

EASTBANK ACADEMY



S2 PERSONALISATION

BOOKLET

For Session 2023 -24

Dear Parent / Carer

Probably for the first time in his/her school career your child is being invited to specialise and decide which subjects they wish to study in more depth. The process of identifying which subjects to specialise in should be enjoyable but may also be rather confusing. This booklet is designed to explain the principles and process by which further study can be personalised.

In S3, all young people will personalise their learning in order that they can study in more depth and apply their learning in unfamiliar contexts. All pupils will study English and Mathematics and can then specialise by identifying five more subjects to study in more depth within each of the following Curriculum Areas; Social Subjects, Science, Languages, Technologies, Health & Wellbeing and Expressive Arts.

In order to deliver all of the entitlements to young people, all will also undertake courses in; Developing the Young Workforce, Religious and Moral Education, Personal & Social Education and Physical Education (Core DYW, RME, PSE and PE). These courses have an enriching role to play in pupils' educational experience.

All pupils will have the opportunity to attend options assemblies, meet with the Careers Advisor and visit the careers fare. Your child's Pastoral Care Teacher will deliver lessons in PSE and have a one-2-one meeting with them to have an options interview where the final option choices will be made before the 20th January 2023. It should be noted that any decisions made at this interview are subject to pupil uptake and staffing considerations.

The best way to support your child through this process is to have them consider future career options and look for subjects that will support them on this pathway. If your child is unsure about their career path in the future, then encourage them look back over their Tracking report and to opt for subjects they enjoy and have a strength in. If you would like any more information, please feel free to contact the school and ask to speak to myself, Pastoral Care Teacher or Iain Dalgleish the school Careers Advisor. The school telephone number is 582 0080.

Yours sincerely,

Gemma McGrattan
Acting Depute Head Teacher,
S2 Year Head

The Curriculum – The Broad General Education (BGE)

With the introduction of a Curriculum for Excellence, every child is entitled to experience a Broad General Education up to the end of S3. This entitlement enables pupils to develop knowledge and understanding, skills and attributes which equip them for learning, life and work. All young people will have the opportunity during this phase to undertake planned learning based on the Experiences and Outcomes at BGE Level 3/4 and moving into National 3/4 and 5 within S3 and S4.

Qualifications

The National Qualification levels that are available within our school.

National 3

National 4

National 5

Higher (National Level 6)

Advanced Higher (National Level 7)

Further information on these levels can be found at: - <https://www.sqa.org.uk/sqa/58062.html>

COMPULSORY / CORE SUBJECTS

English

Mathematics

Developing the Young Workforce

Religious & Moral Education (Core)

Physical Education (Core)

Personal & Social Education

Entry requirements for Higher Education courses

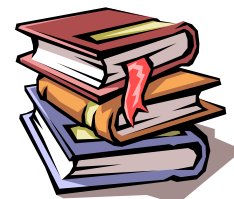
With thousands of Higher Education courses and it is impossible to summarise the specific entry requirements for all courses. In some cases, you will need more Highers in addition to the minimum required by the college or university, however, the subjects mentioned are compulsory for the courses shown below.

Below is a general summary of the most popular courses and the subjects required for entry.

It is your responsibility to ensure that you opt for the correct subjects.

	Specific Higher requirements
Accountancy	English & Mathematics
Art and Design	English, Art and Design & Craft and Design (in some cases)
Biological Sciences	Minimum of two Sciences / Maths / technology subjects
Business Studies	English, Business/Admin. A Modern Language would be beneficial.
Computing Science	Varies – usually minimum of two sciences / Maths / technology subjects
Dentistry	Biology, Chemistry. Must also offer Maths OR Physics
Education (Teaching)	English at B and Mathematics at least a National 5 level
Engineering	Varies widely – usually Physics and Mathematics are required.
Fashion Business	English & Art and Design
Forensic Sciences	Biology / Chemistry
Journalism	English at B and a Social Subject. Modern Languages would be beneficial.
Law	English and a Social Subject preferably Modern Studies/History
Languages	At least one Modern Language and English
Medicine	Chemistry, Mathematics and Biology
Nursing	Chemistry, Biology. (Diploma in Nursing has lower entry qualification than degree but similar subject requirements & B in English)
Pharmacology	Two science subjects if BBBB
Pharmacy	Chemistry, Mathematics & another Science
Psychology	Biology or Chemistry. English and a Social Subject.
Religious Studies	English; National 4 /5 Language other than English
Social Sciences	English and two or more Social Subjects.
Sport and Exercise Science	Any Science Subject and PE
Sport and Recreation	PE, National 4 / 5 English and Mathematics
Surveying	English and a Science
Tourism	English, a Social Subject and National 5 Maths. A Modern Language would be beneficial.
Veterinary Medicine	Chemistry, Biology, Mathematics. Two sciences (including Chemistry MUST be A) Should aim to study at Advanced Higher: Biology and Chemistry

ENGLISH



Why Study English?

English remains a core subject and is studied by **all pupils in S3 and S4**. Building on the capacities of A Curriculum for Excellence, pupils will continue to develop skills in Reading, Writing, Talking and Listening through the study of a broad range of texts; fiction, non-fiction and media based. Increasing use is being made of interactive technology and multi-media for communication and there will be more scope for personalisation and choice. The course enables learners to communicate, be critical thinkers, writers and talkers, develop cultural awareness, and be creative: skills essential for learning, life and work.

The Course

English can be offered at the following levels: National 3, National 4 and National 5.

Progression

Progression routes are detailed as:

- A pupil achieving National 3 may choose to progress to National 4
- A pupil achieving National 4 may choose to progress to National 5
- A pupil achieving National 5 may choose to progress to Higher

Course Structure

National 4 English has been designed to provide a pathway towards National 5, which in turn provides pupils the necessary skills to study at Higher and Advanced Higher. Our courses provide flexibility to enable learners to achieve in different ways and at a different pace. While there may be bi-level classes, learners will work independently and collaboratively and all learning styles will be catered for within the programmes of study.

There are 4 compulsory units within National 4 and these are assessed internally. There are no national exams at the end of National 4.

National 5 has 1 compulsory spoken language unit, portfolio of writing and final external exam.

Unit 1: National 4 - Analysis & Evaluation

The purpose of this unit is to provide learners with the opportunity to develop listening and reading skills. Learners develop the skills needed to understand, analyse and evaluate language through the study of texts. At least one Scottish text will be studied.

Unit 2: National 4 - Creation and Production

The purpose of this unit is to provide learners with the opportunity to develop talking and writing skills. Learners will develop the skills needed to create and produce detailed language in both written and oral forms.

Unit 3: National 4 - Literacy

The purpose of this unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of familiar forms relevant for learning life and work. All four skills will be developed using functional and informational texts. Learners will develop the ability to express simple but detailed information and ideas through talk and writing which is technically accurate.

Unit 4: National 4 - Assignment.

The purpose of this added value unit is to provide learners with the opportunity to apply and integrate their language skills in English. The assignment enables learners to plan and research a chosen topic using their reading and writing skills and then present their findings using their listening and talking skills.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Assessment

To achieve English National 4, learners must pass all the required units, including the added value unit. All units are assessed internally by the teacher and are graded pass/fail.

National 5 has one compulsory spoken language unit, a portfolio of writing worth 30% and final external exam worth 70%

The Course assessment for National 5 will be externally administered by the SQA and graded A – D. All assessment grades will be subject to external verification.

Teachers use an efficient profiling and tracking system to monitor progress to ensure pupils are being supported and are meeting course deadlines.

Homework

Homework is part of on-going learning, is set regularly and is seen as an integral aspect of the course. It may consist of preparation for lessons such as reading, note-taking, answering questions or completing an essay at first or final draft. Pupils may also be expected to conduct research and are encouraged to use library and online facilities. Pupils will be expected to prepare and practise for talk presentations and we hope parents will support and encourage their children in this area.

Career Use

A qualification in English is necessary for everyone; not only for those who intend to go on to study at college or university. Many employers and training providers insist on an English qualification as a measure of a candidate's level of literacy and communication.

Mathematics

The skills developed in Maths are important in everyday life, allowing us to make sense of the world around us. All pupils require, and should develop, the ability to interpret and use information, to model real-life situations, to simplify and solve problems, to assess risk and to make informed decisions. A qualification in Mathematics is valued by employers, colleges and universities.

70% of University degrees require candidates to be 'numerically literate'.

Learners will continue to develop their skills and abilities from the BGE. The BGE has exposed learners to the areas of Mathematics that will allow them to be successful as they continue their pathway in Maths.

The Courses

During S3, pupils will continue to prepare for the following National Qualifications in Mathematics:

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

Course Structure

National 3 Applications of Maths

This course is delivered in 3 units:

- Manage Money and Data
- Space, Shape and Measures
- Numeracy

Pupils must pass all 3 units to achieve a course award.

National 4 Applications of Maths

This course is delivered in 4 units:

- Numeracy
- Finance and Statistics
- Geometry and Measures
- Added Value Unit (An assessment covering the entirety of the first 3 units)

Pupils must pass all 4 units to achieve a course award.

National 5 Applications of Maths

This course is suited to those pupils who do not wish to pursue a pathway in Mathematics or Pure Science (e.g. Nursing, Law, Teaching, Social Subjects, Childcare).

This does not mean they cannot be presented for National 5 Maths.

The course is delivered in 3 main areas:

- Numeracy
- Finance and Statistics
- Geometry and Measures

Pupils will complete an externally marked exam at the end of S4 to achieve a course award. This will comprise of a Non-Calculator and a Calculator paper. This will cover the entirety to the course and will be graded by the SQA.

National 5 Maths

This course is covered in the following areas:

- Number
- Algebra
- Trigonometry
- Geometry and Measurement
- Statistics

Pupils will complete an externally marked exam at the end of S4 to achieve a course award. This will comprise of a Non-Calculator and a Calculator paper. This will cover the entirety to the course and will be graded by the SQA.

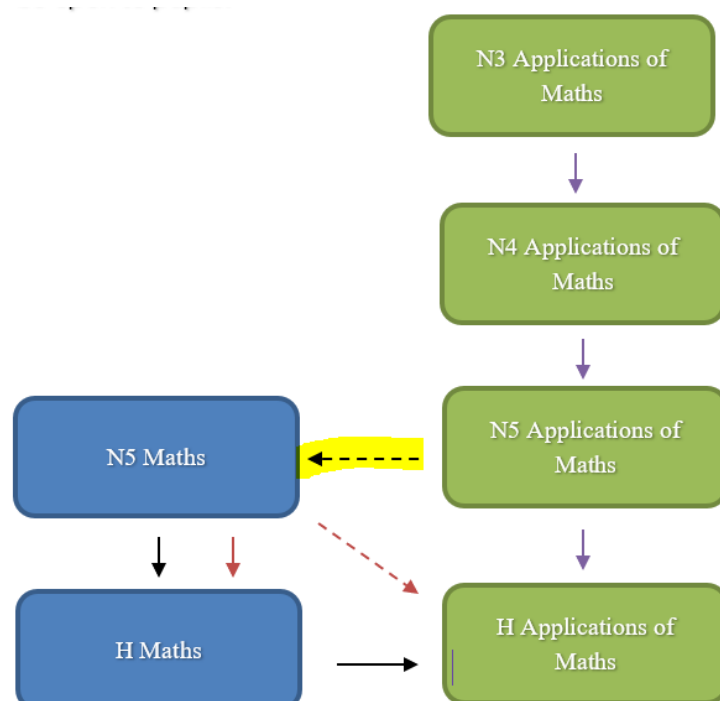
Homework

At all levels, homework is an important formative assessment tool as it allows teachers to ascertain areas of strength and areas of required improvement. It is important that pupils complete their Maths homework to the best of their ability.

Homework is issued nightly/every other night to supplement learning that has taken place. Formal exercises are issued for each topics and regularity will depend on the length of that particular topic. Feedback will be given for **all** homework assignments handed in on time.

Possible Pathways

The introduction of Applications of Maths would allow for the creation of more pathways to be open to pupils.



RELIGIOUS & MORAL EDUCATION

CORE Subject



Summary of Course

Religious and Moral Education is a core subject in S3 and S4. This course offers pupils the opportunity to explore their own beliefs and values, and to develop an appreciation of these beliefs and values of others. A basic introduction to classical philosophical arguments is included in this course.

The course consists of three mandatory units:

- The World Religion: Christianity
- Morality in the Modern World
- The Existence of God.

How the subject is taught

A variety of learning and teaching approaches are used and as well as class lessons and discussions. Outside speakers are invited to give informal talks on various topics and outside visits are organised to places of interest in order to enhance the learning process.

Assessment

As well as occasional checks on course work, pupils will be asked to complete a variety of class work assignments. Homework is also a feature of the course in the form of research and written work. Successful completion of this course will result in an RMPS award.

Career Use

Progression - This course may provide progression to Religious, Moral and Philosophical Studies. Further Education Courses which include the study of religious, moral and/or philosophical issues.

Career Prospects - RME students develop a specialist knowledge and a wide range of transferable skills. These are useful for careers in teaching at primary and secondary level, law, social work, youth and community advice work, nursing, medicine, broadcasting and local and national government jobs.

PHYSICAL EDUCATION

CORE Subject



Every pupil in S3 and S4 follows Core PE, two periods per week.
Participation in Core P.E is compulsory in S3 and S4.

It is a progression from the work done in S1 and S2 with the addition of some new activities.

These include sports such as: badminton, body conditioning, basketball, hockey (boys and girls), short tennis, football, gymnastics, softball as well as various forms of fitness training e.g. circuit training, weight training and aerobics.

As in S1 and S2 pupils must wear the Eastbank Academy PE kit – regardless of whether they are participating or not. In exceptional circumstances freshly laundered kit will be supplied. Pupils are reminded that, for safety reasons, jewellery of any kind must not be worn during activities.

In S3 and S4 pupils are offered an element of choice in terms of the activity they wish to participate in.

Health & Safety is paramount and pupils must follow the direction of staff at all times. With reference to items of jewellery and piercings all items must be removed before pupils will be allowed to participate. This is non-negotiable.

PERSONAL AND SOCIAL EDUCATION

CORE Subject



S3 Social Education includes such topics as Study Skills, Self Awareness, Relationships, Health and Sex Education, Prejudice and some Careers issues.

The programme for S4 includes Job Application (preparatory to Work Experience), Interview Skills, Alcohol and Drugs Education and Study Skills.

There is also preparation for students' transition to National Qualifications courses in S5. This includes introduction to PlanIT and Progress online databases.

In S3 and S4 the students continue to build up personal files relating to their activities and achievements in and out of school e.g. CV, personal statement.

In S4 pupils are given appropriate advice on their next steps i.e. continuing their education in school or college, or leaving for employment / training opportunities.



MODERN LANGUAGES

Why study a Modern Language?

A language is an extremely useful asset in the world today. If you visit another country and you travel beyond the places where the tourists gather, you quickly discover that the belief that everyone understands English is largely a myth. The reality is that only 6% of the world's population speak English as a first language. 75% of the world's population don't speak any English at all.

The benefits of learning a language include:

- Better understanding of different cultures
- Improved self-confidence
- Enhanced ability to build new relationships
- Improved literacy and reading skills
- Enhanced problem solving, interpersonal and communication skills
- Increased employability

You can now study a language with a subject of a different discipline at university.

At Glasgow University for example you can study French and Film and TV Studies or Spanish and Theatre Studies: at Edinburgh University you can study French and Law or Spanish and History. Similarly you can now study German and International Business at Glasgow Caledonian University or German and Law at Edinburgh University. Italian can also be combined with International Business or Journalism at Strathclyde University.

FRENCH

More tourists (75 million) visit France than any other country in the world. You can fly to Paris from Glasgow in just over an hour and a half. French is the only language other than English spoken on five continents. French and English are the only two global languages. There are currently 67.8 million people with French as their first language, and it is spoken in 60 countries around the world. Being able to speak French will open doors for future prospects in jobs, entrance to further education and enrich your learning with knowledge about language and French culture

The French are leaders in medical genetics

The French are the world's third largest manufacturers of electronics

France is the fourth largest producer of cars in the world

French, along with English, is the official working language of The United Nations and The Council of Europe.



French trip to the GFT

SPANISH



There are about 400 million native speakers of Spanish, more than those of any other language except Chinese. In other words, Spanish speakers form 7% of the world's population.

Spanish is the official language of 21 countries – Spain, Mexico, Argentina, Venezuela, Paraguay and Peru, to name but a few. It is one of the official languages of international conferences, the United Nations and the European Union. It is spoken by over 8% of the US population (30 million people) especially in California, Florida, large areas of the Southwest, New York and other large cities.

Spanish is an attractive language. In the early stages, it is relatively straightforward because:

- it has a simple sound system, with just five vowel sounds
- there is a direct correspondence between spoken and written forms
- the basic points of grammar are quite simple.

Spain is around two hours flying time away. Even if you can't afford to visit Spain, with satellite dishes, e-mail and Internet links, it's easy to find the chance to practice your Spanish! Spain plays an important role as one of Britain's most important trading partners. It is in a period of international expansion and openness to foreign markets. A knowledge of Spanish could open an exciting and promising new dimension in your life. It could give you the chance in the future to try new countries and new ventures.

Being able to understand Spanish will give the key to the rich artistic and cultural heritage of Spain and Latin America. The vitality of Spanish and Latin American culture can be found in many areas of life, for example music, fashion and sports. Being able to speak Spanish opens up a whole new dimension of opportunities.

The Courses for French/Spanish

National 3/4/5

In S3 pupils will develop their language learning up to Fourth Level of Curriculum for Excellence Experiences and Outcomes. Pupils will continue to develop the skills of Reading, Writing, Talking and Listening. They will also begin to develop the National 4 and 5 Contexts. Appropriate teaching methods will ensure success in a foreign language for all learners. The key features of learning and teaching will be:

- Real communication in relevant contexts
- An emphasis on how languages work including grammar
- Maximum use of the modern language in the classroom

- An increased focus on culture and international education
- Language learning across the curriculum
- Developing skills for life, work and learning

In S4 French and Spanish will be offered at National 3, National 4 and National 5.

Course Structure

This Course is made up of two mandatory Units (Understanding Language and Using Language) plus an Added Value Unit (National 4 only). Each of the component Units of the Course is designed to provide progression to the corresponding units at National 5/Higher.

Modern Languages: Understanding Language (National 3/4/5)

The purpose of this Unit is to provide learners with the opportunity to develop **listening** and **reading** skills.

Modern Languages: Using Language (National 3/4/5)

The purpose of this Unit is to provide learners with the opportunity to develop **talking** and **writing** skills.

Added Value Unit: Modern Languages: Assignment (National 4)

The purpose of this Added Value Unit is to provide learners with the opportunity to apply and integrate their language skills in a straightforward context. The Added Value Unit enables learners to plan and research a chosen topic and to then present their findings in a short presentation.

Conditions of Award (National 4)

To achieve the Modern Languages (National 4) Course, learners must pass all of the required Units, including the Added Value Unit at National 4 level.

Assessment

To complete the National 5 Modern Languages Course, it is no longer necessary to pass the internal units as these are not mandatory. Internal assessments in the four language skills will be designed to support pupil learning and monitor progress. The Course assessment for National 5 will be externally administered by the SQA and graded A – D. For National 5, learners will also be required to complete an oral exam and a writing assignment in class, both of which will then be externally marked by the SQA. In the final exam they will be assessed in the skills of Reading, Writing and Listening.

Languages for Life and Work - Levels 3 and 4

We may also offer the Languages for Life and Work Award at Level 3 and 4.

This award focuses on **skills**. You will learn new skills, such as writing a CV, preparing for interview as well as developing skills you already have. The skills will be useful to you in the workplace. You work through three units: Modern Languages for Life, Modern Languages for Work Purposes and Building Own Employability Skills. Over the three units you will be assessed mainly in speaking and listening as part of your day-to-day learning.

Progression

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Modern Languages or related areas
- ◆ further study, employment or training

SOCIAL SUBJECTS (Geography, History, Modern Studies and Travel and Tourism)



GEOGRAPHY

Why study Geography?

Geography opens up for pupils the physical environment around them and the ways in which people interact with this environment.

The purpose of Geography is to develop the pupil's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that pupils can interact with their environment.

The Course

In S3 pupils will continue with the Broad General Education in Geography, which leads onto the National course in S4. All work completed in S3 can complement the National course in S4.

In S4 Geography will be offered at the following levels: **National 3, National 4 and National 5.**

Course Structure

The Course consists of three Units, plus the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding units at National 5/Higher.

Physical Environments National 3/4/5

Pupils will be able to describe and explain:

- the main features of the natural landscape of the UK
- the land uses of these landscapes and how land use conflict is managed
- the local and UK weather

The landscapes studied may include:

- glaciated upland
- upland limestone
- coasts
- rivers



Human Environments National 3/4/5

Pupils will be able to describe and explain:

- Differences and similarities between developed and developing countries
- Land use and change in cities/towns and the countryside

Global Issues National 3/4/5

Pupils will gain knowledge and understanding of topics such as:

- climate change e.g. global warming
- environmental hazards e.g. earthquakes, volcanoes
- trade and globalisation e.g. fair trade
- development and health e.g. malaria and tropical diseases

Added Value Unit: Assignment National 4

In this Unit, pupils will choose a topic from one of the three units above. They will research their chosen topic and communicate their findings to demonstrate greater depth of geographical knowledge and skills.

Assessment

In S3 Assessment is matched to Level 3 and 4 BGE Experiences and Outcomes

National 3 and 4

There is no final exam at Geography National 3 or 4, however to gain a pass pupils must pass all the required unit assessments, and to achieve National 4 they must also pass the added value unit. All units are assessed internally by the teacher and are graded pass/fail.

National 5

The National 5 course has a final exam but no internal SQA units, however progress will be tracked and monitored by the teacher throughout the year through a variety of class assessments. Pupils will sit an added value assignment, which is research conducted both at home and in school then assessed under exam conditions and marked externally by the SQA. The marks for the assignment are added to the marks in the exam and pupils will be graded A – D on this.

Best opportunity for employment!

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include:

- Surveyor, Architecture and town planning,
- Animal or planet conservation,
- Sustainability and environmental planning,
- Tourism industry,
- Weather forecasting,
- The armed forces,
- Teaching,
- The Police, law and business world also love the practical research skills that geographers develop.



HISTORY

Why Study History?

History opens up the world of the past for pupils.



The purpose of History is to provide pupils with insights into their own lives and the society in which they live by examining the past. Opportunities for practical activities, including fieldtrips, will be encouraged, so that pupils can gain a deeper understanding of historical events.

The main aims of History are to enable pupils to:

- acquire knowledge and understanding of historical themes
- develop skills of explaining historical developments and events, evaluating historical sources and drawing conclusions
- develop imagination and empathy with people living in other periods
- debate issues, form views based on evidence and respect others
- develop their ability to think independently

The Course

In S3 pupils will continue with the Broad General Education in History, which leads onto the National course in S4. All work completed in S3 can complement the National course in S4. In S4 History will be offered at the following levels: **National 3, National 4 and National 5.**

Course Structure

The Course consists of three Units, plus the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding units at National 5/Higher.

Historical Study: Scottish

Pupils will study important themes of Scottish history such as Migration and Empire. This will help them develop techniques to use, interpret and evaluate primary and secondary sources in ways which take into account their usefulness and purpose.

Historical Study: British

Pupils will study important themes of British history such as involvement and impact of World War I and The Atlantic Slave Trade. This will help them develop techniques to describe, explain and present information about the important historical themes and events.

Historical Study: European and World

Pupils will study important themes of European and World history such as the rise of the Nazis in Germany. This will help them develop techniques to compare differing historical viewpoints.

Added Value Unit: Assignment National 4

In this Unit, pupils will choose a topic from one of the three units above. They will research their chosen topic and communicate their findings to demonstrate greater depth of historical knowledge and skills.

Assessment

In S3 Assessment is matched to Level 3 and 4 BGE Experiences and Outcomes and Benchmarks

National 3 and 4

There is no final exam at History National 3 or 4, however to gain a pass pupils must pass all the required unit assessments, and to achieve National 4 they must also pass the added value unit. All units are assessed internally by the teacher and are graded pass/fail.

National 5

The National 5 course has a final exam but no internal SQA units, however progress will be tracked and monitored by the teacher throughout the year through a variety of class assessments. Pupils will sit an added value assignment, which is research conducted both at home and in school then assessed under exam conditions and marked externally by the SQA. The marks for the assignment are added to the marks in the exam and pupils will be graded A – D on this.

Career Use

History is an important subject for entrance into Further Education and is a core subject in many University and College courses. The range of skills and knowledge gained through History opens up a wide variety of jobs such as: Law Studies, Armed forces, Education, Journalism, Civil Service.



S4 History Trip to Berlin and Amsterdam
Pupils Visiting the Reichstag

MODERN STUDIES

Why Study Modern Studies?

The purpose of Modern Studies is to develop pupils knowledge and understanding of contemporary political and social issues which they will meet in their lives. This purpose will be achieved through successful study of the Course Units which focus on the democratic political system in the UK, social issues in the UK, and international issues.



The main aims of Modern Studies are to enable pupils to:

- engage as active and informed members of society
- appreciate the changes taking place in modern society
- understand the democratic process and ways in which people participate in society
- have an awareness of social and economic issues and ways of addressing inequalities

Modern Studies will develop the skills to help pupils understand and participate in the social and political processes they will encounter now and in the future. The course draws upon subjects such as politics, sociology and economics.

The Course

In S3 pupils will continue with the Broad General Education in Modern Studies, which leads onto the National course in S4. All work completed in S3 can complement the National course in S4.

In S4 Modern Studies will be offered at the following levels: **National 3, National 4 and National 5.**

Course Structure

The Course consists of three Units, plus the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding units at National 5/Higher.

Democracy in Scotland and the United Kingdom

Pupils will study either the Scottish political system or the UK political system to develop: A knowledge and understanding of the main institutions and organisations which make up political life in their chosen context and develop knowledge and understanding of the ways in which society is able to participate in, and influence, the political system.

Social Issues in the United Kingdom

Pupils will study either social inequality or crime and the law. They will develop knowledge and understanding of the causes and consequences of social inequality and attempts by government, other organisations and individuals to tackle it. In the crime and the law context, pupils will focus on the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

International Issues and World Powers

The study of a contemporary society may cover China, The USA or the Middle East. The study of an international issue will focus on a significant recent issue, its causes and consequences, and attempts at resolution, such as terrorism or the problems of aid to Africa.



Added Value Unit: Assignment

In this Unit, pupils will choose a topic from one of the three units above. They will research their chosen topic and communicate their findings to demonstrate greater depth of knowledge and skills.

Assessment

In S3 Assessment is matched to Level 3 and 4 BGE Experiences and Benchmarks.

National 3 and 4

There is no final exam at Modern Studies National 3 or 4, however to gain a pass pupils must pass all the required unit assessments, and to achieve National 4 they must also pass the added value unit. All units are assessed internally by the teacher and are graded pass/fail.

National 5

The National 5 course has a final exam but no internal SQA units, however progress will be tracked and monitored by the teacher throughout the year through a variety of class assessments. Pupils will sit an added value assignment, which is research conducted both at home and in school then assessed under exam conditions and marked externally by the SQA. The marks for the assignment are added to the marks in the exam and pupils will be graded A – D on this.

Career Use

Pupils intending to continue their studies at college or university will find Modern Studies is a useful qualification for entry to: Law, social subjects, media studies, journalism, accountancy, social work and medicine.

The range of skills and knowledge gained through Modern Studies opens up a wide variety of jobs such as: Nursing, Police, Journalism and teaching.

S4 Modern Studies Trip to the Scottish Parliament



TRAVEL and TOURISM – NATIONAL 4 and 5 (SKILLS FOR WORK)

THERE IS NO EXAM IN THIS NATIONAL 5 COURSE



Course Structure

This course will be delivered by one of the Social Subjects teachers and it links some of the knowledge from Geography, History and Modern Studies with the skills required for a career in the travel industry. The Travel and Tourism course prepares learners for work in the tourism industry and develops skills to become an effective job seeker. This qualification prepares people for a job in the travel or tourism industry.



National 4 / 5

Travel and Tourism has four sections:-

Employability

- provides a basic understanding of employment opportunities in Travel and Tourism and looks at the skills required for these jobs.

Customer Service

- highlights the importance and principles of customer service and develops the skills and qualities required to meet customer expectations in a travel and tourism environment.

Scotland is an investigation aimed to

- provide learners with detailed understanding of tourism in Scotland
- improve skills in preparation to work in the travel and tourism industry

UK and Worldwide is an investigation aimed to

- provide learners with detailed understanding of tourism in the UK and the rest of the world.

Conditions of Award To achieve the Travel and Tourism (National 4/5) Course, learners must pass all of the required Units, including the Added Value Unit at National 4 level.



SCIENCE SUBJECTS (Biology, Chemistry and Physics)

WHICH SCIENCE SUBJECT IS RIGHT FOR ME?



These are some of the questions you should be asking yourself.

- Which science do I like?
- Which science am I interested in?
- What is in each science?
- Which of the sciences, and at what level have I been recommended to take?
- What would I like to be?
- Which sciences do I feel I am good at?

What is in each science?

Each science is very, very different so you have to decide which of the sciences you enjoy learning, find most interesting or might be needed for the career you want to follow. To help you make your choice, here is a list of the core topics, which make up the individual courses of each science.

National 4 Physics	National 4 Chemistry	National 4 Biology
Space	Atoms, Acids & Alkalis	Cell Biology
<ul style="list-style-type: none"> • Forces and Gravity • Information from Space • The Position of the Earth in our Universe 	<ul style="list-style-type: none"> • Atomic Structure & Bonding • Acids and Bases 	<ul style="list-style-type: none"> • Cells • Cell Uses • Micro-organisms • Inheritance
Technology	Nature's Chemistry	Multicellular Organisms
<ul style="list-style-type: none"> • Waves • Nuclear Radiation • Motion 	<ul style="list-style-type: none"> • Fossil Fuels • Food & Plants 	<ul style="list-style-type: none"> • Cells in Organisms • Biological Processes • Defence Mechanisms
Energy	Chemistry in Society	Life on Earth
<ul style="list-style-type: none"> • Energy Conservation • Heat • Electricity 	<ul style="list-style-type: none"> • Properties of Metals • Properties of Materials • Sustainable Chemistry 	<ul style="list-style-type: none"> • Interdependence • Nutrient Cycle • Behaviour
Added Value Unit	Added Value Unit	Added Value Unit
<ul style="list-style-type: none"> • Investigation of topical issue in Physics 	<ul style="list-style-type: none"> • Investigation of topical issue in Chemistry 	<ul style="list-style-type: none"> • Investigation of topical issue in Chemistry

National 5 Physics	National 5 Chemistry	National 5 Biology
Space	Atoms, Acids & Alkalis	Cell Biology
<ul style="list-style-type: none"> • Forces • Projectile Motion • Cosmology 	<ul style="list-style-type: none"> • Atomic Structure & Bonding • Reaction Quantities • Acids & Basis 	<ul style="list-style-type: none"> • Cells • Cell Uses • Micro-organisms • Inheritance
Technology	Nature's Chemistry	Multicellular Organisms
<ul style="list-style-type: none"> • Waves • Nuclear Radiation • Motion 	<ul style="list-style-type: none"> • Hydrocarbons • Carbohydrates • Combustion 	<ul style="list-style-type: none"> • Cells in Organisms • Control & Communication • Reproduction • Transport in organisms
Energy	Chemistry in Society	Life on Earth
<ul style="list-style-type: none"> • Energy Conservation • Heat & Gas Laws • Electricity 	<ul style="list-style-type: none"> • Electrochemical Series • Materials • Sustainable Chemistry 	<ul style="list-style-type: none"> • Ecosystems • Adaptation • Interconnection • Sampling Techniques

What would I like to be?

Another factor which should be considered a great deal when choosing the science or sciences you wish to take, is the career path you are intending or thinking about following. Many universities and colleges require specific sciences for specific courses. Therefore, the following are **some** of the jobs and industries, to which the relevant science could help you gain National.

Physics



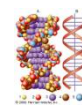
Optician
Electrician
Weather Scientist
Music Industry
Engineers
Communications Engineer
Hospital Careers
Building Industry
Motor Mechanic
Photography
Optometrist
Oceanographer
Studio manager
Physiotherapist
Teaching
Electronics

Chemistry



Pharmacist
Forensic Scientist
Analytical Scientist
Environmental Health
Fire Service
Nursing Teaching
Food Scientist
Beautician
Perfume Industry Hairdressing
Medicine
Hygienist
Hospital Careers Oceanography
Farming
Vet
Teaching
Chemical Industry

Biology



Medicine
Nursing
Physiotherapy
Psychology
Vet / Vet nursing
Food Industry Teaching
Drug Companies
Brewing Industry
Nature Parks
Child-care
Dental Health
Biotechnology industries
Environmental Health
Marine Biologist
Occupational Therapy
Dietician

BIOLOGY



Why study Biology?

Biology is both a fascinating and challenging subject. It is the study of plants, animals, human beings and how they interact together. Biology affects everyone and aims to find solutions to many of the world's problems. Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

The Course develops scientific understanding of biological issues and aims to generate enthusiasm for biology by developing learners' interests through a variety of approaches to learning, with an emphasis on practical activities. The Course will be of value to those wishing to develop skills, knowledge and understanding of biology.

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. The Course covers major areas of biology, and the scale of topics ranges from molecular to whole organism and up to ecosystems. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted. The Course allows flexibility and personalisation by offering choice in the contexts studied. Skills will be developed in each of the Units in the context of discrete areas of content.

The Course aims to:

- develop scientific and analytical thinking skills in a biological context
- develop understanding of biological issues
- acquire and apply knowledge and understanding of biological concepts
- develop understanding of relevant applications of biology in society

Assessment for National 4/5

To achieve the Biology National 4 Course, learners must pass all of the required Units, including the Added Value Unit. National 4 courses will be internally assessed by teachers and graded as pass/fail. In National 5 courses, learners will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and a Coursework assessment, requiring demonstration of the breadth of knowledge and skills acquired from across the Units in unfamiliar contexts and/or integrated ways. All assessment grades will be subject to external verification.

The Course has four Units including an added value unit.

Biology: Cell Biology (National 4/5)

In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. This will include cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

Biology: Multicellular Organisms (National 4/5)

In this Unit, learners will develop knowledge, skills and carry out practical and other learning activities related to study and investigation of whole organisms. This will include a comparative approach to the study of plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

Biology: Life on Earth (National 4/5)

In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to the study and investigation of life on Earth. This will include world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling, microorganisms, and ethical issues.

Added Value Unit

Courses from National 4 to Advanced Higher include assessment of added value. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application. In this Course, the Added Value Unit will focus on breadth and application. Learners will draw on and extend the skills they have learned during the Course. This will be assessed through a project and a test. These will offer opportunities to demonstrate the breadth of knowledge and skills acquired from across the other Units, in unfamiliar contexts and/or integrated ways.

Conditions of award

To achieve the Biology National 4 Course, learners must pass all of the required Units, including the Added Value Unit at National 4 level. To achieve National 5 learners must pass their final exam and submit an assignment.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Progression

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Biology or related areas
- ◆ further study, employment or training

Homework

The regular setting of homework is an essential component of the Science Department's programme of work. Homework can take a variety of forms. Examples of the types and length of homework you can expect to be issued are:

- Completion of homework tasks
- Private Reading/Research
- Revision for internal assessments

CHEMISTRY



Why study Chemistry?

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

The Course is practical and experiential and develops scientific understanding of issues relating to chemistry. The Course will develop concepts within a reverse engineering process, where learners start with a product and work backwards to develop the underlying chemistry. The Course is practical and develops learners' skills through the study of the applications of chemistry in an everyday context. By using a skills-based approach to developing knowledge and understanding of some basic chemistry concepts, learners will become scientifically literate citizens, able to evaluate the science-based claims which they will come across in a rapidly developing society. The Course develops learners' interest in, and enthusiasm for, chemistry through a variety of contexts relevant to chemistry's impact on society, namely: utilizing nature's resources, chemical analysis, and the development of new and novel applications. It offers a broad, versatile and adaptable skill set which is valued in the work place and forms the basis for progress onto Chemistry (National 5) while also providing a knowledge base which is useful for the study of all of the sciences.

The main aims of this Course are to:

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

Assessment for National 4/5

To achieve the Chemistry National 4 Course, learners must pass all of the required Units, including the Added Value Unit. National 4 courses will be internally assessed by teachers and graded as pass/fail. In National 5 courses, learners will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and a Coursework assessment, requiring demonstration of the breadth of knowledge and skills acquired from across the Units in unfamiliar contexts and/or integrated ways. All assessment grades will be subject to external verification.

Chemistry: Atoms, Acids and Alkalis (National 4/5)

In this Unit, learners will build on detailed chemical concepts. The Unit develops skills and raises awareness of ethical and environmental issues in a local and international context, with learners gaining an understanding of how chemistry is involved in the cause, effect and resolution of these issues.

Chemistry: Nature's Chemistry (National 4/5)

In this Unit, learners will build on the understanding of a variety of natural resources and associated products to gain knowledge and develop skills. Learners can then apply these skills when considering the ethical and environmental implications of the application of chemical knowledge to fuelling and feeding a modern society.

Chemistry: Chemistry in Society (National 4/5)

In this Unit, learners will be introduced to fundamental chemical concepts and apply skills in a variety of areas, such as the development and use of novel and new materials, including forms of energy generation.

Chemistry: Added Value Unit (National 4)

Courses from National 4 to Advanced Higher include assessment of added value. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application. In this Course, the Added Value Unit will focus on breadth and application. Learners will draw on and extend the skills they have learned during the Course. This will be assessed through a project and a test. These will offer opportunities to demonstrate the breadth of knowledge and skills acquired from across the other Units, in unfamiliar contexts and/or integrated ways.

Conditions of Award

To achieve the Chemistry National 4 Course, learners must pass all of the required Units, including the Added Value Unit at National 4 level. To achieve National 5 learners must pass their final exam and submit an assignment.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Progression

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Chemistry or related areas
- ◆ further study, employment or training

Homework

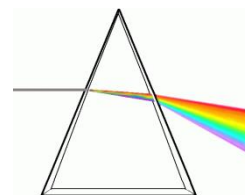
The regular setting of homework is an essential component of the Science Department's programme of work. Homework can take a variety of forms. Examples of the types and length of homework you can expect to be issued are:

- Completion of homework tasks
- Private Reading/Research
- Revision for internal assessments

PHYSICS

Why study Physics?

Physics deals with the forces that shape our world and the energies that make it work. Our investigations range from the vastness of space to the behaviour of electrons in the atom. However many of our activities involve everyday, real life situations. Understanding what things do and how things work is the main aim of Physics as a science. Many applications of today's technology, which we take for granted, are investigated.



Physics is a science that is perfectly suited to both girls and boys. Due to the partly mathematical nature of the subject, pupils should be reasonably good at mathematics and feel comfortable using it during many parts of the course. The Course is practical and experiential, and develops scientific understanding of issues relating to physics. It aims to generate interest and enthusiasm in physics, and to enable learners to develop confidence in recognising and communicating ideas on scientific phenomena.

Learners will develop the ability to solve problems and establish relationships in physics by acquiring a broad knowledge base, practical skills and basic mathematical skills.

The main aims of this Course are for learners to:

- develop scientific and analytical thinking skills in a physics context
- develop an understanding of the role of physics in scientific issues
- acquire and apply knowledge and understanding of concepts in physics
- develop understanding of relevant applications of physics in society

The Course gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in physics mean that our view of what is possible is continually being updated. This Course allows learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate. The Course will therefore enable learners to become scientifically literate citizens, while developing their literacy and numeracy skills. It will also develop learners' investigative and experimental skills in a physics context. Learners will recognise the impact physics makes on their lives, the environment and society. Through this Course, learners can develop relevant skills for learning, for use in everyday life, and across all sectors of employment. Due to the inter-disciplinary nature of science, learners benefit from studying physics along with other subjects from the sciences, technologies and mathematics curriculum areas.

Assessment for National 4/5

To achieve the Physics (National 4/5) Course, learners must pass all of the required Units, including the Added Value Unit. National 4 courses will be internally assessed by teachers and graded as pass/fail. In National 5 courses, learners will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and a Coursework

assessment, requiring demonstration of the breadth of knowledge and skills acquired from across the Units in unfamiliar contexts and/or integrated ways. All assessment grades will be subject to external verification.

Physics: Energy (National 4/5)

This Unit will explore relationships in heat energy and in electrical energy, while developing skills in investigation, experiment and analysis. It will focus on concepts in energy and transformation appropriate to this level introducing electronic systems and components.

Physics: Technology (National 4/5)

This Unit will explore concepts, appropriate to this level, that are relevant to electrical and mechanical equipment in use in society, while developing skills in investigation, experiment and analysis. It will focus on the use of electromagnetic waves and sound waves in medicine and communications, and on applications of mechanics.

Physics: Space (National 4/5)

This Unit will explore concepts, appropriate to this level, relevant to study of the universe and its exploration, while developing skills in investigation, experiment and analysis. It will focus mainly on relationships involving forces.

Physics: Added Value Unit (National 4)

National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application. This will be assessed through a project and a test. These will offer opportunities to demonstrate the breadth of knowledge and skills acquired from across the other Units, in unfamiliar contexts and/or integrated ways.

Conditions of award

To achieve the Physics National 4 Course, learners must pass all of the required Units, including the Added Value Unit at National 4 level. To achieve National 5 learners must pass their final exam and submit an assignment. Further details of units and course content can be obtained from www.sqa.org.uk/cfeforparents

Progression

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Physics or related areas
- ◆ further study, employment or training

Homework

The regular setting of homework is an essential component of the Science Department's programme of work. Examples of the types and length of homework you can expect to be issued are:

- Completion of homework tasks
- Private Reading/Research
- Revision for internal assessments

National 5 Health Sector



- **Qualification Information**
- National 5 Health Sector: This is an introductory qualification, highly sought after by employers. The Course provides a broad introduction to non-clinical roles in the Health industry. The course allows you to explore a variety of industries and services, and career opportunities, in the Health sector locally, nationally, and globally.
- You will develop interview skills for specific jobs which will develop knowledge and understanding of the world of work. Visiting speakers from the health industry will give further advice.
- The course will look at the diagnosis and treatment of illness and the safety of pharmaceutical drugs.
- As part of the course you will review healthy lifestyles and work as part as a team to promote health.
- There are five units. The course is internally assessed and **there is no external exam**.

Units	example
Working in the Health Sector	Reflecting on your own employability skills.
Life Sciences Industry and the Health Sector	Health and safety, risk assessment, diagnosis and treatment of illness.
Improving Health and Well-being	The importance of a healthy lifestyle, giving advice to others. Health promotion.
Physiology of the Cardiovascular System	Structure and function of the cardiovascular system. First aid procedures.
Working in Non Clinical Roles	Customer care, career opportunities available.

ART AND DESIGN



Why Study Art and Design?

Whatever you choose to do when you leave school, your life will be influenced and enriched by the work of Artists and Designers. Buying clothes, decorating your home, watching films, visiting galleries, all involve visual appreciation and making choices and judgments. Any Art and Design course you undertake will help to develop not only your own skills and aesthetic awareness but also an understanding and appreciation of the work of others.

It is hoped that pupils opting to continue with their education in Art & Design will have demonstrated in S1 & 2, a good level of ability or an interest or enjoyment in the subject. Their decision to continue with the subject will be taken with guidance from the Art staff involved.

The Course

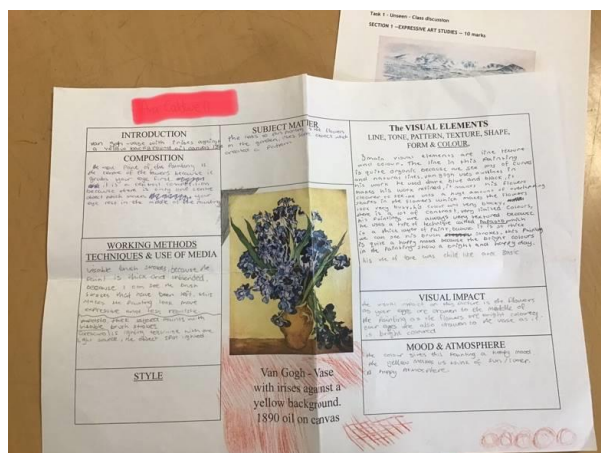
Art and Design will be offered at the following levels: **National 3, National 4 and National 5.**

The aims of the Course are to enable learners to:

- work in a range of materials and media, including I.C.T.
- work from direct observation and other sources
- create designs to meet a purpose
- appreciate and make informed judgments on the work of artists & designers

Course Structure

Over the next two years, students will study four components, two of which will be Expressive Activities and two will be Design based. Three periods of the allocated time will be devoted to practical work: this will involve researching ideas through drawing and other activities, including the use of the Internet; developing ideas, working towards a suitable outcome and evaluating the solution. The remaining one period will be spent on the Critical Activity: through the use of worksheets and questionnaires, students will be given greater understanding and awareness of artists and designers and in the concepts taught.



Course requirements

Design Activity	Critical Activity	Expressive Activity
<p>Develop flexible and creative ideas. Consideration of practical design problems in relation to a brief.</p> <p>Practical Activity Present an appropriate and effective solution to a Design Brief and reflect critically on folio</p>	<p>Demonstrate knowledge & understanding of a selected area of the visual arts & design.</p>	<p>Analytical drawing from observation and other sources. Develop personal ideas using a wide range of materials</p> <p>Practical Activity Produce a final outcome demonstrating personal thought & skilful use of materials.</p>

There are three assessable elements in this course; students must pass each of them.

- Expressive with Critical Activity
- Design with Critical Activity
- Added Value: Practical Activity

Conditions of award

To achieve the Art and Design (National 4/5) Course, Candidates must pass all Internal Assessments and The External SQA Folio and Question Paper.

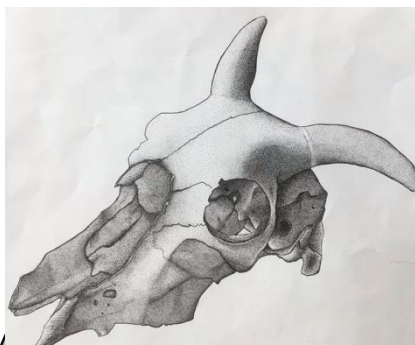
Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents



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Assessment

Expressive with Critical Activity (National 3/4/5)

Evidence will be required to show that the learner can produce a range of creative investigative visual research and expressive development work in 2D and/or 3D formats using an expressive theme in a familiar context. Knowledge and understanding of expressive artists and art practice will also be assessed.

Design with Critical Activity (National 3/4/5)

Evidence will be required to show that the learner can produce a range of creative visual investigative research and development ideas for a straightforward design brief in a familiar context. Knowledge and understanding of designers and design practice will also be assessed.

Added Value

National 4, added value will be assessed in an Added Value Unit. Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a practical activity which involves producing a finished piece of expressive art and one finished 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 product of learning.

Progression - What can a pupil do after S4?

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances.

Progression routes at the end of fourth year are detailed as:

- candidates achieving National 4 may choose to progress to National 5.
- candidates achieving National 5 may choose to progress to Higher Art & Design and/or Higher Photography



ART & DESIGN - NPA (National Progression Awards) Level 4/5

PHOTOGRAPHY – NPA (National Progression Awards) Level 4/5



Entry requirements: -

BGE	<p>A keen interest in Art, Design and Photography and a desire to work within the Creative Industries</p> <p>Good English skills as there is a written element to both NPA Art & Design and NPA Photography – No Exam</p>
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National Progression Awards (NPAs) assess a defined set of skills and knowledge in specialist vocational areas, linked to National Occupational Standards.

In this **two year** course you will work to gain both NPA Art & Design group award and NPA Photography. These two NPA's will be linked together allowing the Photography learning to feed into you Art & Design Learning.

In S3 you will build your skills in Art and Design through Drawing, Painting, Printmaking and Illustration. The course will be focused of experimentation and skill development along with learning the basics of Digital Photography and how to use a Digital camera to create interesting and technically well executed photographs.

In S4 you will use all the skills and experience from S3, working in Project led units and refining your work while also continuing to build skills and technical experience. These projects will culminate in two group awards at either level 4 or Level 5.

Art & Design

There are five Art and Design NPAs at SCQF level 5 which introduce learners to techniques that are important in Art and Design:

- **NPA Drawing Skills** covers areas such as drawing media, analytical drawing skills, and location drawing.
- **NPA Art and Design** covers areas such as **mixed media, printmaking and illustration.**
- **NPA Visual Communications** covers areas such as software skills, graphic design, and two-dimensional design.

- **NPA Animation** covers areas such as development drawing, sketchbook development and an animation project.
- **NPA Painting** covers areas such as painting, colour, and painting to a theme.

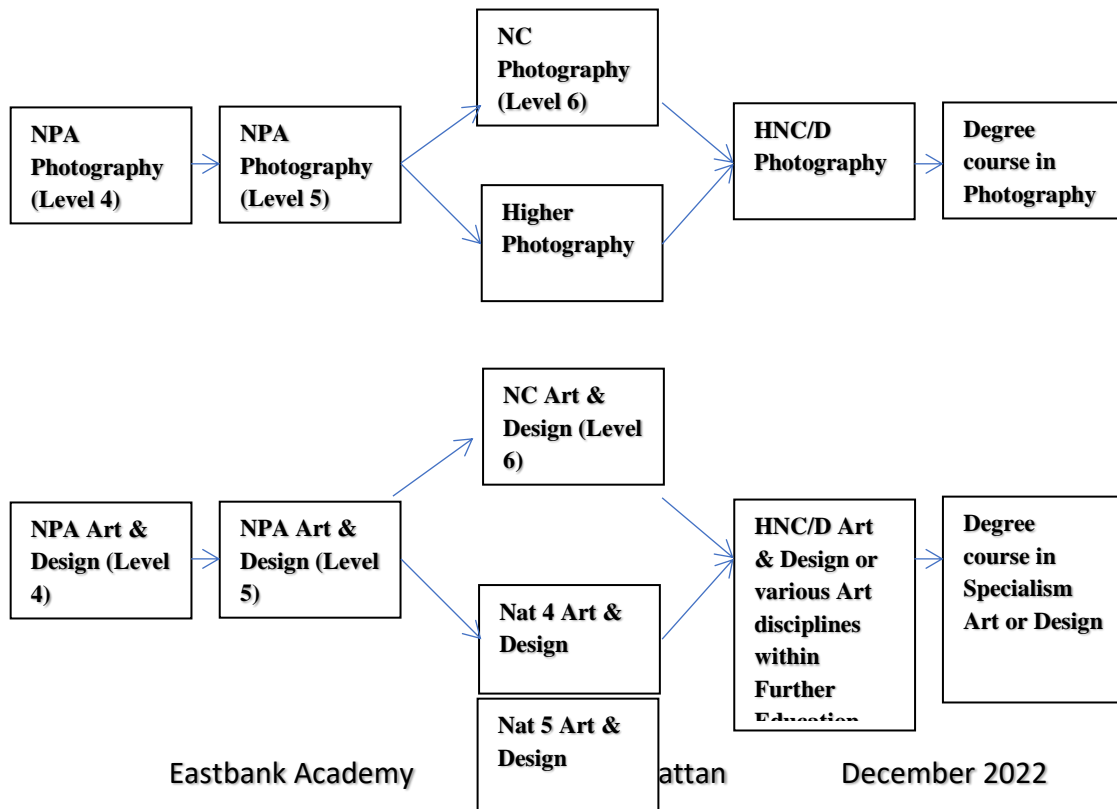
Photography

The specific aim of the National Progression Award in Photography is to provide a structured award that creates opportunities for learners to investigate photographs and develop their photography skills. Learners develop their:

- basic understanding of photography terms
- basic understanding of simple creative concepts used in photography
- basic understanding of how to create effective images when photographing people and places
- Ability to create simple plans for photographic sessions
- Ability to work safely while carrying out practical photography
- Ability to capture composed and controlled images of people and places
- Ability to identify strengths and areas for improvement in images
- Ability to safely store, organise and work with photographic images to make simple enhancements
- Skills, knowledge and understanding to help prepare them for progression to NPA Photography

Progression

The aim of these awards is to provide you with opportunities to attain structured awards that develop both practical and written skills in preparation for next level courses which in school would be one or more of the following: National 4 Art & Design, National 5 Art & Design, **Higher Art & Design**, **Higher Photography** and or in Further education, a **National Certificate (NC) in Photography**, **National Certificate (NC) Art & Design**



MUSIC



Why Study Music?

Music enables learners to develop skills in creating, understanding and performing music in a variety of contexts. It provides the opportunity for learners to develop and consolidate a general interest in music but also permits them to acquire skills in an area which may be of particular interest to them. The Course also provides opportunities for learners to develop a range of fundamental skills in the use of music technology.

Overall, the Course allows candidates to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening enables candidates to build on and extend their knowledge and understanding of music and influences on music.

The Course

Music will be offered at the following levels: **National 3, National 4 and National 5.**

The aims of the Course are to enable learners to:

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music

Course Structure

The Course has an integrated approach to learning and combines practical learning and understanding of music. In the course, candidates draw upon their understanding of music styles and concepts as they experiment with these in creative ways when performing and creating music. The Course is designed to provide progression to National 5, Higher and Advanced Higher Music.

Understanding Music (National 4)

Through listening, learners will develop knowledge and understanding of music, a range of music concepts, and musical literacy. This knowledge and understanding will be enhanced from integrated learning across the Course. Learners will explore music of a range of styles and genres and consider the social and cultural influences on music.

Composing Skills (National 4)

Learners will develop skills in creating music, which includes composing, arranging or improvising, in order to create their own original music. This Unit allows learners to explore, experiment with, and apply compositional techniques. Learners will also develop understanding of a range of musical styles/genres and an awareness of the social and cultural influences on music.



Music: Performing Skills (National 4)

Learners will develop performing skills appropriate to their chosen instrument(s)/voice. They will develop the ability to play accurately and maintain musical flow. Through regular practice and reflection, learners will develop technical & musical skills while exploring a range of music.

Added Value: Music Practical Activity (National 4)

This adds value by introducing challenge and application. In the Music practical activity, learners will draw on and extend the application of their practical skills in context. This context will either be a performance of a programme of music or the creative production of music using music technology. These contexts and activities will be sufficiently open and flexible to allow for personalisation and choice.

Question Paper (National 5)

Through listening, learners will develop knowledge and understanding of music, a range of music concepts, and musical literacy. This knowledge and understanding will be enhanced from integrated learning across the Course. Learners will explore music of a range of styles and genres and consider the social and cultural influences on music.

Assignment (National 5)

The Assignment draws on candidates' skills, knowledge and understanding of music composition. Candidates demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music. They also self-reflect on their own original music and identify areas for improvement.



Performance (National 5)

Candidates demonstrate their performing skills by presenting a prepared programme of music. The following aspects of performance are assessed:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining tempo and flow of the music

- conveying mood and character
- instrumental/vocal tone
- dynamics

The programme of music must be designed to allow the candidate to demonstrate a sufficient level of technical and musical skills.

Conditions of Award

To achieve a course award in Music at National 4 level, candidates must pass a series of internal units. To achieve a course award in Music at National 5 level, candidates must pass The External SQA Performance Exam, Composition Assignment and Question Paper.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Assessment

Music: Composing Skills (National 4)

Evidence will be required that the learner has developed a range of skills in composing or arranging or improvising, in order to create their own original music and show that they can plan and talk about their experiences composing.

Understanding Music (National 4)

Evidence will be required that the learner can demonstrate knowledge and understanding of music, a range of music concepts, and musical literacy through a Question Paper.

Music: Performing Skills (National 4)

Evidence will be required that the learner, through regular practice/rehearsal and reflection, has developed technical and musical performing skills on their chosen instrument(s)/voice while exploring a range of music.

Added Value Unit (National 4)

Courses from National 4 to Advanced Higher include assessment of added value. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge and application.

Assessment

Course Assessment (National 5)

The course assessment meets the key purposes and aims of the course by addressing:

- 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

This enables candidates to:

- demonstrate a depth of knowledge and understanding of music, music concepts and music literacy
- create original music and review the composing process
- prepare and perform a programme of music on two selected instruments or one instrument and voice

Pupils choosing to study music will be expected to participate in extra-curricular performing activities to enhance their performing skills



Music Technology



Why Study Music Technology?

The Music Technology course encourages candidates to become successful, independent and creative in their use of technologies and to develop attributes and capabilities including creativity, flexibility and adaptability; enthusiasm and a willingness to learn, perseverance, independence and resilience; responsibility and reliability; confidence and enterprise.

The course engages candidates through practical music-technology-based activities and tasks which are supported by knowledge and understanding of music technology and music concepts, form and structures. It enables candidates to develop their practical technical skills and creative use of music technology in a range of contexts. It included opportunities for personalisation and choice in selecting varied projects.

The Course

Music Technology will be offered at the following levels: **National 4 and National 5.**

The aims of the Course are to enable learners to:

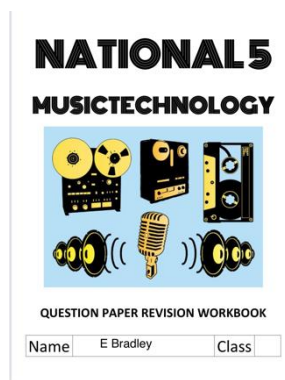
- develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres
- develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights
- develop skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production in a range of contexts
- critically reflect on their own work and that of others

Course Structure

Over the next two years, students will study three components:

Developing an understanding of 20th and 21st century music

Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced and been influenced by developments in 20th and 21st century music.



Styles and Genres

National 5	National 4	National 3
Rock 'n' roll Scottish Celtic Rock 60's pop Punk Country Hip hop Musical	Ragtime Swing Skiffle Synth pop Electronica Dance music Rap	Jazz Blues Rock Disco

Developing music technology skills

Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio.

Technology Skills

The technology skills listed below are those assessed in National 5 Music Technology, although they may have been developed progressively from National 3 and 4 courses.

- Selecting and using appropriate audio input devices
- Applying appropriate microphone placement and techniques
- Constructing the signal path for multiple inputs
- Setting appropriate input gain and monitoring levels
- Overdubbing a track
- Applying creative/corrective equalisation
- Applying time domain and other effects
- Applying a range of mixing techniques
- Editing tracks
- Mixing down to an audio master in appropriate format

Music Technology Contexts

Candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mixing down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and /or sound design for film, audiobooks and computer gaming.

Conditions of award

To achieve the Music Technology Course, Candidates must pass all Internal Assessments and The External SQA Folio and Question Paper.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Assessment

Question Paper

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding and listening skills.

Assignment

The purpose of the assignment is to assess practical application of knowledge and skills from the course to plan, implement and evaluate creative productions using music technology. The assignment comprises of two meaningful and appropriately challenging tasks.

Added Value

At National 4 level, added value will be assessed in an Added Value Unit. The Added Value Unit will

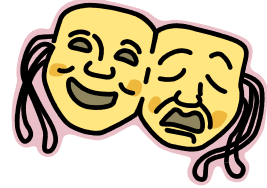
Progression - What can a pupil do after S4?

Candidates can progress to National 5 or Higher Music Technology.

Pupils choosing to study music technology will be invited to participate in extra-curricular music activities to enhance their music technology skills



DRAMA



Why Study Drama?

The Course provides opportunities for learners to be inspired and challenged by exploring dramatic ideas in creating and appreciating drama. It is practical and focuses on the development of performance skills, using theatre arts, production skills and technologies to create drama.

Learners will explore and develop thoughts and ideas in drama through acting, directing and theatre production. They will explore voice, movement and characterisation skills. Learners will interpret a text or stimulus and communicate their ideas to others. Learners will investigate and reflect on how the use of self-expression, language and movement can develop their dramatic ideas. Learners will develop problem-solving and critical thinking skills as they explore and develop dramatic techniques. They will also investigate theatre arts, using production skills and technologies to design, create and enhance their performance and the performances of others. Using production skills they will also design, create and present drama to communicate meaning to an audience.

The Course

Drama will be offered at the following levels: **National 3, National 4 and National 5.**

The aims of the Course are to enable learners to:

- develop creativity & skills in problem solving, critical thinking and reflective practice
- communicate thoughts, meaning & ideas when creating drama & using theatre arts, production skills and technologies
- develop knowledge, understanding and appreciation of drama practice
- understand social and cultural influences

Course Structure

Each component of the Course is designed to provide progression to National 5/Higher.

Drama Skills (National 4/5)

This helps learners to explore and develop a range of dramatic techniques and ways of communicating ideas to an audience. They will learn how to respond to text, stimulus and context. They will also learn how to interpret role and character.

They will learn how to reflect on their own performance and that of others. They will learn how to develop an appreciation of familiar structure, form, genre and style by creating a drama, and to consider the social and cultural influences on drama.

Production Skills (National 4/5)

This helps learners to investigate theatre arts, production and technologies and learn how to apply problem solving skills in order to create and design production concepts. They will create and present drama using a range of theatre arts, production skills & technologies to enhance drama. They will learn how to appreciate stage and performance styles, approaches and conventions, and to consider the social and cultural influences on drama.

Added Value Unit: Drama: Practical Activity (National 4)

This adds value by introducing challenge and application. Learners will draw on and extend their knowledge and apply their practical skills in creating a drama. It will focus on the process and product of learning. The practical activity will be sufficiently open and flexible to allow for personalisation and choice.

To achieve the Drama National 4 Course, candidates must pass all of the internal assessments. To achieve the Drama National 5 Course, candidates must pass the external SQA Acting Exam and the Question Paper.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Assessment

Drama Skills (National 4/5)

Learners will be required to provide evidence to demonstrate skills and apply knowledge of a range of dramatic techniques when creating and presenting drama. Learners will evaluate their own work and that of others.

Production Skills (National 5)

Learners will be required to provide evidence to demonstrate their skills and apply knowledge of a range of theatre arts, production skills and technologies when creating and presenting drama. Learners will demonstrate knowledge, understanding and the use of theatre arts, production skills and technologies, and evaluate their own work and that of others.

Added Value (National 4)

At National 4, added value will be assessed in an Added Value Unit. This unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge and application. In this Course, the Added Value Unit will focus on challenge and application. The learner will draw on, extend and apply the

skills they have learned during the Course. This will be assessed through a Drama practical activity. The practical activity will involve creating and presenting a drama. The practical activity will be sufficiently open and flexible to allow for personalisation and choice.

Progression

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Drama or related areas
- ◆ further study, employment and/or training

Pupils choosing to study Drama will be expected to take part in extra-curricular activities to enhance their performing skills.



National 4 props design. Sticks of dynamite for a devised Drama that told the story of a bank robbery with 4 contrasting male characters. The prop was used in the Drama when the characters managed to get into the vault at the bank.

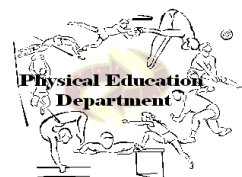


National 5 performance of a Drama devised by pupils exploring the inclusion of an LGBT pupil in school.

PHYSICAL EDUCATION

Why Study Physical Education?

Living in today's world allows people much more leisure time with greater opportunity for employment in this expanding area. Pupils who have studied Physical Education would fit easily into the market place whether it be in further education or directly into the working environment, having developed the ability to display team work, team build and problem solve while improving their interpersonal skills of self-confidence, self-esteem, self-reliance and determination.



Physical Education involves pupils in a diversity of learning experiences contributing to their intellectual, social and moral development. Learners will work both independently and collaboratively reflecting on personal development and achievement while developing thinking, personal and interpersonal skills. It provides learners with the opportunities to develop:

- The skills necessary for improved physical performance
- The knowledge and understanding required to enhance their physical, social, emotional and mental wellbeing
- The knowledge of how to maximise active engagement to sustain an active, enjoyable and health lifestyle.

National Courses – Physical Education

The main purpose of the Course is to develop, demonstrate and improve practical and performance skills in physical activities. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed. By engaging in practical activities the learner can demonstrate initiative, decision making and problem solving. Learners will also have the opportunity to develop team building skills and enhance their ability to compete, co-operate and collaborate.

Course Structure (National 4)

The National 4 Course consists of three Units, including the Added Value Unit. The Course is designed to provide progression to the corresponding courses at National 5/Higher. Flexibility within Units will offer the opportunity for personalisation, as the learner can negotiate which activities and factors for improving performance meet their individual needs.

Physical Education: Performance (National 4)

This part of the course will focus on enhancing learner engagement and performance in physical activity by analysing, embedding and developing elements of performance including skills application, applied fitness, performance awareness and performance composition. The course offers opportunities for personalisation and choice of physical activities.

Physical Education: Factors Impacting on Performance (National 4)

At National 4 candidates will explore factors which impact positively or negatively on engagement and performance in physical activities. Learners will examine and analyse the development of personal performance. There will be opportunities for personalisation and choice in selecting from a range of these factors.

Added Value Unit: Physical Education: Practical Activity (National 4)

Again at National 4, learners will have the opportunity to extend and apply the skills and knowledge developed throughout the Course and to implement approaches which have positively impacted on their performance. This will be internally assessed by teachers, and graded as pass/fail.

Physical Education: Performance (National 5)

At National 5, the learner will be required to demonstrate skills of performance with the ability to deal with unfamiliar variables in 2 different physical activities known to the learner. These will be internally graded out of 30 and subject to verification by the SQA.

Physical Education: Portfolio (National 5)

At National 5, the learner will be required to complete a portfolio that will assess their understanding of factors that impact on performance and how they can plan, develop and monitor and evaluate their training. This will be worth 60 marks and stand for 50% of the overall course award. This is externally marked by the SQA.

Homework

The regular setting of homework is an essential component of the Physical Education Department's programme of work. Homework can take a variety of forms. Examples of the types and length of homework you can expect to be issued are:

- Completion of homework tasks
- Private Reading/Research
- Revision for internal assessments

Equipment & Participation

Students are expected to come fully prepared for practical sessions (appropriate P.E. kit) and classroom sessions (textbooks, notes etc.) and with a positive attitude towards physical education. Any student unable to practically participate in the lesson need to provide a note from their parent/guardian, and are still required to change into their PE kit so that they can be given an alternative role to perform.

Further details of course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Dance

National 5

The National 5 Dance course encourages candidates to become successful, independent and creative learners who develop a range of technical and choreographic skills to produce creative and imaginative dance performances. Candidates will develop their knowledge of a variety of different areas in relation to dance and will have the opportunity to critically reflect on their own, as well as others, performances.

Course Structure

The National 5 Dance course is split into 3 component parts:

1. Question Paper
2. Practical Activity
3. Performance

The grade awarded will be based on the total marks achieved across all the course assessment.

Component 1: Question Paper (30 marks)

This area of the course is worth 30 marks and 20% of the course. Pupils will answer questions based on the mandatory skills, knowledge and understanding of the course content. Pupils will have to evaluate their own performance, demonstrate knowledge of a chosen style of dance and evaluate a piece of Professional Choreography. The question paper is set and marked by the SQA and conducted in the centre under specified conditions.

Component 2: Practical Activity (65 marks)

This part of the course is worth 65 marks and 45% of the course. It is split into two sections.

Section 1: Choreography (35 marks)

Pupils have to create and present a dance for two people, excluding themselves, lasting at least 1 minute 30 seconds. The motif must include a wide variety of choreographic principles and candidates must be able to present their dance. This is assessed by the SQA and teacher.

Section 2: Choreography review (30 marks)

This is an extended written piece of work that requires candidates to demonstrate their depth and breadth of knowledge and understanding and produce a review of their own

choreography and the skills they displayed in producing it. Like section 1 it is assessed by teacher and SQA assessor.

Component 3: Performance (35 marks)

This is a single live performance in one dance style. Candidates have to apply and combine technical skills and performance skills in a dance motif created by the pupil. This is marked by the teacher and SQA assessor.

Equipment & Participation

Students are expected to come fully prepared for practical sessions (appropriate P.E. kit) and classroom sessions (textbooks, notes etc.) and with a positive attitude towards Dance. Any student unable to practically participate in the lesson need to provide a note from their parent/guardian, and are still required to change into their PE kit so that they can be given an alternative role to perform.

Sport and Recreation (level 4)

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

The Course content covers the main practical activities involved in carrying out a support role in a sport and recreation environment — assisting with planning, setting up and delivering activity sessions; assisting with setting up, dismantling and checking equipment and resources; assisting with accident and emergency procedures; dealing effectively and courteously with customers/users, staff and others; helping to plan and review a personal training programme, establishing good practice in setting and reviewing personal goals. The Course content also covers Health and Safety legislation.

Course Assessment

Some employability skills are assessed as part of the essential evidence required for particular Units. Units have been designed so that information can be gathered holistically where possible based mainly on a range of practical workshop activities. A variety of approaches are used for gathering evidence, reflecting on the variety of learning experiences offered across the Course. There is no external assessment for this Course. Pupils must successfully complete each Unit to achieve the Course. The Units are internally assessed in school and externally verified by SQA.

Sport and Recreation (level 5)

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

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

Course Assessment

Units have been designed so that information can be gathered holistically where possible. A variety of approaches are used for gathering evidence, reflecting the variety pupil experiences offered across the Course.

Some employability skills are assessed as part of the essential evidence required for particular Units. There is no external assessment for this Course. Pupils must successfully complete each Unit to achieve the Course. The Units are internally assessed in school and externally verified by SQA.

*****Not Currently On Offer*****

Please indicate to your Pastoral Care Teacher if you would like to be considered for a place in Childcare should we be in a position to run this class

Childcare: Skills for Work: Early Learning and Childcare National 4 / 5 (SCQF level 4 / 5)

National 4 / 5 Skills for Work: Early Learning and Childcare (previously Early Education and Childcare) is an introductory qualification that will help learners to understand some of the demands and responsibilities of working in the early learning and childcare sector.

At National 4, learners cover basic issues in each area and begin to develop relevant skills such as team working skills and helping to plan play experiences.

They also develop transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities (eg time-keeping, appearance, customer care)
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- skills to become effective job-seekers and employees

National 5 Skills for Work: Early Learning and Childcare (previously Early Education and Childcare) is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in the early learning and childcare sector.

At National 5, learners begin to prepare for working in the sector. They also develop transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities (eg time-keeping, appearance, customer care)
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- skills to become effective job-seekers and employees

Prince's Trust Achieve

The Prince's Trust Achieve programme is a personal development course which provides a unique offering for 11 to 19-year-olds, providing a practical approach to learning which supports young people to fulfil their potential.



How it works

The Achieve programme provides an opportunity for pupils to try new activities, boost their confidence and gain a recognised Prince's Trust qualification. Pupils can achieve an Award qualification at SCQF level 3 or 4 in S3, and a Certificate at level 4 or 5 in S4. Pupils in Eastbank who join the programme will come out of one other subject with the Achieve class replacing this. They will attend the Achieve class four periods per week in S3 and S4.

Who is it aimed at?

Achieve aims to support pupils to improve the following:

- **Attainment:** reaching educational goals and working towards The Prince's Trust Personal Development and Employability Skills (PDE) qualification
- **Attendance:** becoming motivated again and attending regularly
- **Personal and social development:** building confidence, teamwork skills and developing character
- **Engagement:** developing an improved attitude to learning and raising aspirations

What's involved?

Achieve is a modular programme and pupils must submit evidence to the Prince's Trust for each demonstrating what they have learned in order to gain the qualification. As part of the programme, pupils will explore the following:

- **Personal and social development:** By working in small groups, pupils will be able to meet new people and make new friends
- **Life skills:** Through fun and interactive sessions, pupils will learn how to manage money, be healthy and stay safe
- **Active citizenship:** Pupils will work as part of a team to make a difference to their local and school community organising projects such as recycling and Period Poverty
- **Enterprise project:** Pupils will put their entrepreneurial skills to the test leading charity drives to raise funds and awareness about important issues
- **Preparation for work:** Pupils will create a tip-top CV, practice for future interviews and explore their skills and talents so that they make informed choices about their next steps post-school

Places are limited and interested pupils are interviewed prior to being offered a place on the course, to ensure suitability.

If you would like further information about any aspect of the programme, then please don't hesitate to contact Ms Morrison at the school.

TECHNOLOGY SUBJECTS (Practical Cookery, Health & Food Technology, Administration & Information Technology, Business, Design & Manufacture, Graphic Communication, Practical Craft Skills (Woodworking) and Beauty / Make Up Artistry).

Practical Cookery



Why Study Practical Cookery?

Practical Cookery can contribute to the development of skills for life, learning and work

- Helps understanding of what a healthy lifestyle is
- Develop cooking skills essential for life
- Helps individuals make good decisions when shopping for foods
- It encourages young people to work with others taking into consideration their health and safety
- Develops skills for employment
- Helps develop confident individuals

The Course

Practical Cookery will be offered at **National 4** and **National 5**

Course Structure

Cookery Skills Techniques and Processes

You will develop 17 specialist skills while preparing more complex dishes. There will be an emphasis on culinary knife skills, presentation of dishes and following complex recipes.

Understanding and Using Ingredients

Develop an understanding of the ingredients that are used in the recipes for National 4. You will gain an understanding of the importance of seasonal and locally produced foods. The storage and reheating of all dishes cooked will be discussed.

Organisational Skills for Cooking

Time plans will be written and followed to prepare 2 dishes.

How You Will Learn

- Practical cookery
- ICT for researching ingredients, Developing Power Points

- Using iPlayer to watch and follow Master classes eg Mary Berry
- Hospitality Industry visits eg Cook School, Restaurants
- Peer and self assessment
- Sensory evaluation to taste and evaluate dishes.
- Chef visits to school to develop culinary knife and presentation skill:



Skills You Can Develop

- Making dishes that develop 17 cookery skills
- Literacy skills: Researching, following a recipe, sensory evaluation
- Numeracy skills: measuring, portioning dishes, time plans
- Being creative and imaginative in my practical work.
- Interpersonal skills: working with partner or as a group member, evaluating own and others work, considering the health and safety of others, being a confident worker, respecting others in the class.

Conditions of Award

To achieve the Practical Cookery (National 4/5) Course, learners must pass all the required Units, including the Added Value Unit at National 4 level.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence

www.sqa.org.uk/cfeforparents

Assessment of Course

To achieve Practical Cookery National 4, pupils must pass all the required units, including the added value unit. All units are assessed internally by the teacher and are graded pass/fail.

The national 5 course will be assessed by an assignment, practical task and question paper.

Progression

Candidates who achieve National 4 can progress to National 5.

Candidates can also progress to National 5 Practical Cake Craft.

Possible Careers

- | | | |
|------------------|--------------------|-----------------------------|
| - Chef | - Baker | - Catering Manager |
| - Dentistry | - Doctor | - Restaurant Manager |
| - Dietician | - Consumer Advisor | - Market Researcher |
| - Air Cabin Crew | - Food Technician | - Teacher of Home Economics |

Health and Food Technology



Why Study Health and Food Technology?

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

The course has six broad and inter-related aims which allow candidates to:

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

The Course

Health and Food technology will be offered at **National 4** and **National 5**.

Course Structure

Food for Health

This Unit requires learners to describe the relationship between food, health and nutrition. Learners will demonstrate knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will make food products which meet individual needs.

Food Product Development

This Unit requires learners to provide evidence of knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will demonstrate a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make food product(s) to meet specified needs. Learners will apply a basic knowledge and understanding of safe and hygienic food practices and techniques.

Contemporary Food Issues

This Unit requires learners to demonstrate knowledge of consumer food choices. They will describe factors which may affect food choices and develop knowledge of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also demonstrate knowledge of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

National 4 Added Value Unit

The learner will be assessed by an assignment. The assignment will require application of knowledge and skills from across the Units. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

Conditions of Award

To achieve the Health and Food Technology (National 4/5) Course, learners must pass all the required Units, including the Added Value Unit at National 4 level.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence

www.sqa.org.uk/cfeforparents

Assessment of course

To achieve Health and Food Technology National 4, pupils must pass all the required units, including the added value unit. All units are assessed internally by the teacher and are graded pass/fail. The national 5 course will be assessed by an assignment and question paper. The assignment will require application of knowledge, understanding and skills from across the course in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. The question paper will require integration of knowledge and understanding from the course.

Progression

Candidates who achieve National 4 can progress to National 5.

Candidates who achieve National 5 can progress to Higher and then Advanced Higher.

Candidates can also progress to National 5 Practical Cake Craft and/or Practical Cookery.

Possible Careers

- | | | |
|-----------------------|----------------------|-----------------------------|
| - Food Science | - Food Technology | - Health and Social Care |
| - Quality Assurance | - Food Manufacturing | - Environmental Health |
| - Product Development | - Health Promotion | - Market Researcher |
| - Sports Nutrition | - Food Technician | - Teacher of Home Economics |

ADMINISTRATION and IT



Why study Administration and IT?

Studying Administration and IT will uniquely enhance a learner's employability in these growing sectors by teaching them how to use IT software to an industry standard and how to contribute positively to the Administrative systems that ensures a business is running successfully.

Moreover, the Course makes an important contribution to supporting the wider curriculum and a learner's general education through developing a range of essential organisational and IT skills which will stand them in good stead regardless of the career path they ultimately choose.

Administration and IT does this by developing the following:

- IT skills in the use of word processing, desk top publishing, spread sheet and database software
- IT skills in using technology for communication and investigation (eg e-mail and internet)
- Organisational skills (eg preparing business events and meetings)

Course Outline

The Course consists of three Units, plus the Added Value Unit (Nat 4 only). Each of the component Units of the Course is designed to provide progression to the corresponding units at National 5/Higher. Units are statements of standards for assessment and not programmes of learning and teaching.

Course Structure

The Course, which is practical and experiential in nature, develops both generic (thinking, literacy and numeracy) and subject-specific skills in administration-related contexts.

Administrative Practices (National 4/5)

This Unit will give learners a basic introduction to administration within organisations. Learners will begin to appreciate the nature of the sector, key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of junior administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks, with the emphasis on those involved in organising and supporting small-scale events.

IT Solutions for Administrators (National 4/5)

This Unit will develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets, databases, or emerging equivalent

technologies, to create, edit and update simple business documents. Through its emphasis on the outcome rather than the process, the Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Communication in Administration (National 4/5)

This Unit will enable learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. Through its emphasis on the outcome rather than the process, the Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Added Value Unit: Administration in Action (National 4)

This Unit draws on the knowledge, understanding and skills developed in the other 3 Units. Learners will undertake a practical administration and IT based assignment, which will involve a range of straightforward tasks related to organising and supporting small-scale events.

Conditions of Award

To achieve the Administration and IT (National 4) Course learners must pass all of the required Units as well as the Added Value Unit.

To achieve the Administration and IT (National 5) Course, learners must pass the Assignment (70 marks) and the external exam (50 marks). Both are externally marked by the SQA and graded A-D.

Course Assessment

At Nat 5 level, each Unit of work will be assessed through assessments which may include a combination of practical work, assignments, examinations and projects.

Nat 4 Units will be assessed and marked throughout its delivery by class teachers. Units will be graded as pass/fail.

Progression

This Course or its components may provide progression to:

- ◆ Nat 5 and Higher in Administration and IT or related areas
- ◆ Further study, employment or training

BUSINESS MANAGEMENT



Why study Business?

Businesses need to be managed properly if they are to successfully provide the jobs and products that modern society depends upon them for.

Studying Business will act as an introduction to this world of business for learners. This will enhance their employability as it will start to teach learners how their entrepreneurial attributes can be used to positively contribute in a practical way to the success of different businesses.

Business does this by beginning to develop the following skills:

- Straightforward enterprising qualities that help a business start-up
- Straightforward business planning skills
- Straightforward communication, ICT and team working skills
- Basic understanding of the role and impact of business on our daily lives
- Basic understanding of the ways that businesses can meet customers' needs
- Knowledge of the effects of straightforward internal and external influences on business activities

Course Outline

Business is a discrete course and will be offered at National 4/5

Mandatory Units

National 4

- Business in Action
- Influence in Business

National 5

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

Added Value Unit (Nat 4 only)/Nat 5 Assignment

- Business Assignment

Recommended Entry

Entry to the Course is at the discretions of the centre.

Nat 4 Course Structure

The Course consists of two Units, plus the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding units at National 5.

Course Units

Business in Action (National 4)

The general aim of this Unit is to enable the learner to gain a basic understanding of why and how individuals set up in business. This Unit will also enable learners to demonstrate business planning and decision making, while encouraging enterprising skills and attributes through practical activities.

Influence on Business (National 4)

The general aim of this Unit is to enable the learner to gain a basic understanding of how stakeholders and other internal and external forces impact on business success. This Unit will enable learners to demonstrate simple decision making and problem solving skills through investigating real-life business situations.

Added Value Unit: Business Assignment

This Unit will enable the learner to demonstrate challenge and application through successful completion of an assignment. Learners, with the help of their teacher, choose an aspect of a new business, use at least 2 sources to gather information of the aspect, prepare a proposal, present the proposal to others and make comments on the outcome of the proposal

Course Assessment

Each Unit will be assessed and marked throughout its delivery by class teachers. Unit assessments will be graded as pass/fail. Assessments may include a combination of practical work, case studies, examinations and projects.

Conditions of Award

To be awarded the overall Course award for Business at National 4 level, pupils will have to pass ALL 3 of the Unit Assessments for the Course as well as the Added Value Unit.

Nat 5 Course Structure

The Course consists of three Units. Each of the component Units of the Course is designed to provide progression to the corresponding units at Higher.

Course Units

Understanding Business

In this Unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society. It introduces learners to the main activities associated the businesses and other organisations.

Management of People and Finance

In this Unit learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to Human Resource Management. Learners will as follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

Management of Marketing and Operations

In this Unit learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. The unit will allow learners to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction and enhance competitiveness. Learners will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

Conditions of Award

To achieve a National 5 Business Management, learners must pass the external exam (75%) and assignment (25%) - both are externally marked by the SQA and graded A-D.

Course Assessment

Each Unit of work will be assessed through assessments which may include a combination of practical work, assignments, examinations and projects.

Progression: What can pupils do after S4?

At the end of fourth year, pupils who wish to continue to study Business can progress as follows.

- Pupils achieving a National 4/5 may progress to National 5/Higher Business Management
- Enter employment – employability is a core skill that the Course develops
- Attend Further Education Courses

Homework

Homework is an integrated part of learning and the completion of homework should be encouraged; it is an essential component of the Business Studies Department's programme of work. Homework can take a variety of forms in order to develop the planning and entrepreneurial skills of the course as well a breadth and application of subject specific knowledge.

TECHNICAL EDUCATION



Design and Manufacture

Course Outline

Design and Manufacture develops the intellectual capacity and practical skills of pupils through the process of design/make/test. Central to this is the encouragement of pupils to develop problem-solving skills through the wide-ranging activities of the course. Pupils learn the design process to help them understand how a product is taken from a client's design brief through to manufacture of prototypes or actual products. They will also look at manufacturing process and study materials and their uses.

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

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

Course structure National 4

This Course comprises of three mandatory Units including an Added Value Unit.

Design and Manufacture: Design (National 4)

This Unit covers the product design process from brief to resolved design proposals, including a specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals. It allows learners to develop practical skills that are invaluable of the design/make/test process and the importance of evaluating and resolving work on an on-going basis. It allows them to develop an appreciation of design concepts and various factors that influence the design of products.

Design and Manufacture: Materials and Manufacturing (National 4)

This Unit covers the product design process from design proposal to prototype or product and from brief to resolved design proposals, including a specification. It allows the learners to 'close the design loop' by manufacturing their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials, as well as manufacturing processes and techniques. It allows them to refine and resolve design and manufacturing solutions.

In both Units, learners will gain knowledge of design and manufacture technologies and how these impact on our environment and society.

Added Value Unit: Design and Manufacture: Project (National 4)

This Unit will add value by introducing challenge and application.

Learners will draw on their range of design skills, knowledge of materials and practical skills, in order to produce an effective overall response to a project brief. The brief will relate to a straightforward product design scenario. The response will include a prototype or a completed product.

Conditions of award

To achieve the Design and Manufacture (National 4) Course, learners must pass all of the required Units, including the Added Value Unit. The National 4 courses will also be internally assessed by teachers and graded as pass/fail. All assessment grades will be subject to external verification.

The National 5 course is similar to the National 4 course but does not have units. The Course assessment for National 5 will be externally administered by the SQA and graded A – D.

The overall course assessment at National 5 will be:

- Assignment = 30 %**
- Question Paper = 45%**
- Project 25 %**

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Homework

Homework is part of on-going learning, is set regularly and is seen as an integral aspect of the course. It will be in line with the school's homework policy.

Progression

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Design and Manufacture or related areas
- ◆ further study, employment or training

Career Use

Design and manufacture is of particular use to pupils wishing to study design, architecture, engineering and construction. The skills taught will also be of benefit regardless of future career both in vocational and recreational activities.

TECHNICAL EDUCATION

Graphic Communication



Graphic Communication develops the intellectual capacity and drawing skills of pupils through the process manual 2D and 3D drawing as well as working on computers to produce CAD drawings and Desk Top Publishing items. Central to this is the encouragement of pupils to develop problem-solving skills through the wide-ranging activities of the course. The course helps learners to use drawing techniques to help with technical drawing, freehand sketching, computer graphics as well as working with different media (colour pencils, pastel chalk and marker pens) to produce project materials.

The Course

Graphic Communication will be offered at the following levels: **National 4 and National 5.**

Course structure National 4

This Course comprises of three mandatory Units including an Added Value Unit.

2D Graphic Communication (National 4)

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop skills in some less familiar or new context. They will develop 2D special awareness.

3D and Pictorial Graphic Communication (National 4)

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop skills in some less familiar or new context. They will develop 3D special awareness.

Added Value Unit: Graphic Communication Project (National 4)

The graphic communication Project adds value by introducing challenge and application. Learners will draw on their range of skills and knowledge from the Units in order to produce an effective response to a project brief. The brief for the project will be sufficiently open and flexible to allow for personalisation and choice.

Conditions of Award

To achieve the Graphic Communication (National 4) Course, learners must pass all of the required Units, including the Added Value Unit.

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Assessment

The National 5 award is similar to the National 4 award but does not have units. The Course assessment for National 5 will be externally administered by the SQA and graded A – D.

**The overall course assessment at National 5 will be: Assignment = 33 %
Question Paper = 66%**

Homework

Homework is part of on-going learning, is set regularly and is seen as an integral aspect of the course. It will be in line with the school's homework policy.

Progression

This Course or its components may provide progression to:

- other SQA qualifications in Graphic Communication or related areas
- further study, employment or training.

Career Use

Graphic Communication is of particular use to those in graphics, design, architecture, engineering and construction. The communication skills taught in this course are also transferable to many other careers and interests.

TECHNICAL EDUCATION

Practical Woodworking



The Course

The Course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity.

The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The Course also gives learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

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

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

Course Structure

On completing the Course, learners will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition, learners will gain an appreciation of safe working practices in a workshop environment.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The N4 Course comprises four mandatory Units including the Added Value Unit.

Practical Woodworking: Flat-frame Construction (National 4)

This Unit helps learners develop skills in the use of woodworking tools and in the preparation and production of basic flat-frame woodworking joints and assemblies. Learners will learn to read and follow simple woodworking drawings or diagrams.

Practical Woodworking: Carcase Construction (National 4)

This Unit helps learners develop skills in the preparation and production of basic woodworking joints and assemblies suitable for use in carcase construction. This may include working with manufactured board or with frames and panels. The Unit includes the use of simple working drawings or diagrams.

Practical Woodworking: Machining and Finishing (National 4)

This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of simple woodworking surface preparations and finishing techniques.

In each of the three Units above, learners will develop an appreciation of safe working practices in a workshop environment. They will also gain knowledge and understanding of sustainability issues and good practice in recycling in a practical woodworking context. The structure of the Course allows learners to cover fundamental woodworking skills in a progressive fashion. Each Unit covers a set of new woodworking skills. All of the Units include skills in measuring, marking out, cutting and jointing techniques.

Added Value Unit: Making a Finished Product from Wood (National 4)

This Unit requires learners to draw on and extend their range of practical woodworking experiences and skills in order to produce an effective overall response to the task. The practical activity will be sufficiently open and flexible to allow for personalisation and choice.

Conditions of Award

To achieve the Practical Woodworking (National 4) Course, learners must pass all of the required Units, including the Added Value Unit.

The National 5 award is similar to the National 4 course but does not have the units. The course assessment for National 5 will be externally administered by the SQA and graded A – D. It is based on a project (70 %) and an exam (30%).

Further details of units and course content can be obtained from

www.sqa.org.uk/curriculumforexcellence.

www.sqa.org.uk/cfeforparents

Homework

Homework is part of on-going learning, is set regularly and is seen as an integral aspect of the course. It will be in line with the school's homework policy.

Progression

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Technical or related areas
- ◆ further study, employment or training

Career Use

This course would suit pupils who wish to pursue a career in the building trade.

Beauty / Make Up Artistry (Skills for Work) (SCQF level 4/ 5)



Qualification information

The NPA in Make-Up Skills developed at SCQF level 4 / 5 will:

- Enable candidates to develop the basic skills required to seek employment at trainee level in the Beauty industry.
- provide candidates with a broad introduction to these skills.
- enable candidates to progress to work based qualifications within the sector and the completion of National Occupational Standards and/or;
- prepare candidates to progress to further study at SCQF levels 5, 6 and 7, in particular SVQ Level 2 in Beauty Therapy and Beauty at SCQF level 5 and NCGA Make-Up Artistry at SCQF level 6.

All Units would have links to National Occupational Standards and links to Core Skills. This NPA is designed to equip candidates with the skills, knowledge and understanding required for progression to further academic Skills for Work: Make Up Artistry is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the industry.

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



Eastbank Academy

S2 Personalisation Form 2022-23



Name: _____ Class: _____

Do you want to go to: (Please Circle)

University

College

Apprenticeship

Don't Know Yet

Career Ideas _____

	Subject	Choose (tick)	Second Choice
Core Subjects Columns A&B	English	✓	
	Mathematics	✓	
	Developing the Young Workforce (DYW)	✓	
	Physical Education (PE)	✓	
	Personal and Social Education (PSE)	✓	
	Religious and Moral Education (RME)	✓	
Column C	Geography		
	History		
	Modern Studies		
	Travel & Tourism (Skills for Work)		
Column D*	Biology		
	Chemistry		
	Health Sector Studies		
	Physics		
Column E	Art		
	Art with Photography (NPA)		
	Business Management		
	French		
	Graphic Communication		
	Health & Food Technology		
	Music		
	Physical Education		
Prince's Trust Achieve (Please check with PTPC)			
Column F	Administration and Information Technology		
	Beauty / Make up Artistry		
	Dance		
	Design and Manufacture		
	Drama		
	Hospitality – Practical Cookery		
	Music Technology		
	Practical Woodworking		
Spanish			
Column G	Administration and Information Technology		
	Art		
	Biology		
	Chemistry		
	Design and Manufacture		
	Modern Studies		
	Music		
	Physical Education		
Sport & Recreation			

** please note that Childcare is not currently on the options form due to staffing. If circumstances change would you be interested in joining this class as an alternative to one of your options above. (please circle) YES or NO

Signature of Parent

Please be aware you may be allocated your First OR Second Choice.

Subjects will only run if numbers allow. Pupils may have to reconsider choices if we are unable to timetable a particular combination.