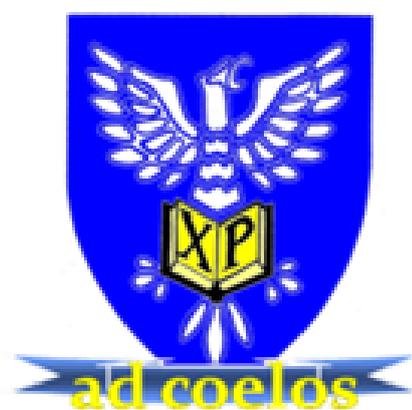


St John's RC High School



S4 - Senior Phase 2015-2016

Pathways Booklet

Introduction

Curriculum for Excellence has been running in Scottish secondary schools since 2010 and has brought a new way of learning into schools, equipping learners with the skills, knowledge and understanding they need to succeed in the 21st Century. This fresh approach to learning has required new assessment methods and qualifications to be developed by the Scottish Qualifications Authority.

This guide has been introduced for pupils, parents and carers to support the options process S3 pupils are currently undertaking based on the introduction of the New Qualification Framework. The new qualifications, which are known as "Nationals", have been developed to support Curriculum for Excellence. Changes are also being made to our Higher and Advanced Higher qualifications. Pupils will sit new Highers in June 2015 and the new Advanced Highers in June 2016.

In Section One of this booklet you will find information about the options available to pupils along with guidance about the procedures to be followed when choosing subjects and details regarding the New Qualification Framework. This section also provides guidance on where you can access more information.

In Section Two you will find information regarding the courses on offer within Departments, with a brief description of the course content at National 4 and 5 levels.

I hope you find the information which follows helpful.

F McLagan
Head Teacher
January 2015

Section One - General Information

Full details regarding the New National Qualifications and progression routes can be found at the following websites:

Scottish Qualifications Authority www.sqa.org.uk

Information on careers can be found at:

Myworldofwork.org.uk

- Strengths and My DNA Tests
- CV builder
- Careers A-Z
- Course Search

PlanIT Plus www.planitplus.net

Other Useful websites include:

www.parentzonescotland.gov.uk

www.educationscotland.gov.uk

www.scqf.org.uk

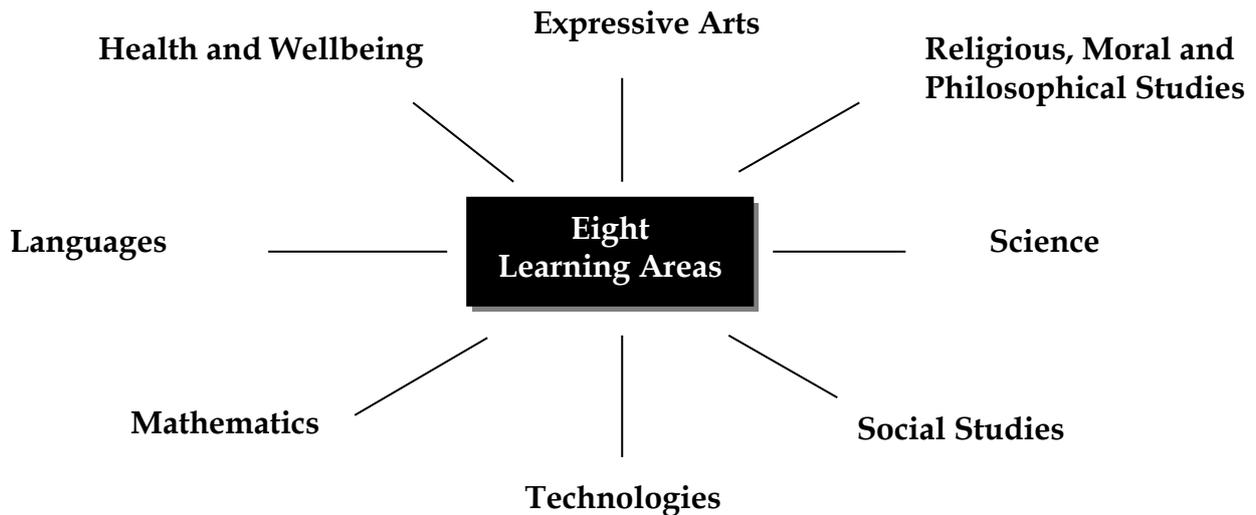
www.sqa.org.uk/skillsforwork

www.sqa.org.uk/NPA

The Curriculum

Junior Phase (S1-S3)

In S1/S3 pupils have followed a curriculum structured into eight learning areas, as shown in the diagram below.



The end of S3, however, marks the transition from a Broad General Education into the Senior Phase.

Senior Phase (S4-S6)

In the Senior Phase of the curriculum (S4-S6), learners will in the main, be working towards the new National Qualifications. These qualifications will include new qualifications at levels 1-5. In S4 of the Senior Phase pupils will study six subjects in more depth. Pupils are therefore asked to make choices at the end of S3 which reflect their interests and future aspirations.

In addition to the six subjects each pupil in S4 will also study:

- Physical Education (2 periods a week).
- Personal and Social Education (1 period a week).
- Religious Education (2 periods a week)

New Qualification Framework - Which National Qualifications will S4 learners sit in session 2015/2016?

The majority of learners will be studying courses from National 3 up to National 5. The table below illustrates the New Qualifications which have replaced our current qualification framework.

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

How will the New Qualifications be Assessed?

Teachers will assess the new Courses and Units at **National 1** to **National 4**. SQA will undertake rigorous quality assurance procedures. There are no external examinations at these levels.

Courses at **National 5**, **Higher** and **Advanced Higher** levels will include work that is assessed by teachers, but learners will also have to pass a course assessment for these qualifications. Usually this will be a question paper and/or coursework. This will be marked by S.Q.A.

How will the New Qualifications be graded?

The units that make up courses will contain work that is assessed and marked throughout the year by teachers. These Units will be assessed as pass or fail in all National Qualifications. Courses at **National 2**, **National 3** and **National 4** will not be graded. They will be assessed as pass or fail. Courses at **National 5**, **Higher** and **Advanced Higher** will be graded A to D or "No Award". If a learner fails a course assessment, they will receive credit for the units they have achieved at that level.

Section Two – Departmental Information

The following pages provide detailed information regarding the subjects and courses on offer within Departments 2015/16 at National 4 and 5 level. **Please note that the New Higher will not be available until session 2015/16.**

Progression – National Qualifications:

Successful completion of a National 3 course or its units may provide progression to:

- Courses or component units at National 4
- Further study/employment and/or training

Successful completion of National 4 courses or its component units may provide progression to:

- Courses at or component units at National 5 level
- Further study/employment and/or training

Successful completion of National 5 course or its component units may provide progression to:

- Courses at or component units at Higher Level
- Further study/employment and/or training

Assessment:

National 3:

To gain the National 3 course award, learners must pass all of the required units

National 4:

To gain a National 4 course award, learners must pass all of the required units, including the added value unit.

National 5:

To gain the National 5 course award, the learners must pass all the units as well as the course assessment

Development of skills for learning, skills for Life and Work

It is expected that learners will develop broad, generic skills through the study of National courses. The skills that learners will be expected to improve on and develop are based on S.Q.A.'s Skills Framework: Skills for Learning, Skills for Life and Skills for Work and may include: Literacy (Reading, Writing, Listening, Talking); Numeracy (Information Handling), Employability, Enterprise and Citizenship, Thinking Skills (Applying, Analysing and Evaluating).

Curriculum for Excellence - Subject Summary

Art and Design

Course Level: National 4

The Course is practical and experiential and the key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.

The Art and Design course consists of 3 mandatory units including the Added Value Unit.

Expressive Activity For this Unit, evidence will be required to show that the learner can produce observational drawings, studies and expressive development work in 2D and/or 3D formats in response to given stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Design Activity In this Unit, evidence will be required to show that the learner can produce creative ideas in response to a given design brief. Learners will produce investigative studies and market research and will use this to develop their design ideas. Knowledge and understanding of designers and design practice will also be assessed.

Added Value Unit - Practical Activity This will be assessed through a practical activity, which involves producing one piece of expressive art and one piece of design work. The practical activity will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

Course Level: National 5

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

The Art and Design course consists of 2 mandatory units and the Course Assessment.

Expressive Activity In this Unit, evidence will be required to show that the learner can produce a range of creative ideas and art work in response to stimuli. Learners will produce analytical drawings, investigative studies and expressive development work showing visual continuity and progressive development of their ideas. Knowledge and understanding of expressive artists and art practice will also be assessed.

Design Activity In this Unit, evidence will be required to show that the learner can produce a range of creative ideas in response to a design brief. Learners will produce investigative studies and market research. They will experiment with and use materials, techniques and/or technology when developing and refining their design ideas. Knowledge and understanding of designers and design practice will also be assessed.

Course Assessment The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio and a question paper.

In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper adds value by requiring integration and application of knowledge and skills from across the Units. **Further information can be obtained from <http://www.sqa.org.uk/sqa/47385.html>**

Curriculum for Excellence - Subject Summary

Business Management

Course Level: National 4

Business is a growing sector which offers wide-ranging employment opportunities. The skills learned in Business can be applied not only in employment but also in other walks of life and learners will also develop skills in a range of ICT applications.

The Business Management course consists of 3 units

Business in Action

Learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in society. They will develop skills and knowledge relating to business by exploring marketing, finance, operations and human resources.

Influences on Business

Learners will carry out activities to gain an appreciation of the impact that internal and external influences have on decision making. By investigating stakeholder influences and the financial, economic, competitive and social environments they will understand why businesses survive and succeed.

Added Value Unit: Business Assignment

Learners will use the knowledge, understanding and skills developed in the other two units to prepare a simple business proposal for an aspect of a new small business. This unit will give pupils the opportunity to develop their ICT skills and will help them to become confident in the use of business software.

Course Level: National 5

This course combines practical and theoretical aspects of Business Management. Learners will develop a wide range of skills for learning, life and work through active learning in real-life contexts.

The Business Management course consists of 3 units

Understanding Business

Learners will be introduced to the business environment and will carry out activities relating to the role of business and entrepreneurship in society. They will explore issues relating to the environment in which organisations operate and their effects on organisational activity, decision-making and survival.

Management of People and Finance

Learners will be introduced to Human Resources and Finance and will complete activities to demonstrate their understanding of how to manage people and finance in order to contribute to business success.

Management of Marketing and Operations

Learners will be introduced to Marketing and Operations. They will develop an understanding of how marketing can be used to enhance competitiveness and will be introduced to the processes organisations use in order to maintain quality and competitiveness.

Assignment

Learners will use the knowledge, understanding and skills developed throughout the course to prepare a business proposal for an aspect of a small business. This assignment is externally marked and contributes towards 30% of the external course assessment.

In order to gain the National 5 Business Management course award the learner must pass all of the above units and also the external course assessment.

Further information can be obtained from:

National 4 Business: <http://www.sqa.org.uk/sqa/45692.html>

National 5 Business Management: <http://www.sqa.org.uk/sqa/47436.html>

Curriculum for Excellence - Subject Summary

Accounting

Course Level: National 5

The purpose of the Accounting course is to enable learners to understand, and make use of, financial information so that they can prepare financial statements and analyse financial performance. The course enables learners to develop a wide range of skills including flexibility, adaptability, independence, reliability, working with others, enterprising attitudes and effective use of ICT in an accounting context.

The Accounting course consists of 3 units

Preparing Financial Accounting Information

Learners will develop the skills, knowledge and understanding which will enable them to prepare financial accounting information for external use.

Preparing Management Accounting Information

Learners will develop the skills, knowledge and understanding which will enable them to prepare internal accounting information.

Analysing Accounting Information

Learners will develop the skills, knowledge and understanding which will enable them to interpret and analyse accounting information.

In order to gain the National 5 Accounting course award learners must pass all of the above units and also the external course assessment, which will consist of an exam question paper and an ICT-based assignment.

Further information can be obtained from <http://www.sqa.org.uk/sqa/47434.html>

Curriculum for Excellence - Subject Summary

Administration and IT

Course Level: National 4

Administration is a growing sector which offers wide-ranging employment. By studying Administration and IT learners will develop an understanding of administration in real life contexts and they will develop skills in a range of administrative ICT applications.

The Administration and IT course consists of 4 units

Administrative Practices

This unit gives learners an introduction to administration in the workplace and includes employment legislation, customer care and skills, qualities and attributes administrators need.

IT Solutions for Administrators

Learners will develop IT skills and become familiar with a range of software applications including word processing, databases, spreadsheets and desk top publishing.

Communication in Administration

Learners will use IT for gathering and sharing information with others and emerging technologies can be incorporated to ensure that the course remains current and relevant.

Added Value Unit: Administration and IT Assignment

In the added value assignment learners will use the knowledge and skills developed in the other units to complete practical tasks to organise and support a small-scale event.

Course Level: National 5

Learners will acquire skills in problem solving and organising and managing information by using a wide range of ICT applications. Learners will also become aware of emerging technologies in the workplace and the impact of ICT on administration.

The Administration and IT course consists of 3 units

Administrative Practices

Learners will develop an understanding of employment legislation, customer care and the skills, qualities and attributes required of administrators. They will apply their understanding by carrying out a range of administrative tasks required for organising and supporting events.

IT Solutions for Administrators

Learners will develop skills in IT, problem solving and organising and managing information in administration-related context, using a variety of industry standard software applications.

Communication in Administration

Learners will use IT to gather and share information and will develop ability to identify and use the most appropriate methods for gathering information.

In order to gain the National 5 Administration and IT course award the learner must pass all of the above units and also the external course assessment. The course assessment is an externally marked practical based assignment in which the learner will use the knowledge and skills developed throughout the course, to organise and support a small-scale event.

Further information can be obtained from

National 4 Administration: <http://www.sqa.org.uk/sqa/45687.html>

National 5 Administration: <http://www.sqa.org.uk/sqa/45688.html>

Curriculum for Excellence - Subject Summary

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Further information can be obtained from

National 4 Administration: <http://www.sqa.org.uk/sqa/45687.html>

National 5 Administration: <http://www.sqa.org.uk/sqa/45688.html>

Curriculum for Excellence - Subject Summary

Biology

Course Level: National 4

Biology is the study of living organisms and plays a crucial role in our everyday existence. Advances in technologies have made this varied subject more exciting and relevant than ever. Pupils will have the opportunity to develop their understanding and interest of the world through a variety of biological topics.

The National 4 Biology course consists of 4 units

Cells

Learners will study cell structure and processes within cells, photosynthesis and respiration, as well as DNA, protein and biotechnology.

Multicellular Organisms

Learners will study plants and animals in areas such as reproduction and inheritance, growth, maintenance of a temperature and blood glucose within organisms and behavioural adaptations.

Life on Earth

Learners will study world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and microorganisms and ethical issues.

Added Value Unit

This involves selecting a topical area of Biology to investigate and research. This will take no more than 8 hours. It also includes a supervised open book assignment based on research carried out which has to be completed in 2 hours.

Course Level: National 5

The National 5 Biology course consists of 3 units

Cells

Learners will study cell structure, transport across membranes, production of new cells, proteins and enzymes, genetic engineering, photosynthesis and respiration

Multicellular Organisms

Learners will study cells tissues and organs, stem cells and meristems, control and communication, reproduction, variation and inheritance, the need for transport and the effect of lifestyle choices on animal transport and exchange systems.

Life on Earth

Learners will study biodiversity and the distribution of life, energy in ecosystems, sampling techniques and measurement of abiotic and biotic factors, adaptation natural selection, the evolution of a species and human impact on the environment

Added Value at National 5

The added value will involve the in-depth study of a biological topic and its impact on society and the environment. This will be 7 hours of preparation followed by a 1 hour open book assessment.

Further information can be obtained from (www.sqa.org.uk)

Curriculum for Excellence -Subject Summary

Chemistry

Course Level: National 4

Chemistry is the study of the composition, properties and behaviour of matter. It is the central science that connects physics, geology and biology. Chemistry is involved in the air we breathe, the tasty food molecules we eat, the soaps we use for washing, fuels for vehicles, the multitude of plastics, sunscreens, your emotions and literally every object you touch or see!

The National 4 Chemistry course consists of 4 units

Chemical Changes and Structure

Learners will develop skills and knowledge of the chemical reactions in our world. Learners will investigate rates of reaction, energy changes and the reactions of acids and alkalis.

Natures Chemistry

Learners will research the Earth's rich supply of natural resources. They will investigate how fossil fuels are extracted and processed. Their effect on the environment and renewable sources of energy.

Chemistry in Society

Learners will focus on the chemical reactions, properties and applications of metals and alloys. Learners will also compare and contrast the properties and applications of plastics and new materials.

Added Value Unit

Research based assignment internally assessed.

Course Level: National 5

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry research is essential for the introduction of new products and a major contributor to the economy of this country.

The National 5 Chemistry course consists of 3 units

Chemical Changes and Structure

At this level learners will investigate average rates of reactions, the chemistry of neutralisation reactions, mole concepts, bonding, formulae and reaction quantities.

Nature's Chemistry

At this level learners will investigate the physical and chemical properties of complex hydrocarbons and associated compounds. They will look at their everyday uses in everyday consumer products and compare the energy in different fuels.

Chemistry in Society

At this level learners will focus on the chemistry of metals, their bonding and uses. The manufacture of fertilisers and the use and effect of different types of radiation.

Added Value

Research based assignment externally assessed.

Further information can be obtained from www.sqa.org.uk

Curriculum for Excellence - Subject Summary

Computing Science

Course Level: National 4

Computing Science is vital to everyday life in all its aspects. This course aims to develop computational thinking across a range of contemporary contexts, develop knowledge and understanding of key facts and ideas, apply this to problem solving for digital solutions and communicate these concepts in clear, concise and technical manner.

The Computing Science course consists of 3 units, all of which are internally assessed.

Software Development

Here students will gain a basic understanding of software design and development and develop practical problem solving skills that can be applied in a programming context. Learners will also explore the impact of contemporary software based applications on society and the environment.

Information System Design and Development

This Unit's aim is to allow learners to gain knowledge and problem solving awareness through development of practical skills in creating databases, web-based information systems and multimedia information systems. Hardware, software and connectivity and security issues are explored.

Computing Science Assignment

Here the Learner is required to apply the skills and knowledge gained in the above units to analyse and solve a prescribed task which contributes to course certification.

Course Level: National 5

Learners will develop an appreciation of the role computation has in the modern world gaining an insight into how computing professionals as problem-solvers and designers are changing the world as we know it from hand-held smartphones to super computers and how these impact the environment and society.

The Computing Science course consists of 2 units, 1 Added Value Assignment and an External Examination

Software Design and Development

Here learners will gain an understanding of the software development process is used to solve problems using some complex concepts. Understanding of how data and instructions are stored in binary form, basic computer architecture and an awareness of contemporary software development languages and environments is covered.

Information System Design and Development

Developing skills related to information system design and development through a range of practical and investigative tasks. Technical, legal and environmental issues are covered by research of one or more information systems. Tasks again will involve some complex features and new contexts.

External Examination - Question Paper (worth 90 marks)

Constructed to assess breadth of knowledge across the units and how this can be applied to answer appropriately challenging questions.

Computing Science Assignment - Coursework Task (worth 60 marks)

Learners will need to complete a nationally prescribed task which will contribute to their overall award which will involve their knowledge and practical skills from the 2 core units.

About NPA Level 4,5 & 6 Computer Games Development

The National Progression Award (NPA) in Computer Games Development is intended to prepare you for progression to further study in Computer Games Development, Digital Media Studies, Computing Science and IT subjects. The award provides a foundation in the knowledge and skills of Computer Games Development that will be necessary if you intend to alter specialise in aspects of Computer Games Development, Digital Media Studies, Computing Science and IT subjects.

The three modules that make up this subject are:

- Computer Games: Design
- Computer Games: Media Assets
- Computer Games: Development

Employers increasingly expect candidates to be able to think critically, solve problems and work in a group or team. These skills are considered to be essential for working in a modern business environment. The ability to communicate effectively is often quoted in many current job advertisements, as is the ability to present information accurately.

Candidates who demonstrate the basic core skills coupled with an understanding of the use of digital technology are more likely to gain employment than those with just IT skills.

PROGRESSION

Completion of this award at level 4 or 5 will allow candidate to progress to Level 6 NPA in Computer Games Development or to a full NC Award in Digital Media Computing at college.

About Level 5 NPA Website Design & Development

This award is designed to enable candidates to gain the fundamental knowledge required for creating websites and producing content for websites, while also gaining practical skills in a range of software applications.

The subject focuses on technical skills needed in the creation of websites, animation, graphics and interactive media, but also emphasises the importance of the design process and skills such as interviewing and responding to feedback. Some aspects of the subject also address demands from industry and government for the promotion of "employability skills" such as collaboration, communicating with a client, problem solving and reflective practice, as well as being able to produce aesthetically pleasing and accessible designs.

PROGRESSION

Completion of this award will allow candidate to progress to Level 6 Web Design Fundamentals or to a full HNC Award in Interactive Media at college.

Successful candidates will have gained the knowledge and skills for entry-level employment in web design and related IT industries.

About NPA Level 5 PC Passport

This award is designed to develop routine IT skills in a number of areas. The award builds upon basic skills involved with the use of a number of application packages used by employers, thus increasing your employability. The range of applications used includes:

- Word Processing
- Presentation
- Spreadsheets
- Databases

You will also develop skills in the effective use of the Internet and more advanced information handling and e-mail skills. You will be introduced to range of IT systems available and suitability of their use for different purposes. On completion of this award you are expected to have a range of routine IT skills that will be relevant in the workplace, in day to day life or further and/or higher education.

PROGRESSION

Completion of this award will allow candidate to progress to Level 6 PC Passport or to a full NC Award in college. PC Passport also contributes to vocational IT awards. On successful completion at Level 5 SCQF achieves a vocational award at level 2 and allows progress to progress to level 3.

Further information can be obtained from www.sqa.org.uk

Curriculum for Excellence - Subject Summary

Drama

Course Level: National 4

Pupils will create, present and evaluate pieces of Drama. These pieces of Drama will be improvised from a variety of stimuli. Pupils will add Theatre Arts (lighting, sound etc..) to enhance their presentations, which will be presented to an invited audience and recorded on video for self and peer evaluation. The resultant scenarios, cue sheets and designs etc., will form a folio of evidence.

The Drama course consists of three units

Drama Skills

Learners will explore Drama Skills by responding to a range of stimuli.

Production Skills

Learners will be involved in a range of creative activities and will build up their knowledge of and skills in a range of theatre arts.

Added Value Unit

Learning brings together all the elements of study. The Unit will culminate in a performance in front of an invited audience.

Course Level: National 5

Pupils will create, present and evaluate pieces of Drama. These pieces of Drama will be created by pupils responding to a wide range of stimuli, including text. They will explore and use Theatre Arts (lighting, sound etc..) to enhance their presentations. In the Added Value unit the pupils will rehearse and present a piece of Contemporary Scottish theatre. This will be presented to an invited audience and assessed by an external examiner. Their notes, scripts, designs etc., will form a folio of evidence.

The Drama course consists of three units

Drama Skills

Learners will use a range of drama skills by responding to a range of stimuli, including text, to develop ideas for drama.

Productions Skills

Learners will be able to analyse a range of production skills in drama by responding to stimuli, including text, to generate ideas for a production.

Added Value at National 5 will be assessed by a written paper (40 marks) and an externally assessed practical examination (60 marks)

Further information can be obtained from www.educationscotland.gov.uk/nationalqualifications

Curriculum for Excellence - Subject Summary

English

Course Level: National 4

The main purpose of the Course is to provide learners with the opportunity to develop their skills in listening, talking, reading and writing in order to understand and use language.

The English course consists of four units.

Analysis and Evaluation

Learners will have the opportunity to develop listening and reading skills in the contexts of literature, language and media; develop the skills needed to understand, analyse and evaluate straightforward texts.

Creation and Production

Learners will have the opportunity to develop talking and writing skills in familiar contexts; develop the skills needed to create and produce straightforward texts in both written and oral forms.

Added Value Unit: English Assignment

Learners will have the opportunity to apply their language skills to investigate and report on a chosen topic; learners will be able to demonstrate challenge and application in their assignment.

Literacy

Learners will develop their reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work; develop their ability to understand straightforward ideas and information presented orally and in writing; develop the ability to communicate ideas and information orally and in writing with technical accuracy.

Course Level: National 5

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

The English course consists of two units.

English: Analysis and Evaluation

Learners will have the opportunity to develop listening and reading skills in the contexts of literature, language and media; develop the skills needed to understand, analyse and evaluate detailed texts. The texts studied must include Scottish texts.

English: Creation and Production

Learners will have the opportunity to develop talking and writing skills in a range of contexts; develop the skills needed to create and produce detailed texts in both written and oral forms.

At National 5, the added value will be assessed in the Course assessment.

Component 1 (70%)	Question Paper: Reading (Examination)
	- Reading for Understanding, Analysis and Evaluation (30 Marks)
	- Critical Reading (40 marks)
Component 2 (30%)	Portfolio (2 pieces of Writing)

Further information can be obtained from <http://www.sqa.org.uk/sqa/45672.html>

Curriculum for Excellence - Subject Summary

French/Spanish

Course Level: National 4

The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to understand and use a modern language. The three Units, taken together, include the four language skills of reading, listening and talking, and writing.

The structure of the Units enables learners to focus on the skills required to understand and use a modern language, and to integrate *reading, listening, talking and writing skills across the Units*.

The French/Spanish course consists of 3 units and internal course assessment.

Understanding Language

The purpose of this Unit is to provide learners with the opportunity to develop **reading and listening** skills in the modern language and to develop their knowledge of straightforward language in the contexts of *society, learning, employability, and culture*.

Using Language

The purpose of this Unit is to provide learners with the opportunity to develop **talking and writing** skills in the modern language, and to develop their knowledge of straightforward language in the contexts of *society, learning, employability, and culture*.

Added Value Unit: Assignment

The purpose of this Added Value Unit is to provide learners with the opportunity to *apply their language skills to investigate a chosen topic* in a familiar context in the modern language.

Course Level: National 5

This Course is made up of two mandatory Units. The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to understand and use a modern language. The two Units, taken together, include the four language skills of reading, listening, talking and writing.

The structure of the Units enables learners to focus on the skills required to understand and use a modern language and to integrate **reading, listening, talking and writing skills across the Units**.

The French/Spanish course consists of 2 units and external course assessment.

Understanding Language

The purpose of this Unit is to provide learners with the opportunity to develop **reading and listening** skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of *society, learning, employability, and culture*.

Using Language

The purpose of this Unit is to provide learners with the opportunity to develop **talking and writing** skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of *society, learning, employability, and culture*.

Added Value at National 5 will be assessed in the Course assessment.

Further information can be obtained from <http://www.sqa.org.uk/sqa/47409.htm>

Curriculum for Excellence - Subject Summary

Geography

Course Level: National 4

Geography develops the learner's knowledge and understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The Geography course consists of 4 units

Unit 1: Physical Environments

Learners will develop knowledge and understanding of the processes and interactions at work within physical environments. Topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather.

Unit 2: Human Environments

Learners will develop knowledge and understanding of the processes and interactions at work within human environments. Topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

Unit 3: Global Issues

Learners will develop knowledge and understanding of significant global geographical issues. Topics include climate change and sustainability; the impact of world climates; environmental hazards; trade and globalisation; and development and health.

Added Value Unit: Geography Assignment

Learners will choose an issue for personal study drawn from geographical contexts. They will research their chosen issue and present their findings.

Course Level: National 5

Geography develops the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The Geography course consists of 3 units

Unit 1: Physical Environments

Learners will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather.

Geography: Human Environments

Learners will develop a detailed knowledge and understanding of the processes and interactions at work within human environments. Learners will study and compare developed and developing countries drawn from a global context. Topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

Geography: Global Issues

Learners will develop a detailed knowledge and understanding of significant global geographical issues. Topics include climate change and sustainability; the impact of world climates; environmental hazards; trade and globalisation; and development and health.

Added Value at National 5 - Added value will be assessed in the course assessment.

Further information can be obtained from <http://www.sqa.org.uk/sqa/45627.html>

Curriculum for Excellence - Subject Summary

History

Course Level: National 4

The Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society in the past. Learners will acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical events and themes

The History course consists of four mandatory units.

The pupils will study:

Scottish: The Era of the Great War 1910-1928. Pupils will learn about the experience of Scots on the western front and how the war affected society, industry and politics in Scotland.

British: The Making of Modern Britain 1880 - 1951. Pupils will learn about social problems in Britain and how the laws were changed to improve lives.

European & world: Hitler and Nazi Germany 1919-39. Pupils will learn about changes in Germany between 1918 and 1939

The Added Value Unit allows the learner to draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. The pupils can choose what topic they would like to investigate. This will be assessed by an internal assignment; this can be a poster, an essay, a podcast or presentation or any other acceptable format.

Course Level: National 5

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The History course consists of three mandatory units

Topics covered at National 5 are the same as at National 4. Pupils will develop knowledge to a greater depth and will develop more complex skills.

The Added Value Assignment allows the learner to draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. The pupils can choose what topic they would like to investigate. The assignment will be an essay written up under exam conditions and will be sent off and assessed by the SQA.

Further information can be obtained from (<http://www.sqa.org.uk/sqa/47447.html>)

Curriculum for Excellence - Subject Summary

Classical Studies

Course Level: National 4

Classical Studies opens up the world of classical society for learners. The purpose of this Course is to develop the learner's knowledge and understanding of the classical Greek and Roman civilisations by comparing these societies with the modern world. The Course will develop investigating and thinking skills to help learners understand and link the classical and modern worlds.

The History course consists of four mandatory units.

The pupils will study:

Life in Classical Greece In this Unit, learners will compare the classical Greek and modern worlds.

Classical Literature In this Unit, learners will study ideas, themes or values revealed by classical literature from either the classical Greek or classical Roman worlds.

Life in the Roman World In this Unit, learners compare the classical Roman and modern worlds.

The Added Value Unit allows the learner to draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. The pupils can choose what topic they would like to investigate. This will be assessed by an internal assignment; this can be a poster, an essay, a podcast or presentation or any other acceptable format.

Further information can be obtained from <http://www.sqa.org.uk/sqa/47440.html>

Curriculum for Excellence - Subject Summary

Health and Food Technology

Course Level: National 4

The purpose of this course is to allow pupils to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices.

The Health and Food Technology course consists of 4 units

Food for Health

Pupils will learn about the relationship between food, health and nutrition, about the dietary needs of individuals at various stages of life and current dietary advice. Practical cookery is involved.

Food Product Development

Pupils will learn about the functional properties of ingredients in food and their use in developing food products. Practical cookery is involved.

Contemporary Food Issues

Pupils will learn about factors which may affect food choices and contemporary food issues. Technological developments in food and food labelling is also covered. Practical cookery is involved.

Added value Unit: Health & Food Technology: Assignment

Pupils will be able to provide evidence through the successful completion of an assignment. The assignment will be to *'produce a food product in response to a given brief'*

Course Level: National 5

The purpose of this course is to allow pupils to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

The Health and Food Technology course consists of 3 units **plus** an assignment and question paper

Food for Health

Pupils will learn about the relationship between food, health and nutrition, about the dietary needs for individuals at various stages of life and current dietary advice. Practical cookery is involved.

Food Product Development

Pupils will learn about the functional properties of ingredients in food and their use in developing new food products. Practical cookery is involved.

Contemporary Food Issues

Pupils will learn about factors which may affect food choices and contemporary food issues. Technological developments in food and food labelling is also covered. Practical cookery is involved

Course Assessment: Assignment (50%) and Question paper (50%) out of 100 marks

Further information can be obtained from <http://www.sqa.org.uk/sqa/45738.html>

Hospitality: Practical Cake Craft

Course Level: National 5

The National 5 Hospitality: Practical Cake Craft Course enables learners to develop technical and creative skills in cake baking and finishing while following safe and hygienic practices. Developing their knowledge and understanding of cake design, and following trends in cake production, learners will use organisational skills to manage time and resources.

The **practical cake craft** course consists of 2 units plus a course assessment

Cake Baking

Pupils will demonstrate their ability to prepare for baking activities by selecting recipes, planning the stages of baking, preparing ingredients correctly and following the stages of baking. They will demonstrate appropriate baking techniques and processes to produce the required range of baked items, safely and hygienically. They will then evaluate these items.

Cake Finishing

Pupils will prepare for finishing cakes and baked items by planning, selecting suitable fillings and coatings and accurately weighing and measuring whilst following safe and hygienic practices.

Pupils will then learn how to apply a range of finishing techniques creatively using specialist equipment and tools.

Course Assessment: This will consist of a practical activity worth 100 marks.

The course assessment assesses the following skills, knowledge and understanding:

Skills in cake baking and cake finishing, using specialist tools and equipment with dexterity and flair, demonstrating creativity and resourcefulness in the overall presentation of the finished cake, effective organisational skills, working safely and hygienically

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications or experience:

- National 4 Hospitality: Practical Cookery Course or relevant component Units
- National 4 Health and Food Technology Course or relevant component Units
- National 4 Art and Design Course or relevant component Units

Further information can be obtained from <http://www.sqa.org.uk/sqa/45681.html>

Hospitality: Practical Cookery

Course Level: National 4

This course is practical, it develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. It will ingrain in pupils the ability to follow safe and hygienic practices in all cookery contexts.

The **Hospitality: Practical Cookery** course consists of 3 units, plus an Added value Unit

Cookery Skills, Techniques and Processes

Pupils will develop cookery skills, food preparation techniques. They will also develop an understanding of the importance of safety and hygiene and the ability to follow these practices at all times.

Understanding and Using Ingredients

Pupils will learn about ingredients, their sources and their uses. They will learn the importance of responsible sourcing of ingredients and of current dietary advice. They will learn to select and use appropriate ingredients.

Organisation Skills for Cooking

Pupils will learn organisational and time management skills, how to follow recipes, prepare time plans to produce dishes and how to evaluate their work.

Added Value Unit: producing a Meal

Pupils will carry out a practical activity which will involve producing a meal to a given specification. The brief will be for a two course meal for a given number of people within a given timescale. It will have to be presented appropriately.

Course Level: National 5

This course is practical, it develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. It will ingrain in pupils the ability to follow safe and hygienic practices in all cookery contexts.

The **Hospitality: Practical Cookery** course consists of 3 units plus

Cookery Skills, Techniques and Processes

Pupils will develop cookery skills, food preparation techniques. They will also develop an understanding of the importance of safety and hygiene and the ability to follow these practices at all times.

Understanding and Using Ingredients

Pupils will learn about ingredients, their sources and characteristics. They will also learn about the importance of sustainability, responsible sourcing of ingredients and current dietary advice. They will learn to select and use a range of appropriate ingredients.

Organisational Skills for Cooking

Pupils will learn planning, organisation and time management skills. They will learn to follow recipes, to plan produce and cost dishes and meal and to work safely and hygienically and how to evaluate their work.

Course Assessment

This will consist of a practical activity to plan, prepare and present a three-course meal for a given number of people in 2 ½ hours.

Further information can be obtained from <http://www.sqa.org.uk/sqa/45681.html>

Mathematics

Course Level: National 4 Lifeskills Mathematics

This Course provides learners with opportunities to continue to acquire and develop skills for life and skills for work.

The Course aims to motivate and challenge learners, allow learning to interpret numerate and manage information in a mathematical form.

The National 4 Lifeskills Mathematics course consists of 4 units

Managing Finance and Statistics

This Unit develops skills linked to interpreting a situation involving finance and identifying an appropriate strategy, using appropriate mathematical processes and/or calculations to determine a solution and explaining a solution in relation to the context.

Geometry and Measures

This Unit develops skills linked to interpreting a situation involving measurement and identifying an appropriate strategy, using appropriate mathematical processes and/or calculations to determine a solution and explaining a solution in relation to the context.

Numeracy

In this unit numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement are developed.

Added Value Unit

This Unit will enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge.

Course Level: National 5

The Course aims to motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations

The National 5 Mathematics course consists of 3 units.

Expressions and Formulae

The aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae.

Relationships

In this Unit learners will solve and manipulate equations, work with graphs and carry out calculations on the lengths and angles of shapes.

Applications

This Unit develops skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts.

Added Value Course assessment at National 5

In this Course assessment, added value will focus on the following:

- Breadth – drawing on knowledge and skills from across the course
- Challenge – requiring greater depth or extension of knowledge and/or skills
- Application – requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate.

Further information can be obtained from <http://www.sqa.org.uk/sqa/45750.html>

Curriculum for Excellence - Subject Summary

Modern Studies

Course Level: National 4

Modern Studies opens up the world of contemporary society for learners. It adopts a multi-disciplinary approach to develop knowledge and understanding of Scottish, UK and International issues and develop many key skills.

The Modern Studies course consists of 4 units

Social Issues in the UK - Crime and the Law

Pupils will study causes and consequences of crime in Scotland and the UK and our response as a society to tackle these. They will also develop skills in giving reasons to support a decision. Pupils will investigate independently, as well as classroom based individual and group work tasks.

Democracy in Scotland

In this unit, pupils will develop skills by using sources of information in order to detect and explain examples of bias and exaggeration. They will study Scotland's place in the UK and the main institutions and influences in Scottish political life.

International Issues - The USA

In this Unit, pupils will develop skills by using sources of information in order to draw and give straightforward support for conclusions. We will focus on the USA as a major world power and will look at its political institutions and examine socio-economic issues. This unit in particular will build upon S3 work, however it is possible to study this unit without having chosen it as an option in S3.

Added Value Unit - Assignment

Pupils will have the chance to undertake an assignment from a range of options. This will take the form of a supported investigation into a topic of the pupil's choice.

Course Level: National 5

As National 4 above.

The Modern Studies course consists of 3 units

Social Issues in the UK

As National 4 above, however pupils will develop knowledge and understanding in greater depth and will develop more complex skills in providing arguments and evidence to support decisions.

Democracy in Scotland

As National 4 above, however pupils will develop knowledge and understanding in greater depth and will develop more complex skills in detecting selective use of facts.

International Issues - The USA

As National 4 above, however pupils will develop knowledge and understanding in greater depth and will develop more complex skills in coming to conclusions.

Added Value at National 5

In addition to undertaking an investigation assignment, pupils will be assessed on the skills they have built over the course in the exam.

Further information can be obtained from www.sqa.org.uk/sqa/45629.html

Curriculum for Excellence - Subject Summary

Music

Course Level: National 4

In this course, and its component units, there will be an emphasis upon skill based development of performing, composing and listening skills. Pupils will develop performing skills on two contrasting instruments or one instrument and voice, create their own music and be able to identify distinguishing features of specific musical styles.

The Music course consists of 4 units

Music: Performing skills.

Pupils develop performing skills on two contrasting instruments or one instrument and voice. They will perform grade 2 or above pieces and create a programme of material for performance.

Music: Composing skills.

Pupils will experiment and use compositional methods and musical concepts in imaginative ways to create their own music.

Understanding Music.

Through listening, learners will develop knowledge and understanding of a variety of musical concepts and styles and develop their music literacy skills.

Added Value Unit: Music Performance.

This unit adds value by introducing challenge and application. In music performance, pupils will draw on and extend their performing skills by preparing and performing a programme of music in a solo or group setting on both instruments or one instrument and voice at Grade 2 or above.

Course Level: National 5

In this course, and its component units, there will be an emphasis upon skill based development of performing, composing and listening skills. Pupils will develop performing skills on two instruments or one instrument and voice at Grade 3 or above, create their own music and be able to identify distinguishing features of specific musical styles.

The Music course consists of 3 units

Performing skills. Pupils develop performing skills on two contrasting instruments or one instrument and voice. They will perform grade 3 or above pieces and create a programme of material for performance.

Composing skills. Pupils will experiment and use compositional methods and musical concepts in imaginative ways to create their own music.

Understanding Music. Through listening, learners will develop knowledge and understanding of a variety of musical concepts and styles and develop their music literacy skills.

Added Value: Music Performance and Question Paper.

The added value introduces challenge and application. Pupils will draw on and extend their performing skills by preparing and performing a programme of music in a solo or group setting on both instruments or one instrument and Voice (60% of course award) and sit a written question paper (40% of course award)

Further information can be obtained from (<http://www.sqa.org.uk/sqa/45717.html>)

Curriculum for Excellence - Subject Summary

Music Technology

Course Level: National 4

The course is designed to enable learners to develop knowledge, skills and understanding of music technology and concepts relevant to the 20th and 21st Centuries. The course provides opportunities for learners to create a project, using these skills, that are relevant to the needs of the music industry.

The Music Technology course consists of 4 units

Music Technology Skills

Pupils develop skills in the use of music technology to capture and manipulate audio.

This will take the form of a project recording a mini radio show, live recording of musical performances or an advertising jingle.

Understanding 20th and 21st Century Music

The aim of the unit is to help learners develop knowledge and understanding of 20th and 21st century musical styles and how they relate to developments in music technology.

Music technology in context

This unit allows learners to apply their technology skills in a range of real life contexts. Pupils will explore sound design for film, TV Themes, adverts and computer gaming.

Added Value Unit

The assignment will be a piece of work which demonstrates the application of knowledge and skills gained throughout the course. Projects developed during the Music technology in context can be extended and enhanced for assessment.

Further information can be obtained from <http://www.sqa.org.uk/sqa/56949.html>

Music Technology

Course Level: National 5

As per National 4.

The Music Technology course consists of 3 units

Music Technology Skills

Pupils develop skills in the use of music technology to capture and manipulate audio. This will take the form of a project recording a mini radio show, live recording of musical performances or an advertising jingle.

Understanding 20th and 21st Century Music

The aim of the unit is to help learners develop knowledge and understanding of 20th and 21st century musical styles and how they relate to developments in music technology.

Music technology in context

This unit allows learners to apply their technology skills in a range of real life contexts. Pupils will explore sound design for film, TV Themes, adverts and computer gaming.

Added Value

Practical Music technology assignment

The assignment will be a piece of work which demonstrates the application of knowledge and skills gained throughout the course. Projects developed during the Music technology in context can be extended and enhanced for assessment. There are two components to the unit: Practical assignment 70%

Question paper 30% - Further information can be obtained from <http://www.sqa.org.uk/sqa/56950.html>

Curriculum for Excellence - Subject Summary

Physics

Course Level: National 4

Physics gives learners an insight into the underlying nature of our world and its place in the universe. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

The Physics course consists of 4 units

Electricity and Energy

Key areas are: generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.

Waves and Radiation

Key areas are: wave characteristics, sound, electromagnetic spectrum and nuclear radiation.

Dynamics and Space

Key areas are: speed, acceleration, forces, motion, energy, satellites and cosmology.

Physics Assignment Added Value Unit

Learners will draw on, and apply the skills and knowledge they have developed and carry out an in-depth investigation in an unfamiliar and/or integrated context.

Course Level: National 5

Physics gives learners an insight into the underlying nature of our world and its place in the universe. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

The Physics course consists of 3 units

Electricity and Energy

The Unit covers the key areas of energy transfer, heat and the gas laws.

Waves and Radiation

The Unit covers the key areas of waves and nuclear radiation.

Dynamics and Space

The Unit covers the key areas of kinematics, forces and space.

Added Value assignment

The coursework task is an open-book assignment, which is a research investigation into a relevant topic in physics, focusing on its application and its impact on society/the environment.

Further information can be obtained from <http://www.sqa.org.uk/sqa/45729.html>

Laboratory Science: - Skills for Work course

Course Level: National 5 Skills for Work Courses are designed to provide candidates with opportunities for developing.

- Skills and knowledge in a broad vocational area
- Core skills
- An understanding of the workplace
- Positive attitudes to learning
- Skills and attitudes for employability

The National 5 Laboratory Science Course consists of 4 units:

Working in a laboratory

This Unit provides candidates with the opportunity to gain practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals, preparing solutions and in calculating and presenting results of practical work. Safety and security procedures are addressed to enable candidates to maintain health and safety while working in a laboratory environment and a risk assessment is carried out. Opportunities arise for the development of numeracy and communication skills when recording and reporting practical work.

Practical Skills

This Unit provides candidates with the opportunity to learn and develop the skills most commonly used in laboratories. The health and safety issues of working in a laboratory are integral to the Unit. Candidates will learn how to work safely with potentially hazardous materials such as microorganisms and will measure radioactivity, as well as developing competence in the use of various type of instrumentation found in laboratories. Skills in performing a titration are also developed.

Careers

This Unit introduces candidates to the wide range of industries and services which use scientific knowledge and laboratory skills. Candidates will learn about the variety of ways in which science and laboratory skills are used in different industries and services and about the job roles which use these skills. Candidates will investigate a range of career opportunities within industries and services which use laboratory science and investigate the skills, qualifications and experience required for a job role of personal interest within a field of laboratory science.

Practical Investigation

In this Unit candidates will work with others to produce a plan to investigate a scientific topic using practical procedures. Candidates working as part of a group will identify a hypothesis to investigate. Methods for testing the hypothesis using practical procedures are devised and tasks are allocated to each member of the group. Candidates will be assessed on their ability to carry out an allocated task competently and in a safe manner. Candidates will present their findings to members of the group and will produce a scientific report with their individual analysis and evaluation of the information gathered. Candidates will then review and evaluate their own and group contribution to the investigation.

Physical Education

Course Level: National 4

This course combines practical and theoretical aspects of Physical Education. Students will develop and refine skills, fitness and tactical awareness. This will be done through a range of activities.

The Course has two mandatory Units and an Added Value Unit. Learners must pass all three units to achieve a course award:

Performance Skills

The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way.

Factors Impacting on Performance

The general aim of this Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance.

Added Value Unit Physical Education: Performance

Learners who complete this Unit will be able to prepare for and carry out a performance in a physical activity. This is internally assessed (pass/fail) but not graded.

Course Level: National 5

This course combines practical and theoretical aspects of Physical Education. Students will develop and refine skills & techniques, physical, skill and mental aspects of fitness and structure, strategic and tactical awareness. This will be done through a range of different activities and approaches.

The Course has two mandatory Units:

Performance Skills

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. Learners will develop consistency in their control and fluency during movement.

Factors Impacting on Performance

The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

Added Value: Performance and Portfolio

The added value aspect of this course is integrated within the above two units. It is internally assessed and graded (A-D) and subject to external verification.

Further information can be obtained from :National 4 PE: <http://www.sqa.org.uk/sqa/47394.html>
National 5 PE: <http://www.sqa.org.uk/sqa/47399.html>
Curriculum for Excellence - Subject Summary

Practical Electronics

Course Level: National 4

Electronics is vital to everyday life in our society. This course provides skills and a basic understanding of electronics and its impact. It provides a solid foundation for those considering further study, or a career, in electrical engineering and related disciplines. The course also provides a valuable complementary practical experience for those studying Engineering Science, Physics or other pure science courses.

The Practical Electronics course consists of 4 units

Circuit Design

This unit provides a basic understanding of key electrical concepts and electronic components. Learners will analyse straightforward electronic problems, design solutions to these problems and explore issues relating electronics to society and the environment.

Circuit Simulation

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

Circuit Construction

This unit provides experience in assembling a range of simple electronic circuits, using permanent and non-permanent methods. Skills in practical wiring and assembly techniques will be developed, and basic testing and fault-finding carried out.

Added Value Unit: Developing an Electronic Solution

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

Course Level: National 5

Electronics is vital to everyday life in our society. This course provides skills in and an understanding of electronics and its impact. It provides a solid foundation for those considering further study, or a career, in electrical engineering and related disciplines. The course also provides a valuable complementary practical experience for those studying Engineering Science, Physics or other pure science courses.

The Practical Electronics course consists of 3 units

Circuit Design

This unit provides an understanding of key electrical concepts and electronic components. Learners will analyse electronic problems, design solutions to these problems and explore issues relating electronics to society and the environment.

Circuit Simulation

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

Circuit Construction

This unit provides experience in assembling a range of electronic circuits, using permanent and non-permanent methods. Skills in practical wiring and assembly techniques will be developed, and testing and fault-finding carried out.

Further information can be obtained from <http://www.sqa.org.uk/sqa/45654.html>

Religious Moral and Philosophical Studies (RMPS)

Course Level: National 4

RMPS develops a range of cognitive and analytical skills that supports pupils' learning throughout the school. It encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Pupils learn to express different viewpoints and abstract concepts whilst working on how to structure arguments. The course is split into three/four units: World Religions, Issues of Morality and Belief, Religious and Philosophical Questions and Added Value (Assignment)

The RMPS course consists of 4 units

World Religions

The aim of this Unit is to develop knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers. Pupils will develop skills to understand and comment on the meaning and context of sources related to the religion selected for study.

Issues of Morality and Belief

The aim of this Unit is to develop the ability to describe and express views about contemporary moral questions and responses. Learners will develop knowledge and understanding of contemporary moral questions and religious and non-religious responses.

Religious and Philosophical Questions

The aim of this Unit is to develop skills to describe religious and philosophical questions and responses. Learners will develop knowledge and understanding of religious and philosophical questions and responses.

Added Value Unit - Assignment

In this Unit, learners will exercise choice in selecting an issue or topic for personal study drawn from religious, moral or philosophical contexts. They will research their chosen issue or topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of knowledge and skills as they draw on and apply the skills and knowledge acquired in the other Units of the Course.

Course Level: National 5

As National 4 above.

The RMPS course consists of 3 units

World Religions

As National 4 above, however pupils will develop greater factual and abstract knowledge and understanding of the issues covered.

Issues of Morality and Belief

As National 4 above, however pupils will develop greater factual and theoretical knowledge and understanding of the issues covered.

Religious and Philosophical Questions

As National 4 above, however pupils will develop greater factual and theoretical knowledge and understanding of the issues covered

Added Value at National 5

In addition to undertaking an investigation assignment, pupils will be assessed on the skills they have built over the course in the exam.

Curriculum for Excellence - Subject Summary

Graphic Communication

Course Level: National 4

The National 4 course introduces learners to the diverse and ever increasing exciting variety of presentation methods employed in Graphic Communication. They allow the opportunity for learners to gain skills in reading, interpreting and creating graphics as well as initiating, developing and communicating their ideas graphically through the use of manual and 3D computer generated techniques.

The Graphic Communication course consists of 3 units

3D and Pictorial Graphic Communication Unit

The general aim of this unit is for learners to develop skills in both manual and electronic Graphic Communication techniques. They will acquire knowledge of terms and techniques in computer-aided draughting and design. Throughout this unit learners will be provided with guidance from the teacher to allow them to develop skills and produce competed folio work that meets National 4 requirements.

2D Graphic Communication Unit

The general aim of this unit is for learners to acquire knowledge and understanding of terms and techniques in computer aided design/draughting and DTP (desktop publishing). They will learn how Graphic Communication technologies impact on our environment and society. Throughout this unit learners will be provided with guidance from the teacher to allow them to use relevant software to a standard that meet National 4 requirements.

Added Value Unit

The unit will allow learners to produce, with guidance, a graphical response to an assignment brief. The added value unit is set by the CDT department and is internally marked by staff in accordance with SQA guidelines.

Course Level: National 5

As per National 4

The Graphic Communication course consists of 2 units and an Added Value Assignment

3D and Pictorial Graphic Communication Unit

The general aim of this unit is for learners to develop skills in both manual and electronic Graphic Communication techniques. They will acquire knowledge of terms and techniques in computer-aided draughting and design. Throughout this unit learners will be expected to build upon prior knowledge/skills, use their own initiative and work independently to produce folio work that meets National 5 requirements.

2D Graphic Communication Unit

The general aim of this unit is for learners to acquire knowledge and understanding of terms and techniques in computer aided design/draughting and DTP (desktop publishing). They will learn how Graphic Communication technologies impact on our environment and society. Throughout this unit learners will be required demonstrate a clear understanding of the topics, whilst demonstrating the ability to independently use relevant software to produce work that meets National 5 requirements.

Added Value Assignment at National 5

The unit will allow learners to produce a graphical response to a brief set by the SQA. This unit forms 50% of the final grade. This unit is internally marked by staff in accordance with SQA guidelines and is subject to SQA verification. Further information can be obtained from <http://www.sqa.org.uk/sqa/48674.html>

Curriculum for Excellence - Subject Summary

Design and Manufacturing

Course Level: National 4

The National 4 course will introduce learners to the sensational world of product Design & Manufacturing. Creativity is at the heart of the courses - yet it is the combination with technology and practical workshop activities that makes it so exciting. The course provides a practical introduction to design, materials & manufacturing processes. In addition it provides opportunities for learners to gain skills in designing, communicating proposals with the opportunity to make models/prototypes of products in the workshop.

The Design and Manufacture course consists of 3 Units.

Design Unit

The aim of this Unit is to develop the learner's skills and creativity in designing a product which they will manufacture. Learners will take a given design brief and develop it to a final concept, generating ideas by applying research, graphics and modelling techniques. Throughout this unit learners will be provided with guidance from the teacher to allow them to make valid design choices and complete tasks.

Materials and Manufacture Unit

The aim of this Unit is to develop the learner's skills and creativity in manufacturing a product or prototype based on a given design concept. The aim includes developing an appreciation and application of the properties and uses of materials. Throughout this unit learners will be provided with guidance from the teacher to allow them to make valid decisions when planning for manufacture, choosing/using correct tools and ensure that completed models meet National 4 requirements.

Added Value

The unit will allow learners to Design and Manufacture a product in response to a brief. The added value unit is set by the CDT department and is internally marked by staff in accordance with SQA guidelines.

Course Level: National 5

As per National 4

The Design and Manufacture course consists of 2 units and an Added Value Assignment

Design Unit

The aim of this Unit is to develop the learners' skills and creativity in designing a product which they will manufacture. Learners will take a given design brief and develop it to a final concept, generating ideas by applying research, graphics and modelling techniques. Learners will use their own initiative and be given an opportunity for independent thinking.

Materials and Manufacture Unit

The aim of this Unit is to develop the learners skills and creativity in manufacturing a product or prototype based on a given design concept. Throughout this unit learners will be required to independently make valid decisions when planning for manufacture, choosing/using correct tools and will be required to demonstrate sound manufacturing/finishing techniques that will meet National 5

Added Value Assignment at National 5

The unit will allow learners to Design and Manufacture a product in response to a brief set by the SQA.

This unit forms 60% of the final grade. **Further information can be obtained from**

<http://www.sqa.org.uk/sqa/48674.html>

Practical Metalworking

Course Level: National 4

The National 4 course in Practical Metalworking is *purely* workshop based and provides a broad introduction to the manufacture of metal products. It will allow learners to develop manual skills through the use of a wide range of tools, machines and materials. The course will also allow learners to develop safe working practices and knowledge of sustainability issues.

The Practical Metalwork course consists of 3 units and an Added Value Unit. All must be passed to achieve a National 4.

Bench Skills

With guidance learners will develop a range of metalworking hand tool skills including simple bench-fitting work, basic sheet-metal work and simple measuring and marking-out work. The ability to read and interpret simple drawings and diagrams. Learners will also develop their knowledge and understanding of metalworking materials, recycling, sustainability issues and safe working practices in a workshop environment.

Machine Processes

With guidance Learners will build measuring and marking-out skills to develop skills in using common metalwork machine tools, equipment and related processes. Learners will also develop their knowledge and understanding of metalworking materials, recycling and sustainability issues.

Fabrication and Thermal Joining

With guidance Learners develop skills in fabrication, forming and joining of simple metalwork components. Learners will develop skills in thermal joining techniques. Learners will also develop their knowledge and understanding of metalworking materials, recycling and sustainability issues.

Added Value Unit

This is a practical activity leading to a finished product to a given standard in Metal. The added value unit is set by the SQA and is internally marked by staff in accordance with SQA guidelines.

Course Level: National 5

The Practical Metalwork course consists of 3 units and a Course Assessment

As per National 4

Through all units learners will develop their knowledge and understanding of metalworking materials, recycling and sustainability issues.

Bench Skills

Learners will develop a range of metalworking hand tool skills including bench-fitting work, sheet-metal work, measuring, marking-out work and the ability to read and interpret drawings.

Machine Processes

Learners will build measuring and marking-out skills to develop skills in using common metalwork machine tools, equipment and related processes.

Fabrication and Thermal Joining

Learners develop skills in fabrication, forming and joining of metalwork components. Learners will develop skills in thermal joining techniques.

Course Assessment

This is a practical activity leading to a finished product to a given standard in Metal. It is set by the SQA and forms 100% of the final grade. This unit is internally marked by staff in accordance with SQA guidelines and is subject to SQA verification. Further information can be obtained from <http://www.sqa.org.uk/sqa/45657.html>

Curriculum for Excellence - Subject Summary

Engineering Science

Course Level: National 4

The Course is designed for learners who have an interest in engineering, as well as those considering further study or a career in engineering and related disciplines. Learners will develop an understanding of the far-reaching impact of engineering on our society and of the central role of engineers as designers and problem solvers, able to conceive, design, implement and operate complex systems

The Engineering Science course consists of 3 units and an Added Value Unit. All must be passed to achieve a National 4.

Engineering Contexts & Challenges

Learners will, with guidance, explore straightforward engineering problems and solutions, involving some existing and emerging technologies, and consider implications relating to the environment, sustainable development, and to economic and social issues.

Electronics and Control

Learners will develop a basic understanding of concepts and devices used in analogue and digital electronic control systems. Learners will, with guidance, explore straightforward engineering problems, and design, simulate, construct and test solutions.

Mechanisms and Structures

Learners will, with guidance, explore simple mechanical and pneumatic systems, and design, simulate, construct and test mechanical or pneumatic solutions to straightforward engineering problems

Added Value Unit

This Unit requires the learner to apply and use skills and knowledge from the other Units to solve an

appropriately challenging engineering problem which is set by the SQA and marked by the CDT Department in accordance with SQA Guidelines.

Course Level: National 5

The Engineering Science course consists of 3 units and a Course Assessment

As per National 4

Engineering Contexts & Challenges

Learners will explore engineering problems and solutions, involving some existing and emerging technologies, and consider implications relating to the environment, sustainable development, and to economic and social issues.

Electronics and Control

Learners will develop an understanding of concepts and devices used in analogue and digital electronic control systems. Learners will explore engineering problems, and design, simulate, construct and test solutions.

Mechanisms and Structures

Learners will explore mechanical and pneumatic systems, and design, simulate, construct and test mechanical or pneumatic solutions to engineering problems

Course Assessment

This Unit requires the learner to apply and use skills and knowledge from the other Units to solve an appropriately challenging engineering problem which is set by the SQA and marked by the CDT Department. The added value unit forms 40% of the final grade. The unit is internally marked by staff in accordance with SQA guidelines and is subject to SQA verification. Further information can be obtained from <http://www.sqa.org.uk/sqa/45648.html>

Curriculum for Excellence - Subject Summary

Practical Woodworking

Course Level: National 4

The National 4 course in Practical Woodworking is *purely* workshop based and provides a broad introduction to the manufacture of wood models. It will allow learners to develop manual skills through the use of a wide range of tools, machines and materials. The course will also allow learners to develop safe working practices and knowledge of sustainability issues.

The Practical Woodwork course consists of 4 units

Flat-frame Construction Unit

The general aim of this unit will allow learners to read and follow simple woodworking drawings or diagrams. Learners will also develop their knowledge and understanding of woodworking materials, recycling and sustainability issues.

Carcase Construction Unit

Learners will develop practical skills in the use of woodworking tools and the production of a range of basic joints and assemblies commonly used in carcass construction. Throughout this unit learners will be provided with guidance from the teacher.

Machining and Finishing Unit

The general aim of this Unit is for learners to develop practical skills in using a range of common woodworking machine and power tools and in a variety of simple surface preparation and finishing techniques.

Added Value Unit

This is a practical activity leading to a finished product to a given standard in wood. The added value unit is set by the CDT department and is internally marked by staff in accordance with SQA guidelines.

Course Level: National 5

The Practical Woodwork course consists of 3 units and an Added Value Assignment

As per National 4

Flat-frame Construction Unit

The general aim of this unit will allow learners to read and follow simple woodworking drawings or diagrams. Learners will also develop their knowledge and understanding of woodworking materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment. Throughout this unit learners will be required to work on their own initiative.

Carcase Construction Unit

The general aim of this Unit is for learners to develop practical skills in the use of woodworking tools and the production of a range of basic joints and assemblies commonly used in carcass construction.

Machining and Finishing Unit

The general aim of this Unit is for learners to develop practical skills in using a range of common woodworking machine and power tools and in a variety of simple surface preparation and finishing techniques.

Added Value Assignment

This is a practical activity leading to a finished product to a given standard in wood. It is set by the SQA and forms 100% of the final grade. This unit is internally marked by staff in accordance with SQA guidelines and is subject to SQA verification. Further information can be obtained from <http://www.sqa.org.uk/sqa/48674.html>