organisation.

N4 looks at small sized businesses and there are 2 units to be covered and assessed.

BUSINESS IN ACTION

* How small businesses operate
* How customer needs are satisfied
* Key functional areas (departments) of business

INFLUENCES ON BUSINESS

* Identifying stakeholders
* internal and external influences on business

Additionally there is the Added Value Unit to be undertaken in order to gain a pass at N4.

Homework will be issued on each topic covered.

**National 5 – Business Management**

This level continues to introduce pupils to the changing, competitive and economic environment of industry at a more complex level. It develops skills in communicating and presenting business related information in a variety of formats to stakeholders (interested people/groups) of an organisation.

N5 looks at small to medium sized businesses and there are 3 units to be covered and assessed.

UNDERSTANDING BUSINESS

* How small to medium sized businesses operate
* What affects the activities of these businesses

MANAGEMENT OF PEOPLE AND FINANCE

* Managing people - recruiting, selecting, training and motivating people
* Managing Finance – cash budgets, job costing, final accounts

MANAGEMENT OF MARKETING AND OPERATIONS

* Market Research and the Marketing Mix
* How Operations contributes to the success of a business – stock control, production, ethical and green issues

Homework will be given on each topic covered.

An Added Value Unit should also be completed by N5 candidates

**Final Assessment**

There is an SQA Exam paper worth 90 marks and lasts 2 hour, this is taken during the main diet of exams.

There is also a Business Management Assignment Assessment task worth 30 marks, done in class time during March. It is externally marked.

**Higher – Business Management**

This Course will build on the skills, knowledge and understanding gained in National 5 Business Management.

This course provides pupils with the skills and knowledge needed to understand contemporary business. The Course gives pupils an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.

The purpose of the Course is to highlight the ways in which large organisations, in the private, public and third sectors, operate and the steps they take to achieve their strategic goals.

A main feature of this Course is the development of enterprising and employability skills. Pupils will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts.

The Course explores the important impact businesses have on everyday life, thereby giving pupils experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace.

It supports personal financial awareness through developing pupils’ knowledge of financial management in a business context.

The Course aims to enable pupils to develop and extend:

* knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
* an understanding of a range of methods businesses and other organisations use to ensure customers’ needs are met
* understanding of business-related financial matters
* an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
* an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
* knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations

The above areas are presented in the **3 units** listed below and each unit has an **assessment** to be completed.

UNDERSTANDING BUSINESS

MANAGEMENT OF MARKETING AND OPERATIONS

MANAGEMENT OF PEOPLE AND FINANCE

**Homework** will be given on each topic covered.

**Final Assessment**

There is an SQA Exam lasting 2 hours and 45 minutes worth 90 marks this is taken during the main diet of exams..

Also there is an Assignment Assessment task undertaken in class time during March. It is marked externally.

Successful completion of this Course opens up a range progression routes for pupils. These include Higher National Certificates, Higher National Diplomas and Degrees in business-related subjects. It may also lead to employment and/or training in various industries.

**Skills for Work: Early Learning and Childcare National 4 (SCQF Level 4)**

National 4 Skills for Work: Early Learning and Childcare is an introductory qualification that will help pupils to understand some of the demands and responsibilities of working in the early education and childcare sector. This course whilst suitable for those with an interest in this specific area, will also give pupils skills which may be transferable to other academic or career pathways, particularly those which involve working with children or in other care settings.

Pupils will gain skills whilst undertaking the following diverse and engaging units of work:

Unit 1: Child Development

This Unit is designed to introduce the pupil to aspects of child development and the key milestones of development for children aged 0–12 years. Pupils will investigate one aspect of child development in detail. They will then present their findings and review and evaluate both the investigative process and the presentation.

Unit 2: Working in Early Education and Childcare

This Unit allows the pupil to develop a basic understanding of different types of provision in the early education and childcare sector and to describe how the sector supports children and families. Pupils will discuss some of the main skills and qualities required to work with children aged 0–12 years. Pupils may have the opportunity to visit local early education and childcare centres during this unit.

Unit 3: Play in Early Education and Childcare

This unit allows pupils the chance to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. Pupils will have the opportunity to take part in practical play experiences to try and gain experience in this area.

Successful completion of this course will allow progression onto National 5: Early Education and Childcare

**Skills for Work: Early Learning and Childcare National 5 (SCQF Level 5)**

National 5 Skills for Work: Early Learning and Childcare is a qualification that will help pupils to understand some of the demands and responsibilities of working in the early learning and childcare sector. This course whilst suitable for those with an interest in this specific area, will also give pupils skills which may be transferable to other academic or career pathways, particularly those which involve working with children or in other care settings.

Pupils will gain skills whilst undertaking the following diverse and engaging units of work:

## Unit 1: Child Development and Wellbeing

This Unit is designed to introduce the pupil to aspects of child development and the key milestones of development for children aged 0–16 years. Pupils will investigate the five aspects of development and will consider factors that may influence them. Pupils will also enhance their knowledge of wellbeing and identify the role of adults in ensuring wellbeing indicators are met for all children and young people.

## Unit 2: Play in Learning and Childcare

This unit allows pupils the chance to develop an understanding of a variety of types of play and how play can contribute to the development of the child. Pupils will have the opportunity to plan, implement and reflect on play experiences in order to familiarise themselves with the processes involved in the early learning and childcare sector.

## Unit 3: Working in Early Learning and Childcare

This Unit allows the pupil to develop a basic understanding of different types of provision in the early learning and childcare sector and to describe how the sector supports children and families. Pupils will also discuss some of the main skills and qualities required to work with children aged 0–16 years. In order to support the pupils with this unit, they may have the opportunity to visit local early education and childcare centres.

## Unit 4: Care and Feeding of Children and Young People

This unit allows the pupils to explore the basic needs of children and young people with particular focus on care and feeding. Pupils will identify local and national guidelines regarding feeding of children and young people and explore the role of childcare professionals in providing this.

## **Higher Childcare and Development**

If a pupil is successful at National 5 Early Learning and Childcare then there is the opportunity to further their study by undertaking Higher Childcare and Development. This course enables candidates to understand child development from pre-birth to 16 and the roles and responsibilities of practitioners, other professionals, parents/carers and others in contributing to the development of children and young people.

**CHEMISTRY**

Chemistry is everywhere in the world around you and is an important subject in many careers such as medicine, plastic manufacture, renewable energies, pharmaceuticals, cosmetics, forensics, environmental science and the food industry. The Chemistry course will allow pupils the opportunity to think creatively, analyse and solve problems.

**What can I expect in the BGE**

The Science BGE course aims to give pupils a broad experience in all Science but does have areas that are discreet to Chemistry. In S1 and S2 you will focus on Particles, The Periodic Table, Chemical Reactions and Acids & Metals. These courses will develop your knowledge in chemistry as well as your skills in scientific inquiry and investigation. In S3 the BGE follows the Level 4 outcomes and covers Reaction rates, Atomic Structure and Bonding, Fuels and hydrocarbons and Acids and Alkalis. Again there will be a focus on the development of skills as well as knowledge and understanding through the participation in practical based activities.

**What can I expect in the Senior Phase**

**National 4**

This is an internally assessed course consisting of three units and an added value unit. The topics covered at National 4 are Chemical changes and structure, Nature’s Chemistry and Chemistry in Society. The course involves a variety of practical activities as well as knowledge based research. Each of the units must be passed along with the completion of the added value unit. During the course pupils can expect weekly homework.

**National 5**

National 5 is made up of three units, an assignment and a final National Qualification Exam. The topics covered are Chemical changes and structure, Nature’s Chemistry and Chemistry in Society. The course involves a variety of practical activities as well as knowledge based research. Each of the three units must be passed along with the completion of the assignment which contributes 20% towards the final grade. During the course pupils can expect weekly homework that will cover tasks on literacy, numeracy and problem solving tasks. The final exam consists of 25 multiple choice questions as well as a written section of questions.

**Higher**

At Higher three units must be passed covering Chemical Changes and Structure, Nature’s Chemistry and Chemistry in Society and a unit of researching chemistry will be completed before a written assignment which carries 20% of the final grade. This course has a final exam in two sections. In preparation for the final exam pupils will experience a variety of practical work in class as well as weekly homework tasks which will also include past papers as part of the exam preparation. A pass at National 5 Chemistry would be required to sit the higher in S5 but can be picked up in S6 with a combination of other suitable qualifications.

**Advanced Higher**

The Advanced Higher course consists of 3 units and an assignment which is designed and carried out by pupils. These units cover Inorganic and Physical Chemistry, Organic Chemistry and Instrumental Analysis and Researching Chemistry. The course also has an independent project task for pupils to carry out with an externally marked report worth 20% of the final grade. The Advanced Higher course also has a final exam in two sections. Gaining a pass at Higher Chemistry would normally be required to sit Advanced Higher.

**COMPUTING SCIENCE**

Computers are everywhere. We use mobile phones, TVs and cars that include large amounts of software, almost everyone has a computer in their home and virtually everyone under 30 plays computer games. These systems all rely on advanced computer science.

When you study computer science, you will learn about the science as well as techniques used for practical systems development. You will learn how to think and solve problems in a logical way and how to express your solutions as computer programs. You will work on individual and team projects to develop new systems using database, programming web development skills.

Computer science is **not** the same as IT. We focus on principles and technology, not how to use computer applications. Computer Science is not about using word processors, spreadsheets and other standard applications.

Computer Science is crucial to the economic well being of Scotland. This is reflected in the fact that Computing Science graduates can expect to earn more than 13% extra on average on leaving University to

**What can I expect in the BGE**

Developing practical skills in using HTML to build websites, creating computer animations, building apps and games for mobile devices using computer programming are amongst the topics studied in the BGE in S3 to build upon simple games programming and robotics programming in S2.

**What can I expect in the Senior Phase**

**National 5**

The course covers 4 areas:

**Software Design and Development (SDD)**

**Database Design and Development (DDD)**

**Website Design and Development (WDD)**

**Computer Systems**

The SDD unit considers computer programming, data types and structures and more.

DDD considers relational databases and database coding using SQL (Structured Query language).

WDD looks at creating websites using HTML (Hyper Text Markup Language) and CSS (Cascading Style Sheets).

Computer Systems looks at computer architecture, security risks and more.

There is a good mix between theory and practical components within the course.

At National 5 level, a final exam of 2 hours comprising 110 marks is taken.

This is combined with a Coursework comprised of 50 marks and undertaken in class to provide an overall assessment grade of A, B, C or D as provided on SQA certification.

The coursework assesses practical elements of database design and development website design and development and software design and devlopment.

**National 4**

The course has 2 main units:

**Software Design and Development (SDD)**

**Information System Design and Development (ISDD)**

There is an assessment for each of the units along with the final Added Value Unit all of which are assessed on a Pass/Fail basis. A course award requires a pass in all of these units.

**Higher**

This course has the same 4 areas as at National 5 developed in more detail than before.

**Software Design and Development (SDD)**

**Information System Design and Development (ISDD)**

**Added Value Unit - Coursework**

The assessment structure is the same as in the National 5 course.





**Design & Manufacture**

Design & Manufacture introduces learners to the world of product design and manufacturing. This Course provides a broad practical introduction to design, materials and manufacturing processes. It

provides opportunities for learners to gain skills in both designing and in communicating design

proposals. It allows learners to explore the properties and uses of materials and to make models and

finished products.

The Course allows students to engage with technologies. It allows them to consider the impact

that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing. Learners will also gain valuable transferable skills for learning, life and work.

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

* skills in the design and manufacturing of models, prototypes and products
* knowledge and understanding of manufacturing processes and materials
* an understanding of the impact of design and manufacturing technologies on our environment
* and society.

Design and Manufacture will be assessed and marked throughout the session by teachers. Assessments may include a combination of practical work, case studies, examinations and projects.

In S3 pupils will follow a Design and Manufacture course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

Further details of units and course content can be obtained from:-

www.sqa.org.uk/curriculumforexcellence

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

**Progression**

At the end of S3 pupils will progress to a course leading onto a qualification at National 4 or National 5. At the end of S4 pupils could choose from the following progression routes:

A pupil achieving Nat 4 may progress to Nat 5

A pupil achieving Nat 5 may progress to Higher

**Homework**

will be given to pupils through a wide range of activities to help reinforce the learning in the

classroom. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work. Daily practice is encouraged to perfect assignment submissions.

Our students will be expected to use the Technology labs at lunchtimes and after school to ensure that their work is of a high standard.

**Career Options**

The Course is of broad general benefit to all learners. It also provides a solid

foundation for those considering further study, or a career, in design. Some careers which you might wish to consider are:

Product Design, Web design, Illustration, Interior design, Engineering Science, Product Designer

Packaging Designer, Design Engineer.

**ENGINEERING SCIENCE**

Engineering Science is a new course for s5/6 pupils at Johnstone High School.

Engineering is a mixture of a science, mathematics and design and might also be called “problem solving” or “applied science.” The course is both challenging and rewarding for pupils and requires a solid foundation in both maths and either science, computing or design and manufacture.

The course covers the following units:

Engineering contexts and challenges – investigate engineered objects, learn about challenges and impacts of engineering

Electronics and control – circuit calculations, design and test electrical and electronic circuits, programming hardware and interfacing with components

Mechanisms and structures – mathematics of gear ratios, forces/stress in structures, energy efficiency and calculations, friction and pneumatics

60% of the overall award is based on an exam and the other 40% comes from an engineering project and report.

Pupils will be based in a computer lab and workshop and will use both software simulations and electrical/mechanic hardware as well as traditional jotter work, calculations and report writing.

**ENGLISH**

The continuous development of Literacy skills is essential and English is at the core of pupil progress in this area. Through a focus on the significant aspects of learning we prepare young people for life after school and candidates will continue to develop their ability to understand, analyse and evaluate language. We provide a course which creates opportunities for pupils to respond to a variety of different texts, promoting a culture of aspiration that will allow pupils to achieve their full potential and gain the qualifications that are pivotal to entry into higher education.

**What can I expect in the BGE -** Pupils will continue to build on their skills in Reading, Writing, Listening and Talking. They will continue to develop their experience of the appropriate Curriculum for Excellence level. **Reading** skills will be developed by the continued studying of plays, poems and prose texts. This will continue to enrich pupils’ learning, develop their language skills and enable them to find enjoyment. In **Writing** pupils will explore and create a variety of different types of writing. Challenge will be provided through increasing length, complexity and accuracy of response. In **Listening and Talking** skills in active listening, individual presentation and group discussion will be practised and assessed.

**What can I expect in the Senior Phase**

**National 4** - The course is internally assessed and comprises four Assessments in Listening, Talking, Reading and Writing. There is also a Literacy Unit and an Added Value Assessment in which learners will research a chosen topic and present their findings in written or spoken form.

The Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work. Pupils will be expected to complete homework for all areas of the course and the Added Value Unit will require extensive research that will take up part of the homework allocation.

**National 5 -** The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. This Course is made up of two mandatory Units which provide learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

To gain the award of the Course, the learner must pass all of the Units, comprising of two separate assessments. There is an external writing folio that comprises 30 % of the final grade and the final exam, which is worth 70%. This course will involve a substantial commitment to homework, including reading and close analysis of literary texts, drafting and completion of writing pieces, completion of Close Reading tasks, extensive revision of texts and preparation of Talk tasks

**Higher -** The Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work. Your teacher will recommend a Higher course if you gain an A-C at National 5. To gain the award of the Course, the learner must pass all of the Units as well as the course assessment.

This Course is made up of two mandatory Units which provide learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. Course assessment will provide the basis for grading attainment in the course award.

There is an external writing folio that comprises 30 % of the final grade. The final exam is worth 70%. This course will involve a substantial commitment to homework, including reading and close analysis of literary texts, drafting and completion of writing pieces, completion of Close Reading tasks, extensive revision of texts and preparation of Talk task. Progression from Higher English will be Advanced Higher English.

**Advanced Higher** - The Advanced Higher English course is a fantastic opportunity for pupils who have a real love of literature to explore this passion further. The Advanced Higher English course is also valuable preparation for university as it requires pupils to be prepared to work independently towards extended deadlines.

**Assessment**

**The external assessment forms the basis for the final grade and takes the following format:**

* Portfolio (60%)
* Exam (40%)

**SCQF level 4: Employability**

The Employability Award is an introduction to the world of work for those who are unsure about how to gain and sustain employment. The Course focuses on generic employability skills, to enable a successful move into the job market. Candidates will develop skills and attitudes which will be applicable across all areas of employment.

**Aims of the Award**

The Award is designed to prepare candidates to enter the world of work. It aims to

enable young people to be successful in making, and sustaining, the transition from

non-work environments into employment. As a result, they will be better equipped

to channel their aspirations to work into actual employment. The Award is also

designed to contribute to the development of the four purposes of the *Curriculum*

*for Excellence:* successful learners, confident individuals, responsible citizens and

effective contributors.

**The Principal aims of the Award are to enable learners to:**

♦ identify, and reflect on, achievements from their previous and current experience which will help them to gain employment

♦ identify skills and attributes necessary for employment

♦ develop appropriate job seeking skills which will enable them to access employment

♦ understand the demands and challenges of the workplace

♦ recognise differences between the workplace and other contexts with which they may be familiar

♦ understand what is involved in being an employee

♦ help candidates to understand what skills they need to enter sustained employment

♦ identify and take advantage of suitable opportunities for employment

**Course structure:**

There are two mandatory Units:

* Preparing for Employment: First Steps
* Building Own Employability Skills

and two optional Units, of which **ONE** has to be completed:

* Responsibilities of Employment
* Dealing with Work Situations

**Assessment:**

Assessment of the course is through portfolio evidence and assessed activities.

**FASHION AND TEXTILE TECHNOLOGY**

**National 4/5/Higher**

**Course Details**

**Purpose and aims**

The purpose of the course is to develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that candidates acquire by successfully completing the course will be valuable for learning, for life and for the world of work.

This course is practical and experiential. Candidates will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items.

Candidates will develop:

* detailed knowledge of textile properties and characteristics
* detailed textile construction techniques
* detailed understanding of factors that influence fashion/textile choices
* detailed understanding of fashion/textile trends
* the ability to plan and make detailed fashion/textile items
* the ability to select, set up, adjust and use relevant tools and equipment safely and correctly
* detailed investigation, evaluation and presentation skills

The course helps candidates develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice. Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

This course helps candidates to develop important skills, attitudes and attributes that are transferable to other contexts including problem-solving skills and communication skills.

The course may also contribute towards the development of numeracy skills through the measurement of textiles and the timing of production.

**Who is this course for?**

The course is suitable for all learners with an interest in fashion and textiles who would like to develop practical fashion/textile skills. It is particularly suitable for learners who enjoy experiential learning through practical activities.

This course offers learners opportunities to develop and extend a wide range of fashion and textile related skills, including practical skills and textile construction techniques.

Course activities provide learners with opportunities to develop thinking and decision-making skills and skills in planning, organising and evaluating practical tasks. Learners can also develop skills for learning, skills for life and skills for work.

**COURSE ASSESSMENT**

**The course assessment has 3 components:**

Component 1: Question paper 30% of marks

Component 2: Assignment 35% of marks

Component 3: Practical activity 35% of marks

**Component 2 and component 3** are inter-related and will be assessed using one activity. Candidates will carry out one task — designing, planning, making and evaluating a fashion/textile item — which will provide evidence for both components.

Candidates must use one of the briefs provided separately by SQA. The course assessment is worth 100 marks and will be graded A-D.

**FRENCH**

**What can I expect in the BGE**

Learning a modern language in the BGE phase provides pupils with a means of communicating directly with others from different backgrounds and cultures. In S1 pupils will study a range of topics such as school, free time and home area while developing their skills in Reading, Listening, Talking and Writing. Culture is also an important part of enhancing pupils’ enjoyment and understanding of the language. As such, S2 pupils complete a project where they study topics such as the geography of France and even plan a fictional trip there. Pupils are also exposed to the foods of France during the health and wellbeing topic.

In S3, all pupils will continue with the language they have been studying since S1. They also have the opportunity to study with German or Spanish alongside French in accordance with the Scottish Government 1+2 Languages Policy. The S3 course will develop the pupil’s skills in Reading, Listening, Talking and Writing in a broad range of contexts, which will provide a solid base for most pupils to proceed to National 4 or 5 in S4. The course covers a wide range of topics such as Education, the Environment, and Media and technology. Within the media topic, pupils will study a film in the foreign language.

**What can I expect in the Senior Phase**

**National 4** – There are two units to the National 4 course plus an Added Value Unit.

Unit 1: Understanding Language

Unit 2: Using Language

These units build on prior learning and further develop the 4 skills of Listening, Reading, Talking and Writing.

Unit Assessment: one Listening, one Reading, one Talking and one Writing

Added value Unit: Reading work followed by a presentation and a follow up conversation on a topic of choice.

Progression from this course is to the N5 French course and Employment making use of foreign language competence.

**National 5** – There are two units to the National 5 course.

Unit 1: Understanding Language

Unit 2: Using Language

These units build on prior learning and further develop the 4 skills of Listening, Reading, Talking and Writing.

Unit Assessment: They will also complete a Writing assignment in class (10%). This is marked externally by SQA. A Talking Performance, a short presentation to the teacher with a follow up conversation of 5-7 minutes in total (30%). For the end of year exam, they will sit 2 papers: Reading (30%) and Writing, writing a letter of application for a job (10%), and Listening (20%).

Progression from this course is to the Higher course and Employment making use of foreign language competence.

**Higher** - Entry to the course is at the discretion of the Principal Teacher, however students would normally be expected to have attained an A or a B at National 5. There are two units to the Higher Course.

Unit 1: Understanding Language

Unit 2: Using Language

Pupils will continue to develop their listening, reading, writing and talking skills in the contexts of society, learning, employability and culture. The units build on prior learning and students will study such topics as Society, Learning, Employability and Culture.

Pupils are tested in all 4 skills; Talking Performance: a presentation to the teacher with a follow up conversation (6-8 minutes in total - 30%), Reading (30%), Listening (20%), and Writing: short essay on a topic studied in class (10%). They will also complete a Writing assignment in class (10%). This is marked externally by SQA.

Progression from this course includes Crash Higher Spanish in S6, the Advanced Higher course and Employment making use of foreign language competence.

**Advanced Higher** - The course aims to develop the student’s language expertise in all the skill areas and deepen their knowledge of the literature and culture of countries and where French is spoken. Recommended Entry is a Higher French at A or B.

The course if divided into two units.

Unit 1 is Language, in which the student will develop their language skills within 3 broad themes – Personal and Social Issues, Topical and Cultural issues and Environmental issues. External Assessment is one Reading and Translation paper, one Listening and Writing paper and one Speaking Assessment.

Unit 2 is Extended Reading and Viewing. The student will study a literary text in the foreign language. Students will also study either a second literary text or a background topic of their choice. External Assessment is a folio of work consisting of one essay in English on each area of study. This is marked externally by SQA.

Progression from Advanced Higher is for the pupil to study the French language, literature and culture to degree level. This way they can use their language skills if studying abroad as part of a degree in another subject, compete in the job market with similarly educated young people from other European countries, and access French media (TV, films, magazines etc.) for personal enjoyment.

**GERMAN**

**What can I expect in the BGE**

Learning a modern language in the BGE phase provides pupils with a means of communicating directly with others from different backgrounds and cultures. In S1 pupils will study a range of topics such as school, free time and home area while developing their skills in Reading, Listening, Talking and Writing. Culture is also an important part of enhancing pupils’ enjoyment and understanding of the language. As such, S2 pupils complete a project where they study topics such as the geography of France and even plan a fictional trip there. Pupils are also exposed to the foods of France during the health and wellbeing topic.

In S3, all pupils will continue with the language they have been studying since S1. They also have the opportunity to study with French or Spanish alongside German in accordance with the Scottish Government 1+2 Languages Policy. The S3 course will develop the pupil’s skills in Reading, Listening, Talking and Writing in a broad range of contexts, which will provide a solid base for most pupils to proceed to National 4 or 5 in S4. The course covers a wide range of topics such as Education, the Environment, and Media and technology. Within the media topic, pupils will study a film in the foreign language.

**What can I expect in the Senior Phase**

**National 4** – There are two units to the National 4 course plus an Added Value Unit.

Unit 1: Understanding Language

Unit 2: Using Language

These units build on prior learning and further develop the 4 skills of Listening, Reading, Talking and Writing.

Unit Assessment: one Listening, one Reading, one Talking and one Writing

Added value Unit: Reading work followed by a presentation and a follow up conversation on a topic of choice.

Progression from this course is to the N5 German course and Employment making use of foreign language competence.

**National 5** – There are two units to the National 5 course.

Unit 1: Understanding Language

Unit 2: Using Language

These units build on prior learning and further develop the 4 skills of Listening, Reading, Talking and Writing.

Unit Assessment: They will also complete a Writing assignment in class (10%). This is marked externally by SQA. A Talking Performance, a short presentation to the teacher with a follow up conversation of 5-7 minutes in total (30%). For the end of year exam, they will sit 2 papers: Reading (30%) and Writing, writing a letter of application for a job (10%), and Listening (20%).

Progression from this course is to the Higher course and Employment making use of foreign language competence.

**Higher** - Entry to the course is at the discretion of the Principal Teacher, however students would normally be expected to have attained an A or a B at National 5. There are two units to the Higher Course.

Unit 1: Understanding Language

Unit 2: Using Language

Pupils will continue to develop their listening, reading, writing and talking skills in the contexts of society, learning, employability and culture. The units build on prior learning and students will study such topics as Society, Learning, Employability and Culture.

Pupils are tested in all 4 skills; Talking Performance: a presentation to the teacher with a follow up conversation (6-8 minutes in total - 30%), Reading (30%), Listening (20%), and Writing: short essay on a topic studied in class (10%). They will also complete a Writing assignment in class (10%). This is marked externally by SQA.

Progression from this course includes the Advanced Higher course and Employment making use of foreign language competence.

**Advanced Higher** - The course aims to develop the student’s language expertise in all the skill areas and deepen their knowledge of the literature and culture of countries and where German is spoken. Recommended Entry is a Higher German at A or B.

The course if divided into two units.

Unit 1 is Language, in which the student will develop their language skills within 3 broad themes – Personal and Social Issues, Topical and Cultural issues and Environmental issues. External Assessment is one Reading and Translation paper, one Listening and Writing paper and one Speaking Assessment.

Unit 2 is Extended Reading and Viewing. The student will study a literary text in the foreign language. Students will also study either a second literary text or a background topic of their choice. External Assessment is a folio of work consisting of one essay in English on each area of study. This is marked externally by SQA.

Progression from Advanced Higher is for the pupil to study the German language, literature and culture to degree level. This way they can use their language skills if studying abroad as part of a degree in another subject, compete in the job market with similarly educated young people from other European countries, and access German media (TV, films, magazines etc.) for personal enjoyment.

**GEOGRAPHY**

Geography is accepted as an entrance qualification as both a science and an arts subject. The wide ranging nature of the subject makes useful for a large variety of jobs. Furthermore its emphasis on the use and abuse of the environment makes it an important contribution to the development of life skills.

**What can I expect in the BGE**

In Geography literacy skills are developed as well as the ability to work cooperatively and on their own. The focus is on building the skills required for the Senior Phase. Homework is part of all courses. Topics; S1 Mapping/Settlement, S2 Earth Forces/Brazil and in S3; the Physical Environment (weather/climate /coasts), the Human Environment (farming/industrial and urban change).

**What can I expect in the Senior Phase**

National 4

Class work is a mix of reading, writing, working cooperatively and on your own. Regular homework is issued. Unit assessments must be passed. Topics; Physical Environment (coastal/ glaciated); Human Environments (Scotland and Glasgow/India and Mumbai) and Global issues (Health/Malaria and impact of humans on the natural environment). An Added Value Unit (research task) must also be passed.

National 5

Knowledge and understanding of the most important points and of the key ideas and concepts in Geography will develop. Enquiry skills, the ability to give opinions and reach conclusion based on geographical information along with identifying techniques required to gather and process information will be developed. Class work is a mix of reading, writing, working cooperatively and on your own. Homework is issued. Topics; Physical environment (coastal /glaciated); Human Environments (Scotland and Glasgow/India and Mumbai); Global issues (Health/Malaria and impact of humans on the natural environment). An assignment and exam determine the final grade.

Higher

Minimum entry grade C National 5. Written work, reading, collaborative work and individual note taking is all part of lessons. Homework is essential. Topics; Physical Environments (Atmosphere/Hydrosphere/Lithosphere /Biosphere), Human Environments (population/urban/rural) and Environmental Interactions (global climate change/development and health). Unit assessments must be passed. An assignment and a final exam determine the final grade.

Advanced Higher

Development of skills in map interpretation, statistical analysis, field work methods and techniques. Assignments include an essay on a geographical issue and a project based on field study form part of the course. Pupils are expected to be extensively prepared in advance of lessons for tutorial style learning.

**Graphic Communication**

The course introduces learners to the diverse and ever-increasing variety of presentation methods

employed in graphic communication. The Course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The Course is of broad general benefit to all learners. It also provides a solid foundation for those

considering further study, or a career, in design and engineering. Learners will also gain valuable transferable skills for learning, life and work.

The aims of the Course are to enable learners to:

* develop skills in graphic communication techniques, including the use of equipment,

materials and software.

* extend and apply knowledge and understanding of graphic communication standards and   
  protocols, where these apply.
* develop an understanding of the impact of graphic communication technologies on our environment and society.

In S3 pupils will follow a Graphic Communication course as part of a broad general education, covering level 4 outcomes and experiences.

Further details of units and course content can be obtained from:

www.sqa.org.uk/curriculumforexcellence

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

All necessary equipment will be provided within schools. However, for any pupils who would wish to invest in any additional equipment (eg drawing equipment or CAD software etc) class teachers can provide advice. It is highly recommended that all pupils have drawing equipment at home to allow completion of homework tasks and to consolidate what has been taught in class.

**In the senior phase**

**Assessment of Course**

The course will be assessed and marked throughout the session by teachers. Assessments may include a combination of practical work, case studies, examinations and projects.

At the end of S3 pupils will progress to a course leading onto a qualification at National 4 or

National 5.

At the end of S4 pupils could choose from the following progression routes:

A pupil achieving Nat 4 may progress to Nat 5

A pupil achieving Nat 5 may progress to Higher.

**Career Options**

The graphics industry has employment opportunities in a very wide range of manual

and computer skills jobs, from the more traditional engineering and building based industries to print, creative, new media, web and e-commerce sectors. Here are just a few careers which you might wish

to consider:

Advertising, Animation, Architecture, Engineering design,Graphic Design, Journalism, Illustration, Interior Design, Publishing, Print Industry, Product Design, Quantity Surveyor, Textile Design,

Theatre and TV, Visual Arts ,Web Design,Computer Game Design.

**Skills for Work: Hospitality - National 5**

**S5 and S6 only**

**Course Outline**

Skills for Work Hospitality at National 5 (SCQF level 5) provides an introduction to the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer. Candidates will also learn about the organisational aims of hospitality establishments and the products and services they provide.

Candidates will develop vocational skills and knowledge and gain practical experience in: menu planning; preparing, cooking and presenting a range of foods in a professional kitchen; serving food and drinks; undertaking reception duties and customer care; and planning, organising and running a small hospitality event.

All Units in the Course place emphasis on the employability skills and attitudes which will help to prepare candidates for the workplace.

Candidates will have the opportunity to prepare for, and take part in, a job interview.

Candidates should also be prepared to undertake work experience within commercial and non-commercial venues.

**Who is this course suitable for?**

Hospitality: Skills for Work is suitable for candidates who have a keen interest in working in the Hospitality industry on leaving school or have achieved National 5: Practical Cookery and wish to progress. Candidates must be self-motivated to learn and take responsibility for their learning.

**Assessment**

Assessment of the course is in the form of a portfolio of evidence, self -evaluation and assessed practical activities.

In order to pass the course, all four units of work should be completed:

* Developing Skills for Working in the Hospitality Industry
* Developing Skills for Working in the Professional Kitchen
* Front of House Operations
* Events

**S4 only**

**Hospitality Practical Cookery National 5**

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation’s workforce.

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry. The course consists of 24 SCQF credit points.

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

**Skills, knowledge and understanding Skills, knowledge and understanding for the course**

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

♦ using food preparation techniques and cookery processes in the preparation of dishes

♦ understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context

♦ selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes

♦ understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context

♦ understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients

♦ understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients

♦ following recipes in the preparation of dishes and carrying out an evaluation of the product

♦ planning, costing, organisational and time management skills in a cookery context

♦ producing, portioning and presenting dishes appropriately

**Skills, knowledge and understanding for the course assessment**

The following provides details of skills, knowledge and understanding sampled in the course assessment.

**Question paper – 1 hour**

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

**Assignment and practical activity** – Approx 1-2 hour planning & preparing and 2 ½ hours cooking three course meal

The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates’ skills in planning and implementing.

**S5 and S6 only**

**Hospitality Practical Cake Craft National 5**

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation’s workforce. This course provides very useful skills for pupils who need to develop fine manual dexterity skills and are thinking of a career in dentistry or medicine.

This course is designed for those wishing to acquire cake baking and finishing skills and to develop and demonstrate innovativeness in these areas. An interest in the creative and artistic aspect of the course would be an important consideration. The course consists of 24 SCQF credit points.

The course, which is practical and experiential in nature, develops a range of cake baking and finishing skills in hospitality-related contexts. It enables candidates to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items. It develops the thinking skills of understanding, analysing and evaluating, and creating. Aspects of numeracy, employability skills, and the ability to work safely and hygienically are similarly developed. The candidates develop knowledge of methods of cake production and functional properties of ingredients used in the production of a range of cakes and other baked items. The candidates acquire skills in baking a range of cakes and other baked items, demonstrating specialist skills, techniques and processes safely and hygienically. The candidates further develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes candidates apply specialised skills and creative techniques.

**Skills, knowledge and understanding for the course**

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

♦ carrying out a practical activity to meet the requirements of a design brief

♦ knowledge of methods of cake baking and finishing

♦ knowledge of functional properties of ingredients used in production of cakes and other baked items

♦ skills in baking and finishing in the production of cakes and other baked items

♦ creatively applying finishing techniques to cakes and other baked items

♦ working safely and hygienically

♦ using specialist tools and equipment with dexterity and precision in routine and familiar tasks

♦ organisational and time management skills

♦ the ability to evaluate both the product and the process

**Question paper** – 45 Minutes

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

**Assignment and practical activity**

The purpose of the assignment is to assess practical application of knowledge and skills from across the course to design and make a cake for a given brief. It will assess candidates’ skills in designing, implementing and evaluating a product.

**HISTORY**

History helps develop many skills, ranging from reading and writing, to selecting information and presenting it in a clear and organised manner. Secondly, History is a highly valued entry qualification to Further and Higher Education. Finally, History provides many people with an interest in the past, it helps youngsters to think for themselves, be balanced in their judgments and hold views based on weighing up the evidence. Thinking for yourself is actively encouraged.

**What can I expect in the BGE**

In History literacy skills are developed as well as the ability to work cooperatively and on their own. This focus is on building the skills required for the Senior Phase. Homework is part of all courses. Topics in S1 are the Normans/Scottish Wars of Independence, in S2 Home Front World War Two / Plague and in S3 the Renfrewshire Witch Trials and the Slave Trade in the Americas.

**What can I expect in the Senior Phase**

National 4

Class work is a mix of reading, writing, working cooperatively and on your own. Regular homework is issued. Unit assessments must be passed. Topics: Changing Britain 1760-1914 (disease and housing/textile factories and mines/railways and democratic reform); Scotland Era of the Great War (Scots in the in the trenches and home front/changes in politics and industry); Free at Last? Civil Rights in the USA 1918-1968. An Added Value Unit (research task) must also be passed.

National 5

Developing literacy skills through historical knowledge and understanding (using important points about the key ideas and concepts in History) will take place. Enquiry Skills which help pupils develop opinions and reach conclusions based on primary and secondary source evidence is a requirement. Class work is a mix of reading, writing, working cooperatively and on your own. Homework is required. Topics; Changing Britain 1760-1914 (disease and housing, textile factories and mines, railways and democratic reform), Scotland Era of the Great War (Scots in the trenches and home front/changes in politics and industry), Free at Last? Civil Rights in the USA 1918-1968. An assignment and exam determine the final grade.

Higher

Minimum entry grade C National 5. Essay writing and using sources are developed. Written work, reading, collaborative work and individual note taking is all part of lessons. Homework is essential for success. Topics; Britain 1850-1951 (growth of democracy/poverty/start of the welfare state) and Germany 1918-1939 and Migration to and from Scotland/ impact Scotland had on the British Empire. Unit assessments must be passed. An assignment /final exam determine the final grade.

Advanced Higher

Germany 1918-1919 is studied. Assessment is through an assignment and exam. The exam includes essay writing and the use of historical sources. Pupils are expected to be extensively prepared in advance of lessons for tutorial style learning.

**MATHEMATICS**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics is rich and stimulating. It engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem solving skills, creativity, and the ability to think in abstract ways. Mathematics is a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

**What can I expect in the BGE**

Through the broad general education, young people should experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussions of mathematical ideas and concepts.

The experiences and outcomes from early to fourth level encourage learning and teaching approaches that challenge and stimulate children and promote their enjoyment of mathematics. To achieve this, teachers will use a mix of approaches such as active learning, increased use of technology, group work and modelling and scaffolding to develop thinking skills. Pupils will be offered opportunities to develop links across the curriculum.

**What can I expect in the Senior Phase**

**National 4 Mathematics**

The National 4 Mathematics course builds on the foundations from the BGE course and has three units of study; Numeracy, Expressions and formulae and relationships. Pupils studying for National 4 mathematics can progress onto national 5 mathematics. This course is internally assessed with three unit assessments on Numeracy, expressions and formulae and relationships. There is also an added value unit to complete to gain the full course award.

**National 5 Mathematics**

National 5 Mathematics is the natural progression from National 4 Mathematics and has 3 internally assessed units and a final exam. The three internally assessed units are, expressions and formulae, relationships and applications. Pupils will be awarded a National 5 Numeracy award if they complete the course. The progression form National 5 Mathematics is Higher.

**Higher**

The course aims to;

* Motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations.
* Develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in the world of work
* Deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
* Allow learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
* Deepen the learner’s skills in using mathematical language and exploring advanced mathematical ideas.

**Advanced Higher**

Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value. This course is designed to enthuse, motivate and challenge learners by enabling them to;

* Select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract.
* Extend and apply skills in problem solving and logical thinking
* Extend skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques.
* Clarify their thinking through process and rigorous proof

The course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous, ranging from the solution of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. The learner’s mathematical thinking will also benefit from examples of rigorous proof.

**MODERN STUDIES**

Modern Studies helps develop many skills, ranging from reading and writing, to selecting information and presenting it in a clear and organised manner. Secondly, Modern Studies is a highly valued entry qualification to Further and Higher Education. Finally, Modern Studies provides many people with an interest in politics and society, it helps youngsters to think for themselves, be balanced in their judgments and hold views based on weighing up the evidence. Thinking for yourself is actively encouraged.

**What can I expect in the BGE**

In Modern studies literacy skills developed as well as the ability to work cooperatively and on their own. This focus is on building the skills required for the Senior Phase. Homework is part of all courses. Topics; S1 are Media/Developing World, in S2 the USA/ Terrorism and in S3 China and Skills.

**What can I expect in the Senior Phase**

National 4

Class work is a mix of reading, writing, working cooperatively and on your own. Regular homework is issued. In each topic a unit assessment must be passed. Topics include; Democracy in Scotland (Scottish Parliament), Crime and Law and international issues (world power USA). An Added Value Unit (research task) must also be passed.

National 5

Knowledge and understanding of the most important points and of the key ideas and concepts in Modern Studies will be developed. Enquiry skills, the ability to give opinions and reach conclusion based on information along with identifying techniques required to gather and process information will be developed. Class work is a mix of reading, writing, working cooperatively and on your own. Homework is issued. Topics; Democracy in Scotland (Scottish Parliament), crime and law and international issues (world power USA). An assignment and exam determine the final grade.

Higher

Minimum entry grade C National 5. Written work, reading, collaborative work and individual note taking is all part of lessons. Homework is a big part of the course and is essential for success. Topics include political issues in the UK (the governing of the UK and new arrangements for the governing of Scotland), Social issues in the UK (inequalities in health and wealth) and international issues (politics of development in Africa). Unit assessment for each topic must be passed. Unit assessments must be passed. An assignment and a final exam determine the final grade.

**MUSIC: PERFORMING**

The Music Performing Courses from S1 to Advanced Higher are split into 3 units; Performing, Understanding and Composing. Music is a highly desirable qualification not only for careers working within the Music Industry e.g. Musician, Music/Instrumental Teacher, Stage Management, Sound/Lighting Engineers, etc. but also extremely desirable for careers working with children e.g. Nursery/Primary Teacher, Child Minder, Social Worker, etc. The Music courses teach skills such as preparation, delivery and evaluation, these skills have been highlighted as desirable for future careers in professions such as Law or Events Management.

**What can I expect in the BGE**

Pupils develop their Performing Skills throughout the S1-3 BGE course. In S1 pupils get the experience of learning a range of Performing Skills on keyboard, tuned percussion, guitar, bass guitar, drum kit and voice. In S2 pupils will choose 2 instruments to focus on. If pupils are receiving instrumental lessons in or out of school they may also choose this as one of their instruments. The Understanding Music unit teaches pupils how to listen for specific musical features. The BGE course covers a broad range of styles from Scottish and World Music, to Pop and Musicals. Throughout the Composing Unit pupils will complete a range of creative tasks which will help them develop the skills necessary to write their own original music.

**What can I expect in the Senior Phase**

All Senior Phase courses are split into 3 internally assessed units and 1 course assessment. Like the BGE the internal units are Performing, Understanding and Composing. For all Senior Phase courses pupils will get weekly homework. In addition to this pupils are expected to practise both instruments daily. If pupils do not have access to instruments at home they can use the Department at lunchtime or after school to complete their homework practise.

National 4

The course assessment is an 8 minute performance on 2 instruments at Grade 2 level. This is internally assessed and will be conducted with an examiner and audience.

National 5

The course assessment is made up of 3 parts, all are externally assessed:

50% Performing Assessment: 8 minutes on 2 instruments at Grade 3 Level held in Feb-March.

35% Written Understanding Paper: this is conducted with the full diet of exams in May.

15% Composition: This is completed during term 1 and submitted in March.

Higher

The course assessment is made up of 3 parts, all are externally assessed:

50% Performing Assessment: 12 minutes on 2 instruments at Grade 4 Level held in Feb-March.

35% Written Understanding Paper: this is conducted with the full diet of exams in May.

15% Composition: This is completed during term 1 and submitted in March.

Advanced Higher

The make up of this course is subject to change after the publication of revised Advanced Higher course specifications in April 2019.

This course has 2 options, Performing or Composing. Both options also have a written paper and are externally assessed:

60% Performing Assessment: 18 minutes on 2 instruments at Grade 5 Level held in May.

Or

60% Composing Folio: Minimum of 2 pieces of composition lasting no less than 12 minutes in total.

And

40% Written Understanding Paper: this is conducted with the full diet of exams in May.

**MUSIC: TECHNOLOGY**

The Music Technology Courses from S1 to National 5 are split into 3 units; Technology Skills, Technology in Context and Understanding Music. Music Technology is a highly desirable qualification for many careers e.g. Musician, Music/Instrumental Teacher, Stage Management, Sound/Lighting Engineers, Radio Presenter, Events Management, Studio Producers, etc.

**What can I expect in the BGE**

Throughout the BGE Music Courses pupils will develop skills on music software such as Audacity, Garage Band as well as the industry standard software Pro Tools. Pupils begin to develop Music Technology Skills in S1 where they learn how to edit existing tracks of music. In S2 they progress their Technology Skills further through CD creation, Pod Casts, Radio Adverts as well as a project on Film Music and Foley. In S3 Pupils can choose to take Music Technology as a discreet subject. The S3 looks more in depth into the Technology Skills and begins the teaching Technology in Context through projects on Radio Presenting, Multi-tracking and a more in-depth look at Foley. Throughout the BGE pupils will learn Understanding content on the development of sound recording and production as well as learning about styles of music from the 20th and 21st Century.

**What can I expect in the Senior Phase**

All Senior Phase courses are split into 3 internally assessed units and 1 course assessment. Like the BGE the internal units are Technology Skills, Technology in Context and Understanding Music. For all Senior Phase courses pupils will get weekly homework. Where homework tasks need use of Music Software pupils can use the Department at lunchtime or after school to complete their assignment.

National 4

The course assessment is a Music Technology project of the candidates choice e.g. Film Foley, Gaming Foley, Radio Broadcast, Live recording of a performance, Multi-tracking, etc. This is internally assessed and consists of planning, recording, editing, mixing, producing and evaluating.

National 5

The course assessment is made up of 2 parts, both are externally assessed:

70% Music Technology Project: This is 2 projects of the candidates own choice e.g. Film Foley, Gaming Foley, Radio Broadcast, Live recording of a performance, Multi-tracking, etc. Marks are awarded for planning and evaluation as well as completing of the project. This project is submitted to the SQA for external marking.

30% Written Understanding Paper: this is conducted with the full diet of exams in May.

Higher

The course assessment is made up of 2 parts, both are externally assessed:

70% Music Technology Project: This is one project of the candidates own choice e.g. Film Foley, Gaming Foley, Radio Broadcast, Live recording of a performance, Multi-tracking, etc. Marks are awarded for planning and evaluation as well as completing of the project. This project is submitted to the SQA for external marking.

30% Written Understanding Paper: this is conducted with the full diet of exams in May.

**NPA PC Passport (S5/6)**

National Progression Awards (NPAs) assess a defined set of skills and knowledge in specialist vocational areas, linked to National Occupational Standards.

The aim of this new version of the NPA in PC Passport at SCQF levels 4, 5 and 6 is to provide knowledge and skills in using contemporary application packages such as word processing, spreadsheets and presentation software in a collaborative, cloud-based environment. It seeks to deliver up-to-date skills in using a range of popular software, such as Office 365, to prepare learners for employment or further studies or to improve their productivity skills.

The new award has several improvements over the existing award.

The revised PC Passport has a simpler structure than the previous version and provides a clearer pathway for learners to progress through the levels.

There are dedicated units on word processing, spreadsheets, and presentations.

The revised award is hierarchical so centres can mix and match units across levels.

The revised award is linked to Microsoft Office Specialist (MOS) certification.

It embraces the latest developments in productivity software such as collaborative features and cloud storage. All Scottish schools and colleges have free access to Office 365 (via Glow) so PC Passport, Glow, Office 365 and MOS make an inexpensive and attractive learning path.

The revised PC Passport will be embedded into the new Modern Apprenticeships in Digital Application Specialist qualifications as mandatory components. Students who achieve the MA qualifications may also be certificated for the NPA PC Passport.

**PHYSICAL EDUCATION**

We develop practical, sporting abilities and Health and Wellbeing (Mental, Emotional, Social and Physical) in tandem with a focus on Significant Aspects of Learning such as problem solving, decision making, creativity, communication, relationships and many more. Pupils are recognised for their achievements at all levels in the class, at school sports clubs/teams and outside of school.

PE offers opportunities for coaching and leadership qualifications in school - former pupils have progressed to paid employment with Renfrewshire Leisure/Active Schools. College courses such as Sports Coaching and Sports/Leisure Management and University courses such as Sports Science, Sport and Physical Activity and PE Teaching look favourably on a background of success in PE at school.

**What can I expect in the BGE**

S1-3 will focus on developing the Significant Aspects of Learning in pupils to recognise achievement in more than just sporting ability- developing Physical Fitness, Physical Competencies, Cognitive Skills and Personal Qualities. Pupils choosing PE in S3 will follow a course split into 3 main sections:

1. Pupils will be given exposure to some elements of the National 4/5 PE Courses studied in the Senior Phase such as factors impacting performance, approaches to improve performance and practical performance itself.
2. Coaching/Leadership. Pupils will learn the basic skills and qualities required to be an effective coach/team leader. They will plan and deliver parts of lessons and will organise tournaments and events.
3. Refereeing/Officiating. Pupils will learn the basic rules and regulations in a number of activities and practice refereeing and officiating games within PE.

**What can I expect in the Senior Phase**

National 4

Pupils are graded on a pass/fail basis. Homework will be issued on a regular basis to prepare for written assessments. Internal assessment is a written **Added Value Unit** and two ‘**One off’ Practical Performances.**

National 5

Pupils will develop their practical abilities in a range of activities. Homework will be issued on a regular basis to prepare for written assessments. External assessment will be a written **Portfolio worth 60 marks (completed in class time)** and two ‘**One off’ Practical Performances worth 30 marks each (60 marks in total).** The total out of 120 marks is scaled down to a mark out of 100. The combination of these marks will determine what grade they will achieve from A-D. There is no exam for National 5 PE.

Higher

Pupils will develop their practical abilities in a range of activities. Homework will be issued on a regular basis to prepare for written assessments. External assessment will be a written **Exam worth 50 marks** and two ‘**One off’ Performances worth 30 marks each (60 marks in total)**. These 60 marks will be scaled down to a mark out of 50. The combination of these marks will determine what grade they will achieve from A-D..

**PROFESSIONAL DEVELOPMENT AWARD: SQA Referee Development Award (SCQF Level 7)**

The SQA Referee Development Award provides an opportunity for secondary school pupils to become involved in refereeing and broaden their football knowledge.

The award, run in partnership with the Scottish Qualifications Authority and Specsavers, is a core part of the Scottish FA Referee Operations department’s strategy to encourage and increase participation in refereeing. This is a level 7 course which is designed to be delivered in school.  The course assists schools to provide an easy to deliver vocational course.

There are two units:

**Level 1:** Laws of the Game - This is mainly theoretical, and focuses on identifying and interpreting the laws. The exam has an 80% pass rate and requires a lot of private study.

**Level 2:** Practical Refereeing - This requires pupils to apply theoretical knowledge to interpret situations, and includes a fitness component, report writing, and the opportunity to referee a match.

Upon successful completion of the course, candidates will be able to join their local Referees’ Association and start a career in refereeing.  This is a great opportunity for candidates to keep physically active, be involved in football and generate additional income.

The award started in 2011 and in the last year the Scottish FA delivered the course to 30 secondary schools and to over 450 pupils.  The course is subsidised by the Scottish FA with no cost to schools, thanks to the support of Specsavers and Cashback. Each school is provided with a pack of footballs and refereeing equipment, plus each pupil receives a Laws of the Game book. The Scottish FA appoints a referee instructor to assist teachers with delivery of key laws.

**PHOTOGRAPHY**

**“You don’t stop seeing. You don’t stop framing. It doesn’t turn off and on. It’s on all the time”**

**Annie Leibovitz**

In an increasingly visual world where our ability to make sense of the imagery we are exposed to on a daily basis is becoming more and more important, the role of photography and of photographers in helping us to analyse and decipher our world is becoming more and more apparent. With almost everyone now being equipped with a camera of one sort or another, the skills and techniques taught in this course will enable you to compose, edit and present photographs to a very high standard. This subject can be taken as a ‘stand alone’ subject but has also been used very successfully alongside Advanced Higher Art where the same subject matter can be explored for both courses. Part of the visual arts, photographic skills complement and draw upon those learnt in art and design and vice versa. Anyone wishing to study the visual arts at further or higher education level or wishing to pursue a career in the arts industries would benefit from having this qualification under their belt. This subject could also lead to a lifelong passion and interest in ‘drawing with light’

**What can I expect in the Senior Phase**

NPA (National Progression Award)

We currently offer the NPA at both level 4 and 5 in this subject. The course is made up of 4 internally assessed units which introduce the learner to the basic skills required for photography. Each unit leads into the next, allowing the pupil to apply the skills learnt in one to the other. Within the course there is the opportunity for personalisation and pupil choice as each of the units looks to the learner to provide the creative stimuli. The NPA encourages the pupil to be self-motivated and disciplined with working to unit deadlines a priority. The NPA can lead onto Higher Photography as Higher explores the development of skills, techniques and concepts which the NPA introduces the learner to.

Higher

The assessable content of the Higher course consists of a project book folio which is submitted to the SQA for marking and a written exam. The course teaches a range of skills from basic to advanced and covers all the photographic techniques needed to be able to produce highly competent shots. You will also be taught both in-camera and PC editing techniques. These skills are then applied to several short pupil-based projects where they are given context and practical meaning. These projects will form the basis of your project book. You will progress to the externally marked folio where you will explore one avenue of investigation in great depth, applying all the knowledge and skills you acquired previously. You will also learn how to plan and evaluate your own work as well as that of established photographers and allow yourself to be influenced by their practices. This course teaches self discipline and initiative as you will have to keep to SQA and department deadlines as well as the technical aspects involved when handling a camera. We currently have a small supply of digital SLR cameras so it is not necessary for you to have your own, although you may wish to use your own if you have access to one.

Because of the written content of the Higher course, we would expect our pupils to have any of the following:

NPA Photography

Nat 5 Art and or English

Higher Art and or English

**Triple Skills**

We also offer a unit based art course entitled ‘Triple Skills’ This course is made up of 3 stand-alone units: Painting, Printmaking and Jewellery Design. This is an ideal course for anyone who wishes to expand their knowledge of techniques, media and sketchbook work. Each unit has its own outcome and would be ideal for pupils who are looking to build up a diverse folio of work which could support college applications or for those who enjoy the creativity and freedom of choice that working in the Art Department gives them.

**PHYSICS**

Physics looks into the nature and properties of matter and energy, from the very small to the galactically big! It helps to explain the world around you and is an important subject in many diverse careers such as seismology, meteorology, renewable energies, space industry, education, R&D, medicine and even the finance industry. The Physics course will allow pupils the opportunity to think creatively, develop reasoning skills and solve problems.

**What can I expect in the BGE**

The Science BGE course aims to give pupils a broad experience in all Science but does have areas that are discreet to Physics. In S1 and S2 you will focus on Forces, Space, Electricity, Sound and Heat. These courses will develop your knowledge in Physics as well as your skills in scientific inquiry and investigation. In S3 the BGE follows the Level 4 outcomes and covers Electricity, Forces, Waves and Radiation. There will be a focus on the development of skills as well as knowledge and understanding through the participation in practical based activities.

**What can I expect in the Senior Phase**

**National 4**

This is an internally assessed course consisting of three units and an added value unit. The topics covered at National 4 are Electricity & Energy, Waves & Radiation and Dynamics & Space. The course involves a variety of practical activities as well as knowledge based research. Each of the units must be passed along with the completion of the added value unit. During the course pupils can expect weekly homework.

**National 5**

National 5 is made up of three units, an assignment and a final National Qualification Exam. The topics covered are Electricity & Energy, Waves & Radiation and Dynamics & Space. The course involves a variety of practical activities as well as knowledge based research. Each of the three units must be passed along with the completion of the assignment which contributes 20% towards the final grade. During the course pupils can expect weekly homework that will cover tasks on literacy, numeracy and problem solving tasks. The final exam consists of 25 multiple choice questions as well as a written section.

**Higher**

At Higher three units must be passed covering Our Dynamic Universe, Particles & Waves, Electricity and a unit of researching Physics will be completed before a written assignment which carries 20% of the final grade. This course also has a final exam in two sections. In preparation for the final exam pupils will experience a variety of practical work in class as well as weekly homework tasks which will also include past papers as part of the exam preparation. A pass at National 5 Physics would be required to sit the higher in S5 but can be picked up in S6 with a combination of other suitable qualifications.

**Advanced Higher**

The Advanced Higher course consists of 3 units and an assignment which is designed and carried out by pupils. These units cover Rotational Motion & Astrophysics, Quanta & Waves, Electromagnetism and Investigating Physics. The course also has an independent project task for pupils to carry out with an externally marked report worth 20% of the final grade. The Advanced Higher course also has a final exam in two sections. Gaining a pass at Higher Physics would normally be required to sit Advanced Higher.

**Practical Woodwork**

The Course is largely workshop-based. It provides a broad introduction to practical woodworking. The Course provides opportunities for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of a finished artefact. The Course allows learners to engage with technologies. Learners will use a variety of tools, equipment and materials. It helps learners develop practical skills in numeracy. Learners will also gain valuable transferable skills

for learning, life and work.

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

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

In S3 pupils will follow a Practical Woodworking course as part of a broad general education, covering level 4 outcomes and experiences. During S3 pupils will also overtake some of the National 4 and National 5 outcomes.

**Progression**

At the end of S3 pupils will progress to a course

leading onto a qualification at National 4 or National 5.

At the end of S4 pupils could choose from the following progression routes:

A pupil achieving Nat 3 may progress to Nat 4

A pupil achieving Nat 4 may progress to Nat 5

**Homework**

Homework will be given to pupils through a wide

range of activities to help reinforce the learning in the classroom.

**Equipment**

All necessary equipment will be provided within schools. However, for any pupils who would wish to invest in any additional equipment class teachers can provide advice.

**Career Options**

Industry has employment opportunities in a wide range of manual jobs and opportunities exist through higher education in the creative arts:

Joinery, Construction, Project Management, Timber Production, Film & Theatre set building,

Furniture Design, Cabinet Making.

**POLITICS**

This exciting new higher will challenge pupils to develop a number of skills and prepare them for life beyond of school. They will be further developing their core literacy and numeracy skills, as well as developing a number of skills for life, learning and work; such as, working as part of a team, analytical skills, evaluative skills, comparison skills, and presentation skills. In class pupils will learn in a variety of ways including; university/college style tutorials, group work, and individual work.

This Course contributes to learners’ understanding of society by helping them to develop an understanding of political theory, political systems in the UK, international contexts and the factors affecting the electoral performance of political parties.

The course is made up of two components a final exam, and an assignment. The final exam includes essay style questions and enquiry skills questions.

Recommended entry requirements for the course are a Higher in any of the Social Subjects or a Higher English.

**RELIGIOUS & MORAL EDUCATION**

Scotland is a diverse nation whose people hold a wide range of beliefs. Religious and Moral Education enables young people to explore the world’s major religions and to develop their own beliefs and values.

Religious and Moral Education is useful and relevant to many occupations. For example: Emergency Services, Nursing, Teaching, Personnel Management, Military, Broadcasting, Law, Civil Service and Local Government.

The Universities of Glasgow, Edinburgh, St Andrew’s, Aberdeen and Stirling offer degrees in Religious Studies.

**What can I expect in the BGE**

As you study units in the Broad General Education you will aquire the following skills:

Critical thinking, listening, analysing, evaluating, enquiring, confidence when answering, investigating and

debating, working independently, understanding and using sources, describing/explaining beliefs and ideas.

**What will you study in the BGE**

The key beliefs and practices and traditions of Christianity.

Christian responses to issues of morality (creating a just, equal, compassionate and tolerant society),

The key beliefs and practices and traditions of other World Religions.

**What can I expect in the Senior Phase**

**What skills will you acquire?**

Researching, analysing, evaluating and synthesising information. Interpreting the meaning and context of sources related to world religions. Evaluating and expressing reasoned and well-structured views about contemporary moral and religious and philosophical questions and responses. Critically analysing and explaining contemporary moral and religious and philosophical question. Acquiring in-depth knowledge and understanding of the significance and impact of religion today through explaining some key beliefs, practices

and sources found within Christianity.

**What topics will you study?**

**Unit 1 - World Religion (Christianity)** Book 1 (core beliefs). Book 2 (key practices).

**Unit 2 - Morality & Belief** (Religion & Justice)

**Unit 3 – Religious & Philosophical Questions** (The Problem of Evil & Suffering)

At **Higher** level you will complete an **Assignment**. You will also complete **three outcomes**.

The **outcomes** are marked by the RME teachers on a pass or fail basis.

The **Assignment** is completed under exam conditions and is marked externally by the SQA.

You will also sit a **final examination** which is marked externally by the SQA.

**Skills for Work: Sport and Recreation National 4 and 5 (SCQF level 4 and 5)**

National 4/5 Skills for Work: Sport and Recreation is an introductory qualification. It develops the skills, knowledge and attitudes needed for work in the industry.

The Course content covers the main practical activities involved in carrying out a support role in a sport and recreation environment — 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 customers/users, staff and others; helping to plan and review a personal training programme, establishing good practice in setting and reviewing personal goals. The Course content also covers Health and Safety legislation.

Candidates will have the opportunity to develop relevant vocational skills, and a variety of employability skills, in the context of a sport and recreation setting. Some of these skills could be looked upon as generic skills required in the wider workplace, while others are specific employability skills required for the recreation sector. The Course requires that candidates gain hands-on experience in an appropriate recreational setting, and it is important for centres to manage the Course in an integrated manner that reflects the day-to-day issues of a realistic sport and recreation environment.

The Skills for Work (SfW) Courses in Sport and Recreation covers the main practical activities involved in carrying out a support role in a sport and recreation environment, as well as health and safety legislation. Set at SCQF levels 4 and 5, the Courses give hands-on experience in an appropriate recreational setting.

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 SCQF level 4, learners work alone or with others on straightforward tasks with support. At SCQF level 5, learners work alone or with others on straightforward tasks with support.

**SPANISH**

**What can I expect in the BGE**

Learning a modern language in the BGE phase provides pupils with a means of communicating directly with others from different backgrounds and cultures. In S1 pupils will study a range of topics such as school, free time and home area while developing their skills in Reading, Listening, Talking and Writing. Culture is also an important part of enhancing pupils’ enjoyment and understanding of the language. As such, S2 pupils complete a project where they study topics such as the geography of France and even plan a fictional trip there. Pupils are also exposed to the foods of Spain during the health and wellbeing topic.

In S3, all pupils will continue with the language they have been studying since S1. They also have the opportunity to study with German or French alongside Spanish in accordance with the Scottish Government 1+2 Languages Policy. The S3 course will develop the pupil’s skills in Reading, Listening, Talking and Writing in a broad range of contexts, which will provide a solid base for most pupils to proceed to National 4 or 5 in S4. The course covers a wide range of topics such as Education, the Environment, and Media and technology. Within the media topic, pupils will study a film in the foreign language.

**What can I expect in the Senior Phase**

**National 4** – There are two units to the National 4 course plus an Added Value Unit.

Unit 1: Understanding Language

Unit 2: Using Language

These units build on prior learning and further develop the 4 skills of Listening, Reading, Talking and Writing.

Unit Assessment: one Listening, one Reading, one Talking and one Writing

Added value Unit: Reading work followed by a presentation and a follow up conversation on a topic of choice.

Progression from this course is to the N5 Spanish course and Employment making use of foreign language competence.

**National 5** – There are two units to the National 5 course.

Unit 1: Understanding Language

Unit 2: Using Language

These units build on prior learning and further develop the 4 skills of Listening, Reading, Talking and Writing.

Unit Assessment: They will also complete a Writing assignment in class (10%). This is marked externally by SQA. A Talking Performance, a short presentation to the teacher with a follow up conversation of 5-7 minutes in total (30%). For the end of year exam, they will sit 2 papers: Reading (30%) and Writing, writing a letter of application for a job (10%), and Listening (20%).

Progression from this course is to the Higher course and Employment making use of foreign language competence.

**Higher** - Entry to the course is at the discretion of the Principal Teacher, however students would normally be expected to have attained an A or a B at National 5. There are two units to the Higher Course.

Unit 1: Understanding Language

Unit 2: Using Language

Pupils will continue to develop their listening, reading, writing and talking skills in the contexts of society, learning, employability and culture. The units build on prior learning and students will study such topics as Society, Learning, Employability and Culture.

Pupils are tested in all 4 skills; Talking Performance: a presentation to the teacher with a follow up conversation (6-8 minutes in total - 30%), Reading (30%), Listening (20%), and Writing: short essay on a topic studied in class (10%). They will also complete a Writing assignment in class (10%). This is marked externally by SQA.

Progression from this course includes Crash Higher French in S6, the Advanced Higher course and Employment making use of foreign language competence.

**Advanced Higher** - The course aims to develop the student’s language expertise in all the skill areas and deepen their knowledge of the literature and culture of countries and where French is spoken. Recommended Entry is a Higher Spanish at A or B.

The course if divided into two units.

Unit 1 is Language, in which the student will develop their language skills within 3 broad themes – Personal and Social Issues, Topical and Cultural issues and Environmental issues. External Assessment is one Reading and Translation paper, one Listening and Writing paper and one Speaking Assessment.

Unit 2 is Extended Reading and Viewing. The student will study a literary text in the foreign language. Students will also study either a second literary text or a background topic of their choice. External Assessment is a folio of work consisting of one essay in English on each area of study. This is marked externally by SQA.

Progression from Advanced Higher is for the pupil to study the Spanish language, literature and culture to degree level. This way they can use their language skills if studying abroad as part of a degree in another subject, compete in the job market with similarly educated young people from other European countries, and access Spanish media (TV, films, magazines etc.) for personal enjoyment.

**Travel and Tourism**

**National 4**

National 4 Skills for Work: Travel and Tourism is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

* skills to become effective job-seekers and employees
* skills to deal effectively with all aspects of customer care and customer service in travel and tourism
* the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

At SCQF level 4, learners work alone or with others on straightforward tasks with support. There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

**National 5**

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

* skills to become effective job-seekers and employees
* skills to deal effectively with all aspects of customer care and customer service in travel and tourism
* the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

At SCQF level 5, the candidate will work alone or with others on tasks with minimum support. There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

**West College Scotland Schools’ Programme**

West College Scotland offer a range of courses to senior pupils through their schools’ programme. We have not yet received information about the courses on offer for session 2019/20 but the programme for the current session can be viewed at <https://www.yumpu.com/en/embed/view/mcKjaBoVw8QXbsG4> to gain an understanding of what is on offer.

The courses offered this session are below:

