



PERTH ACADEMY

S4 Course Information 2020-2021

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INTRODUCTION

Dear Parent/Carer

This is a very important stage in the educational life of your child as they approach the end of their Broad and General Education and look to make a successful transition into the Senior Phase of their 3-18 education journey. This booklet has been prepared so that you know which courses and qualifications are being offered in S4, the first year of the Senior Phase.

In the final year of their Broad and General Education (S3), your child has had the opportunity to personalise within their curriculum in following study in 9 subjects. This allowed them the opportunity for choice and specialisation. On making the transition into the Senior Phase, learners review their subject choices and select the 7 subjects (including English and Maths) they wish to study in depth in the Senior Phase (S4 – S6).

The Senior Phase offers young people the opportunity to extend and deepen their education as they build their portfolio of qualifications as well as their skills for life, learning and work.

In the Senior Phase, our curriculum aims to offer our pupils, relevant, appropriate and attractive choices to continue their learning towards qualification and accreditation. The senior Phase also offers pathways to the next stage – courses and experiences which will give our pupils the best possible chances of securing long term training opportunities, employment, entering further or higher education.

To support the aspirations of our young people and the full range of destinations, we offer some new courses in S4 which focus on employability and transferrable skills for learning, life and work. We also introduce some courses in partnership with Perth College UHI to offer students a taste of college in specific courses tailored to match the local employment market. These courses allow the possibility of progression within the college if this is desirable at the next stage for a learner.

For S4 pupils, there are five different levels of course within the National Qualifications framework, ranging from National 1 to National 5. The vast majority of student's study at National 3, 4 or 5 level.

The school community wants to support all of our pupils to be all they can be. For each individual pupil we aim to provide a broad range of appropriate educational experiences to ensure preparation for adult life and ultimately support a successful transition into a sustained and positive destination for every learner. In Perth Academy, our courses and wider curricular experience also seeks to develop successful learners, confident individuals, responsible citizens and young people who are effective contributors.

Great care will be taken in school to ensure that your child makes the correct choice and advice and guidance will be given by class teachers. Your child will also have a personal interview with his/her guidance teacher.

Any parent wishing to discuss subjects or future careers is very welcome to make appointments with Guidance Staff, or with the appropriate Depute Headteacher. The Careers Adviser, Nicola Malcolm, is in the school most of the week and pupils can make appointments through Guidance Staff to see her. She can also be contacted at Skills Development Scotland, Perth Careers Centre, Highland House, St. Catherine's Road, Perth – telephone 01738 637639. There is also a Careers Section in the school Library which parents are welcome to use when they visit the school.

I hope that all of us, parents, pupils and staff, can work effectively together to ensure that all pupils make choices which give them the best chance of success in the Senior Phase and in the future.

J Lothian
January 2020

What sort of things should I be thinking about when choosing subjects?

1. Keep as many career options open as possible.
2. Don't choose a subject because your friends have taken it. You may need a subject for your chosen career, and this will be more important in the long run than being in the same class as your friends
3. If you have a particular career, Further or Higher Education course in mind you should check the entry qualifications before choosing your subjects. The Careers Library, Careers Adviser and Guidance teachers will help you investigate recommended entry level. Be cautious. You would be well advised to choose subjects which keep open as many other options as possible. You may change your mind!
4. Don't be put off a subject just because other people are better at it than you. If you are genuinely interested in a subject or, need the subject for your career, then you ought to consider choosing it regardless of how well others do in the subject.
5. Although careers are an important consideration it may be appropriate to think about developing yourself in a new subject area. This is especially relevant to S6 pupils who already possess a good group of qualifications
6. Some pupils in the past have limited their choice as they have thought some subjects are *for boys and others for girls*. Don't limit your choice by this type of outdated thinking.
7. As university recommended entry levels have become more complicated, it is essential that you check with your chosen university as to those qualifications relevant to your course. Candidates for university entry often have to satisfy General Recommended entry level plus Faculty requirements and sometimes requirements of Departments. Before choosing your subjects for S5/6 you should check the entry qualifications for specific degree courses in the appropriate prospectuses. Applicants must also achieve Higher passes at certain levels which vary from one university to another. It should be noted that applicants who do not fulfil the going rates at the first sitting are required to obtain a higher level at a second sitting.
8. Candidates who require to upgrade results in S6 to obtain entry may, in many cases, be allowed to try to obtain a good grade in Advanced Higher rather than repeat a Higher but pupils should consult individual departments within different universities to ascertain what their policy is before making a decision about subject choice in S6. The universities are becoming increasingly concerned about candidates who waste their time in S6, even although a student may have already obtained his/her entry qualifications in S5.

What is the exam result and appeals process?

We expect your SQA examination results will be posted to your home by mid-August at latest; the school receives details at the same time. You can also opt to pay for the service which allows you access to your results online or to have your results sent to you by text.

Please be aware that there is no longer an appeals process. In the event of there being exceptional circumstances (e.g. illness, bereavement etc) which prevent you sitting the exam or may adversely affect your performance, you must inform the school within 10 days of the exam, and we will contact the SQA. Also, if your results are widely different from what you expected it may be possible to query this. Detailed information about these services can be found at www.sqa.org.uk

In the event of you wishing to apply for exceptional circumstances consideration or to use the post results' services, please contact Mr. Ross.

Perth Academy Senior Phase Curriculum 2020-21

Learner Pathways

In our experience, young people make their course choices based primarily on their views and beliefs about themselves as learners along with consideration of their aspirations and goals. We recognise that to be able to make an informed choice and in order for those around them to offer meaningful support, our young people also need to be aware of their local context and the progressive “learner pathways” available within the school and those offered in collaboration with our partners.

The Perth Academy Senior Phase curriculum has been designed taking into account our local economic context and employment trends including provision to cater for expected local growth sectors. The table below indicates some of the latest information we have available to us from Skill Development Scotland as part of the 2018 Tayside Regional Skills Assessment.

Perth & Kinross Labour Market Information 2018 – Did you know? (Fig.1)

Self-employment in PKC is currently 15% and growing
It is predicted that by 2022, 30% of jobs in PKC will require degree level qualification
The top seven sectors of employment in PKC are in health (8500 employees), accommodation and food services (7300), retail (7000), education (4500), business, admin & support (4300), construction (4100), manufacturing (3700)
It is believed that 90% of jobs in PKC have a digital element
Roles predicted to grow in the next five years include carers, software developers, online merchandiser, data analysts, joiner/carpenter, cyber security, nurses, CGI developer, accountants and engineers.
The largest expected local growth is expected in sectors such as child day-care, health & social care, tourism, construction, energy and financial and business services.

The table of Senior Phase Courses by employment sector (overleaf, fig.4) is designed to illustrate for you the range of courses and progression routes available to young people at Perth Academy.

Our Senior Phase is also designed to meet the needs of our learners’ aspirations and the full variety and trends in relation to post-school destinations (fig.1). Our range of “learner pathways” take into account recent developments and new curricular offers available to young people under the Developing the Young Workforce agenda, specifically Foundation Apprenticeships and work experience. Currently, in session 2018-19, 11% of our S5 cohort is following the Foundation Apprenticeship pathway, while 21% of our S6 cohort are engaged in serial work experience placements as part of their curricular package.

Perth Academy 2017 leavers post-school destination information (Fig.2)

Post-school Destination	Percentage of Leavers
Higher Education	43%
Further Education	27%
Employment	19%
Training or activity agreement	4%
Volunteering	1%

Through its Senior Phase Curriculum, Perth Academy provides flexible learning pathways which meet the range of needs, aspirations and planned destination of all of our learners, ensuring that they have the best possible and most appropriate opportunity to achieve attainment success.

Our learning pathways support our young people to build on their prior learning and ensure appropriate progression for all of our learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.

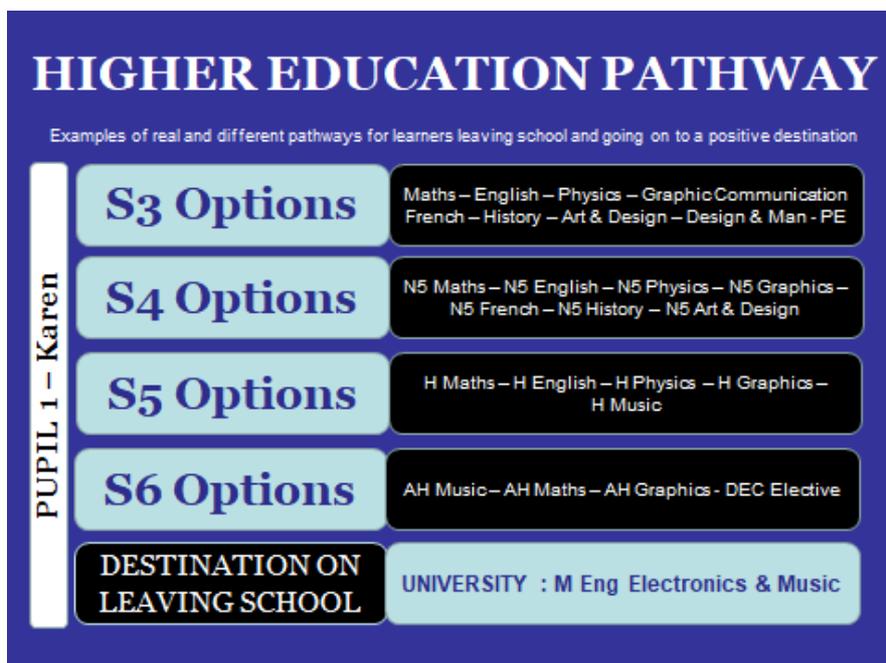
The pathways are flexible and young people can be supported to transition between pathways as appropriate based on their progress, needs and aspirations.

We find it helpful to illustrate four distinct learner pathways in particular to assist young people, their families and supporters in making choices about the most appropriate pathway to follow (Fig.3), this helps us to make our young people aware of a range of careers and the skills required for them.

Perth Academy Learner Pathways (Fig.3)



We have also provided below, some real-life examples of learner journeys through these pathways to help illustrate the route, the progress and the outcome. We hope you find these useful.



FURTHER EDUCATION PATHWAY

Examples of real and different pathways for learners leaving school and going on to a positive destination

PUPIL 1 – Steven

S3 Options

Maths – English – Science – Graphic Communication
Spanish – History – Art & Design – PE - Business

S4 Options

N5 Numeracy Unit – N5 Literacy Unit – N4 Science –
N4 Spanish – N5 Business – N4 Art & Design –
N5 PE

S5 Options

N5 Maths – N5 English – H Business –
N5 Practical Cookery –
NPA Enterprise & Employability (PCUHI)

S6 Options



DESTINATION ON LEAVING SCHOOL

COLLEGE : NC in Business

VOCATIONAL/ F.A. PATHWAY

Examples of real and different pathways for learners leaving school and going on to a positive destination

PUPIL 2 – David

S3 Options

Maths – English – Science – SFW Sport & Rec -
French – History – Art & Design – Admin - Drama

S4 Options

N5 Numeracy Unit – N5 English – N4 Science –
N4 French – N5 History – N4 Art – SFW Sport & Rec

S5 Options

Foundation Apprenticeship in Social Services
(Children & Young People) -
H English - N5 Maths – H History

S6 Options

Foundation Apprenticeship in Social Services
(Children & Young People) –
H Business - N5 Travel & Tourism

DESTINATION ON LEAVING SCHOOL

COLLEGE : HNC Early Years

EMPLOYMENT READY / M.A PATHWAY

Examples of real and different pathways for learners leaving school and going on to a positive destination

PUPIL 1 – Becky

S3 Options

Maths – English – Science – Business -
PE - Spanish – Modern Studies – Drama - Computing

S4 Options

N5 Numeracy Unit – N5 English – N4 Science -
N5 Business – N5 PE –
N5 Spanish – N4 Modern Studies

S5 Options

N5 Maths – H English – H Business – H PE – N5 Travel &
Tourism plus Work Experience & Career Ready (1Year)

S6 Options



DESTINATION ON LEAVING SCHOOL

Modern Apprenticeship with local
Travel Agency

Fig.4

PERTH ACADEMY SENIOR PHASE CURRICULUM OFFER 2019-20 PROGRESSION BY AND THROUGH EMPLOYMENT SECTOR					
SECTOR	S4		S5/6	S6 Only	
	Level/National 3/4	National/Level 5	Level 6	Adv Higher / Level 7	S6 Electives
Business & Finance	Bus Management Admin Enterprise & Employability NPA Enterprise & Employability^ Discreet Social Subjects		Bus Management Admin Cert. First Line Mgmt^ FA Business^ FA Accounts^ NPA Music Bus^	Bus Management* Economics^ Geography	Young Enterprise Work Experience Volunteering
Health & Social Care	Childcare Passport to Sport^ Physical Education NC Sport & Fitness SfW Sport & Rec Uniform & Emergency Services Modern Studies		Childcare ^ FA Soc Serv^ Physical Ed NPA Fitness & Ex Modern Studies	VLE Health St^ VLE Underst Social Issues^ Physical Ed	Peer Mentoring Work Experience Volunteering Sports Leader
Construction & Engineering	Practical Woodwork Design & Manufacture Engineering SfW Construction^ Performing Engineering Operations^ Graphic Comm		Design & Man Engineering FA Engineering^ FA Civil Engineering^ Graphic Comm	Design & Man* Graphic Comm*	DEC Work Experience Volunteering
Food & Drink Tourism	Rural Skills Hospitality Health & Food Technology Practical Cookery Travel & Tourism Practical Cake NPA Prof Cook^ NPA Bakery ^ Geography History Discreet Modern Languages		FA Food & Drink^ Health & Food Tech Geography History	Health & Food Technology* Geography* History*	Work Experience Volunteering
Scientific	Science Chemistry Biology Physics Applied Science Skills Geography Environmental Science		Chemistry Biology Physics FA Scientific Tech^ Geography Environmental Science	Chemistry Biology* Physics* Geography*	Reach Work Experience Volunteering
Digital	NPA Cyber Sec Computing Music Tech		NPA Cyber Sec Computing Music Tech NPA Com Games^	Computing	Work Experience Volunteering
Creative	Art & Design Drama Media Music Perf Hairdressing^		Art & Design Drama FA CDM^ Music Performance NPA Music Bus^ Beauty Therapy^ Photography^	Art & Design* Drama* Music Performance	Work Experience News Team DJC Art&Design
All young people are expected to progress English and Maths/Applied Maths to a minimum of Level 5 * denotes Perth City Campus Course ^ denotes Perth College University of Highlands and Islands Course					

ART & DESIGN (National 3, National 4 & National 5)



What are the aims of this course?

The main purpose of this Course is to provide opportunities for learners to develop their thoughts and ideas before exploring how they can use art and design materials, techniques and/or technology creatively and expressively. They will develop their problem-solving skills and will be encouraged to explore the creative use of technology when developing and producing art and design work.

The Course allows learners develop their practical skills and investigate how artists and designers create and develop their ideas. It also allows learners to develop their knowledge and understanding of art and design practice and develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice which will help to support and inform learners own work.

What will I be learning about in this course?

Pupils will prepare for Nat3/Nat4 /Nat 5 in S3 through a range of design and critical activities. At the end of S3 pupils should have a body of work that will contribute to their units, portfolios and one element of the written exam. They will sit a written exam in S3 to enable us assess whether they will be presented at Nat 4 or Nat 5 in S4. This decision is made during S4 and is based on their effort and application, skill level in practical areas and written ability.

There are three elements to the National 5 course which consist of art and design studies, the production of an expressive portfolio and a design portfolio. There are two elements in the National 3/4 course –the production of a design and an expressive portfolio. National 4 candidates do not sit a written exam.

Pupils will develop their art and design skills over the two years through a range of activities that are tailored to meet their individual needs and the demands of the course. They will also develop life skills such as time management, problem solving, communication and presentation skills. Pupils are expected to be motivated and work hard in class times at all times. Art and Design is not an 'easy' subject or a 'rest' from academic subjects and should be chosen by the pupils who enjoy the subject and are committed to working hard.

What skills will I develop?

- Creativity, problem solving, critical thinking and reflective practice skills
- A greater knowledge, understanding and ability to critically analyse artists and designers as creative practitioners
- Enjoyment in the arts
- Confidence in creative practice and creative self- expression
- Practical skills in using materials, techniques and/or technology
- Problem solving and critical analysis to find solutions to design briefs
- Planning, producing and presenting creative art and design work
- Creativity and imaginative expression
- Experimenting with a variety of art and design materials to refine ideas
- A deeper understanding of external factors influencing artists and designers
- Time-management and research skills
- Producing analytical drawings and investigative studies
- Investigating how artists/designers use materials/techniques and applying this knowledge to his/her practice

How will I be assessed?

At the end of S4 pupils being presented at National 5 level will sit a written examination in which they will analyse the work of artists and designers they have not seen before, they will also be required to write about the artists and designers they have been studying in school.

National 5 pupils will submit two portfolios for marking to the SQA at the end of S4, one with their design work and one with their expressive.

There is no written exam for National 3/4 candidates. They will produce two portfolios, one with their design work and one with their expressive work, these will be marked in school and moderated by visiting representatives of the SQA.

What are the homework requirements?

The amount of home study is dictated by the individual teacher and the progress of the pupil. Homework is often on-going.

The teacher will give you specific homework tasks which will help you work towards completing your units and portfolio on time. Homework tasks which you could do might include:

- Market research for design
- Research on related artists and designers
- Initial sketch ideas for your design and expressive units
- Line drawings for your expressive portfolio which can be worked on in class
- Self- initiated tasks to enhance your portfolios
- Revision for written assessments
- Unseen critical analysis tasks
- Visiting a gallery
- Gathering materials
- Taking photographs, searching for images on the internet
- Reading articles/reviews

What might this course lead to in the future?

Pupils who are successful at National 5 may be able to progress to Higher in S5

Pupils who are successful at National 4 may be able to progress to National 5 in S5

Pupils who are successful at National 3 may be able to progress to National 4 in S5

Any pupil considering a career in the creative arts industry or looking to apply to further education in any area of Art, Design, Product Design or Architecture need to take this course.

RECOMMENDATIONS

It is recommended that any pupil taking National 3 Art should be sitting National 3 English

It is recommended that any pupil taking National 4 Art should be sitting National 4 English

It is recommended that any pupils taking National 5 Art should be sitting National 5 English

Failure to adhere to these recommendations will mean success in this course will be very difficult to achieve.

What might this course lead to in the future?

The opportunity to progress from National 5 to Higher exists for those successfully gaining an award at National 5. The course also prepares pupils for everyday life, the world of work, or for further study.

BUSINESS EDUCATION- ADMINISTRATION & IT

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

ADMINISTRATION & IT (National 4/5)

What are the aims of this course?

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

This course will enable pupils to develop:

- IT skills and use them to perform straightforward administrative tasks
- A basic understanding of administration in the workplace
- Organisational skills in the context of organising and supporting events
- Understanding of need for customer care

What will I be learning about in this course?

There are 2 sections within the National 5 Administration and IT course:

Theory

Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

IT Applications

Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

What skills will I develop?

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

- skills in using spreadsheets, databases, word-processing, desktop publishing and presentations
- skills in using technology for electronic communication and investigation
- skills in organising and supporting events
- problem-solving skills in administrative contexts
- theory of the tasks (duties) and knowledge associated with the administrative support function in an organisation

What learning and teaching approaches will I experience?

A variety of learning and teaching approaches can be expected within the course. All approaches are designed for each individual section of the course. Teacher led demonstrations, peer support and whole group discussions in combination with the use of the interactive whiteboard ensure that an inclusive experience is provided for all.

How will I be assessed?

The course assessment meets the key purposes and aims of the course by addressing breadth (drawing on knowledge and skills from across the course), challenge (requiring greater depth or extension of knowledge and/or skills) and application (requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate).

National 4 will be assessed **internally**. This involves passing three mandatory units and an Added Value Unit which will focus on challenge and application.

National 5 will be assessed by way of an **external** exam (50 marks). There is also an Administration and IT assignment (70 marks) which is the Added Value unit which provides breadth, depth, challenge and application in real life scenarios.

What are the homework requirements?

Homework will be issued on a regular basis to reinforce learning and will consist of written and practical based tasks.

What might this course lead to in the future?

The opportunity to progress from National 5 to Higher exists for those successfully gaining an award at National 5. The course also prepares pupils for everyday life, the world of work, or for further study.

BUSINESS MANAGEMENT (National 4/5)

What are the aims of this course?

Business plays an important role in society and underpins all available career paths. We all rely on businesses and entrepreneurs to create wealth and well-being, prosperity, jobs and choices. Therefore it is essential society has effective businesses and business managers to sustain this role.

This course provides opportunities that allow learning to develop in a challenging and enjoyable way whereby real-life contexts and situations are explored to further deepen understanding.

This course will enable pupils to develop:

- Knowledge and understanding of the way society relies on business to satisfy our needs
- Enterprising skills and enterprising attributes by participating in activities in realistic business situations, and an understanding of financial awareness through a business context
- An insight into how organisations organise their resources for maximum efficiency
- An awareness of how external influences impact on organisations, including economic impact.
- An insight into the systems organisations use to ensure customers' needs are met

What will I be learning about in this course?

There are 5 sections within the National 5 Business Management course:

Understanding Business – Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

Management of Marketing – Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

Management of Operations – Candidates develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

Management of People – Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

Management of Finance – Candidates develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

What skills will I develop?

I will develop an understanding of enterprise and employability skills that are essential to today's society. I will obtain specific ICT skills which will help me to gather, analyse and communicate business information effectively. My numeracy skills will be enhanced by giving me further opportunities to interpret data, tables, charts and other graphical displays to draw conclusions. I will have opportunities to working with others and overall I will gain transferrable skills such as literacy through learning and using business terminology which will assist me within other subjects.

What learning and teaching approaches will I experience?

A variety of learning and teaching approaches can be expected within the course. All approaches are designed for each individual section of the course. Some of these approaches will include working co-operatively with others, teacher-led lessons, quizzes, individual research using textbooks and internet based research.

How will I be assessed?

The course assessment meets the key purposes and aims of the course by addressing breadth (drawing on knowledge and skills from across the course), challenge (requiring greater depth or extension of knowledge and/or skills) and application (requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate).

National 4 will be assessed **internally**. This involves passing two mandatory units and an Added Value Unit which will focus on challenge and application.

National 5 will be assessed by way of an **external** exam. There is also a Business Management Business Report which provides breadth, depth, challenge and application in a real business scenario.

What are the homework requirements?

Homework will be issued on a regular basis to reinforce learning and will consist of written and practical based tasks. It is expected that you will investigate, read and research current business affairs topics in order to keep up-to-date with business news.

What might this course lead to in the future?

The opportunity to progress from National 5 to Higher exists for those successfully gaining an award at National 5. The course also prepares pupils for everyday life, the world of work, or for further study (such as Advanced Higher).

COMPUTING SCIENCE (National 4/5)



What are the aims of this course?

Computing is vital to everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society in the following fields – science, communications, entertainment, business and industry.

The aims of these courses are to allow learners to:

- Develop knowledge and understanding of key facts and ideas in computing science
- Develop computational thinking
- Analyse, design, model and evaluate a range of problems
- Communicate clearly and concisely using appropriate technology
- Understand the impact of technology in changing and influencing our society

What will I be learning about in this course?

There are 4 sections in the Nat 5 Computing Science course

- **Software Design and Development**
Learn the skills involved in designing, coding, testing and debugging computer programs. The main language used currently is Visual Basic.
- **Database Design and Development**
Learn the practical problem-solving skills involved in designing, implementing and evaluating databases. The software used is Microsoft Access and SQL is used as a development tool.
- **Web Design and Development**
Learn how to design and create web sites with multimedia content taking into account effective user interface design and consistent navigation. The development tools used are: HTML, CSS and JavaScript.
- **Computer systems**
This covers the following areas - data representation, computer structure, computer security environmental issues and legal implications.

What skills will I develop?

- An awareness of the use of computers at work, in the home and for leisure activities;
- A knowledge of computing systems and a confidence in making use of them;
- A confident and informed attitude towards using computer technology in the future.
- The ability to design, implement, test and maintain your own computer programs

Learners will have developed skills in analysis and problem solving, design and modelling, developing and implementing solutions and evaluating digital solutions.

What learning and teaching approaches will I experience?

A wide variety of learning and teaching approaches will be adopted – each suited to the individual part of the course being studied. These approaches will include teacher-led lessons and demonstrations, working in pairs and groups, whole class discussions, making use of the Interactive white board, quizzes and competitions and individual research.

How will I be assessed?

National 4 will be assessed **internally**. This will involve passing two mandatory units and a computing science-based project which will be the Added Value unit.

National 5 will be assessed **externally** by means of an exam. There will also be a computing science-based project which will be the Added Value unit which will focus on breadth, challenge or application.

What are the homework requirements?

Homework is given out on an extremely regular basis and could consist of the following:

- Answering written questions to reinforce knowledge gained in the class
- Preparing programs for implementation in the class
- Producing reports to back up printed evidence of practical activities carried out in class
- Learning necessary facts and reading over notes in preparation for exams

Homework is expected to be completed to a very high standard and to be handed in punctually.

What might this course lead to in the future?

There will be an opportunity for those who achieve success in National 5 to progress further in this subject by studying Higher Computing which in turn could lead to Advanced Higher Computing.

ENGLISH – National 4



What are the recommended entry levels for this course?

- Teacher recommendation.

What is included in this course?

- The course has as its focus reading, writing, talking and listening.
- Assessment Details – All work is internally assessed. Two units are compulsory: Added Value and Literacy. Writing, reading, listening and talking are all internally assessed.
- Progression Routes – Progression to National 4 Media Studies. Potential progression to National 5, dependent on teacher recommendation.

National 5 English



What are the recommended entry levels for this course?

- For entry to this course, a minimum of a pass at National 4 is required. However, automatic entry is not guaranteed unless teachers are agreed that a pupil is capable of sustaining both the intellectual rigour and the endeavour that is demanded by the National 5 course.

What is included in this course?

- The course provides the opportunity to develop a variety of critical responses to both fiction and non-fiction and to explore the ways in which language works to influence us. Not only is this a valuable grounding for life but it forms an essential qualification for most career paths.

What learning and teaching approaches will I experience?

- A variety of learning and teaching approaches are used all focussed on enhancing your already existing skills in reading and writing, talking and listening.

How will I be assessed?

- **Internal Assessment**
Internal Assessment is on a pass/fail basis.
Aspects of National 5 English will be internally assessed; this includes assessment of talking and listening.
- **External Assessment**
The examination in May involves two papers:
Paper 1 – a paper composed of comprehension and interpretation questions on an extract of non-fiction.
Paper 2 – a paper devoted to answering questions based on literature studied over the year. Only two questions must be answered so a pupil may select which texts to answer on. One question must address a Scottish text.
Writing Folios – Pupils must submit two written pieces of different genres. The folio makes up 30% of the overall mark.

What are the homework requirements?

- You will be given a number of clear deadlines at the start of the course work, which should be completed at home. This is a rigorous course that will demand regular home study of at least two hours a week.

What are the possible progression routes?

- Higher English

HOME ECONOMICS -: - Health & Food Technology (National 4/5)

What are the aims of this course?

The purpose of this course is to allow candidates to develop and apply practical and 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

What will I be learning about in this course?

Candidates will develop knowledge and understanding of the relationship between food, health and nutrition, dietary needs for individuals and groups at various stages of life, explain current dietary advice and through practical activities will produce and reflect on food products which meet individual needs.

They will develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products, develop an understanding of the stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs and will apply knowledge and understanding of safe and hygienic food practices.

They will develop knowledge and understanding of consumer food choices, explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests and will develop knowledge and understanding of food labelling and how it helps consumers make informed food choices.

What skills will I develop?

The course uses an experiential, practical and problem-solving approach to learning, which develops knowledge and understanding, and practical skills. The course uses real-life situations taking account of local, cultural and media influences and technological innovations.

What learning and teaching approaches will I experience?

Direct teaching, self-study, analysis, planning & evaluating techniques, answering handling information questions, group and paired work, visits/talks from outside agencies.

How will I be assessed?

Contains 3 Units of work which will be assessed internally at end of each unit:

- >Food for Health
- >Food Product Development
- >Contemporary Food Issues

There is an additional added value unit/practical assignment (& question paper for National 5) which will draw on, extend & apply the skills they have learned during the course to determine the overall grade for the course.

What are the homework requirements?

Each unit of work has a homework booklet related to learning in the classroom.

What might this course lead to in the future?

Can lead to National 5 / Higher Health & Food Technology, Hospitality National 5 or Practical Cake Craft National 5. Further education & employment in food, care & welfare

HOME ECONOMICS – Practical Cookery - National 4/5

What are the aims of this course?

The course, which is practical & experimental in nature aims to develop a range of basic cookery skills and food preparation techniques as well as basic planning, organisational & time management skills, in hospitality-related contexts.

What will I be learning about in this course?

4 lessons: 2 theory / 2 practical

Units to be covered are:

- >Cookery Skills, Processes & Techniques
- >Understanding & Using ingredients
- >Organisational Skills for Cooking

What skills will I develop?

Develop an understanding of hygienic food handling, planning work to integrate practical skills, developing skills in food preparation techniques and cookery processes, identifying equipment used in food preparation and cooking and gaining knowledge of the terms used in food preparation techniques and cookery processes.

What learning and teaching approaches will I experience?

Practical cookery demonstrations, group & paired work, visits from colleges and food outlets, visits from outside agencies. Self-reparation for final exam

How will I be assessed?

Written assessments will be completed at the end of each unit of work

Nat 4 added value unit/ Nat 5 Practical assignment both aim to enable learners to draw on the knowledge, understanding & skills developed in the other 3 units. Learners will carry out a practical activity which will involve producing a simple 2/3 course meal to a given specification, National 5 candidates will also sit an exam that will be externally marked. This will determine the overall grade for the Nat 5 course only.

What are the homework requirements?

All pupils will be required to complete homework on for each unit of work.

What might this course lead to in the future?

Can lead to Hospitality Practical Cookery National 5, Practical Cake Craft National 5 or other college related courses.

Employment in the Hospitality, catering and tourism industries.

HOME ECONOMICS - SKILLS FOR WORK Early Learning & Childcare National 4

What are the aims of this course?

This course is an excellent opportunity for pupils who want to work in the care industry especially with children. The course has been designed to link closely to the proposed National Occupational Standards for children's care, learning, development and play work.

This course will be delivered in partnership with school, college of further education, employers and other training providers.

What will I be learning about in this course?

Childcare Development
Working in Early Education & Childcare
Play in Early Education & Childcare
Care of Children

What skills will I develop?

Pupils will develop core skills, an understanding of the work place, positive attitudes to learning as well as employability skills.

What learning and teaching approaches will I experience?

It will be delivered in partnership with school, colleges, employers and other training providers. Visits to outside agencies, employment places, nurseries or childcare establishments, visitors/speakers in school.

How will I be assessed?

Mainly through performance of practical activities supported by assessor observation checklists. Assessments to be completed throughout units and placements

What are the homework requirements?

Will be issued on a regular basis.

What might this course lead to in the future?

Can lead to employment in the childcare industry.
Further training/education in courses related to childcare, care & teaching

HOME ECONOMICS - SKILLS FOR WORK Hospitality National 4

What are the aims of this course?

This course has been designed to provide an introductory qualification in hospitality which reflects the initial skills required for the hospitality industry.

Places are limited due to placement restrictions.

Entry is at the discretion of the Home Economics Department.

What will I be learning about in this course?

Working in the Hospitality Industry
Working in the Professional Kitchen
Working Front of House
Introduction to Events

What skills will I develop?

It will enable pupils to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

What learning and teaching approaches will I experience?

It will be delivered in partnership with school, colleges, employers and other training providers.
Visits to outside agencies, employment places, hospitality or catering establishments
Visitors/speakers in school

How will I be assessed?

Assessments to be completed throughout units and placements
Ongoing observation assessments
Observation checklists to be carried out in placements

What are the homework requirements?

Homework will be on a regular basis.

What might this course lead to in the future?

Can lead to Hospitality National 5, Practical Cake Craft National 5 or other college related courses.
Employment in the hospitality, catering or food production industries

MATHEMATICS National 4

What are the aims of this course?

The aim of the course is to enable you to build on your previous mathematical experience. The course contains many mathematical techniques that you will find useful in everyday life. In addition, simple abstract mathematical concepts are introduced at this stage. The study of Mathematics provides you with many valuable skills and is often very helpful when you are seeking employment.

What are the recommended entry levels for this course?

The entry level for National 4 Mathematics is a pass at the National 3 qualification or equivalent. However, entry onto the National 4 Mathematics course will be at the discretion of the department.

What content is included in this course?

The course is split into 3 units, the topics covered in each unit are:

Expressions & Formulae

Applying algebraic skills to manipulating expressions and working with formulae.
Applying geometric skills to circumference, area and volume.
Applying statistical skills to representing and analysing data and to probability.

Relationships

Applying algebraic skills to linear equations.
Applying geometric skills to sides and angles of shapes.
Applying trigonometric skills to right angled triangles.
Applying statistical skills to representing data.

Numeracy

Selecting and using appropriate numerical notation and units.
Selecting and carrying out calculations.
Recording measurements using a straightforward scale on an instrument.
Interpreting measurements and results of calculations to make decisions.
Explaining decisions based on the results of measurements or calculations.

What skills will I develop?

The National 4 course aims to build upon and extend the students mathematics in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of mathematics.

What learning and teaching approaches will I experience?

The course will be teacher led, with students being actively involved in learning through practical work. Emphasis is placed on problem solving, as it is essential that students develop a systematic approach to the solution of problems and learn to communicate their results in a meaningful way.

To meet the needs of our students, a variety of resources will be used, including textbooks, audio-visual materials and computers.

How will I be assessed?

To gain the overall award students must pass written assessments in all three units of the course and an Added Value Unit Assessment.

What are the homework requirements?

Homework will be set to practise the skills that have been learnt during lessons, and to assess the students understanding of a particular topic, so that additional time may be spent revising a topic if needed.

What are the possible progression routes?

Successful completion of the course may lead to further study National 5 Mathematics. Entry onto the National 5 Mathematics course will be at the discretion of the department, and will be based on the student's final grade, ability and behaviour. National 4 Mathematics course may also serve as a useful qualification for further education or employment.

MATHEMATICS National 5

What are the aims of this course?

The aim of the course is to enable you to build on your previous mathematical experience. Abstract mathematical concepts are included as well as many mathematical techniques that you will find useful in everyday life. The study of Mathematics provides you with many valuable skills and is often very helpful when you are seeking employment.

What are the recommended entry levels for this course?

A pass at National 4 or equivalent. However, entry onto the National 5 course will be at the discretion of the department, and will be based on the student's final grade at National 4, ability and behaviour.

What content is included in this course?

The course is made up of three units:-

Expressions & Formula

Applying numerical skills to simplify surds/expressions using the laws of indices.
Applying algebraic skills to manipulate expressions.
Applying algebraic skills to algebraic fractions.
Applying geometric skills linked to the use of formulae.

Relationships

Applying algebraic skills to linear equations.
Applying algebraic skills to graphs of quadratic relationships.
Applying algebraic skills to quadratic equations.
Applying geometric skills to lengths, angles and similarity.
Applying trigonometric skills to graphs and identities

Applications

Applying trigonometric skills to triangles which do not have a right angle.
Applying geometric skills to vectors.
Applying numerical skills to fractions and percentages.
Applying statistical skills to analysing data.

What skills will I develop?

The National 5 Mathematics course provides essential skills for taking Mathematics further in the world of work or future study. National 5 Mathematics will give the learner confidence when dealing with number work in real life. It will encourage abstract thinking, model real-life situations, make generalisations and helps provide skills needed to interpret and analyse information, assess risk and make informed decisions.

What learning and teaching approaches will I experience?

The course will be teacher led, with students being actively involved in learning through practical work. Emphasis is placed on problem solving, as it is essential that students develop a systematic approach to the solution of problems and learn to communicate their results in a meaningful way.

To meet the needs of our students, a variety of resources will be used, including textbooks, audio-visual materials and computers.

How will I be assessed?

The SQA external assessment consists of 2 papers – one non-calculator, one calculator. A prelim, which is of the same form as the SQA external exam, takes place in January under exam conditions.

What are the homework requirements?

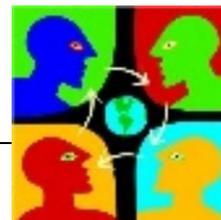
Homework will be set to practise the skills that have been learnt during lessons, and to assess the students understanding of a particular topic, so that additional time may be spent revising a topic if needed.

What are the possible progression routes?

Successful completion of the course may lead to further study at Higher level if a student achieved a grade A. Entry onto the Higher course will be at the discretion of the department, and will be based on the student's final grade, ability and behaviour. The National 5 Mathematics course may also serve as a useful qualification for further education or employment.



MODERN LANGUAGES



Modern Foreign Languages and Gaelic

In today's global economy it is vitally important to be familiar with at least one language other than English.

- ✓ You will be competing with other young Europeans for jobs and study places. They can all offer language skills, so you need to be able to do the same.
- ✓ Language studies can be combined with any of a huge range of other subjects, like law, computing, business studies, media and film studies and even chemistry.
- ✓ A languages qualification can give you entry to a course in a completely new language like Chinese or Japanese, Arabic or Russian.
- ✓ You are well-qualified for a career where "communication skills" are required.
- ✓ Travel and holidays become so much more rewarding!
- ✓ Gaelic education and media are expanding fields with exciting job opportunities

FRENCH, GAELIC or SPANISH NATIONAL 4 and 5

What are the aims of this course?

National 4 and 5 aim to develop your skills in understanding and using the language, and in widening the range of topics with which you are familiar. In National 5 you will develop more independent skills in using the language and in tackling more complex texts. The course also aims to deepen your understanding of the lifestyle and culture of the countries where the language is spoken. Your progress in S4 will be the basis for deciding the right level for you.

What are the recommended entry levels for this course?

To continue into National 4 or 5 you will have studied the language in S3.

What content is included in this course?

The main themes are the same in both courses:

Society: includes relationships, modern media, healthy living

Learning: includes school, approaches to study, dealing with exam stress

Employability: includes jobs, training, further study, ambitions, qualities needed by employers

Culture: aspects of the countries where the language is spoken, travel

What skills will I develop?

Skills development is a major focus. You will strengthen your core language skills of

- reading
- listening
- talking
- writing

Language-learning also builds your skills in areas like

- communication
- self-expression
- self-confidence
- flexible thinking
- understanding of other cultures and ways of thinking

Employers find these skills extremely attractive, and they can be transferred over into other areas of study.

What learning and teaching approaches will I experience?

You will use course booklets and textbooks and CDs which provide reading, grammar and listening work, plus specially developed materials to suit your needs. There will be individual, pair work and group activities, plus Internet activities and resources to support your learning. You may use some of the Scholar on-line course. Films and Internet items will provide cultural insight.

How will I be assessed?

If you are aiming for a N4 qualification, you will be completing unit assessments as the course progresses in the 4 skills (reading, listening, speaking and writing). You will also need to complete an AVU (added value unit) which is a spoken presentation and a conversation.

For a N5 qualification, you will complete regular past papers to practise your listening, reading and writing skills ahead of your final exams. You will also complete a speaking exam (presentation and conversation about 8 minutes long). Finally, you must complete a writing assignment.

Whether you complete a N4 or a N5 qualification, you will be given regular feedback on your classwork and homework as well as tips and advice on how to improve further.

What are the homework requirements?

You will be expected regularly to look over and learn vocabulary introduced in class. You may be covering some of the course using the on-line Scholar course, which you can access at home. There will be regular written homework, and you will prepare for practice speaking, which will be very helpful in getting ready for the final exam. You will have learning to do in preparation for the writing and talking assessments. You will also be given advice on Internet activities which will support your progress.

What are the possible progression routes?

Pupils who successfully completed the Languages for Life and Work course in S3 could continue French to achieve National 3 or 4 in S4.

If you achieve Nat 4 in S4 you might be able to progress to Nat 5 in S5 or S6.

If you make good progress in National 5 you may be able to achieve Higher in S5 or S6. Alternatively, your advanced language-learning experience may make it easier for you to try a course in a new language in S5 or S6.

MUSIC & DRAMA



MUSIC National 4 and 5

What are the aims of this course?

The main aim of the Music Department is to provide a positive and stimulating learning experience through a combination of practical and theoretical elements, ultimately culminating in performance.

What will I be learning about in this course?

There are **3** units in the course plus a course assessment consisting of a performance exam and listening paper.

1. Performing Skills

You will develop your performing skills on 2 instruments (or 1 instrument and voice) to a sufficient level of accuracy. You will learn to apply performance directions such as dynamics, phrasing and to create an effective and confident performance. Performance can take place as solo or part of a group.

It is mandatory that Log books must be completed, with pupil comments made about achievements and next steps for each instrument. The Log book must evidence regular practice and a Unit pass will only be obtained when this is submitted.

2. Composing Skills

You will develop the ability to create original music using a variety of compositional methods and music concepts. You will create a folio of work demonstrating your ability to listen to and analyse music, understand composer's intentions and develop your own musical ideas within a variety of styles. You will be required to submit a composition assignment to the SQA for marking which is worth 15% of your overall mark.

3. Understanding Music (Listening)

Understanding music as you listen to it helps you to enjoy it even more. Much of the course is concept based. You will study a variety of different styles and genres of music and will learn how to identify level specific concepts in the music. Research into the social and cultural factors influencing music will also take place in this unit. You will develop a deeper knowledge and understanding of music and music literacy.

National 4 Added Value Unit

At National 4 level, to achieve the overall course you must pass all three units plus this fourth added value unit. For this, you will prepare and perform a programme of music on 2 instruments or 1 instrument and voice lasting 8 minutes in total in solo and/or group settings. This may be an instrument on which you have been receiving lessons within the school or privately or it may be on a 'classroom-based' instrument like keyboard, drum-kit, guitar, voice or tuned percussion. Home practice is essential to make real progress, although there is access to instruments in the department in agreement with teaching staff. You will then evaluate your performance.

Course Assessment (National 5)

As above although you will perform to a visiting SQA examiner in February/March of your presentation year. This equates to 50% of your final course assessment.

You will also sit a listening exam in May where you will identify level specific concepts in musical excerpts and annotate a piece of music using music literacy signs and symbols. This equates to 35% of your final course assessment. Your composition assignment makes up the remaining 15%.

What learning and teaching approaches will I experience?

All learners will have the opportunity to learn through whole class teaching, one-to-one tuition and solo/group work. Personalisation and choice is built in to the course through the choice of performance pieces, composition style and research work.

Coursework is delivered by topic.

What are the homework requirements?

Emphasis is placed on home practise with pupils expected to practise at home weekly or by agreement with staff to use department facilities. These skills are encouraged throughout their school careers as most emphasis is placed on practical work and performance ability in Music.

On occasion, written/research based homework will be given where required, to extend and demonstrate your knowledge and understanding of a particular style/era of music and music literacy.

What might this course lead to in the future?

Pupils who achieve well will be encouraged to further their skills by progressing to Higher and Advanced Higher. The course fosters an appreciation for a wide range of styles and genres of music from around the world.

Learners develop skills for learning, life and work such as working collaboratively and individually, researching, evaluating, presenting, communicating and creating.

Learners will appreciate Music as a form of relaxation and enjoyment.

Careers in Music may include performing, teaching and sound engineering and production.

Journal of progress and reflection

Learners will maintain a written journal, in class, and for homework.

This should include a timeline of progress through planning and practise, and show reflection of their accomplishments.

MUSIC (TECHNOLOGY), National 4, National 5



The Creative Technology industry is one of the fastest growing and developing industries in the world. It is integral to Hollywood films, gaming and chart music and a fast and hands on area of work.

Perth Academy's Music Technology courses are exciting courses where pupils learn technological skills and techniques used in the film, TV, music, computer games and radio industries.

Using the latest sound technology and equipment, pupils will develop a range of skills in recording, editing, mixing and mastering in order create professional pieces of audio and visual work. The course is highly individual and pupils are able to work in a genre which interests them – from computer gaming to film making. Pupils will gain many new I.T skills and work closely with both Mac and PC platforms. Pupils will learn how to record and edit audio, mix live sound and work in a recording studio.

The course also encourages pupils to develop their knowledge and understanding of modern 20th & 21st century music, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments.

Through discussion and presentation, the music industry and the implications of copyright and intellectual property rights are explored and investigated.

Pupils leave the course with a show-reel of work and a variety of practical skills much sought after by digital media employers, colleges and universities.

National 4 and 5 are structured in very similar ways however in National 4; the final coursework is marked internally whereas in National 5 the final coursework is marked by SQA.

Pupils study the following areas:

1. Music Technology Skills

The general aim of this unit of study is to allow learners to develop skills and techniques relating to the creative use of music technology. Learners will be able to use hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

2. Understanding 20th and 21st Century Music

The general aim of this unit of study is to allow learners to develop knowledge and understanding of 20th and 21st century musical styles and genres, and how these relate to developments in music technology. Learners will explore this through a variety of investigative and listening activities. On completion of this topic, learners will be able to describe relationships between technological developments and 20th and 21st century music. This area is assessed in a written examination in National 5 and Higher courses.

3. Music Technology in Context

Learners bring together skills from units 1 and 2 to produce two clearly different short pieces of work which demonstrates the ability to capture, manipulate and mix down to an audio master. Pupils will produce (at least) two clearly different short pieces of work which will demonstrate their ability to capture sound, manipulate it, and then mix it down to an audio master. Suitable contexts could include:

- Recording a rock band including at least one overdub
- Recording a choir or ensemble
- Creating a short sound track for a film
- Producing a short radio broadcast
- Arranging or composing using MIDI
- Producing sound effects for drama
- Recording narration/sound for an audiobook
- Creating an advertising jingles
- Making use of samples and loops for remixing



Pupils can progress to Higher Music Technology on the completion of a National 5 course.

SUBJECT: - DRAMA – National 5



What are the aims of this course?

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills when presenting drama
- develop knowledge, understanding and the use of a range of production skills when presenting drama.
- explore form, structure, genre and style

What will I be learning about in this course?

This course comprises of two main Units.

Drama Skills: focuses on the development of devised drama from a variety of stimuli and learners are expected to perform using voice and movement.

Drama Production Skills: learners respond and develop concepts, applying ideas to create a performance using: acting, costume; make up; sound; lighting; props and set design. Learners will be expected to undertake two of these production roles and associated written support logs.

Each Unit culminates in a performance. After each role, learners should be given opportunities to discuss their role and the roles of others within the performance. During this process, teachers/lecturers will use open-ended questions to prompt and guide learners' discussion and to confirm the learners' understanding of their use of drama form, genre, style, conventions and structure. Through discussion of the process, decisions made and end performance; learners should develop their ability to evaluate, in written form, their own concepts.

Working with others to share and use drama ideas

Learners work in a variety of groups of differing sizes. In the Drama Skills Unit, learners are expected to participate and contribute to their group's performance as an Actor, using appropriate voice, movement and language. In Drama: Production Skills Unit, while the whole group works to the selected stimuli and/or texts, individual learners develop an awareness of all production areas in order to make connections between them.

For all units, learners should demonstrate their ability to respond to and develop ideas through class/group discussions. Evidence could be recorded in a number of ways — audio, video, written and/or oral such as mind-maps/diaries/logbooks/folios developing knowledge and understanding of social and cultural influences when creating drama.

Working with others to share and use drama ideas

Learners work in a variety of groups of differing sizes. In the Drama Skills Unit, learners are expected to participate and contribute to their group's performance as an Actor, using appropriate voice, movement and language. In Drama: Production Skills Unit, while the whole group works to the selected stimuli and/or texts, individual learners develop an awareness of all production areas in order to make connections between them.

For all units, learners should demonstrate their ability to respond to and develop ideas through class/group discussions. Evidence could be recorded in a number of ways — audio, video, written and/or oral such as mind-maps/diaries/logbooks/folios developing knowledge and understanding of social and cultural influences when creating drama.

What skills will I develop?

As well as acting, directing and scriptwriting, you will be encouraged to improve your research, presentation and evaluative skills. Learners will also be honing transposable skills in analysis, creative skills, thinking skills, and developing communication, cooperation, concentration and commitment. Furthermore, drama course requires learners to practice observation and reflection (of self and others), develop questioning and considerate evaluation. What learning and teaching approaches will I experience?

A variety of teaching approaches, from teacher-led discussions to activities, workshops and individual work. The majority of work will be group-based. As well as extracurricular activities, learners will also take part in learning

experiences in school and externally with focuses on voice, movement, characterisation, participation in the Onstage project in conjunction with Dundee Rep.

How will I be assessed?

Drama includes physical and written activities. All learners will maintain a folio of work for each unit to present as evidence to the SQA. Additionally, the classroom teacher will also assess each student on an individual basis through observation, discussion and self/peer assessment. National 4 learners will undertake both Unit 1 and Unit 2 and complete an Added Value Unit. National 5 learners complete Unit 1 and Unit 2. Additionally National 5 learners will perform/present creatively an extract from a script for an external examiner (this is worth 60% of the overall grade and includes a written Preparation for Performance). Please note: for this presentation learners can specialise in any of the production roles explored above. Finally, they will undertake a written paper as part of the SQA exam diet (this is worth 40% of the overall grade)

What are the homework requirements?

Homework is given to extend learning and teaching beyond the classroom and as such will vary depending on the needs of the course. Typically, homework may include preparation for an upcoming lesson as well as folio work, writing scripts, learning lines and undertaking research. Learners will also be expected to attend extra rehearsals at lunch time and/or after school, particularly close to examination deadlines. It is desirable, but not compulsory, that pupils to attend professional performances.

What might this course lead to in the future?

The study of Drama at Higher level
A lifelong appreciation for Drama in all its forms.
Confidence-building skills that may be used within other subjects and presentations.

PHYSICAL EDUCATION (National 5)

What are the aims of this course?

The main purpose of National 5 PE is to develop, demonstrate and improve performance skills in a range of physical activities. The central theme of the course is to develop approaches to improve performance through evaluation and analysis.

What will I be learning about in this course?

- Improving performance in a range of activities. Activities are facility dependent but are likely to include outdoor team games, indoor team games, aesthetic activities, swimming and individual games.
- Explore factors which impact on performance by collecting and analysing data, identifying strengths and weaknesses, preparing an action plan and monitoring performance development.

What skills will I develop?

You will be able to:

Perform and apply skills in the different activities
Apply knowledge to performance of fitness, skill acquisition and tactics
Observe and describe actions
Suggest improvements to performance
Make and accept decisions
Apply safe practice, rules and etiquette

What learning and teaching approaches will I experience?

I will experience:

Practicing and refining actions
Cooperating and competing
Devising and creating
Solving problems
Observing and reporting on skills
Assessing self and peers

How will I be assessed?

Practical performance accounts for 50% of your overall grade. This is assessed in school by the PE staff and may be moderated by the SQA. The remaining 50% is achieved from a portfolio which will be marked by the SQA. The portfolio will be an on-going piece of work which will analyse your performance, identify strengths and weaknesses, implement an improvement programme and evaluate the effectiveness of the programme.

What are the homework requirements?

To be prepared for all classes. It is essential that participants have sufficient PE kit for each of the three periods. Written homework linked to the portfolio will be issued.

What might this course lead to in the future?

Pupils can progress to Higher and Advanced Higher, College and University Courses.

PHYSICAL EDUCATION - DANCE (National 5)



National 5 Dance is a practical course which will focus on **contemporary** dance. You will develop a range of technical and choreographic skills to develop creative and imaginative performances.

Aims of the Course

- Develop a range of technical dance skills
- Understand and apply knowledge of a range of choreographic skills to create a dance
- Work imaginatively and demonstrate creativity
- Evaluate their own work and the work of others

Course Assessment

Performance (solo) of a teacher taught dance in your chosen dance style.

Choreography for two dancers

Choreography Review - Pupils will review their work as a choreographer by detailing their research, theme, motifs and reasons for the choreographic choices made.

Exam which will assess knowledge of the origins of a chosen dance style, a professional choreography and your awareness of how technical aspects of dance impact your performance.

SUBJECT:- Skills for Work – National 4/5 Sport and Recreation

What are the aims of this course?

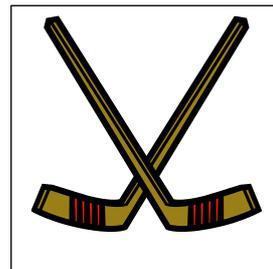
The course is designed to give pupils experience of the different duties and activities that employees in the sport and recreation industry carry out on a daily basis.

What will I be learning about in this course?

Personal fitness
Accidents and emergencies
Facilities and Equipment
Activity sessions
Skills for employment

What skills will I develop?

Review your own progress
Deal with customers
Customer care
Working cooperatively with others
Timekeeping
Awareness of health and safety issues
Follow instructions
Time management.



What learning and teaching approaches will I experience?

Pupils will learn through practical experiences in simulated work place settings.
Plan and carry out practical tasks.
Encouraged to work with real clients and staff in realistic settings.

How will I be assessed?

Pupils will be assessed using a variety of methods, including;
Practical scenarios
Observation by PE staff
Pupil log sheets
Set assessment papers e.g. an accident and emergency report

What are the homework requirements?

Being prepared for lessons
Minimal homework required

What might this course lead to in the future?

Pathways to further education, training and employment

Passport to SPORT

Course Information



Course Level

Appropriate for S4-S6 pupils.

Course Summary

This course has been designed as a springboard into the exciting and expanding sport and fitness industry and/or into a full time college course. You will gain experience in the skills you will need to explore different career paths and employment options. You will participate in a range of areas including sport leadership, safeguarding in sport, first aid, forest school, bush craft, fitness testing, contemporary fitness activities and many more vocationally relevant skills.

Course Content

This programme is made up of a number of short courses that are certificated through National Governing Body of sport, sportScotland, professional industry bodies and Perth College UHI. For every course completed and achieved, students will receive both certificate and a passport stamp which can be used to help monitor progress through the programme.

Some of the courses included in the programme are:

- Badminton Introductory Coach Award.
- First Aid Certificate.
- Netball Leaders Course.
- Positive Coaching Scotland Certificate.
- Safeguarding Children in Sport.
- Rugby Youth Coaching Course.
- Introduction to Soft Tissue Therapy
- Introduction to Climbing and Bouldering

Entry Requirements

Aimed at S4-S6 pupils. There are no formal entry requirements for this course but you will be invited to attend an interview with a member of College staff to discuss your application.

Course Progression

- NQ Outdoor Adventure.
- NC Sport and Fitness.
- HNC Fitness, Health and Exercise.
- HNC Coaching and Developing Sport.
- HNC Soft Tissue Therapy
- BSc (Hons) Sport and Fitness.
- BA Outdoor Education and Learning

Duration

2 hours x 2 session per week over one year.

Starts: August 2018.

Number of Places: This programme will run with a minimum of 8 students and a maximum of 12.

Venue: This programme will run in the Academy of Sport and Wellbeing at Perth College UHI, unless activity requires alternative requirements

RMPS (Religious, Moral and Philosophical Studies) (N5) (S4)

What are the aims of this course?

The main aims of the course are to enable students to develop their:



- Knowledge and understanding of the main beliefs, values and practices of selected world religions, of current moral issues in society and of the current debates taking place between religion and science
- Skills of reflection, investigation, analysis, evaluation and the ability to express their own beliefs and views in a reasoned manner.

What are the recommended entry levels for this course?

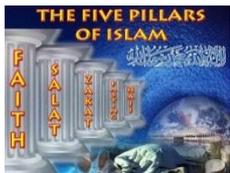
Recommended entry:

Students will normally be expected to have attained **one** of the following:

- National 4 RMPS
- National 4/5 English at C or above
- National 4/5 Social Subject at C or above

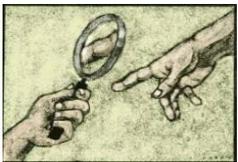
What content is included in this course?

There are three units of study:



Unit 1 – World Religion - Islam

In this unit you will study the key beliefs, practices and traditions found within Islam and consider the impact and significance of Muslim beliefs, practices and teachings in today's world.



Unit 2 – Religious and Philosophical Questions - Origins

This unit explores the relationship between religion and science in the 21st century. There will be a particular focus on the origins of the universe and life. Key scientific theories such as the Big Bang and Evolution will be examined in some detail alongside religious accounts.



Unit 3 – Morality and Belief – Morality, Medicine and the Human Body

This examines a number of moral issues arising from medical ethics. Key areas of study include the issues surrounding the value of life, the right to life and death, the use of embryos, end of life care, euthanasia and assisted dying. Responses to these issues will also be studied from both religious and secular (non-religious) perspectives.

What learning and teaching approaches will I experience?

You will experience a wide variety of learning and teaching approaches. Throughout the course you will have the opportunity to work individually, in pairs and in small groups, you will experience teacher-led class discussions and whole class debates. You will also have the opportunity to learn using interactive technologies.

What skills will I develop?

You will develop a wide range of skills such as literacy, analysis and critical evaluation, logical thinking, problem solving, negotiating, planning, organising, researching, presenting, debating, interpreting, understanding different viewpoints, expressing opinions and beliefs in a reasoned manner.

How will I be assessed?

Students will be assessed throughout the course via:

- Regular homework assignments
- A preliminary exam
- Course assessment will be an assignment with a 20-mark allocation plus an external exam with an 80-mark allocation, this will be graded A-D
- The SQA exam will last 2 hours 20 minutes

What are the homework requirements?

You will be issued with homework on a regular basis and should expect homework once a week.

What might this course lead to in the future?

Academic Progression

In the Senior Phase, students who attain a qualification in RMPS at National 5 can progress to study **Higher** and **Advanced Higher RMPS**. Higher RMPS is accepted by all universities for general entrance into the majority of courses especially in the faculties of Arts, Social Science and Divinity.

Employment

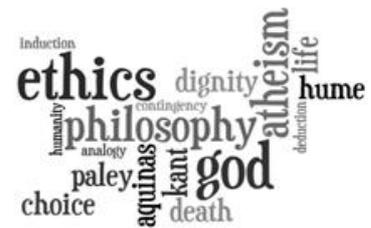
For those considering a career which involves working with people such as **teaching, youth and community work, social work, child care, journalism, publishing, police force, armed forces, nursing, medicine, counselling, catering, retail and sales, broadcasting, charities, fundraising, civil service, human resources, law, management, local government, advisory services, politics leisure and tourism** or for those who wish to **work abroad** or in a cosmopolitan setting then RMPS will be a good stepping-stone.

Philosophy (N5) (S4)



What are the aims of this course?

Colleges, universities and employers are increasingly on the lookout for what makes an applicant special. Philosophy indicates you are an open-minded, thinking individual, familiar with difficult and sometimes controversial concepts. You will develop critical thinking skills which you can apply to a range of subjects/situations. You can also show that you are an active, interested and concerned member of society with respect for others.



The main aims of the course are to enable students to develop their:

What will I be learning about in this course?

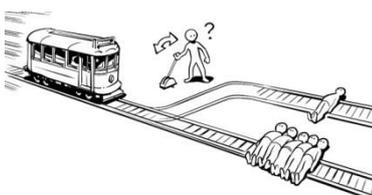
You will study three units:

Unit 1 - Arguments in Action

In this unit you will develop the ability to examine and assess the reliability of simple arguments.

Unit 2 - Knowledge and Doubt

In this unit you will examine theories regarding the nature of knowledge and how it is acquired, you will also study criticisms of these theories.



Unit 3 - Moral Philosophy

In this unit you will examine theories regarding moral decision making and how these theories might be applied to specific situations, you will also study criticisms of these theories

Assignment

You will have the opportunity to research, in more depth, an area of the course you have a particular interest in.

What learning and teaching approaches will I experience?

You will experience a wide variety of learning and teaching approaches. Throughout the course you will have the opportunity to work individually, in pairs and in small groups, you will experience teacher-led class discussions and whole class debates. You will also have the opportunity to learn using interactive technologies.

What skills will I develop?

You will develop a wide range of skills such as:

- analysing arguments

- recalling, selecting and using specified knowledge
- explaining philosophical ideas and theories
- explaining criticisms of philosophical ideas and theories
- presenting ideas in a logical sequence in an extended piece of writing

How will I be assessed?

You will be assessed throughout the course via:

- Regular homework assignments
- A preliminary exam.
- The course assessment will be **graded A-D**.
- The **assignment** will be awarded **20 marks**.
- The exam question paper will be awarded **80 marks**.
- The exam will last **2hr 20 mins**.

What are the homework requirements?

You will be issued with homework on a regular basis and should expect homework once a week.

What might this course lead to in the future?

Academic Progression

Philosophy is a holistic subject. It complements and supports many others you may study at National 4/5, Higher and Advanced Higher. In the Senior Phase, pupils who attain a qualification in Philosophy at National 5 can progress to:

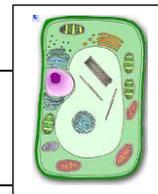
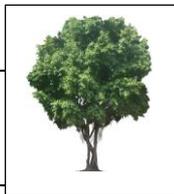
- **Higher Philosophy**
- **Higher RMPS**
- **AH RMPS**

Higher Philosophy is accepted by all universities for general entrance into the majority of courses especially in the faculties of Arts, Social Science and Divinity.

Employment

Some of the career pathways open to philosophy students include journalism, politics, psychology, law, medicine, science, social work, business, and teaching. Philosophy is flexible and the skills you learn can be applied in a myriad of workplace situations.

BIOLOGY (National 4)



What are the aims of this course?

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 ecosystems. In addition, to increase the relevance of the course, the most interesting applications of biological research are investigated. The course allows flexibility and personalisation by offering choice in the contexts studied.

What will I be learning about in this course?

The course has three units:

- **Cell Biology**- the structure, function, processes and variety of living cells.
- **Multicellular Organisms**- the growth, development, communication and genetics of multicellular organisms.
- **Life on Earth**- the study of how all living organisms depend on one another and the environment factors which affect them.

What skills will I develop?

Skills in literacy, numeracy, ICT and problem solving will be developed in each of the units in the context of particular topics. For example there are several opportunities for pupils to become scientifically literate citizens through improving their awareness of biological issues and improving their understanding of research and statistics. As more science is reported in the news these skills are crucial for pupils to play an active part in society. Experimental and investigative activities will work on problem solving skills as pupils face more challenging practical work. We hope that learners will be able to develop a lifelong interest in biology and will recognise the impact biology makes on their lives, the lives of others, the environment and on society.

What learning and teaching approaches will I experience?

This course has practical and experiential learning opportunities, with a strong skills-based approach to learning. Teachers will use a variety of media to communicate new concepts and provide a range of activities to stimulate pupils' interest.

How will I be assessed?

Each of the units of the course will be internally assessed by a short written test. Pupils will complete an experimental write-up of a practical investigation.

There is also an Added Value unit assignment which involves researching a relevant topic and writing a report to show their findings. There is no external examination.

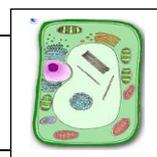
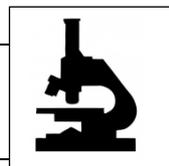
What are the homework requirements?

In addition to regularly reading over their notes, pupils will be expected to complete a series of questions at a level similar to the unit tests, on a fortnightly basis, to check their knowledge and understanding.

What might this course lead to in the future?

- Biology (National 5)
- National 4 or 5 in another science subject
- Skills for Work Courses at college (SCQF levels 4 or 5)
- National Certificate Group Awards
- National Progression Awards (SCQF levels 4 or 5)
- Employment

BIOLOGY (National 5)



What are the aims of this course?

Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. The Course covers all of the major areas of biology and allows learners to develop a deeper understanding of the underlying themes: evolution and adaptation, structure and function, inheritance, life processes of living organisms, and interactions between organisms and their environment. Advances in technologies have made this varied subject more exciting and relevant than ever. Consequently 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. For example: it explores the use of genetic modification to produce new plants and drugs, devising better fertilisers to increase food production, the potential to cure diseases using stem cells, and developing our understanding of how body systems communicate. The course will be of interest to learners wishing to develop skills, knowledge and understanding of biology.

Overall 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

What will I be learning about in this course?

The course has three units:

- **Cell Biology**- the structure, function, processes and variety of living cells.
- **Multicellular Organisms**- the growth, development, communication and genetics of multicellular organisms.
- **Life on Earth**- the study of how all living organisms depend on one another and the environment factors which affect them.

What skills will I develop?

The course provides opportunities for learners to become scientifically literate citizens, while developing their literacy and numeracy skills. It will also develop learners' investigative and experimental skills in a biological context. A new focus on research skills will also lead to improvements in pupils' application of ICT skills. In addition, learners will be able to develop a lifelong interest in biology and will recognise the impact biology makes on their lives, the lives of others, the environment and on society.

Through this course, they can develop relevant skills for learning, for use in everyday life and in employment. Due to the inter-disciplinary nature of the sciences, learners benefit from studying biology along with other science subjects, as this enhances the learner's skills, knowledge and understanding.

How will I be assessed?

Each of the units of the course will be internally assessed by a short written test. Pupils will complete an experimental write-up of a practical investigation.

There is also an assignment which involves pupils researching a relevant topic and writing a report to show their findings. This assignment report is marked externally by the SQA. The external exam is a 2.5 hour paper consisting of Multiple Choice and Extended Response questions.

What are the homework requirements?

In addition to regularly reading over their notes, pupils will be expected to complete a series of exam-standard questions, on a fortnightly basis, to check their knowledge and understanding.

What might this course lead to in the future?

- Higher in Biology or Human Biology
- National 5 in another science subject
- Skills for Work Courses (SCQF levels 5 or 6)
- National Certificate Group Awards
- National Progression Awards (SCQF levels 5 or 6)
- Employment

CHEMISTRY (National 4)

What are the aims of this course?

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

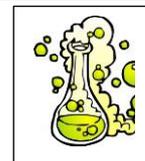
What are the recommended entry levels for this course?

The course has three units:

Chemical Changes and Structures – rates of reaction, atomic structure, bonding and acids and bases

Nature's Chemistry – fuels, cosmetics and food

Chemistry in Society – new materials, metals and energy sources



What skills will I develop?

Skills in literacy, numeracy ICT and problem solving will be developed in each of the units in the context of particular topics. For example there are several opportunities for pupils to become scientifically literate citizens through improving their awareness of a chemical issue and improving their understanding of research and statistics. As more science is reported in the news these skills are crucial for pupils to play an active part in society. Experimental and investigative activities will work on problem solving skills as pupils face more challenging practical work. We hope that learners will be able to develop a lifelong interest in chemistry and will recognise the impact chemistry makes on their lives, the lives of others, the environment and on society.

What learning and teaching approaches will I experience?

This course has practical and experiential learning opportunities, with a strong skills-based approach to learning. Teachers will use a variety of media to communicate new concepts and provide a range of activities to stimulate pupils' interest.

How will I be assessed?

Each of the units of the course will be internally assessed by a short written test. Pupils will complete an experimental write-up of a practical investigation.

There is also an Added Value unit assignment which involves researching a relevant topic and writing a report to show their findings. There is no external examination.

What are the homework requirements?

In addition to regularly reading over their notes, pupils will be expected to complete a series of questions at a level similar to the unit tests, on a fortnightly basis, to check their knowledge and understanding.

CHEMISTRY (National 5)

What are the aims of this course?

Chemistry is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Chemists 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. The purpose of this course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

What will I be learning about in this course?

The course has three main units:



Chemical Changes and Structures – rates of reaction, atomic structure, bonding and acids and bases

Nature's Chemistry – fuels, cosmetics and food

Chemistry in Society – metals, fertilisers and plastics.

What skills will I develop?

The course provides opportunities for learners to become scientifically literate citizens, while developing their literacy and numeracy skills. It will also develop learners' investigative and experimental skills in a chemical context. A new focus on research skills will also lead to improvements in pupil's application of ICT skills. In addition, learners will be able to develop a lifelong interest in chemistry and will recognise the impact chemistry makes on their lives, the lives of others, the environment and on society.

Through this course, they can develop relevant skills for learning, for use in everyday life and in employment. Due to the inter-disciplinary nature of the sciences, learners benefit from studying chemistry along with other science subjects, as this enhances the learner's skills, knowledge and understanding.

What learning and teaching approaches will I experience?

This course has practical and experiential learning opportunities, with a strong skills-based approach to learning, coupled with rigorous problem solving and knowledge-based learning. It takes account of the needs of all learners and learning styles and teachers will use a wide variety of teaching approaches.

How will I be assessed?

Each of the component units will be assessed in by a short test.

In addition, at least one practical investigation will be written up, describing the experiment undertaken and results obtained.

The course as a whole is assessed by a 2.5 hour final examination and a research assignment.

What are the homework requirements?

In addition to reading over their notes, pupils will be expected to complete a series of questions, on a regular basis to check their knowledge and understanding.

What might this course lead to in the future?

This Course or its components may provide progression to:

- Higher Chemistry
- National 5 or Higher in another science subject
- Skills for Work Courses (SCQF level 5 or 6)
- National Certificate Group Awards
- National Progression Awards (SCQF level 5 or 6)
- Employment



PHYSICS (National 4)

What are the aims of this course?

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. Learners will recognise the impact physics makes on their lives, the environment and society.

What will I be learning about in this course?

The course has three units:

- **Electricity and Energy**- Generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.
- **Waves and Radiations**- Wave characteristics, sound, electromagnetic spectrum, nuclear radiation
- **Dynamics and Space**- Speed and acceleration, forces, motion and energy, satellites, cosmology

What skills will I develop?

Knowledge and understanding of physics, scientific research/enquiry skills, scientific analytical thinking skills (including selecting and processing information ,carrying out experiments) and explaining the impact of applications to society/the environment.

What learning and teaching approaches will I experience?

This course has practical and experiential learning opportunities, with a strong skills-based approach to learning. It takes account of the needs of all learners, and provides sufficient flexibility to enable learners to learn in different ways.

How will I be assessed?

Each of the component units will be assessed by a short written test.

In addition, at least one practical investigation will be written up describing the experiment undertaken and results obtained. There is also an Added Value unit assignment which involves researching a relevant topic and writing a report to show their findings. There is no external examination in National 4 Physics.

What are the homework requirements?

In addition to reading over their notes, pupils will be expected to complete a series of questions, on a fortnightly basis, to check their knowledge and understanding.

What are the possible progression routes?

This course or its components may provide progression to:

- National 5 in another science subject
- Skills for Work Courses (SCQF level 5)
- National Certificate Group Awards
- National Progression Awards (SCQF level 5)
- Employment



How will I be assessed?

Each of the component units will be assessed by a short written test.

In addition, at least one practical investigation will be written up, describing the experiment undertaken and results obtained.

There is also an assignment which involves researching a relevant topic and writing a report to show their findings. This assignment report is marked externally by the SQA and contributes 20% of the overall grade at N5 Physics. The external exam is a 2.5 hour paper consisting of both Multiple Choice and Extended Response questions.

What are the homework requirements?

In addition to reading over their notes, pupils will be expected to complete a series of questions, on a fortnightly basis, to check their knowledge and understanding.

What are the possible progression routes?

This Course or its components may provide progression to:

- Higher Physics
- National 5 or Higher in another science subject
- Skills for Work Courses (SCQF level 5 or 6)
- National Certificate Group Awards
- National Progression Awards (SCQF level 5 or 6)
- Employment

PHYSICS (National 5)

What are the aims of this course?

The course gives learners an insight into the underlying nature of our world and its place in the universe. From the study of the electrical and heat energy that we use in our society, 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. The course highlights the application of Physics to our everyday lives from the rapid progression of the electronics industry for our communication and leisure to breakthroughs in medical physics and the ongoing discoveries we are making about our Universe.

What will I be learning about in this course?

There are seven topics studied in the National 5 Physics course. These are:

- Waves
- Radiation
- Dynamics
- Space
- Energy
- Properties of Matter
- Electricity

What skills will I develop?

- Knowledge and understanding of physics
- Scientific research/enquiry skills
- Scientific analytical thinking skills (including selecting and processing information, carrying out experiments, written exercises and explaining the impact of applications to society/the environment).
- Literacy and numeracy

S4 National 4 and 5 Environmental Science

What are the aims of this course?

The purpose of the Environmental Science course is to develop learners' interest and enthusiasm for the subject by tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats. It involves using investigative and experimental skills to develop an understanding of scientific principles, economic influences and political action. Environmental science takes a problem-solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

What will I be learning about in this course?

The course is made up of three units:

- Living Environment
- Earth's Resources
- Sustainability

In addition to this you will need to complete a piece of independent research which will be assessed and count towards your final grade.

Living Environment

The topics you will study in the living environment are:

- Investigating ecosystems and biodiversity
- Interdependence
- Human influences on biodiversity

Earth's Resources

The topics you will study in earth's resources are:

- Overview of Earth's systems and their interactions
- Geosphere
- Hydrosphere
- Biosphere
- Atmosphere

Sustainability

The topics you will study in sustainability are:

- Introduction to sustainability
- Food
- Water
- Energy
- Waste management

What skills will I develop?

You will develop a number of essential skills that are specific to Geography and Science as well as some that are transferable to other subjects. Skills developed include observing, describing and recording; comparing and contrasting to draw valid conclusions; development of problem-solving skills; developing critical thinking through accessing, analysing and using information from a wide variety of sources; using maps in a variety of contexts; and applying skills in interpreting and displaying graphical information. Learners will also develop skills necessary for learning, life and work by improving their communication, team-working and presentation skills.

What learning and teaching approaches will I experience?

Learning will involve a variety of classroom activities such as cooperative learning, active learning and the use of thinking skills. Visiting speakers will enhance learning as will the many opportunities for fieldwork, practical work and outside visits.

How will I be assessed?

National 4 pupils will need to pass all unit outcomes for each of the three units as well as completing an Added Value Unit which consists of a report on a piece of independent research. These will be assessed internally on a pass/fail basis.

National 5 pupils will need to pass all unit outcomes for each of the three units as well as completing an Assignment, which is a write-up of a piece of independent research, completed under exam conditions and assessed externally out of **20** marks. There will also be an external exam which is marked out of **100**. The final award will therefore be marked out of a combined total of **120 marks** and graded **A-D**.

What are the homework requirements?

Homework plays an important part in regular revision of key words and ideas, reinforcement of class work, independent research and writing-up fieldwork reports.

What might this course lead to in the future?

This course will lead learners into National/Higher Geography, Higher Environmental Science, Biology and Chemistry and skills for work courses such as Travel and Tourism.

GEOGRAPHY (National4/5)

What are the aims of this course?

The aim of National 5 Geography is to give students a clearer understanding of the major physical forces which shape our planet, how the human population makes use of the planet's resources, the major environmental problems humans face and how they might be overcome.

What are the recommended entry levels for this course?

A pass at National 4 Geography, Environmental Science or a similar level in one of the other Social Subjects.

What content is included in this course?

- **Physical Environments** - this has a British Isles context and studies a selection of landscape types, such as glaciated uplands, and coastlines of erosion and deposition and weather and how people use the landscape.
- **Human environments** – this has a wider context and studies detailed examples from economically more and less developed countries, e.g. world population distribution, change migration and problems in urban and rural areas.
- **Global Issues** – this has a stronger emphasis on global issues and the evaluation of strategies adopted to manage these. The issues we have chosen to study are the impact of human activity on the natural environment and Environmental Hazards. You will study health in developed and developing countries and diseases such as Malaria, Heart Disease and HIV/Aids, as well as studying a tropical storm, an earthquake and a volcanic eruption.

What skills will I develop?

A complete list of skills is provided at the start of each unit. These include geographical methods and techniques such as observing and recording, field sketching, graph skills and analysis of geographical data.

Learners will also develop skills necessary for learning, life and work by improving their communication, team-working and presentation skills.

What learning and teaching approaches will I experience?

National 5 Geography is taught using a variety of methods, including whole-class teaching, group work, fieldwork and individual research. Frequent use is made of DVDs, video recordings, PowerPoint slideshows and Ordnance Survey maps.

How will I be assessed?

National 4 is assessed internally with pupils requiring completing an AVU too. National 5 candidates will sit an SQA exam in May and will also complete an assignment based upon fieldwork and research.

The exam is 80 marks and the assignment is worth 20 marks.

What are the homework requirements?

Homework plays an important part in regular revision of key words and ideas, practice at exam-style questions and completion of class work. Students are expected to carry out individual research on relevant topics and present their findings to the class.

What are the possible progression routes?

Pupils taking National 5 and achieving an **A or B** pass can progress to Higher Geography.

Jobs where geography is essential or useful

Geography students are highly valued due to their analytical and problem solving skills. Some specific jobs include, land economist, meteorologist, estate manager, surveyor, countryside ranger, planner, farmer, transport consultant, police officer, travel agent, tour operator, sales and marketing and, of course, geography teacher!

HISTORY (National 4/5)

What are the aims of this course?

The aim of this course is to foster breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, evaluating sources and drawing conclusions. Learners will develop skills for learning, skills for life and skills for work

What are the recommended entry levels for this course?

Pupils should have taken history in S3.

What content is included in this course?

The course is made up of the study of three contexts drawn from Scottish, British and European and World History. Specifically, the learners will focus on: the Scotland in the Era of the Great War, 1910-1928, Changing Britain 1760-1900 and Hitler and Nazi Germany, 1918-1939.

What skills will I develop?

Students will develop skills of explaining historical developments and events, drawing conclusions and evaluating historical sources.

What learning and teaching approaches will I experience?

Students will experience a range of learning experiences and teaching approaches. They will be encouraged to work co-operatively with others and also to work individually to allow opportunities for exercising judgement and taking responsibility for their learning. Resources are varied – ranging from Smartboard interactive lessons through DVDs to the more traditional textbook and factsheets.

How will I be assessed?

The Course Assessment will consist of an assignment and a question paper. Both will be externally assessed. The assignment is worth 20 marks (20% of the total available for the Course Assessment). Learners will research a topic of their choosing and write a report within one hour. When learners are writing their report they will have access to a Reference Sheet which will take the form of one sheet of A4 paper. The learners will prepare their Reference Sheet before the 'write-up' session. National 4 is assessed internally.

The question paper will have three sections, one for each of the contexts. The exam is worth 80 marks. The question paper will be completed in two hours and twenty minutes and under exam conditions.

What are the homework requirements?

Set homework is issued periodically, but students are reminded that homework is a standing obligation in this subject. Regular and consistent revision of notes is an important factor in the development of skills and is an important factor in eventual success in the external examination.

What are the possible progression routes?

This Course or its Units may provide progression to:

- ◆ Higher History or other subjects at Higher
- ◆ A higher education Course
- ◆ Training or employment

MODERN STUDIES (National 4/5)

What are the aims of the National 4/5 course?

National 4/5 Modern Studies helps you to understand more about what is happening in the world today. You will be able to select and evaluate information, use evidence to explain bias and be able to come to relevant conclusions. This will help you understand more about your rights and responsibilities in today's society. You will be involved in the use of the media such as newspapers and TV as well as information technology. You will use many of these skills in other subjects.

What are the recommended entry levels for this course?

Pupils should have taken this subject in S3.

What content is included in this course?

Topics covered:

Democracy in Scotland and the United Kingdom

Social Issues in the United Kingdom : Inequality

International Issues: World Powers – The USA

Assignment.

What skills will I develop?

Pupils will learn skills of Extended Writing as well as Enquiry skills using contemporary **political, social** and **economic** sources.

What learning and teaching approaches will I experience?

The emphasis in the department is on a variety of teaching approaches. Group-work exercises, debates, presentations and traditional teaching methods are all utilised. The use of contemporary audio-visual material 'brings the subject alive`.

All the above learning and teaching approaches have proved effective and popular with pupils taking **National 4/ 5** Modern Studies.

How will I be assessed?

Pupils will be assessed throughout the course. There will also be a prelim in January. Pupils will also be expected to complete exercises at home in preparation for the assessments. Pupils will complete an Added Value Unit at National 4 whilst at National 5 an **Assignment** will be completed under exam conditions. Worth 20 marks. National 5 pupils will sit an exam worth 80 marks.

What are the homework requirements?

Pupils will complete relevant homework exercises in each unit; usually enquiry skills.

What are the possible progression routes?

A good pass at National 5 (**A/B**) could lead onto entry into the Higher course. A pupil completing National 4 could progress to National 5.

People and Society – National 4 ONLY

What are the aims of the course?

The main aims of this Course are to enable learners to develop:

- ◆ a range of skills which will enhance opportunities to engage positively in society
- ◆ knowledge and understanding of society and their place in it
- ◆ straightforward knowledge of key ideas from across social studies and social science disciplines
- ◆ an understanding of significant influences on society and individuals

Who is this course aimed at?

This course is aimed at S3/4 pupils who may find National 5 Geography, History or Modern Studies challenging and wish to develop their skills and knowledge across all the subject areas. This may lead to a National 4 or 5 qualification in Geography, History or Modern Studies in S5 or S6.

What will I be learning about on this course and what skills will I develop?

People and Society is a flexible and inter-disciplinary Course offering learners the opportunity to study themes, issues and topics of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas.

Investigating Skills (National 4)

In this Unit, learners will develop a range of straightforward investigating skills, including choosing suitable sources of information for an investigation, collecting information from sources of different types, and organising information. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.
e.g. Impact of a major event, Natural Hazards, Crime and Punishment

Comparing and Contrasting (National 4)

In this Unit, learners will develop straightforward skills of using information to compare and contrast. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.
e.g. Families past and present, Rich world v Poor world, Life in another country

Making Decisions (National 4)

In this Unit, learners will develop straightforward skills of using information to make decisions. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.
e.g. Should the UK have left the EU? The death penalty should be brought back?, All slaves were treated badly?

Added Value Unit: People and Society: Assignment (National 4)

In this Unit, learners will choose an issue for personal study relating to at least one key idea of the Course. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course.

What learning and teaching approaches will I experience?

Pupils will be able to choose different styles of learning and working to suit them. They will need to work independently and responsibly. ICT and library research will be important too. Group work, co-operative learning and debate will feature throughout the course.

How will I be assessed?

To achieve the National 4 People and Society Course, learners must pass all of the required Units, including the Added Value Unit.

National 4 Courses are not graded. There is no exam.

What will this course lead to in the future?

- ◆ other qualifications in social subjects and social science
- ◆ further study, employment and/or training

DESIGN AND TECHNOLOGY

DESIGN AND MANUFACTURE - National 4/5

Design, Engineering & Technology

What are the aims of this course?

The course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals.

The course is practical, exploratory and experiential in nature. It combines elements of creativity and design. It allows learners to explore the properties and uses of materials and to make models and prototypes.

The course allows learners to consider the various factors that impact on a product's design. They will consider the life cycle of products from their inception through design, manufacture and use, including its disposal or re-use - a 'cradle-to-cradle' approach to design.

The course provides learners with opportunities to develop skills that are of real value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems.

What are the recommended entry levels for this course?

It is recommended that any pupil taking National 4 Design and Manufacture should be sitting National 4 English. It is recommended that any pupil taking National 5 Design and Manufacture should be sitting National 5 English.

Failure to adhere to these recommendations will mean success in this course will be very difficult to achieve.

S4 pupils will study either N4 or N5 Design and Manufacture.

This is made up of the following units:

Design - This unit covers the product design process from brief to resolved design proposals. It helps learners develop skills in initiating, developing and communicating design proposals. It allows them to develop an appreciation of the design/make/test process and the importance of evaluating.

Materials and Manufacturing - This unit covers the product design process from design proposals to prototyping and final production. It helps learners to 'close the design loop' by manufacturing their design ideas. It allows learners to develop practical skills and gain an appreciation of the properties and uses of materials.

How will I be assessed?

All Units in the course are internally assessed on a pass/fail basis. The SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Design and Manufacture includes an added value unit which is an assignment that will be internally assessed and externally verified by the SQA. National 5 candidates will also sit an SQA external examination.

What learning and teaching approaches will I experience?

You will experience many different approaches to your learning. These will include whole class lessons and demonstrations, as well as learning within small groups and independently. You will be encouraged to take responsibility for some of your learning. You will be working in the workshop for approximately a third of your time in this course.

What are the homework requirements?

Homework will have many forms i.e. question and answer, sketching practice, rendering practice and research.

What might the course lead to in the future?

Studying Design and Manufacture, at any level, will provide a pathway for learners to continue studying Design and Manufacture at Higher in S6, or in a wide range of other subjects in colleges and universities. The numeracy, employability, enterprise and thinking skills developed within Design and Manufacture are transferable and valued across a wide range of professions.

GRAPHIC COMMUNICATION - (National 4/5)

What are the aims of this course?

The course provides opportunity for learners to gain skills in reading, interpreting, and creating graphic communications. The course is practical, exploratory and experiential in nature, and combines the creativity of graphic design with production engineering knowledge.

Learners will develop skills in both manual and electronic graphic communication techniques. They will acquire knowledge and gain experience in the use of CAD (computer-aided design), and DTP (desktop publishing) software. They will learn how graphic communication directly impacts their lives, the environment and society they live in.

What will I be learning about in the course and what skills will I develop?

S4 pupils will be studying Graphic Communication at either N4 or N5.

S5/6 pupils in Perth Academy will be studying National 5 in Graphic Communication. This consists of both **2D** and **3D Graphic Communication** units.

Whilst working through the two units the learner will experience the three "P's" of the design process following it through from Preliminary to Production and finally Presentation. The learner will experience a mixture of both manual presentation and computer skills, they will include:

Preliminary - Manual sketching and layout techniques including pencil and marker pen rendering to show tone, texture and the effect of light on every -day objects and buildings. Planning for the production of desktop published items and CAD models.

Production - Drawn visuals for the production of magazines and posters. Technical drawings for the manufacture of products using CAD software.

Promotional - advertising posters, shop signage and product labelling.

How will I be assessed?

All Units in the course are internally assessed on a pass/fail basis. The SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

National 5 Graphic Communication includes an added value unit which is an assignment that will be internally assessed and externally verified by the SQA. National 5 candidates will also sit an SQA external examination.

What learning and teaching approaches will I experience?

You will experience many different approaches to your learning. These will include whole class lessons and demonstrations, as well as learning within small groups and independently. You will be encouraged to take responsibility for some of your learning. There will be a large proportion of work devoted to Computer Aided Drawing, also some manual work incorporating rendering techniques and drawing board work.

What are the homework requirements?

Homework will have many forms i.e. question and answer, sketching practice and rendering practice.

What might the course lead to in the future?

Studying Graphic Communication, at any level, will provide a pathway for learners to continue studying Graphic Communication at Higher in S6, or in a wide range of other subjects in colleges and universities. The numeracy, employability, enterprise and thinking skills developed within Graphic Communication are transferable and valued across a wide range of professions.

ENGINEERING SCIENCE – National 4/5

What are the aims of this course?

In S4 the Engineering Science Course involves the theory of engineering and its real world applications. Pupils are encouraged to solve problems that engineers face in the real world. This involves pupils gaining knowledge of pneumatics, systems and control, electronics, mechanisms and structures. The Course provides opportunities to develop and enhance engineering creativity and practical problem-solving skills.

The aims of the Course are to enable learners to:

Understand how things work from an Engineers point of view, gain experience of Technology in everyday life; learn ICT skills; learn how to work individually and with others; apply mathematical skills to real problems and learn how to use Technology to solve problems.

What will I be learning in this course?

The Course comprises three mandatory Units.

Engineering: Contexts and Challenges

The general aim of this Unit is to develop a basic understanding of engineering, and its role and impact on our society and environment.

Pupils who complete this unit will be able to:

1. Investigate engineering systems, problems and solutions
2. Investigate engineering challenges and relate these to key engineering concepts
3. Describe some aspects of the impact of engineering

Electrical and electronic systems

The general aim of this Unit is to develop an understanding of electrical and electronic control systems.

Electrical and electronic systems

Pupils who complete this unit will be able to:

1. Develop analogue electronic control systems
2. Develop digital electronic control systems

Mechanical systems

The general aim of this Unit is to develop an understanding of mechanical systems.

Pupils who complete this Unit will be able to:

1. Investigate a range of mechanical and pneumatic systems
2. Develop mechanical or pneumatic solutions to solve problems

What skills will I develop?

Course activities will provide you with opportunities to build self-confidence, generic and transferable skills in numeracy, employability skills, thinking skills and skills in planning and organising work tasks and working independently and in collaboration with others, as well as skills in communication and in self and peer evaluation in an engineering context.

What learning and teaching approaches will I experience?

You will experience many different approaches to your learning. These will include whole class lessons and demonstrations, as well as learning within small groups and independently. You will be encouraged to take responsibility for some of your learning.

PRACTICAL WOODWORKING – National 4/5

What are the aims of this course?

This course is based in the workshop the majority of the time. Pupils will have the opportunity to develop their practical skills. It allows them to learn how to use a range of tools, equipment and materials safely and correctly. This course allows pupils to learn skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing. Skills learnt here will be valuable in the world of work and for life itself.

What are the recommended entry levels for this course?

An ability to work safely in a workshop. A pass in N4 Practical Craft Skills would be desirable, but not essential.

What content is included in this course?

In S4, pupils will be sitting N4 Practical Woodworking.
In S5, pupils will be sitting N5 Practical Woodworking.

There are three units within this course, they are:

- Flat frame construction
- Carcase construction
- Machining and Finishing

There will also be a value added unit, in which pupils will construct a wood model.

What skills will I develop?

- Problem solving
- Skills using hand as well as industrial standard machine tools.
- Improved measuring and marking out skills
- Learn how to work with others

How will I be assessed?

By passing the units above. An examination shall also be sat which will be externally assessed.

What are the homework requirements?

none

What are the possible progression routes?

Practical woodworking can lead to entry into Practical Metalworking in S5 or S6. It can also lead to college courses, apprenticeships and employment in the construction and manufacturing industries.

PERTH COLLEGE COURSES

PUPILS SHOULD NOTE THAT ACCEPTANCE ON COURSES AT PERTH COLLEGE IS NOT AUTOMATIC. PUPILS MUST COMPLETE AN APPLICATION FORM (AVAILABLE FROM MR ROSS OR YOUR GUIDANCE TEACHER). PUPILS WILL BE INVITED TO AN INTERVIEW BY COLLEGE STAFF.

Perth College Courses for School Pupils:

SfW Contructions Crafts (page 30)

Computer Games Development (no information available yet)

Beauty Skills (no information available yet – see Mr Ross)

Hairdressing (page 34)

<http://www.perthacademy.org.uk/pdf/School%20College%20courses.pdf>