



Senior Course Information 2016-17



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S4 COURSES 2016 – 2017

Why are qualifications changing?

Curriculum for Excellence is the Scottish Government's plan to introduce a new way of learning into schools and colleges.

Curriculum for Excellence is designed to equip young people with the skills and knowledge they need to succeed in the 21st century.

The skills young people learn today will help them to succeed in life outside the classroom. The Scottish Qualifications Authority (SQA) has designed new qualifications which will help young people demonstrate the knowledge and skills they have learned at school or college. The new National Qualifications will be available in schools and colleges from August 2013 onwards.

SQA is working with parents, teachers, colleges, universities and employers to make sure national standards are maintained and the new qualifications are of the same high standard as those we currently have.

The new qualifications will help young people to reach their full potential as they progress from their broad general education through to senior phase, college, university, other learning and employment.

Moving on from S3

In S1 – S3 learners have followed a broad general education which has included a large number of subjects. At the end of S3 each learner will receive a Report and a Pupil Profile.

What is a portfolio?

It is a body of examples of significant milestones in learning that the young person has kept in paper, artefact or electronic form as evidence of progress through the BGE levels.

What is profiling?

Profiling is the process by which learners reflect on their learning for themselves and in dialogue with others, e.g. subject teachers, Guidance/Support, tutors, etc.

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What is a profile?

A profile is a snapshot of a child or young person's best achievements at a given point in time. It is a positive record of achievement to date. In almost all cases the profile is written by the young person in partnership with the school.

What is the difference between a report and a profile?

A profile emphasises strengths and does not identify detailed points for development. In almost all cases, a report is written by a teacher.

Who is it for?

Profiles are primarily aimed at learners and their parents/carers. They will also be valuable for staff at transition points. In the future they may be valuable to employers and FE/HE.

What is the purpose of the profile?

The purpose of the profile is to promote self-reflection and learner engagement in their own learning journey.

The profile does this by:

- getting learners to build a reflective summary statement of achievement
- recognising their progress in learning and achievement
- challenging, motivating and supporting all children and young people to achieve their best
- building learners' skills and capabilities to reflect on their learning
- supporting and informing transitions, marking the end of the broad general education.
- preparing learners for developing their CVs, UCAS statements, job applications and interview skills etc.- all of which help to ensure that our young people go on to positive and sustained destinations.

When will the profile be produced?

Profiles are required in Scotland at the key points of transition in learning of P7 and S3. However, there is a very strong case for every pupil maintaining a profile throughout their school life. Schools may consider building upon the P7 profile in S1 and S2. Schools will begin to look towards extending Profiling to the senior phase as this will be a continuous process for all learners from 3 to 18.

The profile helps to summarise the on-going profiling process involving learner reflection and dialogue with teaching staff/key adults. Much of the dialogue between staff and learners will be informal and take place as part of learning and teaching. From time to time staff will wish to hold discussions to take stock and reflect on overall progress. The profile

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will be supported by portfolios of evidence (electronic or otherwise) gathered by the learner with help from teachers.

Senior Phase

As they progress beyond S3 learners enter the senior phase of their school education. The senior phase will last for one, two or three years, depending on progress, aspirations and career plans.

S4 Curriculum

In S4, in addition to Physical Education and Personal and Social Education, learners will study 5 or 6 subjects – English, Mathematics and 3 or 4 others. Learners studying at National 5 level across all their choices will sit English, Maths and 3 other subjects. In addition to subjects studied in school, pupils may wish to consider a vocational course delivered by one of our local colleges. Learners have already started thinking about their S4 plans in Skills Time lessons and in the weeks ahead they will have considerable further input and discussions both at home and in school. There will also be an S4 Options Evening in the new term. Pupils have been encouraged to discuss their plans at home and with their subject teachers and support managers, so that the most appropriate decisions can be arrived at.

Applying for Courses

This Course Booklet should be read carefully in its entirety so that pupils have a good understanding of what studying a particular course will involve. This allied with sensible planning and detailed discussion with their parents and their teachers will form the basis of each learner's decision making for the year ahead and beyond. As always we will try to deliver the individual options requested, but it must be remembered that class sizes are finite and the range of courses offered will be determined by staff availability. With that in mind we ask pupils to select second choices as well as first. Individual learner track record and current progress in departments will be considered carefully in the application process. The length of time a learner intends to remain at school will also guide choice. A learner who plans to stay on after S4 will be working towards a two or three year plan which will give greater scope for the breadth of subjects they will study.

The New Qualifications

All S3 Learners received an SQA Booklet which they have been asked to discuss at home. The Booklet is entitled:

What you need to know: 'A guide to the new qualifications for learners.'

If any parent or carer has not yet seen this booklet, please contact us at the school.

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When will the new qualifications start?

National 1, National 2, National 3, National 4 and National 5 will be available from August 2013.

The new Higher was introduced in August 2014 and the new Advanced Higher in 2015.

How will the new qualifications work?

Schools and colleges will mark and assess the new National 1, National 2, National 3, and National 4. Learners therefore need to be working hard throughout their courses in order to achieve success as assessment will be ongoing throughout the session.

As well as the work that is marked by teachers and lecturers, National 5, Higher and Advanced Higher will involve an additional assessment – usually a question paper and/or coursework which will be marked at SQA. Again learners will need to be working hard throughout their courses in order to achieve success as assessment will be ongoing throughout the session and in addition they will sit an externally marked exam.

Assessment will be appropriate to the subject and the level the learner is sitting. So, if a learner is doing an assignment for National 4 in a particular subject, it will be marked differently from a Higher assignment in the same subject.

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Which qualifications have changed?

This table shows the new qualifications and how they compare to the qualifications your friends and family may have studied for:

SCQF Level	Current Qualifications	New Qualifications
1 and 2	Access 1 and Access 2	National 1 and National 2
3	Access 3 Standard Grade – Foundation level	National 3
4	Standard Grade – General level Intermediate 1	National 4
5	Standard Grade – Credit level Intermediate 2	National 5
6	Higher	Higher – new
7	Advanced Higher	Advanced Higher – new

Qualifications available to learners in S3

2015/16	Broad general education. Learner will choose subjects for S4
2016/17	Senior phase in S4. National 1 to National 5 available
2017/18	Senior phase in S5. National 1 to National 5 and Higher available
2018/19	Senior phase in S6. National 1 to National 5, Higher and advanced Higher available

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PUPIL SUPPORT

Each pupil in Invergordon Academy is linked to a member of the Support Management Team. The Support Managers are:

Mr Houston

Mr Abenheimer

S2 pupils have been following a preparation programme to help them make appropriate course choices. They are also engaged with their Support Managers in discussion about the courses for which they would like to apply and the career areas in which they are currently interested.

Most pupils will follow a programme made up as outlined above.

Some pupils are best supported by following a reduced number of courses or indeed a largely alternative programme.

These pupils will be engaged in a range of activities such as Tutorial.

Tutorial

Pupils will be nominated for the Tutorial Group.

At Tutorial time, pupils will be involved in a range of activities which are designed to address general and specific needs. General areas might include going over class work, revision, and support with homework. Specific areas of literacy and numeracy might include arithmetic, language work, reading and spelling.

Work Experience

All pupils are encouraged to take up the opportunity to participate in the school's Work Experience scheme during their time at school and successful completion of a placement leads to SQA certification.

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Skills for Work

Pupils in Invergordon Academy have successfully participated in Vocational Courses for a number of years. Vocational courses give pupils the opportunity to have practical experience of the skills involved in training for particular career areas such as hairdressing or automotive engineering. The courses involve pupils spending some time each week in a College environment such as North Highland College, Alness or Inverness College.

Pupils who undertake Vocational courses must make a real commitment to catch up with the work of any lessons they have missed in other subjects while attending college. Pupils who don't keep up with their work are likely to be withdrawn from their College course.

Alternative Assessment Arrangements

Pupils with additional support needs may be entitled to alternative arrangements for assessments, tests and examinations. This ensures that there are no discriminatory barriers placed on the assessment of their attainment and achievement.

Some examples of alternative arrangements are:

- Breaks
- Digital Exams
- Extra time
- Prompting
- Reader
- Scribe
- Separate room
- Transcription with or without correction
- Use of ICT

The Support Team arrange for alternative assessment arrangements through discussion with pupils, parents, subject teachers and partner agencies such as the Psychological Service. The Scottish Qualifications Authority monitors the school's assessment procedures in order to ensure fairness for all.

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C O U R S E S F O R S 5 A N D S 6

The following arrangements, which are designed to help students adjust to the conditions they will meet in higher education, training or employment, must be understood before applying for courses in S5 and S6.

Once a student has reached the school leaving date determined by date of birth (31 May if date of birth lies between 1 March and 30 September or Christmas holidays for date of birth between 1 October and 28/29 February) the student is regarded in law as being an adult and the school is required to deal directly with the student but will keep parents informed. Students entering S5/6 will normally have passed their leaving date before the start of, or during, the school session and will therefore be treated as adults throughout.

All students wishing to apply for entry to S5/6 must complete an application form. This form requires the completion of a satisfactory Curriculum Plan and the student's agreement to accept the conditions of entry as a full time student. Assistance on the completion of the application form will be given by the Support staff.

Curriculum Plan

Each student will negotiate an individual Curriculum Plan. Students will participate in either four or five certificate courses chosen from the range of courses on offer. S5 pupils must choose 5. In S6 pupils may choose 4 or 5 courses. In the 5th column pupils must choose from a range of activities which might include:

- Helping in departments
- Paired Reading Scheme
- Paired Sums
- Paired Computing
- Work Experience
- Open Learning
- Community Links
- or other appropriate activity agreed
- Newsletter Group
- Social Enterprise Group
- Community Sports Leaders
- College courses
- Skills of work

All students will attend the daily registration period at 8.45am

Advanced Higher courses are delivered over 6 periods. Two of these will be teaching periods.

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Courses

1. National 4 or 5 may be continued or new subjects taken.
2. Higher Grade Courses: the normal entry level is a pass at National 5.
3. Advanced Higher: Higher Grade passes usually at band A or B are required for entry.
4. Open Learning: various courses may be studied on an Open Learning basis. Students interested in these courses should obtain further information from SMT. Normally only one Open Learning Course is recommended as they require students to work on an individual basis for most of the time. The choice of courses available depends on resources and availability of external tutors and may vary from year to year.

Pupil Support

The pattern for guidance continues the philosophy of earlier years. Individual attention is given to the needs of each student focussing on

- * Career Choice
- * Curricular Advice
- * Personal Needs

Curriculum Plan

Students will be given advice on the preparation of a curriculum plan between January and Easter of each year. *A provisional curriculum plan should be submitted before the Easter holidays.* This plan will decide the timetable to be followed when the student returns to school after SQA examinations in June and the new courses start. Work experience arrangements will normally be finalised in June to start in August.

Changes to Curriculum Plan

Some students may wish to change curriculum plans in August after examination results are known. Changes must be negotiated through the Support Manager who will issue the student with a Change of Course form which must be completed before any change will be agreed.

All curriculum plans must be finalised with the approval of a Support Manager before the end of August. Failure to do so will result in refusal to accept the student.

Personal Development Activity

This will be a compulsory component in the new national arrangements for post-16 students. It should involve the student working as part of a team, co-operating with others, communicating effectively, taking on responsibilities and making decisions. Some activities within the school provide such opportunities: social committee, paired reading scheme, paired sums, paired computing, assisting staff to run sporting events. Other activities such as work experience and Duke of Edinburgh Award Scheme also offer such opportunities.

Work Experience

Work experience for S5/6 students may be arranged with local nearby placements on a regular weekly basis for all or part of the year or may also be arranged in a one week block depending on circumstances. Work experience plans should be negotiated primarily on the basis of advice from the Support Manager. The student will be asked to complete an application form and then be directed to a teacher who will assist the student to make the necessary detailed arrangements. It is important that correct procedures are followed. Students should not approach any company until arrangements have been agreed with the teacher responsible. All placements have to be approved by Highland Council before they can go ahead.

Private Study

Time may be used for private study when a student is not timetabled for classes. Arrangements for private study in departments may be negotiated. The Library may be used for study at certain times with the permission of the librarian. The Library is also used by class groups and may not always be available. Support staff will advise students on how much time should be allocated to private study and what is acceptable as appropriate use of study time. As a guide, private study during the school day should be kept to a minimum. Evidence shows that students who have the busiest programmes are generally the most successful.

Social Areas

S5 and S6 will share the front of the Hall as a common room.

Presentation for Certification

The school has to pay a fee for every student presented for certification. Presentation will be dependent on satisfactory attendance and progress reports from course teachers.

Students must remember that continuous assessment of essays, project or investigative work, speaking tests, folios of work done, class tests and preliminary examinations are an increasingly important part of assessment for certification. The final examination is only one part of the overall assessment of each student. It is essential that all deadlines are met for the submission of work for assessment. It should also be remembered that work done throughout the year can be used as evidence to appeal against the final grade

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awarded if the evidence gathered throughout the year suggests that the student should have earned a better grade than that awarded by the SQA.

Holidays

Students, like teachers and other school staff, are expected to take their holidays during the official school holiday periods.

Attendance

Attendance will be recorded in each class in which the student is enrolled. It is expected that S5/6 students will maintain a level of attendance in excess of 95%. Even a 90% level over the year means an average of one day off every two weeks and this could prevent students from maintaining satisfactory progress. Exceptions will, of course, be made in cases of genuine illness or injury. In such cases it is advisable that the student informs the school immediately.

Students will be required to provide notes to cover all absences. Students arriving in school after registration should report to the school office to register and complete an absence form giving the reason for absence until that time of day.

Education Maintenance Allowance

Education Maintenance Allowance is awarded subject to satisfactory attendance and progress reports. An unsatisfactory attendance report could lead to the withdrawal of the EMA.

Part time Jobs

Part-time jobs involving long hours will have an adverse effect on your studies. Give yourself the best possible chance of success in S5/S6 by carefully managing your time so that you strike a reasonable balance between your studies and all the other demands on your time.

Disciplinary Procedures

A responsible, adult attitude is expected of students. Any student who misses a class without good reason will face disciplinary action. Any form of behaviour which adversely affects the work of other students or teachers, or which is liable to be damaging to property or personal safety, any unjustifiable absence, persistent lateness, or failure to meet deadlines for the submission of work, could lead to disciplinary action being taken.

Disciplinary procedures for post-16 students will be in line with those to be found in any place of further education or employment. Failure to respond to initial correction will lead to formal procedures. Students should study the course notes which follow, discuss choices with their Support Manager and complete the Option Sheet and Curriculum Plan. Courses will only run if there is sufficient demand and staffing and resources are available.

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INVERGORDON ACADEMY
S5/6 SCHOOL CURRICULUM PLAN

NAME _____ **CLASS** _____

SUPPORT MANAGER _____

List the courses you are following this year e.g. **Subject** **Level**
 Maths Higher

If you are doing work experience, paired reading/sums, helping in departments, study etc. you should indicate this at 1 and detail your involvement at 2.

1)	Subject	Level
Col 1		
Col 2		
Col 3		
Col 4		
Col 5		

2) Detail here the activities listed at 1, other than the courses you are following:

Complete the Timetable on the reverse of this sheet, indicating your location for each period. Remember, no alteration should be made to your plan without consultation with your Subject Teacher and Support Manager. Your Office Timetable must be correct at all times.

I confirm that I have read and understood the conditions for acceptance into the Senior School, including exam presentation policy and the school's disciplinary procedures, as outlined in the S4/5/6 Course Booklet.

STUDENT SIGNATURE _____ **DATE** _____

ADMINISTRATION AND IT - NATIONAL 4 & 5

What does the course involve?

The main purpose of the course is to develop Administrative skills and IT skills to enable learners to:

- develop an understanding of administration in a workplace and the main laws that affect organisations and their employees
- understand the importance of good customer care
- develop excellent IT skills and use them to carry out administrative tasks
- develop their organisational skills to plan and organise events

Assessment

There are 3 Units in both the National 4 and 5 Administration and IT courses:

Administrative Practices

In this Unit you will learn:

- the duties, skills and qualities of an administrative assistant
- the features of good customer care and the benefits of this for an organisation
- health and safety duties, security of people, property and information
- how to plan, organise and prepare for a small-scale event within a budget

IT Solutions for Administrators

In this Unit you will learn how to use:

- word processing
- spreadsheets
- databases

Communication in Administration

In this Unit you will learn how to:

- make use of technology to gather information e.g. intranet and internet
- use a range of technology such as desktop publishing, multi-media and email
- select suitable methods of communication to suit different purposes and people/organisations



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Assessment

The 3 Units mentioned above for the National 4 course will be assessed in school by the class teacher. In addition, there will be one further Unit which takes the form of an IT based assignment which will also be assessed in school. There will be no external assessment. The pupils will achieve an overall pass or fail for the course.

The 3 Units mentioned above for the National 5 course will be assessed in school by the class teacher. In addition pupils will sit a final exam which takes the form of an IT-based assignment; this will be marked by the SQA. The pupils will achieve an overall grade for the course, e.g. A, B, C, etc.

Progression

Pupils who achieve success at National 4 may progress to National 5.
Pupils who achieve success at National 5 may progress to Higher.

Contact

Miss Mackay in the Business Education Department.

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ADMINISTRATION AND IT - HIGHER

Why Higher Administration?

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

The key purpose of this course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

The course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and management of information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

Course Outline

The course consists of 3 units:

- Administrative Theory and Practice
- Information Solutions for Administrators
- Communication in Administration

Assessment

The units of the course are assessed within school and in addition pupils sit an end of course exam which is assessed by the SQA. The exam consists of a written question paper and an IT-based assignment.

Progression

Successful completion of the course could lead on to:

- Advanced Higher Administration and IT
- Higher National programmes in Administration
- Higher Education programmes in Administration
- Training or employment e.g. Administrator

Careers

Administration is useful for many careers including Administration and Management, Hospitality, Travel and Tourism, Computing and ICT etc.

Contact

If you would like further information please discuss with Miss Mackay.

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ART AND DESIGN - NATIONAL 4 & 5

Why choose Art and Design?

Art and Design is very much part of your daily life whether you realise it or not. Every man-made object that you see and every product that you buy – from CDs, clothes, shoes, jewellery and accessories to buildings, computer games and furniture – have all started out as the ideas of a designer. We are also surrounded by examples of painting and sculpture in our own homes or within the community.

Art and Design will always be a part of your everyday life and entertainment and this course will help you to develop **your own** creative and design skills. It will also encourage you to build the skills to be able to appreciate good design and artistic expression.

What does the course involve?

You will create a folio of work which consists of the following:

Expressive Activity

1. Research and Development of a chosen theme, through the mediums of drawing, painting, printmaking or sculpture.
2. The study of appropriate artists and movements within Art, so that you can further enhance and develop ideas.
3. The production of a finished piece of artwork.
4. An evaluation of the work you have created.

Design Activity

1. Research and Development of an idea, based on the requirements of a set design brief.
2. The study of appropriate designers and design movements.
3. The production of a finished design.
4. An evaluation of the work you have created.

Within the National 5 course you will also be required to sit a written question paper, based on the work of artists and designers appropriate to the folio of practical work you have undertaken during the course.

This is sat under exam conditions.



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How is your work assessed?

National 4 is internally assessed as Pass or Fail.

National 5 is externally assessed by sending your folio and your completed exam question paper to the SQA for assessment.

The grades awarded will be A-D.

Recommended entry - Level 4 (Experiences and Outcomes) or at the discretion of the Teachers in the Department.

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ART AND DESIGN - HIGHER

Why Higher Art and Design?

The course is designed to give you the opportunity to express yourself and work creatively with a variety of materials in a satisfying and enjoyable way. It provides you with an insight into the world of the visual arts and design and helps you to develop many skills such as research, problem solving, evaluation and communication. You are able to explore areas of personal interest and develop skills within a range of cultural, social and historical contexts.

Course Outline

The course consists of 3 units:

- Expressive Unit
- Design Unit
- Art and Design Studies



Assessment

(All units are assessed internally by the teacher)
External assessment by the SQA is in three parts
Course review – Expressive Unit
Course review – Design Unit
Question Paper – Art and Design Studies

Progression

For students in S5 there may be progression to Advanced Higher Art and Design. Higher Art and Design is a well-recognised qualification for many areas of further education (HNC/HND/Degree), Training (VQ), and many areas of employment.

Careers

All aspects of Art and Design, for example, Teaching, Community Art, Graphic Design, Fashion Design, Architecture, Interior Design, Textile Design, Product Design, Theatre Design, etc.

Communications and Media
Manufacturing Industries

Contact

For further information please discuss with Mrs Munro-Main or Ms Fegan.

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ART AND DESIGN – ADVANCED HIGHER

Why Advanced Higher Art and Design?

In a future of rapid change, the ability to think creatively – showing independence and lateral thinking, self-reliance and motivation – will be highly valued. The Advanced Higher Art and Design course strongly supports candidates in developing these qualities and the transferable skills needed to meet the challenges of the 21st century. Candidates will undertake appropriate, high-level and intensive study in the subject through coherent development within a chosen area. Studies will be characterised by substantial evidence of independent learning which will allow candidates to take responsibility for determining the content and overall direction of their work.

This course is suitable for candidates progressing from Higher Art and Design and who have achieved strong grades in this course.

Course Outline

The course consists of one mandatory unit, which can be either Design Enquiry or Expressive Activity and a choice of one other unit (usually a written unit of study).

Assessment

The course is assessed externally by the SQA.

Progression

This course may provide progression to:

- Further Education programmes
- Higher Education programmes
- Training or employment

Careers

See Higher Art and Design

Contact

Mrs Munro-Main or Ms Fegan.

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BIOLOGY - NATIONAL 4 & 5



Why study Biology?

The purpose of the course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course by investigating the applications of biology. The course covers major areas of biology ranging from cellular to whole organism and up to ecosystems.

What does the course involve?

The course aims to:

- develop and apply knowledge and understanding of biology
- develop scientific inquiry and investigative skills
- develop analytical thinking skills in a biology context
- develop problem solving skills in a biology context
- develop an understanding of biology's role in scientific issues and relevant applications of biology in society and the environment

The course has three mandatory Units:

Cell Biology

This unit covers the following key areas: cell division; DNA genes and chromosomes; properties of enzymes; properties of micro-organisms and photosynthesis. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

Multicellular Organisms

This unit covers the following key areas: sexual and asexual reproduction; propagating and growing plants; commercial uses of plants; genetic information; growth and development of different organisms; and biological actions in response to internal and external changes to maintain stable body conditions. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

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Life on Earth

This unit covers the following key areas: plant and animal interdependence; impact of population growth and natural hazards on biodiversity; nitrogen cycle; fertiliser design and environmental impact of fertilisers; and adaptations for survival and learned behaviour in response to stimuli linked to species survival. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

Added Value Unit

Learners will draw upon and extend the skills they have learned from across the other units and will demonstrate a breadth of knowledge and skills in unfamiliar contexts and/or integrated ways.

How is your work assessed?

At National 4, the course is assessed through internal assessment by the teacher only.

At National 5, the course is assessed through a combination of internal assessment by the teacher and an external examination, set and marked by the SQA.

Progression

By successfully completing a course in Biology at National 4 a learner may progress to the following course:

- National 5 Biology

By successfully completing a course in Biology at National 5 a learner may progress to the following courses:

- Higher Human Biology
- National 5 Physics or Chemistry

Further information on this course can be found on the SQA web-site at

<http://www.sqa.org.uk/sqa/47422.html>

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BIOLOGY - HIGHER

Why Higher Human Biology?

The Higher Human Biology course provides a broad based integrated study of a range of biological topics which develop concepts of human biology. The purpose of the course is to develop learners' interest and enthusiasm for human biology in a range of contexts. The course provides the opportunity for learners to acquire a deeper understanding of cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species.

Recommended entry

National 5 Biology, preferably at Grade A or B.

Course Outline

The following Units are studied:

- Human Cells
- Physiology and Health
- Neurobiology and Communication
- Immunology and Public Health

Assessment

To gain the course award, the learner must pass all of the Units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award. The course assessment will consist of two components: a question paper and an assignment. The question paper will have two sections, the assignment will have one section.

Progression

The course or its units may provide progression to:

- Advanced Higher Biology
- Other qualifications in Biology or related areas.
- Further study, employment and/or training.

Careers

Medicine, Physiology, Dentistry, Genetics, Health, Nursing, Radiography and Research.

Contact - Mrs K Coulshed or Mr C Phillips.

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BIOLOGY – ADVANCED HIGHER



Why Advanced Higher Biology?

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. The Course covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. Learners develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Recommended entry: Higher Biology or Higher Human Biology - A or B Grade.

Course Outline

The following Units are studied:

- Cells and Proteins
- Organisms and Evolution
- Biology Investigation

Assessment

To gain a course award the learner must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award.

The course assessment will consist of two components: a question paper and a project.

Component 1 — question paper **100** marks

Component 2 — project **30** marks

Total 130 marks

Progression

On successful completion of this course, the learner could progress to:

- a biology-based HND/degree programme or one from a wide range of related areas, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science and health.
- careers in a biology-based or related area including the health sector, agricultural science, education, environmental services

Contact Mrs K Coulshed or Mr C Phillips.

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BUSINESS MANAGEMENT - Higher

Why Higher Business Management?

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 operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of large organisations, their functions and their decision-making processes.

A main feature of this course is the development of enterprising and employability skills. Learners 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 therefore includes the study of large organisations in the private, public and third sectors.

The Course explores the important impact businesses have on everyday life, thereby giving learners topical experiences. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through developing learners' knowledge of financial management in a business context.

Course Outline

The course consists of 3 units:

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



Assessment

The units of the course are assessed within school and in addition pupils complete a business-related assignment and sit an end of course exam: both are marked by the SQA.

Progression

Successful completion of the course could lead to:

- Advanced Higher Business Management
- HNC/D e.g. Business Management
- Degree courses e.g. BA Business Management, BA Commerce

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- A range of employment or training opportunities

Careers

Business Management is useful for a wide range of careers including Accounting, Administration, Management, Financial Services, Hospitality, Travel and Tourism, etc.

Contact

If you would like further information please discuss with Miss Mackay.

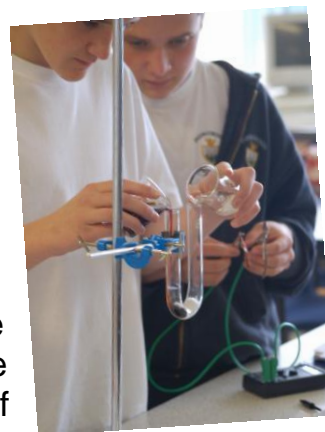
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CHEMISTRY - NATIONAL 4 & 5

Why study Chemistry?

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.



What does the course involve?

In this course learners will:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem solving skills in a chemistry context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

The Course has four mandatory units. The units are:

Chemical Changes and Structure

In this unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

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Nature's Chemistry

The Earth has a rich supply of natural resources which are used by all of us. In this unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

Chemistry in Society

In this unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

Added Value Unit

In this unit, learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways. In the National 5 Chemistry Course, added value will focus on breadth, challenge and application.

How is your work assessed?

At National 4, the course is assessed through internal assessment by the teacher only. At National 5, the course is assessed through a combination of internal assessment by the teacher and an external examination, set and marked by the SQA.

Progression

- This Course or its components may provide progression for the learner to:
- National 5 Chemistry Course
- National 4 or 5 Course in another science subject
- Skills for Work Courses (SCQF levels 4 or 5)
- National Certificate Group Awards
- National Progression Awards (SCQF levels 4 or 5)
- Employment and/or training

Further information on this course can be found on the SQA web-site at <http://www.sqa.org.uk/sqa/45720.html>

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CHEMISTRY - HIGHER

Why Higher Chemistry?



The Higher Chemistry course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Recommended entry

National 5 Chemistry Course at Grade A or B

Units

The following units are studied:

- Chemical Changes and Structure
- Researching Chemistry
- Nature's Chemistry
- Chemistry in Society

Assessment

To gain the course award, the learner must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award. The course assessment will consist of two components: a question paper and an assignment. The question paper will have two sections the assignment will have one section.

Progression

This course or its units may provide progression to:

- Advanced Higher Chemistry
- other qualifications in Chemistry or related areas
- further study, employment and/or training

Contact - Dr H Ferrier

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CHEMISTRY –ADVANCED HIGHER

Why Advanced Higher Chemistry?

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The course also develops the skills of independent study and thought that are essential in a wide range of occupations.



Recommended Entry

Higher Chemistry course award at Grade A or B

Units

- Inorganic and Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

Assessment

To gain the award of the course, the learner must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award.

Progression

This course or its units may provide progression to:

- an HND/degree in a chemistry-based course or a related area
- a career in a chemistry-based discipline or related area

Contact - Dr H Ferrier

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COMPUTING SCIENCE - NATIONAL 4 & 5

The National 4 and National 5 Computing Science courses aim to develop skills in: analysis and problem-solving, design, developing a solution, implementing and testing digital solutions, across a range of contemporary contexts.



What does each course involve?

Both National 4 and National 5 have the same **three** units (*although National 5 deals with things in more complexity*). The **three units** are:

Software Design and Development

Software design and development takes a variety of forms: you can use a programming language, develop an 'app' or develop a game. You will design, create and test your own solutions.

Information Systems Design and Development

This will involve the use of web design, databases and multimedia applications. You will also learn about the hardware and networks required to run these systems. You will investigate issues such as security, hacking, viruses, legal issues and moral issues. Current and emerging technologies will also be investigated.

Computing Science Project

Part of the course will be a **practical assessment**, for which there will be a choice. This will test all the practical skills you have covered in the course.

How is your work assessed?

For the first **two** units you will be assessed by your teacher in class. This will involve practical work completed throughout the units and also other assessments.

For **National 4** there is no external exam but you have to complete the course successfully and be successful in your project.

For **National 5** you need to successfully complete your assessments for the three units. There will also be an **external exam** marked by SQA.

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Progression

Those successful at National 4 may progress to National 5.

Those successful at National 5 may progress to Higher.

Careers

There are various careers relating to Computing. These include: Software Development, Networks, System Security, Multimedia Systems and Computer Engineer.

Contact

If you would like further information please see Mr Herbert.

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COMPUTING SCIENCE - HIGHER

Why Higher Computing?

The Higher Computing Science course introduces learners to an advanced range of computational processes and thinking, and develops in a rigorous approach to the design and development process across a variety of contemporary contexts. Learners gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.



Course Outline

The course consists of 2 units:

Software Design and Development

Learners will develop skills in software design and development as well as an understanding of the impact of contemporary computing technologies.

Information System Design and Development

Learners will develop skills in information system design and development; and understanding the legal, environmental, economic and social implications involved in designing and developing an information system.

Assessment

Each unit has nationally produced assessment questions and practical tasks. A nationally produced coursework task contributes 40% to the overall grade. The external exam at the end of the course contributes 60%.

Progression

Candidates who achieve a good grade in Higher may consider progressing to the Advanced Higher Computing course.

Careers

There are many different careers in the Computing industry e.g. Software, Networks, Systems Security, Interactive Media Design, Multimedia Systems.

Contact

If you would like further information please see Mr Herbert.

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COMPUTING SCIENCE - ADVANCED HIGHER

Why Advanced Higher Computing?

The Advanced Higher Computing Science Course builds on knowledge, understanding and practical skills developed by learners in the Higher Computing Science Course. Learners gain advanced programming, development and research skills, and an understanding of the role and impact of contemporary technologies.

Course Outline

The course consists of 2 units:

Software Design and Development

Learners will develop skills, knowledge and understanding of software design and development as well as knowledge and understanding of different contemporary programming paradigms.

Information System Design and Development

Learners will develop skills, knowledge and understanding of information system project design, development and management as well as knowledge and understanding of the implications of contemporary information system development.

Assessment

The Computing Science project – worth 40% of the final grade – adds value by requiring challenge and application. Learners will apply knowledge and skills from the units to specify, plan, develop, implement, test and evaluate a digital solution to a significant and appropriately challenging computing-based problem. The question paper – worth 60% of the final grade – introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the units.

Progression and Careers

Progression pathways from this Course are wide, from direct entry to further study in areas such as software programming/engineering, databases, robotics, artificial intelligence, e-commerce, social networking and web design and development, to technical roles in networking, security, systems analysis and testing, and a wealth of others. Critically, many business and industry employers value computing skills as vital to their growth and sustainability, while a growing number of individuals use computing technologies as a way to create entrepreneurial, social and enterprise-building opportunities.

Contact

If you would like further information please see Mr Herbert.

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ENGLISH – NATIONAL 3 & 4

National 3 English

The National 3 English course is an internally assessed course, focused on developing a wide range of literacy and communication skills.

Course Outline:

Understanding Language

Learners will develop listening and reading skills through the study of a variety of texts chosen from Prose, Poetry, Drama and Media. Learners will develop the skills needed to understand, analyse and evaluate these texts.

Producing Language

Learners will develop talking and writing skills to help them create and produce written and oral work.

Literacy

Learners will develop reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work.

Assessment

To achieve the English National 3 course, learners must pass all of the required units.

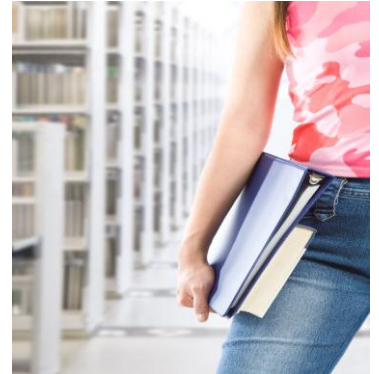
There is no external assessment for this course. National 3 courses are not graded.

Progression

Successful completion of this course may lead to:

English National 4

If you would like further information, please contact your English teacher.



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National 4 English

The National 4 English course enables learners to develop their literacy skills and to understand, analyse and evaluate texts in the context of literature, language and media. The course also enables learners to create and produce texts, and provides opportunities to develop planning and research skills, applying language skills as appropriate. National 4 English is an internally assessed course.



Course Outline:

Analysis and Evaluation

Learners will develop listening and reading skills through the study of a variety of texts chosen from Prose, Poetry, Drama and Media. Learners will develop the skills needed to understand, analyse and evaluate these texts.

Creation and Production

Learners will develop talking and writing skills to help them create and produce written and oral work.

Literacy

Learners will develop reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work.

Added Value Unit

Learners will apply language skills to plan and research a chosen topic and report their findings in either written or oral form.

Assessment

To achieve the English National 4 course, learners must pass all of the required units.

There is no external assessment for this course. National 4 courses are not graded.

Progression

Successful completion of this course may lead to:

English National 5

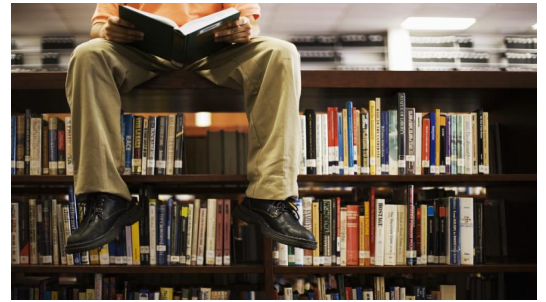
If you would like further information, please contact your English teacher.

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ENGLISH – NATIONAL 5

The National 5 English course enables learners to develop their literacy skills and to understand, analyse and evaluate a range of texts, including Scottish texts, in the contexts of literature, language and media. The course also enables learners to create and produce texts and to apply their knowledge and understanding of language. It is an internally and externally assessed course, focused on developing a wide range of literacy and communication skills.



Course Outline:

Analysis and Evaluation

Learners will develop listening and reading skills through the study of a variety of detailed texts chosen from Prose, Poetry, Drama and Media. Learners will develop the skills needed to understand, analyse and evaluate these texts. At least one Scottish text should be studied.

Creation and Production

Learners will develop talking and writing skills to help them create and produce detailed written and oral work.

Assessment

To achieve the English National 5 course, learners must pass all of the required units as well as the course assessment.

The course assessment will take the form of an exam and a writing portfolio:

Examination (70% of final mark)

Section 1	Close reading	30 marks	
Section 2	Critical reading	40 marks	(20 marks for each assessment)

Writing portfolio (30% of final mark)

Two pieces of writing – one personal/creative and one discursive -15 marks each.

Progression

Successful completion of this course may lead to:

Higher English

If you would like further information, please contact your English teacher.

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ENGLISH - HIGHER

Why Higher English?

Being competent in English is the key to success in many aspects of your life and work. Skills in English are important in many other school subjects as well as college and university courses and also in the world of work. A qualification in English is often required for entry to further and higher education.



The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, learners develop understanding of the complexities of language, including through the study of a wide range of texts, and develop high levels of analytical thinking and understanding of the impact of language.

Course Outline:

Analysis, Understanding and Evaluation

Learners will develop listening and reading skills through the study of a variety of detailed and complex texts chosen from Prose, Poetry, Drama and Media. Learners will develop the skills needed to understand, analyse and evaluate these texts. At least one Scottish text should be studied.

Creation and Production

Learners will develop talking and writing skills in a wide range of contexts to help them create and produce detailed and complex language in written and oral forms.

Assessment

To achieve the Higher English course, learners must pass all of the required units as well as the course assessment.

External Assessment

Component 1 — question paper — Reading for Understanding, Analysis and Evaluation (30 marks)

Component 2 — question paper — Critical Reading (40 marks)

Component 3 — portfolio: writing (30 marks)

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Progression

Successful completion of this course may lead to:

- Advanced Higher English
- HNC/HND/Degree courses

Careers

Administrative Assistant

Advertising Account Executive

Campaign Manager

Claims Examiner

Communications Specialist

Copy Writer

Corporate Trainer

Fundraiser

Journalist

Legislative Assistant

Librarian

Lobbyist

Marketing Manager S

Management Trainee

Personnel Trainee

Public Relations Specialist

Publicity Assistant

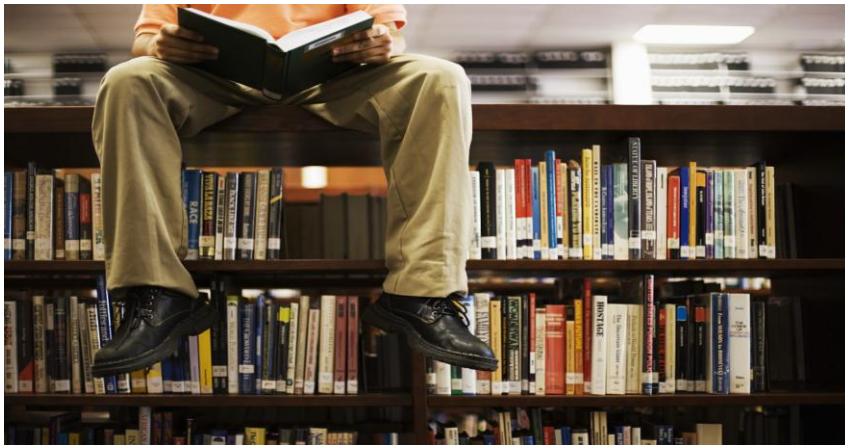
Research Assistant

Sales Representative

Special Events Coordinator

Teacher

If you would like further information please contact your English teacher.



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ADVANCED HIGHER ENGLISH

Why Advanced Higher English?

This course is designed to build on the knowledge and skills that you have already gained in Higher English and encourage you to pursue particular interests in more specialised areas of study. The course develops your ability to think and work independently. It provides a sound base for further study of English and is also extremely valuable for a wide range of other studies and employment situations.

Course Outline

The course consists of two mandatory units:

Analysis and Evaluation:

Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

Creation and Production:

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

Assessment

To achieve the Advanced Higher English course, learners must pass all of the required units as well as the course assessment.

External Assessment:

Component 1 — Portfolio – 60 marks

Section 1: dissertation – at least 2,500 words – 30 marks

Section 2: writing – two pieces of writing for two different purposes – (30 marks in total; 15 for each essay)

Component 2 — Question paper – 40 marks

Extended written response on a text studied in class – 20 marks

Textual analysis of an unseen poem – 20 marks

Progression

Successful completion of this course may lead to:

- Degrees in Higher Education
- Further academic study in English or related areas
- Employment or training

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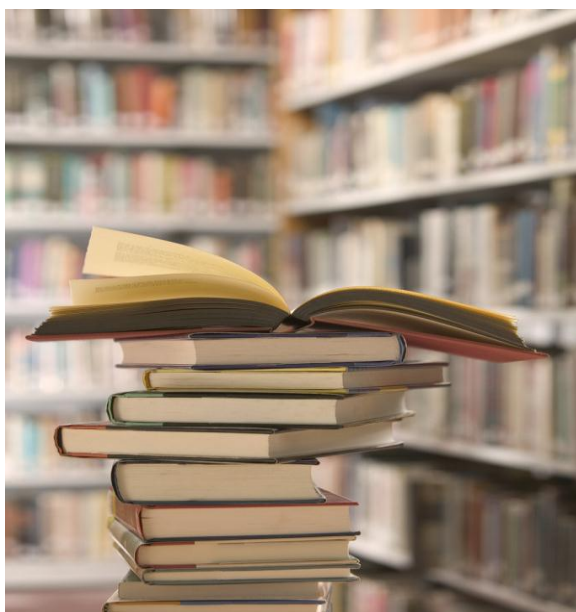
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Careers

The ability to analyse and evaluate complex and sophisticated texts, and apply highly developed thinking and communication skills, are important in a number of professions and degree programmes. This course can lead to:

- Degree programmes in business, drama, education, English, humanities, journalism, law, media and social science.
- Careers in commerce and industry, education, journalism, law, marketing, media, and politics.

If you would like further information please contact your English teacher.



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FRENCH – NATIONAL 4 & 5

National 4 French is divided into three sections:

- Using Language (focusing on talking and writing skills)
- Understanding Language (focusing on reading and listening skills)
- Assignment (an investigation on a topic)

There will be one outcome for each language unit and a presentation in French for the Assignment.

There will be no external exam at the end of the year.

Pupils are likely to use “Studio 3 Vert” as a basis for their studies, combined with study of at least one film in French and research and discussion of various topics from the following contexts:

Citizenship, society, learning, employability and culture

Pupils will be expected to revise and learn vocabulary regularly, and to produce appropriate pieces of work as required.

National 5 French is divided into four component units:

- Component 1: listening
- Component 2: reading
- Component 3: writing
- Component 4: talking and listening

There will be an external assessment at the end of the year to provide grades, but pupils will also be required to pass unit assessments in each element in the course of the year.

The external question papers will consist of:

Listening (three texts from the contexts of culture, employability, learning and society)

Reading (three texts, answering comprehension questions in English)

Writing (produce a written text in response to a stimulus supported by six bullet points)

Speaking (a presentation followed by a conversation)

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Pupils are likely to use “Studio 3 Rouge” as a basis for their studies, combined with study of at least one film in French and research and discussion of various topics from the following contexts:

Citizenship, society, learning, employability and culture

Pupils will be expected to revise and learn vocabulary regularly, and to produce appropriate pieces of work as required.



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FRENCH - HIGHER

Why Higher French?

Since the establishment of the Single European Market in 1992, many companies require employees who are fluent in one or more European language. Higher French is therefore an extremely useful course for a variety of career paths. It is also valuable for your general education and personal development.

Course Outline

Learners will follow a course in which four main topics (divided into a variety of themes) are studied: Society, Employability, Learning and Culture.

Pupils may also study a book or a film as part of the Culture topic. Books and films studies have included “Les Miserables”, “Les Choristes” and “Jean de Florette”.

Assessment

There are four Unit assessments: in reading, listening, writing and talking.

There are two talking tests, one for a unit assessment, and the other for the course assessment (consisting of a presentation followed by a discussion) which will probably take place in March.

The end of year course assessment, consisting of exams in listening, reading and two writing papers, will take place in May.

Progression

Successful completion of this course may lead to:

- Advanced Higher French – *please discuss with a member of the department if you wish to find out more about this option.*
- university or college courses
- the application of skills and promotion within a chosen field or company



Careers

Employment in Hospitality, Catering, Travel, Tourism, Teaching, Law, Engineering.

Contact

If you would like further information please discuss with either Mr Fernie or Mrs Hanson.

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GEOGRAPHY - NATIONAL 4/5

What is covered in the course?

There are 3 main units. Geographical skills will permeate the rest of the course.

Both N4 and N5 will study the same course ... the difference is in the level of detail required in your answers

1. Physical Environments

- a. Weather, within the context of the United Kingdom
 - i. What factors affect the weather?
 - ii. Air masses
 - iii. Depressions and Anticyclones

- b. U.K Landscapes (Glaciation & Coasts or Limestone and Rivers)
 - i. Formation of features
 - ii. Land use, conflict and solution

2. Human Environments

- a. Farming landscapes
 - i. Changes in Developed countries
 - ii. Changes in Developing countries

- b. Population
 - i. Indicators of development
 - ii. Factors affecting distribution
 - iii. Factors affecting population growth
 - iv. Shanty towns

- c. Urban
 - i. Land use zones
 - ii. Changes in land use zones

3. Global Issues

- a. Environmental Hazards
 - i. Earthquakes
 - ii. Volcanoes
 - iii. Tropical Storms

- b. Health
 - i. Aids in both EMDCs and ELDCs

GEOGRAPHICAL SKILLS

Fieldwork:

- Human gathering techniques
- Physical gathering techniques

Map skills:

- Grid references
- Contour patterns
- Scale/distance
- Cross-section

Presentation skills:

- Annotating photographs
- Field sketches

Interpreting and presenting numerical and graphical information:

- Graphs
- Tables
- Statistics



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- ii. Heart Disease in Developed countries
- iii. Malaria in Developing countries

How will you be assessed?

This is where N4 and N5 are very different!

National 5

The course assessment has 3 parts:

1. Unit assessments

You will have an assessment for each unit: Physical, Human and Global. These assessments are marked on a pass/fail basis. You must pass all of these assessments to get the overall course award.

2. Question Paper

This is externally assessed and will last 1 ¾ hours. This makes up 75% of your overall grade.

3. Assignment

This is externally assessed and will last 1 hour. This makes up 25% of your overall grade.

Your overall grade will be A,B,C, D or Fail.

National 4

The course assessment has 2 parts:

1. Unit assessments

You will have an assessment for each unit: Physical, Human and Global. These assessments are marked on a pass/fail basis. You must pass all of these assessments to get the overall course award.

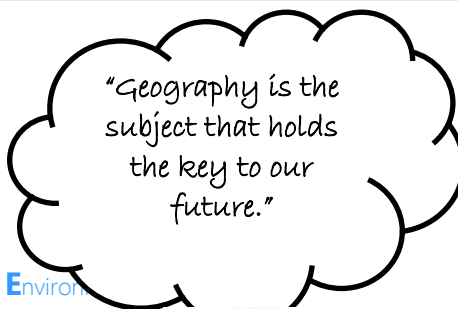
2. Added Value Unit

This is an assignment which is internally marked. You will work individually to produce a report, following on from fieldwork or research. This will be marked on a pass/fail basis.

The overall award at National 4 is Pass or Fail.



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GEOGRAPHY - HIGHER

Why study Higher Geography?

If you choose to study Geography, your horizons will be extended as you are challenged to look at the world in new ways. You will gain a deeper understanding of the processes at work shaping our world, creating fabulous landscapes and causing devastating natural disasters. In the 21st century, there is a growing awareness of the impact of human activity upon the physical environment and scarce resources. By studying Geography, you will develop life-long positive attitudes of stewardship, sustainability and global citizenship. You will develop skills and knowledge to enable you to contribute effectively to your local community and wider society.

Course outline

The course is divided into three broad sections:

Physical Environments Atmosphere

- Atmospheric and Oceanic energy distribution,
- Intertropical Convergence Zone of West Africa

Lithosphere

- Erosion and Deposition glacial landscapes
- Erosion and Deposition coastal landscapes

Hydrosphere

- Hydrographs
- Hydrological cycle

Biosphere

- Soils

Human Environments Rural

- Land use conflict and management in EMDC
- Land use conflict and management in ELDC

Urban

- Urban Change in EMDC and ELDC
- Urban management in EMDC and ELDC

Population

- Data collection methods
- Population structures and consequences
- Migration

Global Issues

Development & Health

- Development Indicators
- Reasons for differences between ELDCS
- Waterborne disease (Malaria)
- Primary Health Care

Global Climate change

- Causes, Effects, Strategies/Limitations

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Assessment

Internal assessment:

- Assessment standards for each unit will be attempted throughout the year – pass/fail
- Prelim

External assessment – overall you will receive a grade A-D.

- Question Paper – 60 marks (66% grade).
- Assignment – 30 marks (33% grade)

Progression

An 'A' pass at Higher Geography allows progression onto Advanced Higher.

Careers

Geography students acquire many highly desirable transferable skills including team work, problem solving, and communication. Research has shown that Geographers are highly sought after by employers because of their wide and varied skills base. Having studied Geography, you could go on to an array of careers. These include a career in tourism, architecture, forestry, civil service, engineering, armed forces, education, surveying, meteorology, and town planning, foreign affairs, international charities etc. etc. etc.!

Contact

Speak to Miss Ross if you would like any more information about Geography.

Field work is really important in Geography. You can actually see much of what you learn about in the classroom happening all around you in our local area!



"Geography is the subject that holds the key to our future."

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GRAPHIC COMMUNICATIONS – NATIONAL 4 & 5

Why Graphic Communication?

Graphic Communication in all its forms is vital to society. It is a means of getting across information visually using graphics. Graphic communication comes in many forms and various aspects of life including education, industry and commerce.

This course is designed to increase your awareness of how graphics are used, and to learn about the technology used to create them. You will create 2D, 3D and pictorial graphics with visual impact or which transmit information, digitally and on paper.

The skills you learn in this course are useful in many career areas including Architecture, Surveying, Engineering or Design and Marketing.

Course Outline

This course will teach you how to read, interpret and create graphic communications. You will develop skills in spatial awareness and visual language. You will also learn how to use graphic communication equipment, software and materials effectively. You will also look at how graphic communication technologies impact on our environment and society.

The course has two compulsory units, plus an added value unit that assesses your practical skills:

- **2D Graphic Communication**
- **3D and Pictorial Graphic Communication**

National 4 Assessment: Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations.

Successful completion of this course may lead to: National 5 Graphic Communications

National 5 Assessment: Your work will be assessed by your teacher on an on-going basis throughout the course in accordance with SQA regulations. You will also sit a written exam marked by the SQA. You must pass the course units, including the course assignment, and the written exam to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total marks for the course assignment and written exam, each with a contribution of 50% towards the overall mark.

Successful completion of this course may lead to: Higher Graphic Communications

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GRAPHIC COMMUNICATIONS - HIGHER

Graphic Communication is the process of using drawings, sketches and colour illustrations needed for clear and efficient communication. The course covers the use of technical graphics in education, construction, industry and commerce. Graphic Communication offers learners the opportunity to communicate in what is effectively an international language.

This practical course is suitable for learners with an interest in Graphics — both digital and paper based – developing skills in 2D and 3D graphics, as well as pictorial graphics. The Higher course will enable progression from topics currently being delivered at National 5 level where skills in colour theory, freehand sketching, technical drawing and computer modelling will advance through a series of independent, group and themed tasks building skills at Higher Level.

This is an enjoyable course which will offer pupils flexibility and opportunities to develop and apply skills they have learnt. There is vast scope for personalisation and choice within the course for each learner. These skills will be invaluable for learning, for life and for the world of work. These skills are also complimentary to other curricular areas such as expressive arts, sciences and maths.

Skills and Knowledge

A broad overview of the subject skills, knowledge and understanding that will be covered in the course includes:

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and presentation graphics
- initiating and producing complex informational graphics
- visual literacy by interpreting unfamiliar graphic communication
- spatial awareness in 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively
- knowledge of graphic communication standards and conventions
- applying design skills, including creativity, when developing solutions to graphics tasks
- the ability to take initiative in evaluating work in progress and completed graphics, and applying suggestions for improvement in presentation
- knowledge and understanding of the impact of graphic communication technologies on our environment and society
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques.

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Course Outline

The course has two compulsory units, plus a graphical assignment that assesses your practical skills:

- **2D Graphic Communication**
- **3D and Pictorial Graphic Communication**

Assessment

Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations. You must pass all units, the graphical assignment and the written exam set by the SQA to be awarded the course qualification.

The course assessment is graded A-D. Your grade will depend on the total marks for the assignment and the written exam, each with a contribution of 50% towards the overall grade.

Career Opportunities

Architecture; Civil Engineering; Surveying; Industrial Design; Product Design

Marketing; Computer Animation; Desktop Publishing; Media Production

or a career in Promotional Advertising



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HISTORY - NATIONAL 4 & 5

Why study History?

The main reason for taking history should be that you enjoy the subject and find it interesting. At National 5 it also teaches you the skills involved in essay writing, which is important for progression to Higher. It is also a skill required by a whole range of subjects in higher education.

Many of the other skills gained from the study of history can help you in later life:

- History is about people and what motivates them to act in certain ways, therefore it increases your understanding of society.
- Dealing with large amounts of information and deciding what is relevant.
- The accurate use of evidence and evaluation of sources.
- History helps you to make judgements based on evidence.
- History teaches you to express yourself as a confident individual and to read accurately and critically.

Course Outline

The History courses at National 4 and 5 will consist of 3 units of study and one value added unit.

The 3 units of study cover Scottish, British and World History.

Historical Study: Scottish

The Wars of Independence, 1286-1328

- The succession problem 1286-1292
- Balliol and Edward 1292-1296
- William Wallace 1296-1305
- Robert Bruce 1306-1328

Historical Study: British

The Atlantic Slave Trade, 1770-1807

- The Triangular Trade
- Britain and the Caribbean
- The captives experience and slave resistance
- The abolitionists campaigns

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Historical Study: European & World

Nazi Germany, 1919-1939

- Weimar Germany, 1919-1929
- Nazi rise to power, 1929-1933
- Nazi control of Germany
- Nazi social and economic policies

Value Added Unit

At National 4 you will select a topic to research and then present your findings.

At National 5 you will select an issue which promotes debate, develops understanding and allows for a well-reasoned conclusion. This issue will come from some aspect of the Course.

Assessment

National 4 will be internally assessed throughout the course. This will include your added value unit. This award is pass or fail.

National 5 you will have to pass internal unit assessments and sit an external exam. Your Added Value Unit will also be externally assessed and will be worth 25% of your final mark. This award will be graded A-D.

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HISTORY - HIGHER

Why Higher History?

The main reason for taking history should be that you enjoy the subject and find it interesting. It also teaches you the skills involved in essay writing, which is important in a whole range of University courses.

Many of the other skills gained from the study of history can help you in later life:

- Dealing with large amounts of information and deciding what is relevant.
- The accurate use of evidence and evaluation of sources.
- History is about people and what motivates them to act in certain ways.
- History teaches you to express yourself as a confident individual and to read accurately and critically.
- History helps you to make judgements based on evidence.

Course Outline

The Higher course consists of 3 units of study. One of the units is British where we will study the Atlantic Slave Trade and its Abolition. There is a Scottish unit which will look at Scotland and the Treaty of Union, which is arguably the most significant event in Scottish history. The third unit is European and looks at the bloody events of the French Revolution.

Assessment

Higher Exam consists of extended response questions on unit 1 & 3 and a range of source questions on unit 2. There is also a longer essay which is prepared in advance.

Progression

Those successful at Higher could progress to Advanced Higher. Higher History is also a well-recognised qualification for many college and university courses as well as a good qualification for many areas of employment.

Careers

Administration, Public Service, Management, Law, Armed Forces, Police, Heritage and Education.

Entry requirements: Normally a good pass at National 5 History.

Contact

If you would like further information please discuss with Mr Page or Ms Nixon.

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HEALTH AND FOOD TECHNOLOGY – NATIONAL 4 & 5

Why Health and Food Technology?

In this current climate of poor health, poor dietary choices, obesity, heart disease, diabetes and cancer, a course which increases knowledge about preventing such conditions has never been so important.

The Health and Food Technology course is suitable for pupils with a genuine interest in food, health and consumer issues. This course focuses on the nutritional properties of food, developing and preparing new dishes and evaluating products.

This course uses experimental, practical and problem solving approaches to learning which take into account local, cultural and media influences on food choice. Pupils will have opportunities to develop their own food products, visit local businesses involved in both food production and retail.

Course Outline

This course consists of three units:

1. Food for Health

Pupils will develop their knowledge of the relationships between health, food and nutrition, as well as lifestyle choices and their impact on health.

2. Food Product Development

Pupils will develop their knowledge of the function of ingredients and the stages in product development. Throughout the unit, pupils will increase their awareness of food hygiene and safety.

3. Contemporary Food Issues

Pupils will explore factors which may affect food choices. They will also develop their knowledge and understanding of food labelling.



Assessment

National 4 - Added Value Unit: Assignment

Assessment at National 4 is internal. Pupils will undertake an assignment. This will require the pupils to develop a product to meet a given brief. They will apply their knowledge and skills from across the three units.

National 5

As with National 4, pupils will undertake an assignment in which they will develop a product to meet a given brief. In addition, National 5 pupils will sit an external written question paper. Both parts carry equal weighting towards the final grade.

Progression

Successful completion of National 4/5 Health and Food Technology will allow pupils to take up the following courses:

National 5/Higher	Health and Food Technology
National 4/5	Hospitality Practical Cookery
National 5	Practical Cake Baking and Finishing

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HEALTH AND FOOD TECHNOLOGY – HIGHER

Purpose and aims of the Course

The purpose of this course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. The course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices.

The Course uses an experiential, practical and problem-solving learning approach to develop knowledge, understanding and skills, and promotes independence in learning. The Course uses real-life situations, and where appropriate, takes account of local, cultural and media influences and technological innovations.

Course Outline

This course consists of three units:



Food for Health

The general aim of this Unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and evaluate food products which meet individual needs.

Food Product Development

The aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

Contemporary Food Issues

In this Unit, learners will investigate a range of contemporary food issues. They will explain how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

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Assessment

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment which consists of an assignment and a question paper. The assignment (50% of overall grade) will require application of skills, knowledge and understanding from across the Units. Learners will develop a product to meet a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. The question paper (50% of overall grade) will require integration of knowledge and understanding from across the Units.

Progression/Careers

This course would suit those interested in a career in food product development, consumer science, nutrition and dietetics, health promotion, health and social care as well as those with a personal interest in food and health.

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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. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry.

This National 5 qualification develops cake-baking and cake finishing skills, and creativity in cake finishing, using a range of production methods. Learners embed food safety and hygiene skills, and develop organisational skills in the context of managing time and resources.

The course aims to enable learners to:

- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

Course Outline

This course consists of two units and an added value unit.



1. Cake Baking

Pupils will develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, pupils will demonstrate specialist skills, techniques and processes.

2. Cake Finishing

Pupils will develop the ability to apply specialist skills and creative techniques to finish a range of cakes and other baked items safely and hygienically.

To promote personalisation and choice, both units provide opportunities for pupils to investigate baking trends and apply this knowledge in a range of practical contexts.

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Assessment

The assessment is internally assessed by your teacher and verified by SQA.

The practical activity has 100 marks and is divided into 3 stages.

Stage one: Designing the cake and preparing a plan of work (10% of the marks).

Stage two: Implementing the plan to bake and finish the cake, applying finishing techniques and appropriate tools and equipment (85% of the marks).

Stage three: Evaluating the finished cake in accordance with stage one and the overall quality (5% of the marks).

Progression

Successful completion of National 5 Hospitality Practical Cake Baking and Finishing will allow pupils to take up the following courses:

In school National 5 Hospitality Practical Cookery
 National 4/5 Health and Food Technology

At college Higher Hospitality Practical Cookery

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HOSPITALITY PRACTICAL COOKERY – NATIONAL 4 & 5

Why Hospitality Practical Cookery?

Practical Cookery is suitable for pupils with a genuine interest in food and cooking. It aims to improve practical food preparation and cooking skills to a level where pupils are preparing a two course meal independently. This course provides an excellent taster and platform for progression into employment in the Food and Hospitality industry.



Course Outline

This course consists of three units and an added value unit.

1. Cookery Skills, Processes and Techniques

Pupils will develop practical food preparation and cooking techniques to produce a variety of dishes. Throughout the unit, knowledge about food safety and hygiene will be developed.

2. Understanding and Using Ingredients

Pupils will develop their knowledge of ingredients and their uses. Sustainability, seasonality and responsible sourcing of ingredients and the impact on health and wellbeing will also be covered.

3. Organisational Skills for Cooking

Organisation is a key skill, useful in any career. This unit aims to develop pupils' ability to work independently to follow recipes, stick to time limits and maintain a tidy and hygienic work area. Pupils will be asked to produce dishes for specific occasions e.g. Summer BBQ, Birthday Buffet, Christmas Buffet, Italian meal, Halloween Party.

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Assessment

National 4 – Added Value Unit: Producing a Meal

Assessment at National 4 is set and marked internally by the teacher. The added value unit requires pupils to plan, prepare, cook and serve a two course meal for a given number of people within a given time.

National 5

As with National 4, pupils will undertake an assignment set externally by SQA, in which they will develop a product to meet a given brief. This will require the pupils to plan, prepare, cook and serve a three course meal for four people within a given time. The teacher internally marks the planning booklet and practical exam.

Progression

Successful completion of National 4/5 Hospitality Practical Cookery will allow pupils to take up the following courses:

National 4

In school National 5 Hospitality Practical Cookery
 National 5 Practical Cake Baking and Finishing
 National 4 Health and Food Technology

National 5

In school National 5 Practical Cake Baking and Finishing
 National 4/5 Health and Food Technology

At college Higher Hospitality Practical Cookery

MATHEMATICS - NATIONAL 4 & 5 LIFESKILLS

Why Mathematics?

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

These courses help equip students with many of the skills required for life, learning and work.

What do these courses involve?

National 4 and 5 Lifeskills both consist of three compulsory units:

- Personal Mathematics
- Mathematics at Work
- Numeracy



The emphasis in both courses is on developing many of the mathematical skills required in the modern workplace.

How is your work assessed?

Units are assessed internally within the mathematics department on a pass/fail basis. We do not award grades in a unit assessment.

At **National 4** there is an additional Added Value Unit which will address skills and concepts covered across the three compulsory units. This will also be assessed internally within the mathematics department on a pass/fail basis.

At **National 5** there is a final overall course assessment (examination) set by the SQA. Grades A-D may be awarded.

Recommended entry level

National 4 National 3 Lifeskills pass or equivalent

National 5 National 4 Lifeskills pass or equivalent

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MATHEMATICS - NATIONAL 4 & 5

Why Mathematics?

These mathematics courses are designed to play a useful part in your personal development and overall education. They provide you with skills which are helpful in other school subjects and which will be important for your everyday life, now and in the world of work. These courses help you to learn to appreciate mathematics and understand its importance in today's world.

For many Further Education courses this is a compulsory subject for entry and employers very often require job applicants to have a qualification in mathematics.

What do these courses involve?

National 4 consists of three compulsory units:

- Expressions and Formulae
- Relationships
- Numeracy

The content of National 4 is similar to that for Standard Grade General or Intermediate 1.

National 5 also consists of three compulsory units:

- Expressions and Formulae
- Relationships
- Applications

The content for National 5 is similar to that for Standard Grade Credit or Intermediate 2.

The emphasis in both courses is very much on describing, tackling and solving problems which arise in real life using mathematical knowledge and techniques.

How is your work assessed?

Units are assessed internally within the mathematics department on a pass/fail basis.

At **National 4** there is an additional Added Value Unit which will address skills and concepts covered across the three compulsory units. This will also be assessed internally within the mathematics department.

At **National 5** there is a final overall course assessment set by the SQA.

Recommended entry level

National 4 National 3 Lifeskills pass or equivalent

National 5 National 4 pass or equivalent

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MATHEMATICS - HIGHER

Why Higher Mathematics?

The study of Mathematics develops logical reasoning, analysis, problem-solving skills and the ability to think in abstract ways, as well as offering opportunities for creativity. It is a rich and stimulating subject with the capacity to engage and fascinate learners and has a wide applicability to science, engineering, technology, business, industry and not least to everyday life. Mathematics is an ever expanding body of knowledge, skills, concepts and techniques essential in the efficient handling of information and the solution of problems.

Course Outline

The course consists of three units:

- Applications
- Relationships and Calculus
- Expressions and Functions

Assessment

To gain the overall award students must pass written assessments in all three units of the course and an external assessment. The SQA external exam consists of 2 papers – one calculator, one non-calculator. A prelim, which takes the same form as the SQA external exam, is sat under exam conditions in February.

Progression

Students may progress to Advanced Higher Mathematics or exit to higher or further education, using the qualification as a general or specific entry requirement for mathematics, engineering, or science HNC/D or degree courses.

Careers

Qualifications in Mathematics are useful in a wide variety range of careers, for example, the Natural and Life Sciences, Science and Engineering, Medicine and Health, Finance and Banking, Teaching and the Education Sector, Business Consultancy and Operational Research, Defence and the Military, IT and Computers, Insurance and Risk, Design, Mathematics and Statistics Research, Communication, Music and Media.

Contact - If you would like further information please discuss with any member of the mathematics department.

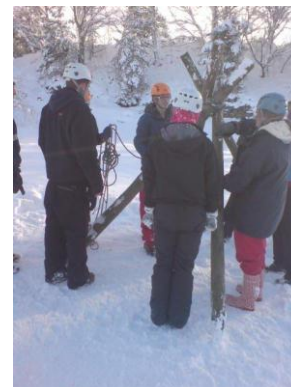
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MATHEMATICS – ADVANCED HIGHER

Why Advanced Higher Mathematics?

The Advanced Higher Mathematics Course enables learners to select and apply complex mathematical techniques in a variety of mathematical situations. Learners interpret, analyse, communicate and manage information in mathematical form, while exploring more advanced techniques.



Course Outline

The course comprises three units:

- **Methods in Algebra and Calculus**

Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

- **Applications of Algebra and Calculus**

Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, rates of change and volumes of revolution. Aspects of sequences and series are introduced, including summations, proved by induction.

- **Geometry, Proof and Systems of Equations**

The aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

Assessment

To gain the overall course award students must pass the assessment standards in all three units as well as a single SQA external exam paper. A prelim, which takes the same form as the SQA external exam, is sat under exam conditions in February.

Progression

Students may progress to degree or HND courses either in Mathematics or in subjects for whom mathematics is a major component such as the Sciences, Engineering, Design and Medicine.

Careers

Qualifications in Mathematics are useful in a wide variety range of careers, for example, the Natural and Life Sciences, Science and Engineering, Medicine and Health, Finance and Banking, Teaching and the Education Sector, Business Consultancy and Operational Research, Defence and the Military, IT and Computers, Insurance and Risk, Design, Mathematics and Statistics Research, Communication, Music and Media.

Contact If you would like further information please discuss with any member of the mathematics department.

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MEDIA – NATIONAL 4

The National 4 Media course is an internally assessed course, focused on developing a wide range of media skills. Learners develop knowledge of the key aspects of media literacy and the role of media in society.



Course Outline

Analysing Media Content Unit:

Learners develop the skills to analyse and develop knowledge of media content through the study of film, television and print media.

Creating Media Content Unit:

Learners develop the skills to plan and create media content and comment on production processes.

Added Value Unit - Media Assignment:

Learners analyse, plan, create and evaluate media content on a chosen topic that develops their personal interests.

Assessment

To achieve the Media National 4 course, learners must pass all of the required units.

There is no external assessment for this course. National 4 courses are not graded.

Progression

Successful completion of this course may lead to:

Media National 5

If you would like further information, please contact your English teacher.



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MEDIA – NATIONAL 5



The National 5 Media Course enables learners to analyse and create media content, as appropriate to purpose, audience and context. Learners develop knowledge of the key aspects of media literacy and of the role of media in society.

Course Outline:

Units:

- Analysis of Media Content
- Production of Media Content



Assessment

Course assessment structure:

Component 1 — question paper - 50 marks
Component 2 — assignment - 50 marks

Progression

This course or its units may provide progression to:

- Other qualifications in Media or related areas
- Further study, employment or training

Careers

Animator, Audio and Video Equipment Technician, Designer, Editor, Journalist, Public Relations Specialist, Sound mixer and many others.

Contact

Mr Braddick

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MODERN STUDIES - HIGHER

Why Higher Modern Studies?

The purpose of Modern Studies is to develop knowledge of contemporary political and social issues in local, Scottish, UK and international contexts. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of sociology, politics and economics. It takes a multi-disciplinary approach. This course is very important in helping young adults to understand more of the society they live in.

Course Outline

There are 3 Mandatory units with choice within each unit.

- Democracy in Scotland and the UK
- Social Issues in the UK
- International Issues

Assessment

Unit Assessment will be on a pass/fail basis and this will be carried out in class

In units 1 and 3 assessment will comprise an extended response question and a source-based evaluative question.

Unit 2 assessment will comprise an extended response question and an evaluative question requiring the student to have carried out research on a given topic.

Course Assessment has two parts:

An exam – 2hour 15min, 2 x 8 mark source based questions, 2 x 12 mark extended response questions, 1 x 20 mark essay. 60 marks in total.

Course Assignment – a Modern studies topic to be researched by the student then a report written under controlled conditions in class, 1 hour 30 minutes, 30 marks.

Progression

Higher Modern Studies is a well recognised qualification for many college and university courses. Students may progress to other areas of social science.

Careers

Law, Police, Social Work, Journalism, International Relations, Local Government, Politics, Education, for more see www.he.courses-careers.com

Contact

If you would like further information please discuss with Ms Drew.

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MUSIC – NATIONAL 4 & 5

Why should I study Music?

Music is an important and valuable part of contemporary culture: it is all around us. By exploring different musical styles, creating music and developing instrumental technique you will learn transferable skills such as: self-motivation and self-direction; reflection and evaluation; co-operation and consideration. Studying Music will help you to foster a sense of achievement and build the confidence you need to succeed in many areas of your life and work.

What does the course involve?

Performing Skills

- You will develop skills on two instruments e.g. guitar and bass guitar
- You will keep a log of your progress from lesson to lesson
- You will be expected to perform in front of/with your peers
- You will be expected to show a commitment to the extra-curricular life of the department

Composing Skills

- You will experiment with compositional methods and musical concepts studied in the 'Understanding Music' units
- You will reflect on your own choices and decisions and develop a basic understanding of how composers develop and create their music
- You will keep a log of your progress from lesson to lesson

Understanding Music

- You will listen to and explore a variety of musical styles in order to develop a knowledge and understanding of level specific concepts and aspects of musical literacy
 - » Unit 1 – Orchestral Music
 - » Unit 2 – Vocal Music
 - » Unit 3 – Contemporary Music

Assessment

- The three elements of the course are assessed internally in line with SQA standards, and assessments are ongoing throughout the year. These assessments will take a variety of forms such as performing to the class or analysing a piece of music. They are designed to encourage pupils to apply the skills they have developed across the three elements.

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Added Value Unit: Music Performance (National 4)

- In this element of the course, learners will draw on the performing, compositional and literacy skills acquired in the previous units by performing a programme of music in a solo/group setting

Added Value Unit: Music Performance and Question Paper (National 5)

- In this element of the course, learners will draw on the performing, compositional and literacy skills acquired in the previous units by performing a programme of music in a solo/group setting
- Pupils will also sit an external paper, marked and verified by the SQA

MUSIC - HIGHER

Why Higher Music?

This course is designed to provide interesting and enjoyable work which allows individual talents to be developed. Music is a valuable and important part of our culture. Learning a musical instrument increases pupils' confidence and can encourage them to take responsibility for lifelong learning.

Course Outline

There are four main elements to the Higher Music Course:

- Performing Skills (2 instruments)
- Understanding Music
- Composing Skills
- Added value – question paper and performance

Assessment

To gain the course award, the learner must satisfy the requirements of all of the units as well as the added value course assessment. In the added value element of the course, learners will be assessed on two instruments by a visiting SQA examiner. The performance time on either of the two selected instruments is twelve minutes. The question paper will cover the learner's knowledge and understanding of the range of music concepts, music literacy and styles covered in the *Understanding Music* unit. The performance will form 60% of the total marks with the question paper contributing 40%.

Progression

Students who achieve National 5 Music might progress to:

- a course or units at Higher level
- after further study to HNC or HND or to degree and Higher Education courses

Students who achieve Higher Music might progress to:

- Advanced Higher Music/degree courses in Music
- Other degree and higher education courses which use Higher Music as a general entry qualification.

Careers - Teaching, Performing, Music Technology, Music Therapy and Performing Arts. Pupils participating in this course also develop and improve many skills essential for the workplace.

Contact

If you would like further information please discuss with Mr Stuart or Miss Robertson.

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MUSIC – ADVANCED HIGHER

Why Advanced Higher Music?



This course is designed to provide interesting and enjoyable work which allows individual talents to be developed. Music is a valuable and important part of our culture. Learning a musical instrument increases pupils' confidence and can encourage them to take responsibility for lifelong learning.

Course Outline

There are four main elements of the Advanced Higher music course:

- Performance on 1st instrument (15 mins)
- Performance on contrasting instrument (10 mins)
- Inventing/Composing
- Listening
- Analytical commentary (1500 word essay)

Assessment

- Performances of 1st and 2nd instruments are assessed by playing to a visiting examiner.
- Inventing/Composing involves creating two pieces of contrasting music, each a minimum of 1min 30 seconds. These are assessed by a teacher in school.
- Listening is assessed by an external examination set and marked by SQA. The course covers a wide range of musical styles, from Renaissance to Modern.
- The analytical commentary (essay) is marked internally and is assessed as part of the listening element.

Progression

Students who achieve Advanced Higher Music might progress to: music teaching; performance in music; sound engineering; and other degree and higher education courses which use Advanced Higher Music as a general entry qualification.

Careers

There are a wide range of career opportunities in the music industry, including Teaching, Performing, Music Technology, Music Therapy and Performing Arts.

Contact

If you would like further information please discuss with Mr Stuart/Miss Robertson.

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PHILOSOPHY NATIONAL 5/HIGHER

Why study Philosophy?

- Philosophy delivers highly marketable, highly transferable skills. If your ideal career requires thinking, talking, or writing, we'll help you prepare.
- To be employable - the discipline teaches you how to think clearly, a gift that can be applied to any line of work.
- Ever wondered if God exists? If you have free will? If life has a meaning? Whether abortion/same-sex marriage/capitalism is right or wrong? What it means to be a person? If you should fear death? Believe it or not, we've made progress and we have answers—lots of them—backed up with reasons. Come join humanity's conversation before life gets in the way and you die wondering.

The philosophy of the school room in one generation will be the philosophy of government in the next. (Abraham Lincoln)

Wonder is the feeling of the philosopher, and philosophy begins in wonder. (Plato)

The word philosophy sounds high-minded, but it simply means the love of wisdom. If you love something, you don't just read about it; you hug it, you mess with it, you play with it, you argue with it. (Hugh Jackman)

The course involves the following units:

Arguments in Action

- distinguish statements from questions, commands, exclamations and arguments
- identify premises, hidden premises and conclusions in an argument
- describe how conclusions are arrived at in terms of reasoning

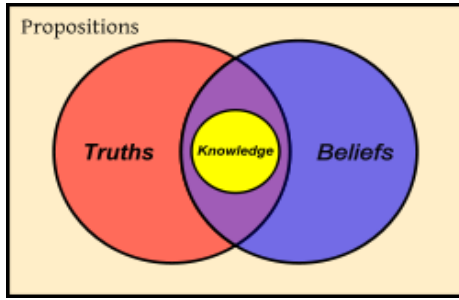


Image courtesy of the Associated Press

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- analyse and evaluate simple arguments
- recognise and generate examples of the following common fallacies: attacking the person; false dilemma; illegitimate appeal to authority; slippery slope



Knowledge and Doubt

Skills, knowledge and understanding required from this Unit include the ability to explain philosophical views on:

- knowledge
- belief
- certainty
- scepticism

Candidates will be able to explain common sceptical arguments including: reliability of the senses; arguments from dreaming; and evil genius.

Candidates must understand and be able to explain and evaluate rationalism, empiricism and scepticism, making reference to appropriate sources in epistemology. It is not expected that candidates will engage with original texts, but that they will know the source of information.

Moral Philosophy

Candidates will explore and understand at least two moral theories.

For Utilitarianism:

- Act and Rule Utilitarianism
- normative ethics
- Greatest Happiness Principle
- consequentialism; equity; hedonism
- Bentham's hedonic calculus
- Mill's higher and lower pleasures
- common criticisms of Utilitarianism: evil pleasures; difficulty of predicting consequences; tyranny of the majority



Assignment – your choice – one third of your overall grade (30 marks out of 90)

This assignment gives you the opportunity to investigate a philosophical question of your choice. This may be related to areas you have studied in class if you wish, but you are free to research any relevant question.

- describing the issues, reasons or arguments relating to the chosen question or claim
- identifying and selecting sources to address the issues, reasons or arguments relating to the question or claim
- using and analysing information from sources and philosophers/contributors to the debate
- evaluating issues, reasons or arguments relating to the chosen question or claim
- presenting an informed personal view on the philosophical question or claim
- using philosophical terminology

When completed your assignment should be between 800 and 1,200 words.

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PHYSICAL EDUCATION - NATIONAL 4 & 5

Why N4/5 Physical Education?

The purpose of this course is to develop, demonstrate and improve your practical skills in physical activities. You will develop knowledge and understanding that you will be able to apply in order to improve your overall performance in a number of activities. The course is largely practically based which means you will acquire much of this knowledge and understanding through participating in the activities. You will be required to do classroom based work at times.

Through this course you will also have the opportunity to develop team building skills and enhance your ability to compete, co-operate and collaborate.

What does the course involve?

The course consists of two mandatory units and an Added Value at National 4 and National 5.

Unit 1: Physical Education: Performance

This unit is designed to improve your level of performance in a number of physical activities/sports. Activities will be decided depending upon the interests of the class.

Unit 2: Physical Education: Factors Impacting Performance

This unit requires you to analyse and evaluate factors that impact on performance in physical activities and evaluate the process of personal performance development.

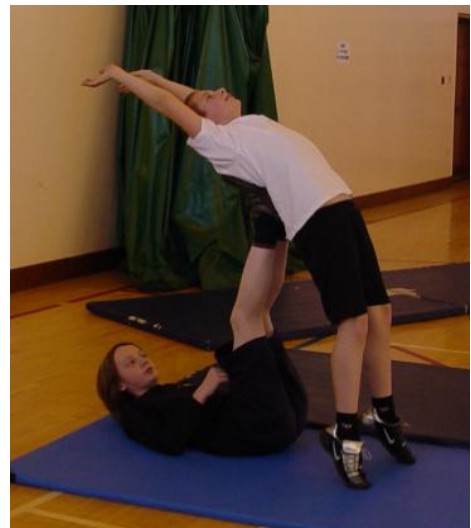
Course Assessment

Performance

You will be required to **demonstrate** a basic (National 4) and some complex (National 5) range of performance skills in two activities.

Factors Impacting on Performance

This will be assessed through discussion and written tasks. At National 5 this will include more formal written assessments.



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Added Value

National 4

This will be assessed through a **practical activity** which allows you to **show** the extent to which you can apply the knowledge and skills you have gained in the above 2 units. This will be assessed internally.

National 5

This will be assessed through a performance and a portfolio. You will be assessed on your ability to plan, prepare for, perform and evaluate your performance in one activity. The portfolio will be externally assessed.

Progression

Pupils who achieve National 4 can progress onto National 5. Pupils who achieve National 5 can progress onto Higher.

Contact

If you have any other questions regarding the course, please see a member of the PE department.

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PHYSICAL EDUCATION - HIGHER

Why Higher Physical Education?

This course will help pupils to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance (looking specifically at the impact of mental, emotional, social and physical factors), understand what is required to develop it and then apply this knowledge to their own performance.



Course Outline

The course consists of 2 units.

Performance Skills:

- Demonstrate a broad and comprehensive range of complex movement and performance skills in physical activities.

Factors Impacting on Performance:

- Analyse and evaluate factors that impact on performance in physical activities.
- Evaluate the process of personal performance development.

Course Assessment

- Performance (60 marks) – Pupils will choose which activity they would like to be assessed in for a one-off performance. They will be assessed on their planning, performance and evaluation of their performance
- Factors Impacting on Performance (40 marks) – Pupils will sit an SQA exam paper to assess their ability to integrate and apply knowledge and understanding from across the units. It will give pupils the opportunity to demonstrate the following skills, knowledge and understanding:
 - Analysing factors that impact on performance
 - Explaining a range of approaches for developing performance
 - Analysing the recording, monitoring and evaluation of performance development.

Up to date analysis software is used to enhance the in-depth study of these activities, allowing students to be familiar with ICT equipment used by professional sportsmen and coaches.

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Progression

Pupils would normally be expected to have attained N5 in PE to progress to this course. Higher PE may be seen as entry to further or higher education courses for PE Teaching, Sports Coaching, Sports Science, Physiotherapy, Armed Services, Sports Psychology, Biomechanics, Sports Nutrition, Sports Management or a career in the Leisure industry.

Contact

If you would like further information please discuss with the PE department.

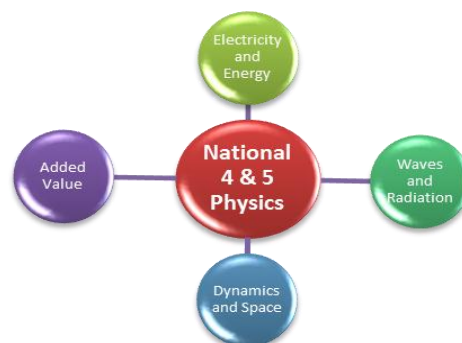
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PHYSICS – NATIONAL 4 & 5

Why Physics?

The national qualifications in physics will give you a basic understanding of electronics and its use in modern technology. By studying physics you will not only gain the practical, experimental and problem-solving skills to help you in any career but you will also acquire the knowledge to question the world around you and change it for the better.



Course Structure

Both the National 4 and National 5 courses are made up of four compulsory units. These are: Dynamics and Space; Electricity and Energy; Waves and Radiation; and finally the Added Value unit or assignment.

Dynamics and Space	Electricity and Energy	Waves and Radiation
<ol style="list-style-type: none">1. Kinematics2. Dynamics3. Newton's Laws4. Energy Introduction5. Space Exploration6. Cosmology	<ol style="list-style-type: none">1. Electrical Circuits2. Energy and Power3. Heat4. Gas Laws and the Kinetic Model	<ol style="list-style-type: none">1. Waves and wave phenomena2. Effects of Nuclear Radiation3. Using the Nucleus

Progression

Success in N4 physics could allow a pupil to progress to the National 5 physics course. National 5 physics can be used to gain entry in to higher physics and National 5 level biology or chemistry.

National Qualifications in physics also supply pupils with the skills and qualifications needed for many college courses and apprenticeships.

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PHYSICS - HIGHER

Course Content

The course consists of three units (each split into topics) and one 'researching physics assignment'. The course is completed in one year.

Our Dynamic Universe	Particles and Waves	Electricity
Motion	The standard model	Electrons and energy
Forces, energy and power	Electric fields	Electrons at work
Collisions, momentum and energy	Nuclear reactions	
Projectiles and satellites	Wave properties	
Special relativity	Refraction of light	
The expanding universe	Spectra	
The big bang theory		

Researching Physics

This unit takes about 2 weeks to complete. Pupils have to investigate a chosen field of physics, complete experiments and then write an essay that will be sent away and marked by SQA. This will count towards 20% of the final grade.

Assessment

End of topic tests

These are 50 minute tests done in class at the end of each subtopic. They are used to assess progress but are not part of the final grade.

Unit Assessment Tests

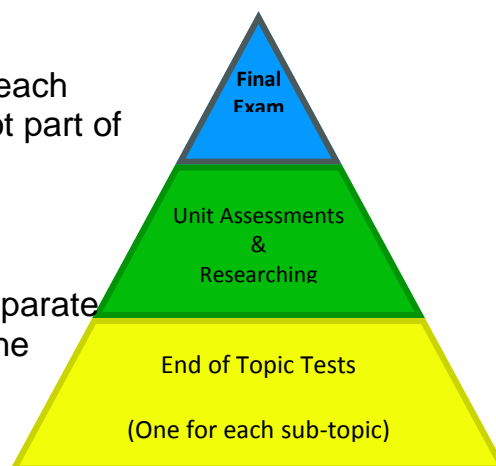
There are 3 unit assessment tests, each covering a separate unit. All must be passed for students to be able to sit the exam.

Assignment & Exam

Higher Physics Pupils have to write an essay (20%) and sit the final exam (80%).

Progression

Success in Higher physics may lead to an Advanced Higher Physics course and other sciences at Higher grade. Physics is also useful for careers in medicine, astronomy, physiotherapy, computer sciences, engineering and many apprenticeships.



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PHYSICS – ADVANCED HIGHER

Why Study Advanced Higher Physics?

The new Advanced Higher CfE Physics course is designed to develop a critical understanding of the role of physics in scientific issues and relevant applications, including the impact these have on the environment or society.

Course Content

The course is structured similarly to Higher physics, with 4 units, to include 'Researching Physics'. AH physics pupils receive two periods of teaching each week. This will cover course content and experiments. AH pupils are expected to complete set tasks in their own time for review at subsequent lessons.

Rotational Motion & Astrophysics	Quanta & Waves	Electromagnetism
1. Kinematics relationships 2. Angular Motion 3. Rotational Dynamics 4. Gravitation 5. General Relativity	1. Introduction to quantum theory 2. Particles from Space 3. Simple Harmonic Motion 4. Waves 5. Interference 6. Polarisation	1. Fields 2. Circuits 3. Electromagnetic radiation

Researching Physics

This unit takes about 2 weeks to complete. Pupils have to investigate a chosen field of physics, complete experiments and then write an essay that will be sent away and marked by SQA. This will count towards 20% of the final grade.

Assessment

Progress Tests

Pupils will complete these in their own time.

Unit Assessment Tests

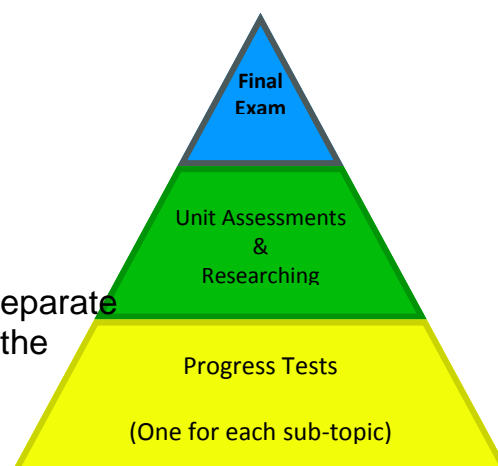
There are 3 unit assessment tests, each covering a separate unit. All must be passed for students to be able to sit the exam.

Assignment & Exam

AH Physics Pupils have to write an essay (20%) and sit the final exam (80%).

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PRACTICAL METALWORK – NATIONAL 4 & 5

Why Practical Metalworking?

This course will give you a broad introduction to practical metalworking skills. You will learn the correct use of tools and equipment, and a range of materials, processes and techniques. You will also be able to read simple diagrams, and work safely in a workshop-based setting. You will get to use some creative skills, and plan your activities through to completing a finished product in metal.

The skills you learn in this course will help you move into career areas such as craft, design, engineering and graphics.

Course Outline

In this course you will develop manual dexterity and control skills in a specialist craft. You will learn about the correct use of a range of tools, equipment and materials. The skills you learn in this course are also useful to other areas such as woodworking. You will also learn how to work effectively alongside others in a workshop environment.

The course has three compulsory units, plus an added value unit that assesses your practical skills:

- ***Bench Skills***
- ***Machine Processes***
- ***Fabrication and Thermal Joining***

Pupils will also be required to keep a logbook up to date as a record of all work carried out in class.

National 4 Assessment: Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations.

Successful completion of this course may lead to 'National 5 Practical Metalwork'

National 5 Assessment: Your work will be assessed by your teacher on an on-going basis throughout the course in accordance with SQA regulations. You must pass the course units and the practical assignment to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark achieved in the practical assignment.



Investigate further about:

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PRACTICAL WOODWORKING – NATIONAL 4 & 5

Why Practical Woodworking?

This course will give you a broad introduction to practical woodworking skills. You will learn the correct use of tools and equipment, and a range of materials, processes and techniques. You will also be able to read simple diagrams, and work safely in a workshop-based setting. You will get to use some creative skills, and plan your activities through to completing a finished product in wood.

The skills you learn in this course will help you move into career areas such as craft, design, engineering and graphics.

Course Outline

In this course you will develop manual dexterity and control skills in a specialist practical craft. You will learn about the correct use of a range of tools, equipment and materials. You will also learn how to work effectively alongside others in a workshop environment.

In all three units you will develop an appreciation of safe working practices in a workshop setting. You will also look at environmental issues and good practice in recycling in a woodworking context.

The course has three compulsory units, plus an added value unit that assesses your practical skills:

- ***Flat-frame Construction***
- ***Carcase Construction***
- ***Machining and Finishing***



Pupils will also be required to keep a logbook up to date as a record of all work carried out in class.

National 4 Assessment: Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations.

Successful completion of this course may lead to 'National 5 Practical Woodwork'

National 5 Assessment: Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations. You must pass the course units and the practical assignment to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark achieved in the practical assignment.

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PSYCHOLOGY

Why Higher Psychology?

The study of psychology, with its opportunities for both individual learning and for work in groups, and development of research skills equips pupils with skills for life and learning. Psychology allows candidates to develop a greater understanding of the society in which they live and provides an excellent qualification that will enhance applications for a wide range of courses and careers. The subject provides a unique opportunity for pupils to understand and develop their cognitive, emotional and social skills. These are transferable skills of value in both personal and professional contexts.

Course Outline

There are three mandatory units.

- Psychology: Understanding the Individual
- Psychology: Investigating Behaviour
- Psychology: The Individual in the Social Context

Assessment

The Higher assessment is made up of a Question Paper and a Research Investigation.

The Question Paper will last for 1 hour 30 minutes and will examine all three units studied. It is worth 60% of the final grade.

The Research Investigation is based on one of the list of studies provided by SQA annually. The aim of the investigation is to assess practical skills in applying psychological methods and descriptive statistical techniques. The investigation is between 1,500 and 2,000 words in length. It is worth 40% of the final grade.

Progression

The psychology course would be a useful preparation for any pupils intending to go on into Further or Higher Education as well as a good qualification for many areas of employment.

Careers

Medicine, education, social work, nursing, politics and industry are but a few examples.

Contact

This course is delivered by North Highland College. If you would like further information please discuss with Ms Drew.

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RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES NATIONAL 5 + HIGHER

Why study RMPS?

- Post 9/11, the number of pupils taking RMPS Higher has quadrupled. There is growing recognition of the importance of understanding the other peoples' beliefs and how they relate to our own.
- RMPS explores modern issues that affect us all.
- The subject offers an ideal foundation for Political, Religious or Philosophical degrees but those who choose to progress to study alternative courses or careers will also benefit: developing the skills of analysis and evaluation is an important part of the Higher Religious, Moral and Philosophical Studies Course and these skills are of relevance in a wide variety of subject areas and work.
- All RMPS pupils will also be in an ideal position to develop as mature members of society who can contribute from a position of understanding, tolerance and respect for others

Science without religion is lame, religion without science is blind. (Albert Einstein)

The course involves the following units:

World Religion

One of the following religions would be covered:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism



Morality and Belief

One of the following topics will be covered:

- Religion and justice (*causes of crime, purpose of punishment, comparison of capital punishment and UK sentencing*)
- Religion and relationships (*gender inequality, stereotypes and exploitation, marriage – legal and moral implications, nature of relationships – sexuality, love and intimacy*)
- Religion, environment and global issues (*perspectives on human stewardship or domination of the environment, free trade and fair trade, environmental crises, poverty and charity*)
- Religion, medicine and the human body (*perspectives of life and death, right to die/euthanasia, status of embryos, organ donation*)
- Religion and conflict (*causes and justifications of war, alternative responses to conflict, strategies of war and consequences*)

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Every morality topic will also cover:

- religious responses
- non-religious responses
- application of utilitarianism
- application of moral relativism
- application of divine command/religious authority

Religious and Philosophical Questions

One of the following topics will be covered:

- The origins of life (*What are the origins of life? – possible role of a creator, the Big Bang and evolution, perspectives on compatibility of faith and reason, literal and symbolic understanding*)
- The existence of God (*Can we prove or disprove the existence of God? – the cosmological and teleological arguments, problem of evil, perspectives on compatibility of faith and reason, literal and symbolic understanding*)
- The problem of evil and suffering (*If God(s) is good why do people suffer? – cause of evil and suffering, God's nature, free will and responsibility, perspectives on compatibility of faith and reason, literal and symbolic understanding*)
- Miracles (*Do miracles happen? – in scripture and modern day, philosophical and scientific accounts of miracle, perspectives on compatibility of faith and reason, literal and symbolic understanding*)



Course Assignment - your choice – one third of your overall grade (30 marks out of 90)

This assignment gives you the opportunity to research a religious, moral or philosophical question or issue of your choice. This may be related to areas you have studied in class if you wish, but you are free to research any relevant question or issue.

- identify an appropriate religious, moral or philosophical studies question or issue for study, about which there are alternative or different points of view research the question or issue, using a range of sources of information
- evaluate different viewpoints on the question or issue, at least one of which must be religious
- analyse the question or issue
- synthesise information in a structured manner
- draw on in-depth knowledge and understanding of the question or issue
- explain the significance or impact of the question or issue to the contemporary world
- present a reasoned and well-structured conclusion on the question or issue
- explain both supporting information and potential challenges/ counter-arguments



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RURAL SKILLS

Employability Award SCQF Level 3 and 4

What does the course involve?

The Rural Skills Employability Award allows pupils to begin to develop their Skills for Work. The course will help pupils to make the transition from school-based learning to employment. Invergordon Academy has established partnerships with the Forestry Commission, Ardross Castle Estate and Novar Estate. Pupils will attend weekly placements with these partners to gain the basic practical skills necessary to work in land-based disciplines and will also develop their personal employability skills. The course also provides the opportunity to explore the very diverse employment prospects that exist in land-based industries.

Assessment

Assessment in this course is very flexible. Evidence will be gathered in a range of settings and from a number of activities in real or simulated settings. Evidence may take the form of tutor observation checklists, candidate self-assessment checks and question sheets to confirm the knowledge and understanding of the tasks that they have carried out.

Progression

This is a stand-alone award, however, pupils may progress to complete a Work Experience unit or go into vocational training or employment.

Contact

Mr G Humble



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SCIENCE - NATIONAL 4

Why study Science?

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

What does the Course involve?

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This 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.

The courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

The course has four mandatory Units. The units are:

Fragile Earth

In this unit there are opportunities for personalisation and choice. Learners will focus on two choices from the following four: energy, food, metals, water

They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local, national, or global solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues.

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Human Health

In this unit, learners develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

Applications of Science

In this unit, learners explore science's contribution to communication technologies and the impact that these have had on society/environment. Learners research the production and use of new materials. They cover how science helps the understanding of risk and how it can be reduced in modern life.

Added Value Unit

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

How is your work assessed?

At National 4, the course is assessed through internal assessment by the teacher only.

Progression

This course or its components may provide progression to:

- National 4 or 5 course in another science subject
- Skills for Work courses (SCQF levels 4 or 5)
- National Certificate Group Awards
- National Progression Awards (SCQF levels 4 or 5)
- employment

Further information on this course can be found on the SQA web-site at:

<http://www.sqa.org.uk/sqa/45718.html>

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SKILLS FOR WORK: TRAVEL & TOURISM

National 4 & 5

Why study Skills for Work Travel and Tourism?

Tourism plays an increasingly important part in people's lives. It is one of the biggest single employers in Scotland and is considered the world's biggest industry. This course provides a broad introduction to the Travel and Tourism industry.

Course outline

The course is divided into four units:

Customer Service

You will learn about the principles of good customer service and the importance of this for businesses in the travel and tourism industry.

Employability

You will learn about the employment opportunities within the travel and tourism industry and develop skills necessary for working in this industry.

Scotland

You will learn about the main tourist destinations and attractions in Scotland, and the impact that tourists have on these areas.

Wider World

You will learn about the main tourist destinations and attractions in the UK and wider world, and the impact that tourists have on these areas.

Assessment

To achieve the course award you must pass all of the units. These are assessed internally by the teacher on a pass/fail basis. There is no final exam.

Progression & Careers

Travel and Tourism students acquire many highly desirable transferable skills including teamwork, problem solving, and communication. Having studied Travel and Tourism, you may choose to move on to further education to study NQ, HNC or HND in a Travel and Tourism related course. Or, you could go on to a range of careers. These include work as a travel agent, tour operator, chef, cruise worker, holiday rep, retailer, tour guide, hotel worker etc.

Contact: Speak to Miss Ross if you would like any more information.

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CONSTRUCTION CRAFTS - NATIONAL 4

Course Outline:

The construction industry is a major employer and significant contributor to the Scottish economy. There is a huge need for trainees in all of the trades in this diverse sector. The National Course allows candidates to gain an insight into the importance of trades and to make informed choices regarding a career in construction.

The National 4 Construction Crafts course has been designed to provide a basis for progression into further education or for moving directly into training in employment within the construction sector. The purpose of the course is to ensure that candidates start to develop the general skills, practical skills, knowledge and understanding and employability skills needed within the sector.

This course aims to:

- give candidates the technical knowledge, skills and understanding associated with a range of craft skills in construction at this level
- develop an awareness that health and safety issues are central to the world of work, and in particular to the construction industry
- encourage candidates to interact with their peers and tutors to complete practical tasks
- encourage candidates to develop a positive attitude to waste minimisation and environmental issues
- enable candidates to develop and apply practical, technical and communication skills as a foundation for future learning and progression
- encourage candidates to apply their knowledge and understanding of construction by using skills of evaluation and problem-solving in a vocational context
- encourage candidates to plan their work and review their progress
- prepare candidates for further learning opportunities, study and training for employment in construction and the built environment sectors and related occupations

On completing the Course, learners will be able to: demonstrate good knowledge, understanding and practical skills in Decorative Painting, Carpentry and Joinery, demonstrate employability skills.

The course is assessed through the completion of these Units based around practical tasks to a set standard; units can be completed in isolation or as part of a complete course. This subject has no written examination.

Entry requirement – None. Level of entry determined in discussion with your teachers.

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SURVIVAL COOKERY SKILLS (NATIONAL 4/5 UNIT)

Unit Outline

This course is aimed at those pupils wishing to develop their practical cookery skills in order to make varied and healthy dishes when they leave home and enter adult life. Learners will gain an N4/5 unit in Cookery Processes and Preparation Techniques. This unit is to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Learners who complete this unit will be able to:

- Use cookery skills to prepare ingredients
- Follow cookery processes to produce dishes

Assessment

There are two outcomes for this unit.

Outcome 1

The learner will:

Use cookery skills to prepare ingredients by:

- Selecting and using equipment to weigh and measure ingredients accurately
- Applying a range of food preparation techniques using appropriate equipment with precision
- Working safely and hygienically

Outcome 2

The learner will:

Follow cookery processes to produce dishes by:

- Cooking prepared ingredients according to recipes
- Controlling the stages of the cookery processes and testing food for readiness
- Presenting and garnishing or decorating the dishes and, where appropriate, portioning them
- Working safely and hygienically

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PHYSICAL EDUCATION: PERFORMANCE SKILLS (NATIONAL 4/5/HIGHER)

Unit outline

The general aim of this unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The unit offers opportunities for personalisation and choice in the selection of physical activities.

Assessment

Learners must pass outcomes in two activities.

Learners may be awarded the unit pass at National 4, National 5 or Higher depending on their level of performance.

Contact

For additional information please speak with Mrs. Christie.

VOCATIONAL PATHWAYS - COLLEGE COURSES

2016/17

Skills for Work: Automotive Skills (Level 4)

The course provides a broad introduction to the automotive industry. Practical experiences of carrying out basic vehicle checks are included as well as the specific skills involved in removal and replacement of components and mechanisms.

Skills for Work: Construction (Level 4)

This practical course is suitable for pupils with an aptitude for and an interest in practical crafts work. They will learn a variety of skills in the trade-specific units. In addition they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

Skills for Work: Early Education and Childcare (Level 4)

This course is more suited to pupils in S4 and above due to the theoretical content of the course. S3 pupils with a good reference and interview may be considered. The course will help pupils to begin to prepare for working in the early education and childcare sector and to develop employability skills. If the pupil is progressing well they can complete some Level 5 units in semester two.

Skills for Work: Hairdressing (Level 4 & Level 5)

Level 4:

The focus is on experiencing the salon environment to learn about different roles and responsibilities in hairdressing, to gain practical experience of general salon duties to support stylists and to assist with customer care. Specific skills involved in shampooing, conditioning and blow drying are developed and the creative side of hairdressing is also explored.

Level 5:

The focus is on experiencing the salon environment and developing vocational skills, plus practical experience of general salon duties, reception skills, customer communication and care. Specific skills involved in shampooing, conditioning, basic scalp massage, drying hair, colouring hair will be developed. Pupils must be over 16 to participate in the practical colouring elements of this course. If under 16 students will participate in this unit through observation only.

Skills for Work: Uniformed and Emergency Services (Level 4)

This course investigates the different uniformed and emergency services and their roles and responsibilities. Uniformed service covers the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines while the relevant emergency services are the Ambulance Service, Coastguard, Fire and Rescue and Police. Pupils will explore aspects of these organisations and participate in physical fitness practical activities; they will also develop the skills required to assist others to deal with an unexpected situation, and in the areas of team working and employability skills.

Performing Engineering Operations (Fabrication and Welding) (Level 4)

A broad based course designed to introduce pupils to engineering operation skills. Topics include working safely in an engineering environment where they will learn the Health and Safety requirements of the workplace and how to reach a level of competence to work safely. They will have the opportunity to develop engineering skills and learn how to work effectively on engineering activities with others in the group.

Food Preparation and Cooking SVQ 1 (Level 4)

A broad based practical course designed to introduce pupils to Professional Cookery. The course is designed to give candidates the opportunity to achieve the full SVQ 1 Food Preparation and Cooking. Students will work as part of the college wide hospitality team gaining essential employability skills.

Beauty (Level 4)

This course is designed to give an introduction to Beauty Care. Students will study and carry out treatments in the following subjects- Basic Facial, Eye Treatments, Basic Manicure, Indian Head Massage, Stage-Make-up and Working With Others all within a salon setting. Students will learn about Health and Safety and hygienic practices within the salon whilst carrying out practical treatments, students are required to work with each other and will develop these skills along with employability skills.

Skills for Work Energy (Level 5)

This course gives candidates the opportunity to explore a variety of industries and career opportunities that exist in the energy sector. It has theoretical and practical elements commencing with an overview of where we get our energy from and investigating candidate's energy consumption over an average year. It also looks at practical elements such as domestic solar water systems and domestic wind turbines.

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