

Senior Phase Options and Pathway Planning



2020



Introduction

Following The Scottish Government's advice, pupils at Kinlochleven High School have continued to follow a 'Broad General Education' in S3, developing knowledge and life skills in a wide range of subjects. In S4, our pupils enter the Senior Phase and will complete National Qualifications in up to six subject areas. Mathematics (or Life Skills Maths) and English are compulsory subjects for all of our pupils in fourth year. Pupils will be asked to choose four other courses.

Pupils in S5 and S6 will choose up to 6 subjects for study towards qualifications at a level agreed with their Guidance and subject teachers. There is no requirement for them to study English or Maths provided they have achieved a recognised level in S4.

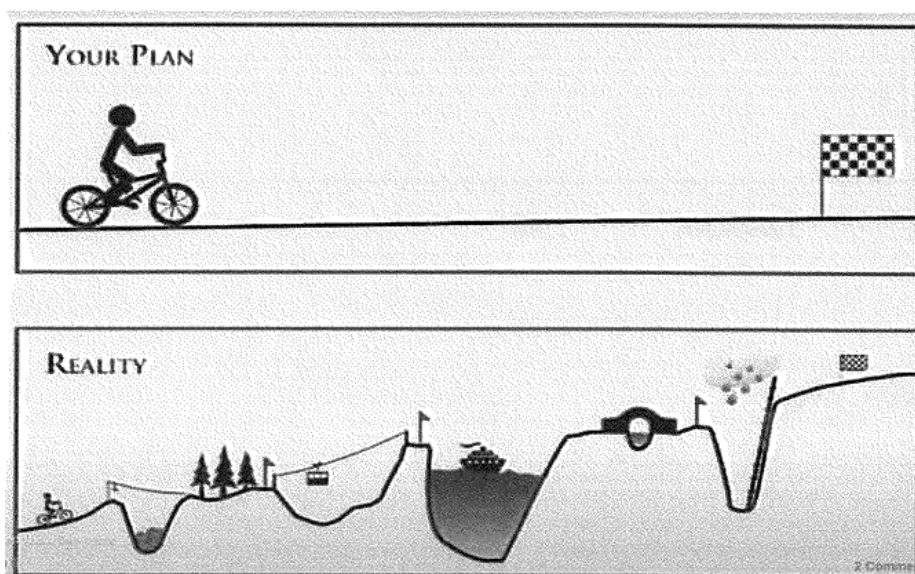
Senior Phase - The Three Year Plan

It is important to think of the Senior Phase as a 3 year plan. The Senior Phase starts in S4 until the point of exit from school. Everyone's pathway is different so you need to consider several questions such as:-

- What are your interests?
- What subjects are you good at?
- What do you want to do when you leave school?
- What career sector are you considering?

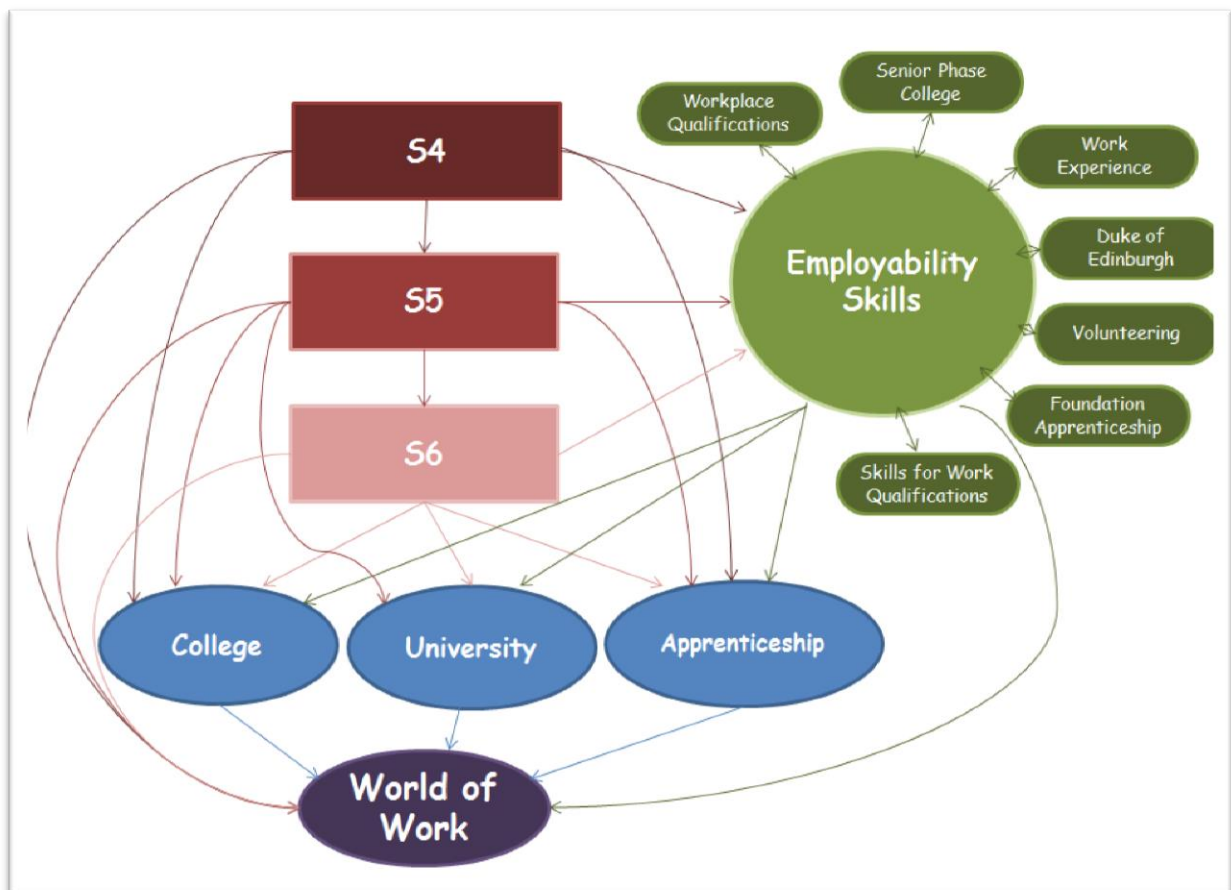
The plans that you make in S4 should allow progression through the levels in a variety of subjects but also enable the student to discuss the best time in which to take a subject based on current knowledge and advice from teachers in the school.

It's also important to remember that the plan needs to be and can be flexible. Things change and we all meet unforeseen obstacles at some point.



Year	Expectations
S4	6 courses
S5	5 or 6 courses or column equivalents, dependant on level
S6	5 courses or column equivalents, dependant on level

The options form used for subject choices in the senior phase is designed to provide as much choice as possible. However, it is important to remember that the whole curriculum includes more than the traditional subject areas and that there are other wider opportunities that can build employability skills and make a vital contribution to the application process for next steps beyond school and the senior phase. This is why we try to build this flexibility into the choices that are available.



The options on offer are further enriched by having the opportunity to study subjects through the Virtual School programme. A student embarking on one of these courses will be taught by a qualified teacher using a video link.



In addition, pupils can choose to study Vocational Skills courses through West Highland College. As a new opportunity available to S5 and S6 pupils, the college are also offering Foundation Apprenticeships in a range of subjects. More details of college alternatives are contained in a separate leaflet on the School College Partnership Programme.

Good course choices are the foundation of a pupil's future success in school, both in terms of attainment and achievement. These informed choices are made through close collaboration between pupils, teachers and parents. Our staff recognise the important role of the parent in this process and we work hard to provide as much information as possible to help you support your child in making appropriate choices.

You have an opportunity to discuss your child's choices at the Parents Evenings in March.

Good choices will:

- Maximise motivation and the opportunity for success
- Take account of aptitudes and prior attainment
- Meet realistic career aspirations
- Result in a workload which is demanding yet achievable
- Keep a range of future career options open

Subject Choices

In S4, English and Maths/Life Skills Maths are compulsory subjects. Core PE and a single period of PLP (tutor time) are offered to all in S4 and the vast majority of S5/S6.

Subject Qualifications Available to pupils in the Senior Phase:

Administration - National 4

Art and Design - National 4, National 5, Higher and Advanced Higher

Biology - National 4, National 5, Higher and Advanced Higher

Business Management - National 4, National 5, Higher and Advanced Higher

Chemistry - National 4, National 5, Higher and Advanced Higher



Computing Science (Virtual School) - National 4, National 5, Higher and Advanced Higher

Drama - National 4, National 5, Higher and Advanced Higher

Engineering Science - National 4, National 5 and Higher

Fashion and Textile Technology - National 4, National 5 and Higher

Geography - National 4, National 5, Higher and Advanced Higher

Graphic Communication - National 4, National 5, Higher and Advanced Higher

History - National 4, National 5, Higher and Advanced Higher

Hospitality - National 4 and National 5

Modern Languages (French) - National 4, National 5, Higher and Advanced Higher

Modern Languages (Virtual School) - National 5 and Higher

Music - National 4, National 5, Higher and Advanced Higher

Music Technology - National 4, National 5 and Higher

NPA Technical Theatre - SCQF level 6

PE - National 4, National 5, Higher and Advanced Higher

Physics - National 4, National 5, Higher and Advanced Higher

Practical Woodworking - National 4 and National 5

Psychology (Virtual School) - National 5 and Higher

Skills for Work - Rural Skills - National 4

(National 2 and 3 qualifications are also available and are planned on an individual basis with pupils and their parents.)

S3 Pupils will be expected to choose six subjects from the ten they currently study in S3. In exceptional circumstances, a pupil may enter a course in S4 which they did not study in S3, although they should not do so without first consulting their guidance teacher and the relevant subject teachers.

S4/S5 pupils should discuss their prospective choices with the subject teachers concerned while seeking advice from their guidance teachers to determine the appropriate level of course for the pupil.



SQA Certification in S4

In S4 your child will be presented for SQA certificates or National Qualifications. These will be at level 3, 4 or 5. National 5 qualifications almost always include an external exam and success at this level allows your child to progress to Higher in S5 or S6. Please note that most courses allow progression to Haigh, although there are exceptions.

National Qualifications

National qualifications at level 2, 3 and 4 are made up of units. Each unit is assessed within the school on a pass/fail basis.

At National 2, 3 and 4, qualifications are internally assessed by class teachers. There are no external assessments. Pupils will receive an SQA certificate with 'Pass' or 'Fail' indicated for each course at these levels.

At National 5 and Higher level, assessment will, for almost all subjects, be carried out by means of an external exam set and marked by the SQA. In addition, students complete an assignment that is then sent to the SQA for marking. Awards are issued at grades A, B, C or D based on the results of the exam and assignment.

At Advanced Higher level, pupils will complete unit assessments, marked by their teachers throughout the year. Toward the end of the year, students will undertake a course assignment to be marked by the SQA. These levels also contain an external exam. As for National 5, awards are issued at grades A, B, C or D based on the results of the exam and assignment.



What will staff do?

Mr Hannaway, (Depute Head Teacher), has overall responsibility for the course choice process.

The Pupil Support/Guidance Team is responsible for discussing course choices with pupils, ensuring that pupils are advised appropriately as to which options they should choose.

Through PLP/Tutor time pupils will already have completed work in the following areas:-

- Self-evaluation of personal strengths and weaknesses.
- Career paths/routes beyond school.
- How to access careers information.
- Familiarisation with subjects, levels and entry levels.

This work will be summarised by the pupils in their Pupil Passport to the Senior Phase.

Subject staff will support options choices in the following ways:

- Holding learning conversations with pupils to discuss their progress in S3
- Explaining what is involved in the next level of the course

Skills Development Scotland also provide advice on the options choice process in a number of ways including:

- Individual discussion
- Acting as a gateway to further information
- Attendance at parent's consultation evenings

What are the pupil's responsibilities?

The pupil is the key player in the options choice process. It is important that each pupil recognises their responsibilities in relation to selecting courses appropriate to their needs. Your support in encouraging them to play a full part in the process helps to ensure that good choices are made.

Pupil responsibilities include:

- Completing realistic self-assessments taking account of their interests and aptitudes
- Discussing possible subject choices with their teachers



- Researching possible career interests and opportunities
- Discussing their options choices at home and with teachers
- Reading the Options Information Booklet
- Meeting relevant deadlines for returning forms

What happens after the options forms are handed in?

When option forms are returned to the school, Mr Hannaway then reviews course numbers and identifies any classes where numbers are too small to justify running the course. If a course is not running due to a low level of interest from pupils, anyone who has chosen that course will be asked to make an alternative choice.

A final decision is then taken by the Senior Leadership Team after considering all of the staffing issues for the coming session.

We will keep parents informed in the event of any difficulties which may arise during this process.

When does all of this happen?

- Conversations between pupils and Guidance staff are ongoing through February/March.
- S3 Pupils will reflect on their progress in Broad General Education through the development of their Passport into the Senior Phase. This will go out with the Options Form.
- Options Handbook available from **early February**
- S3 Learning snapshots should be ongoing from all subjects
- S4 & S5 pupils will receive a report from each subject in **3rd week of February**
- All options forms available **early February**
- Learning conversations take place with class teachers ongoing through February - March
- S3 to S6 Parent's Information Evening on **Monday 2nd March with Mrs Machin and Mr Hannaway**
- S3 Option Forms returned & reviewed by Guidance & SMT **12th March**

The options process has to begin early to allow time for the pupils to fully consider and discuss their choices. The process also has to be completed before timetabling can be done for the following year. This is why it is so important that the deadline for handing in Option Choice Forms should be adhered to. It may seem to pupils that there is a long gap between handing in the form and the new classes starting, but in reality a huge amount of work has to be done by staff during that time.



The course of study chosen at this stage will be followed for the next year.

Once decisions have been made, it is very difficult to change subjects due to difficulties in catching up on missed work. Pupils may of course move up or down levels within a subject area during the year. You will be notified of the proposed change and involved in the decision to change levels.



Guidelines for Options S3 into S4

- English and Mathematics are compulsory.
- Pupils should choose from subjects studied in S3. In some cases pupils can pick up new subjects but this must be agreed by their Guidance teacher and subject teachers concerned.
- Places on the Skills for Work (Vocational) programme will be confirmed after interview and only if the college has sufficient students. If you choose one of these courses, it would be advisable to also choose a "standby" option.
- All courses are offered subject to viable numbers choosing the subjects.
- In the event that some courses cannot be offered due to low pupil uptake, pupils may be asked to choose an alternative course. Parents will be consulted if it is necessary to do this.

Guidelines for Options (S4 into S5 and S5 into S6)

- Pupils should discuss suitable courses to allow progression with their Guidance teacher and subject teachers concerned.
- Places on the Skills for Work (Vocational) programme will be confirmed following an interview and only if the college has sufficient student numbers. If you choose one of these courses it would be advisable to also choose a "standby" option. If you have previously followed a Skills for Work course at college and wish to continue this to the next level, please discuss this with the college before completing your options form.
- All courses are offered subject to viable numbers choosing the subjects.
- In the event that some courses cannot be offered due to low pupil uptake, pupils may be asked to choose an alternative course. Parents will be consulted if it is necessary to do this.
- For S5 and S6 pupils, Foundation Apprenticeships are also available through West Highland College. Please consult your guidance teacher before opting for one of these courses.

Please Note: While it cannot be guaranteed that subjects listed on the S4 option sheet will all be available in S5, we will endeavour to ensure that there are suitable progression routes for all pupils. Subject to staffing, accommodation and viable numbers of pupils choosing courses, we attempt to offer as wide a range of curricular choices as possible each year. There may be the opportunity to embark on a new subject in S5 and S6.



N4 Administration and IT

Contact Teacher: Mrs Clark

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 is designed to help you to understand and take part in the business and information environment. You will gain skills in managing information, organising, planning, problem solving and decision making.

The skills that you develop in Administration and IT are useful in many career areas such as office work, economics, human resource management, management services and public services administration. You will learn about administration in the workplace and workplace legislation affecting employees. You will also develop customer care skills and learn how to organise and support events. The course covers a range of IT applications such as word processing, spreadsheets, databases and desktop publishing.

There are three compulsory units, plus an added value unit that assesses your practical skills.

Administrative Practices

- administrative tasks needed to organise and support small-scale events
- key workplace legislation affecting employees
- good customer care

IT Solutions for Administrators

- use word processing applications to create and edit business documents
- use spreadsheets and databases applications to manage information
- organise and process information in administrative situations

Communication in Administration

- collect and share information from the internet
- prepare information using multimedia and desktop publishing

Added Value Unit

- plan and prepare documentation to a given brief
- use previously created documents to complete your task





Art and Design National 4 and 5

Contact Teacher: Miss Eilidh Stewart

Aims: The Art & Design course in S3 completes learners Broad General Education and complements the National 4 and 5 courses. It is an opportunity for learners to develop practical skills to an advanced level as well as an awareness of how Art influences all of our lives.

Learners respond to a variety of areas including Landscape, Still Life Portraiture and Design. They explore and learn to communicate ideas with confidence producing an exciting range of work including printmaking, 3D sculpture, drawing and painting, collage, mixed-media and design work. The courses provide opportunities for learners to exercise imagination and creativity and provide scope for personalisation and choice.

The aims of the Courses are to enable learners to:

- * Communicate personal thoughts, feelings and ideas through the imaginative use of Art and Design materials, techniques and/or technology
- * Develop knowledge and understanding of Art and Design practice
- * Plan, develop, produce and present creative Art and Design work
- * Develop understanding of the social and cultural influences on artists and designers and their work
- * Develop problem solving, critical thinking and reflective practice skills

In S4, all students will follow a National 4 or 5 Course. This will be divided into three areas.

* **Design:** Learners will be required to follow specific steps to complete the Design folio. This involves producing and compiling investigative material and market research appropriate to the agreed design brief/design area. Part of the requirements involves development of a single idea which demonstrates visual continuity with the investigative material and market research. Pupils are encouraged to use a selection of materials, techniques and/or technology when completing the folio. An agreed design brief will be set by the teacher and pupils will be provided with opportunity to respond to its requirements. Learners are expected to express justified personal opinions on their decisions and the effectiveness of the design qualities in their portfolio.



* **Expressive:** Learners will produce a range of artwork using techniques such as printing, sculpture and drawing and painting. The folio will require them to produce a single line of development showing visual continuity with the investigative research demonstrating the refinement and realisation of the single line of development, leading to a final piece. Pupils will be required to express justified personal opinions on their decisions and the effectiveness of the expressive qualities of their portfolio.

* **Critical:** Learners will study a selected Artist and Designer, comparing and contrasting their working methods in preparation for the SQA examination. Critical will involve practicing unseen picture questions, using specific art and design terminology to critically analyse pieces of Art & Design.

Assessment: This course will be assessed through an Expressive and Design portfolio; each folio will be worth 100 marks. Assessed individually, marks are then added together to make up (80%) of the overall award. The written exam will be 50 marks (20%) this tests pupil's knowledge and understanding of Artists and Designers practice. All work is externally marked by SQA.

National 4: This course will mirror National 5 in terms of portfolio structure; however pupils will not sit an external written exam. Pupils will be required to submit a written essay about the work of Artists & Designers whom have influenced their practice along with the folio. This folio is internally verified on a Pass or Fail basis.

Regular feedback and next steps is given on class work each week.

Hints for Success:

- Ensure you revise the critical terminology found in your word banks
- Be prepared to apply additional hours to the folio out with class time
- Attend supported study when possible
- Make sure you keep on track with targets

Progression from National 5:

Higher:

The course provides a broad, investigative and practical experience of art and design. Creativity is the key focus. Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive art and design processes and gain related skills. The course provides opportunities for candidates to be inspired and creatively challenged as they communicate their personal thoughts, ideas and feelings through their work.



The course is a broad-based qualification. It is suitable for candidates with an interest in art and design and for those who would like to progress to higher levels of study. It allows candidates to consolidate and extend their art and design skills. The course is learner-centred and includes investigative and practical learning opportunities. The learning experiences are flexible and adaptable, with opportunities for personalisation and choice in both expressive and design contexts. This makes the qualification accessible to the needs and aspirations of a diverse range of candidates.

The course has an integrated approach to learning. It combines investigative and practical learning with knowledge and understanding of art and design practice. Candidates develop a range of art and design techniques and complex problem-solving skills.

The course has three areas of study:

Expressive

This part of the course helps candidates to plan, research and develop creative expressive work in response to a theme or stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They respond to a theme or stimulus and produce 2D/3D analytical drawings, studies and investigative research. They use these to produce a single line of development and a final piece. Candidates also reflect on and evaluate their creative process and the visual qualities of their work.

Design

This part of the course helps candidates to plan, research and develop creative design working in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They respond to a design brief and compile a variety of 2D/3D investigative material and market research. They use these to produce a single line of development and a design solution. Candidates also reflect on and evaluate their design process and the aesthetic and functional qualities of their work.

Critical Studies

- The question paper assesses candidates' ability to: respond to unseen prompts and images
- Demonstrate knowledge of works by significant artists and designers from any time period



- Demonstrate knowledge and understanding in a minimum of two art and two design areas
- Analyse and explain how artists and designers use materials, techniques and/or technology in their work
- Demonstrate knowledge and understanding of visual and design elements using appropriate art and design terminology demonstrate knowledge and understanding of social, cultural, and/or other influences and how they impact on the work and practice of a single artist and a single designer

Assessment: This course will be assessed through an Expressive and Design portfolio; each folio will be worth 100 marks. Assessed individually, marks are then added together to make up (70%) of the overall award. The written exam will be 60 marks (30% of the overall award. All work is externally marked by SQA.

Advanced Higher:

This course involves choosing an area of specialism to complete either an Expressive or Design folio. Pupils would usually be expected to have achieved an A or B at higher. Pupils should use their prior knowledge and experiences to decide on a personalised direction of study which reflects their strengths and areas of interest. Advanced Higher is largely self-directed. Assessment requires the ability to develop ideas and reflect on strengths and weakness using these to show progression. This course requires a high level of pupil commitment.

Learners who have achieved this Advanced Higher Course may progress to further study, employment and/or training. Opportunities for progression include:

Progression to other SQA qualifications:

Progression to other qualifications at the same level of the Course, for example Professional Development Awards (PDAs), Higher National Certificates (HNCs).

Progression to further/higher education: For many learners a key transition point will be to further or higher education, for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners studying the Course might progress to are: HNC/D Art and Design, HNC/D Contemporary Art Practice, HNC/D Photography, HNC/D Fine Art, HNC/D Conceptual Art, BA/BA (Hons) Visual Art, BA/BA (Hons) Fine Art (specialisms in painting, printmaking, sculpture), BA/BA (Hons) Fine Art Photography, BA/BA (Hons) Environmental Art, BA/BA (Hons) Conceptual Art, BA/BA (Hons) Community Arts, BA/BA (Hons) Technical Theatre Arts, BA/BA (Hons) History of Art/Critical Studies.



Advanced Higher Courses provide good preparation for learners progressing to further and higher education as learners doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education. Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme. Advanced Higher Courses are challenging and testing qualifications: learners who have achieved multiple Advanced Higher Courses are regarded as having a proven level of ability which attests to their readiness for higher education in HEIs in other parts of the UK as well as in Scotland.

This Advanced Higher could be part of the Scottish Baccalaureate in Expressive Arts. The Scottish Baccalaureates in Expressive Arts, Languages, Science and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project which adds breadth and value and helps learners to develop generic skills, attitudes and confidence that will help them make the transition into higher education or employment.

Career opportunities in Art & Design:

Animator, Architecture, Careers in Galleries/Museums, Art Therapist, Display/window dresser,

Exhibition Designer, Fashion Designer, Fine Artist, Florist, Furniture Designer, Graphic Designer, Hairdresser, Illustrator, Interior Designer, Landscape Designer, Make-up artist, Packaging Designer, Painter/decorator, Photographer, Costume and Set Designer, Art and Design Teacher, Careers in Advertising, Model Maker, Jewellery maker, Web Designer, Sign Writer, Traditional Crafts worker, Special effects/ visual effects designer, Textile Designer, Cartoonist, Cabinet Maker, TV/film Director. (more careers can be found on nationalcareersservice.direct)



Biology: National 4 and 5

Contact Teacher: Ms Ritchie

Why study Biology? Biology affects everyone and aims to find solutions for many of the world's problems. Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Through enjoyable learning in Biology, learners develop their interest in and understanding of the world. The Course will be of value to those wishing to develop skills, knowledge and understanding of Biology.



What does the Course involve?

National 4 introduces the following topics giving a broad insight into the topic, while National 5 develops the skills and the deeper understanding in preparation for Higher studies.

The courses comprises of four units:

***Cell Biology:** Learners will study cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

***Multicellular Organisms:** Learners will study plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

***Life on Earth:** Learners will study world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and microorganisms and ethical issues.

* Added Value Unit

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

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

<http://www.sqa.org.uk/sqa/45723.html>



Progression from National 5:

Higher Biology

Much like the National 4 and 5 Biology course the Higher Biology course is composed of four units:

DNA and the *Genome*, which focuses on DNA as the source of all instructions and structures in the body;

Metabolism and Survival, which focuses on biological reactions on a cellular level and how they interact to keep the body functioning and

Sustainability and Interdependence, which focuses on the world around us and how all life-forms interact and affect each other.

There is also the added value unit which takes the form of an assignment that pupils research individually. This focuses on applications of Biology topics covered in the Higher course in ways that benefit either society or the environment. This encourages pupils to move beyond the immediate coursework and learn how Biology as a subject affects the world around us.



Business Management National 4

Contact Teacher: Mrs Clark

Course Information:

The key purpose of this Course is to develop the student's knowledge and understanding of business concepts and enable them to gain an awareness of the processes and procedures businesses use to ensure the customer's needs are met.



The Course aims to enable learners to:

- * Develop enterprising skills, and adopt enterprising attributes
- * Develop financial awareness
- * Gain an insight into the impact of the economy on businesses and our daily lives

Assessment:

This course is assessed within class time. Students complete various practical and written-work contained in the 2 units of the course. There is also an added value unit which will be completed in class and will provide an opportunity for the students to prepare a simple business proposal for an aspect of a new small business.

Progression Pathways:

By studying this Course, learners will develop skills which include an enterprising attitude; a customer focus in business contexts; numeracy skills through improving knowledge of financial awareness; and decision making.

This Course or its components may provide progression to:

- * National 5 Business Management Course or relevant component Units.
- * Further study, employment or training.

Resources:

- * Course notes issued to each student for class work.



Hints for Success:

- * Completion of all work set in class and homework.
- * Commitment to achieving your agreed target.
- * Regular revision of course notes at home.



Business Management National 5

Contact Teacher: Mrs Clark

Course Information:

The Course aims to enhance students understanding of the features and characteristics of small and medium business organisations.



There are 3 units

Understanding Business - In this Unit, learners will be introduced to the business environment.

Management of People and Finance - Learners will demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Learners will also learn the financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

Management of Marketing and Operations - The Unit will allow learners to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness.

Assessment: Students will complete external assessment in the form of a written examination and a project based assignment. The assignment will provide students with the opportunity to demonstrate their ability to select an appropriate business topic or issue to resolve.

Progression Pathways:

By developing many transferable skills, the Course prepares learners for everyday life, the world of work, or further study of business. It deepens understanding of businesses and highlights a range of business-based career opportunities that are available within all business sectors.

This Course or its components may provide progression to:

- Higher Business Management
- Further study, employment or training



Resources:

- Course notes issued to each student for class work.

Hints for Success:

- Completion of all work set in class and homework.
- Regular revision of course notes at home



Higher Business Management

Contact Teacher: Mrs Clark

Course Information:

The Course aims to build on the skills and knowledge gained in National 5 Business Management by enhancing students understanding of the features and characteristics of large business organisations, including those who operate globally



There are 3 Units:

Understanding Business -Learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. This Unit also allows learners to analyse the impact that the internal and the external environment has on an organisation's activity, and to consider the implications of these factors.

Management of People and Finance - In this Unit, learners will develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance.

Management of Marketing and Operations -In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems.

Assessment:

Students will complete external assessment in the form of a written examination and a project based assignment. The assignment will provide students with the opportunity to demonstrate their ability to select an appropriate business topic or issue to resolve.

Progression Pathways:

This Course or its components may provide progression to:

- * Further study, employment or training

Resources:

- * Course notes issued to each student for class work.

Hints for Success:

- * Completion of all work set in class and homework.
- * Regular revision of course notes at home.



Chemistry: National 4 and 5

Contact Teacher: Ms McLintock

Why study Chemistry?

The courses develop student's interest in, and enthusiasm for, chemistry through a variety of contexts relevant to Chemistry's impact on society, namely: using natural resources, chemical analysis, and the development of new and novel applications. Studying Chemistry helps to develop a skill set which is highly valued in the work place. Learners will become scientifically literate citizens who are able to evaluate the science-based claims which they will come across in a rapidly developing society.



The course has three units:

* Atoms, Acids and Alkalis

In this Unit, learners will use analytical techniques to develop skills and an awareness of ethical and environmental issues in a local and worldwide context. Learners will gain an understanding of how chemistry is involved in the cause, effect and resolution of these issues.

* Nature's Chemistry

In this Unit, learners will use everyday products such as cosmetics, fuel and food to develop skills and an understanding of the applications of chemistry to everyday life, while considering environmental and ethical implications.

* Chemistry in Society

In this Unit, learners will develop scientific and analytical thinking skills through investigating new materials and energy sources.

* In addition to the three units above you will carry out an assignment which allows you to study an area of Chemistry in more depth. At National 5 this assignment forms a key component of your final grade. At National 4 the assignment forms the fourth unit of the course.

In the assignment learners will draw on and extend the skills they have learned from the other units, and use the skills acquired, in unfamiliar contexts and/or integrated ways.

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

<http://www.sqa.org.uk/sqa/45720.html>



Computing Science National 5 and Higher

Contact Teacher: Virtual School via Mr Hannaway/Mrs Machin



Why Computing Science?

Computers are everywhere! Computing science is playing an increasing role in:

Science, communications, entertainment, education, business and industry,

In this course you will learn how to think, analyse problems and create digital solutions. You will build on programming skills you have developed in S2 and S3 and also learn more about the underlying coding behind databases and websites.

What does the course involve?

The course covers 2 core areas:

*Software Design and Development

Software design takes a variety of forms - you will look at games design, app development (for mobile phones) and conventional programming - using a variety of languages and tools. In this unit you will be designing, creating and testing your own software.

We also look at intelligent systems such as the effect of computing and robots.

*Information Systems Design and Development

Multimedia plays a big part in our modern day lives. The days of only text on the web are gone, with much more of an emphasis on graphics and interactivity. Web design and other multimedia application would be investigated here, as well as investigating the hardware that we need to run these systems.

We all use networks every day, from your "HomeHub" in your house, to the Google cloud world-wide network. We will look at the security issues such as viruses and hacking.

Part of this unit will be dedicated to investigating databases, including design and implementation.



* Course Assessment /Added Value Unit

Part of the course will be a practical assignment undertaken in class time. This will test all of your practical skills you have covered in the course.

How is your work assessed?

At National 4 and Higher pupils undertake unit assessments for each of the above core areas in addition to the course assignment.

For National 5 from this session onwards there are no unit assessments. Pupils will be formatively assessed regularly during National 5 to ensure they are progressing through the course at an appropriate level.

National 4: There is no external exam but you have to complete two unit assessments plus an SQA course assignment which shows all of your skills.

National 5: Assessment takes the form of an external exam which is marked by the SQA and a coursework assignment also externally marked by SQA.

Higher: Higher is assessed on the basis of completing two mandatory units (one covering each of the core areas described above), a course assignment and an external exam.



Cosmetology and Beauty Skills

Contact Teacher: Nicola Lane/Mrs Machin

NPA Cosmetology SCQF level 4



The NPA in Cosmetology at SCQF level 4 allows candidates to sample beauty and make-up artistry disciplines while gaining a recognised qualification which meets the needs of the Beauty industry. The NPA is intended for candidates who want to develop their knowledge and skills to prepare for a career in the sector.

The NPA in Cosmetology offers the skills required by industry and real work experience:

- Candidates will be in a better position for a career in the sector.
- It provides progression opportunities to further study.
- Achievement is nationally recognised and certificated.

Five Mandatory Units, each worth 3 SCQF credit points:

- Working with Customers and Colleagues
- Cosmetology: Product Awareness
- Cosmetology: Career Options and Choices
- Cosmetology: Health and Safety
- Cosmetology: Prepare and Assist in a Workplace Environment

One Options Unit totalling 6 SCQF credit points:

- Cosmetology: Beauty — Practical Skills — FOFE 10
- Cosmetology: Make Up Artistry — Practical Skills — FOFB 10

The course is delivered by outside providers and so will run in-house but over the course of one day a week, much in the same way as West Highland College courses.



NPA Make-Up Skills SCQF level 5

This NPA is the only Make-Up Skills National Progression Award at SCQF level 5 offered by an Awarding Organisation. The NPA comprises of 1 unit at SCQF level 4 and 2 units at SCQF level 5, which are compulsory. This can then be added to with other optional units at SCQF level 5. This qualification provides candidates with skills in the key aspects of make-up. This NPA focuses on specific make-up styles including young, mature and corrective techniques.



With no formal entry qualification requirements this NPA is suitable for a wide range of candidates who may wish to gain entry into the beauty industry. It also allows for straightforward progression to further study in SVQ Level 2 in Beauty at SCQF level 6 and 7.

Assessment is made up of both open book written assignments and practical performance supported by assessor.

Mandatory Units:-

- Bridal and Evening Make-Up
- Day Make-Up and Basic Corrective Make-Up
- Contemporary Make-Up

Optional Units:-

- Customer Skills
- Applying Practical Skills
- Face Painting

The course is delivered by outside providers and so will run in-house but over the course of one day a week, much in the same way as West Highland College courses.



Drama National 3/4/5, Higher & Advanced Higher

Contact Teacher: Mr Martin

This purpose of the National 5 Drama course is to enable pupils to develop and use a range of drama skills and production skills. Pupils develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.



The course aims to enable pupils to:

- ◆ 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 in presenting drama
- ◆ develop knowledge and understanding of the use of a range of production skills when presenting drama
- ◆ explore form, structure, genre and style

The Drama courses have an integrated approach to learning which develops practical and evaluative skills as well as knowledge and understanding of drama and its influences. Throughout the course, pupils explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama. Pupils generate ideas for presenting text using production areas. They explore and develop practical skills in a range of production areas. They apply these skills to enhance text when presenting. Pupils develop knowledge and understanding of social and cultural influences on drama. They learn how to evaluate their own progress and the progress of others.

Pupils can take an acting or a production role so all pupils can take part and be assessed.



Drama Assignment

Pupils take part in a production selected by the class and perform this to a visiting SQA examiner and a selected audience. This makes up one part of the exam. The other is a written exam consisting of questions relating to topics found at each of the levels of study.

Progression Pathways:

Pupils who complete National 3 at the end of S4 can progress to National 4 in S5.

Pupils who complete National 4 at the end of S4 can progress to National 5 in S5.

Pupils who complete National 5 at the end of S4 could progress to Higher in S5.



Engineering Science National 4, 5 and Higher

Contact Teacher: Mr Morrison

The National 5 Engineering Science Course enables learners to apply knowledge and understanding of key engineering facts and ideas, and to understand the relationships between engineering, mathematics and science. There are three main 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. Learners will investigate engineering systems, problems and solutions, involving some existing and emerging technologies, and consider implications relating to the environment, sustainable development, and to economic and social issues.

Learners who complete this Unit will be able to:

- 1 Investigate engineered objects
- 2 Investigate engineering challenges and relate these to key engineering concepts
- 3 Describe some aspects of the impact of engineering

Electronics and Control

The general aim of this Unit is to develop a basic understanding of electronic control systems. Learners will, with guidance, explore straightforward engineering problems, and design, simulate, construct and test solutions.

Learners who complete this Unit will be able to:

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

Mechanisms and Structures

The general aim of this Unit is to develop a basic understanding of simple mechanisms and structures. Learners will, with guidance, explore simple mechanical and pneumatic systems, and design, simulate, construct and test mechanical or pneumatic solutions to straightforward engineering problems.



Learners 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

Assessment:

To complete the National 4 Engineering Science course learners must pass all of the required units. Pupils completing the course at National 5 and Higher will be required to sit an examination question paper. At all levels there is an Assignment.

Progression Pathways:

Pupils who complete National 4 at the end of S4 can progress to National 5 in S5.

Pupils who complete National 5 at the end of S4 can progress to Higher in S5.



Career Pathways: The course is of broad general benefit to all learners. It also provides a solid foundation for those considering careers, in any design, manufacturing or engineering field. It is also of relevance to careers in science.



English National 4

Teachers: Mrs Walker and Ms du Preez

Course Information: Our National 4 English courses will develop candidates' skills in reading, writing, talking and listening, building on the literacy skills pupils should already have developed as part of their broad general education in S1 to S3.



Our courses will promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. Candidates will also develop their ability to apply their knowledge about language in relation to close reading and listening tasks and in relation to improving their own talking and writing skills. This reflects the need for young people to be able to communicate effectively both face- to-face and in writing in order that they become confident, effective communicators, independent learners and responsible citizens.

The course consists of three elements:

- * The Creation and Production Unit (which assesses writing and talking skills)
- * The Analysis and Evaluation Unit (which assesses reading and listening skills)
- * An Added Value Unit (which allows candidates to demonstrate successful progression)

Assessment: Performance in these elements is ongoing and internal (done within the school) and measured against nationally set down standards. Our assessments judgements are subject to verification by the Scottish Qualifications Authority and we have a robust system in place to ensure we are consistently and accurately applying those standards.

Progression Pathways: Successful completion of National 4 usually leads to entry to the National 5 course.

Resources: A wide range of literary and non-literary texts.

Hints for Success:

- * Read regularly and from a wide variety of texts.
- * Your teacher will regularly provide you with feedback that will identify your strengths and your weaknesses and will suggest steps you can take to improve. Follow any advice given.



English National 5

Teachers: Mrs Walker and Ms du Preez

Course Information: Our courses will promote the development of candidates' skills in both using and in analysing language in reading, writing, listening and talking. This reflects the need for young people to be able to communicate effectively both face- to-face and in writing in order that they become confident, effective communicators, independent learners and responsible citizens.



The National 5 English course consists of the following elements:

- **The Talk Component: Performance- Spoken Language**
This component is assessed internally on a pass/fail basis. A successful performance is a mandatory requirement; the SQA will not award the full National 5 English qualification without it.
- **A Writing Portfolio**
This consists of two pieces of extended writing (one broadly creative; one broadly transactional). These pieces of work are submitted to the SQA for external assessment and form 30% of the final award.
- **The externally assessed SQA exam.**
This contains three parts: a close reading paper (Paper 1 Reading for Understanding, Analysis and Evaluation); a gobbet on a Scottish text (Paper 2 Critical Reading - Scottish Text); and a literature essay (Paper 2 Critical Reading - Literature Essay). These two examination papers account for the remaining 70% of the award.

Our National 5 course includes the in depth study of at least one work of Scottish literature, or a selection of poems by a Scottish poet (from a list set by the SQA). A selection of other texts (not all of which may be written texts) will also be studied.

Progression Pathways: Successful completion of National 5 may lead to entry into the Higher English course.

Hints for Success:

*Read regularly and from a wide variety of sources (eg novels, travel books, quality newspapers, poetry anthologies, biographies...). The more you do this, the better!



* Your teacher will regularly provide you with feedback that will identify your strengths and weaknesses and will suggest steps you can take to improve. Follow any advice given.

*If you are given a deadline to hand in, or to have finished, a piece of work, make sure you meet it. (This is also a valuable life skill.)



English Higher

The Higher English course consists of the following elements:

- **The Talk Component: Performance – Spoken Language**
This component is assessed internally on a pass/fail basis. A successful performance is a mandatory requirement; the SQA will not award the full Higher English qualification without it.
- **A Writing Portfolio**
This consists of two pieces of extended writing (one broadly creative; one broadly transactional). These pieces of work are submitted to the SQA for external assessment and form 30% of the final award.
- **The external exam.**
This contains three parts: a close reading paper (Paper 1 Reading for Understanding, Analysis and Evaluation); a gobbet on a Scottish text (Paper 2 Critical Reading – Scottish Text); and a literature essay (Paper 2 Critical Reading Literature Essay). These two examination papers account for the remaining 70% of the award.

Our Higher English course includes the in depth study of at least one work of Scottish literature, or a selection of poems by a Scottish poet (from a list set by the SQA). A selection of other texts (not all of which may be written texts) will also be studied.

Hints for Success:

*Read regularly and from a wide variety of sources - especially the quality press (since this is the genre the SQA draws its materials for Paper 1 of the external examination from).

* Your teacher will regularly provide you with feedback that will identify your strengths and weaknesses and will suggest steps you can take to improve. Follow all advice given.

*If you are given a deadline to hand in, or to have finished, a piece of work, make sure you meet it. (This is also a valuable life skill.)



National 4 Fashion and Textile Technology

Purpose and aims of the course:

The National 4 Fashion and Textile Technology Course places particular emphasis on the development of practical skills and textile construction techniques to make straightforward fashion/textile items, to an appropriate standard of quality. The Course also helps learners develop knowledge of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice.

This Course will help learners to develop important skills, attitudes and attributes related to fashion and textiles that are transferable to other contexts, including problem-solving skills and communication skills. It may also contribute towards the development of numeracy skills through the measurement of textiles and the timing of production.

Course details:

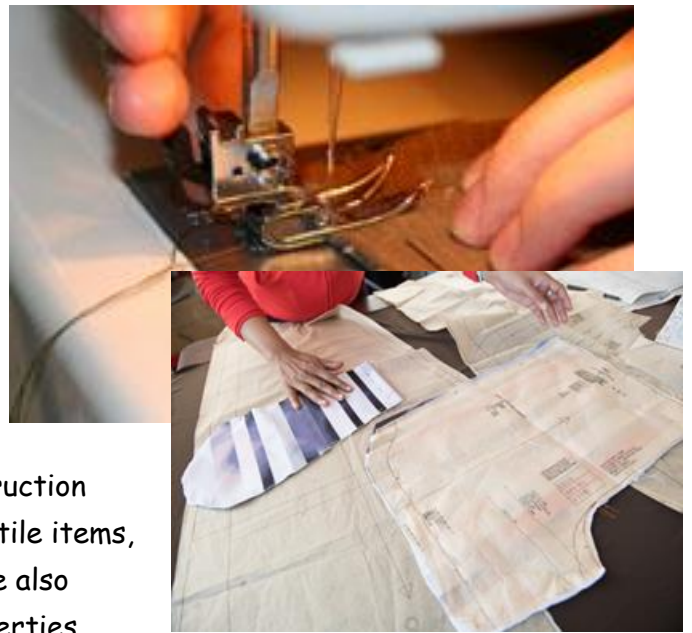
The Course has four mandatory Units including the Added Value Unit.

Fashion and Textile Technology: Textile Technologies (National 4)

This Unit provides learners with the opportunity to develop straightforward knowledge and skills related to textile technologies. This includes knowledge of the characteristics and properties of a range of fabrics and their uses. Learners will have the opportunity to make straightforward fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

Fashion and Textile Technology: Fashion/Textile Item Development (National 4)

This Unit provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for straightforward fashion/textile items based on those trends. Learners will plan and make straightforward fashion/textile items, to an appropriate standard of quality, which takes into account fashion/textile trends. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.



Fashion and Textile Technology: Fashion and Textile Choices (National 4)

This Unit provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will make and evaluate straightforward fashion/textile items, with a focus on factors that affect fashion/textile choice. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

Added Value Unit — Fashion and Textile Technology: Making a Fashion/Textile Item (National 4)

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Fashion and Textile Technology Course through the successful completion of a practical activity, which will allow learners to demonstrate breadth and application of skills and knowledge. Learners will draw on and extend their skills and knowledge in order to produce an effective overall response to a practical task. The task will be sufficiently open and flexible to allow for personalisation and choice.

Progression

This Course or its Units may provide progression to:

- ◆ National 5 Fashion and Textile Technology Course
- ◆ other SQA qualifications in fashion and textile technology or related areas, eg health and wellbeing, creative arts or technologies
- ◆ further education and employment or training



National 5 Fashion and Textile Technology

The central theme of the course is to develop practical knowledge, understanding and skills which support fashion/textile-related activities. The course is practical, exploratory and experiential in nature.

This course provides candidates with the opportunity to develop detailed knowledge, understanding and skills related to textile technologies, including the characteristics and properties of a range of textiles and their uses, and to apply this knowledge in practical situations.

Recommended entry

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

- ◆ National 4 Fashion and Textile Technology Course or relevant component Units

Course details:

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

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

- ◆ detailed textile construction techniques
- ◆ the ability to plan and make detailed fashion/textile items
- ◆ detailed knowledge of textile properties and characteristics

- ◆ detailed understanding of factors that influence fashion/textile choices
- ◆ detailed understanding of fashion/textile trends
- ◆ the ability to select, set up, adjust and use relevant tools and equipment safely and correctly
- ◆ detailed investigation, evaluation and presentation skills

Assessment:

The assignment and practical activity has three stages. Stage 1 involves carrying out research into key themes from the chosen brief. Producing a solution and plan for making a detailed fashion/ textile item based on information generated from the research. In stage 2 pupils make their fashion/ textile item. Stage 3 involves evaluating their finished pieces and carrying out an investigation to assist their evaluation. Pupils



completing the course at National 5 and Higher will also be required to complete an examination question paper.

Progression

This Course or its Units may provide progression to:

- ◆ Higher Fashion and Textile Technology Course
- ◆ other SQA qualifications in health and wellbeing, technologies or related areas
- ◆ further education and employment or training

Resources:

The school will provide all materials and technical tools and equipment.

Hints for Success:

- * Commit to achieving your agreed target.
- * Practice sewing techniques at home as much as possible
- * Ensure all homework is completed and ask for help when needed.
- * Regularly revise course notes and exam style questions.



Geography National 4, 5 and Higher

Contact Teacher: Mr Smith



Course information: the aim of the course is to encourage all pupils to become *Global Citizens* through investigating physical and human environments and exploring current problems around the world. Hopefully we can help improve Planet Earth for the future. You only need to think about recent news stories about extreme weather, conflict in the Middle East, political turmoil in the West and the rise of the Chinese economic superpower to realise that learning Geography can help us investigate the answers to these world issues. Geography can also provide us with a scientific knowledge of natural landscapes and how people interact and change them.

Both National 4/ 5 and Higher courses are organised into three units:

National 4 and 5	Higher
Physical Environments: <ul style="list-style-type: none"> The ice age and glacial environments Waves and coastal landscapes Land use opportunities and problems 	Physical Environments: <ul style="list-style-type: none"> Glaciation and Coastal environments River flooding and drainage basins Atmosphere and world energy circulation Biogeography and soil profiles
Human Environments: <ul style="list-style-type: none"> World Population issues Cities in developed and developing countries (Glasgow and Rio de Janeiro) Food production in developed and developing countries (Canada and SE Asia) Poverty in the developing world 	Human Environments: <ul style="list-style-type: none"> World population issues and solutions Urban change in the developed and developing world (Edinburgh and Mumbai). Rural land degradation in the Sahel zone of Africa. Rural land management in Lochaber and Dorset.
Global issues: <ul style="list-style-type: none"> Development and Health Environmental Hazards 	Global Issues: <ul style="list-style-type: none"> Development, Health and Primary Care Global Climate Change

Skills: In all units, students will have the opportunity to develop their mapping skills and use online geographical data. ICT will be further developed through research projects and fieldwork assignments. Numeracy and Literacy skills will be developed



through data processing/analysis and from producing extended answers and reports. All students will gain the opportunity to work collectively on learning tasks and be expected to study individually also. Fieldwork plays an important role in the course and previous excursions have involved field studies of the River Coe, Ganavan Sands Beach and the urban zones of Oban.

Assessment:

The National 4 course will be internally assessed using unit assessments which demonstrate knowledge and understanding as well as skills.

The Value Added unit will also be internally assessed using SQA exam board guidelines and will be an on-going project which demonstrates the application of knowledge and skills.

The National 5 and Higher course will have a fieldwork report and an examination which is externally assessed by the SQA and graded from level A to D.

Progression Pathway:

Pupils who achieve National 4 may progress to National 5.

Pupils who achieve National 5 may progress to Higher Geography.

Career Pathway: Geography provides a broad based education with excellent transferable skills. It can pave the way for students wishing to embark on careers in industries like: tourism, forestry, land management, outdoor adventure, agriculture, government, transport, retail, armed forces, aviation, development, town planning, estate agency, surveying, social work, business, meteorology.



Graphic Communication National 3/4/5, Higher & Advanced Higher

Contact Teacher: Mr Martin

The Course allows learners to develop a range of graphics skills, widening their horizons regarding a range of vocations and careers.

It provides opportunities to build skills in 2D, 3D and pictorial graphics. Pupils will be able to apply these skills in order to generate both manual and ICT graphics that have visual impact and that transmit information clearly.



The Course consists of:

* 2D Graphic Communication

This helps learners develop their creativity and skills in creating and understanding 2D graphics. Learners will be encouraged to develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

3D and Pictorial Graphic Communication

This builds on pupils' knowledge and creativity within a 3D and pictorial graphic context. Again, it will allow learners to initiate and develop ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D spatial awareness and there will be opportunity to develop good ICT skills using computer modelling programmes.

Graphic Communication Assignment

The Graphic Communication Assignment adds challenge and relevance to pupils' learning. Learners will draw on their range of skills and knowledge in order to produce an effective and imaginative response to a brief. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice and will involve the creation of a range of graphics relevant to the assignment.

Assessment:

Pupils completing the course at National 5, Higher and Advanced Higher will also be required to complete an examination question paper.

Progression Pathways:

Pupils who complete National 4 at the end of S4 can progress to National 5 in S5.



Pupils who complete National 5 at the end of S4 could progress to Higher in S5.

Career Pathways:

- * Civil, mechanical or electrical engineering.
- * Architectural, Product or Fashion Design.
- * Practical experience for those studying any technology or design related subjects.
- * Graphic artists.
- * Production and Technical Theatre.
- * Journalism and publishing.



History National 4 and National 5

Contact Teacher: Mrs A McBride

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

Course Information:

The course consists of 3 Units

* Historical Study: Scottish

The Era of the Great War, 1910-1928

* Historical Study: British

The Atlantic Slave Trade, 1770-1807

* Historical Study: European and World

Hitler and Nazi Germany, 1919-39

Assessment:

Pupil's progress in National 4 and 5 will be assessed by an end of unit challenge which is completed in class time.

At National 4 there will be an Added Value Unit which is an assignment which provides the opportunity to apply skills and develop knowledge and understanding in a specialist topic. These units are externally verified.

Pupils who work at National 5 level will complete an examination at the end of the year assessing both their knowledge and skills.

Key Skills

- * Evaluating historical sources taking into account their origin, purpose, content and/or context.
- * Explaining the impact of a historical development in a structured manner.
- * Analysing the factors contributing towards a historical development.



Resources:

- * Department notes/resources
- * Class notes
- * DVD/ reference materials
- * Textbooks

Hints for Success:

- * Active involvement in class work
- * Completion of homework tasks (written/reading/thinking)
- * Thorough revision
- * Taking full advantage of opportunities for independent learning in the course.

Progression:

- * Pupils completing National 5 will be able to progress onto Higher.
- * Pupils completing National 4 can progress onto National 5.



History Higher

Contact Teacher: Mrs A McBride & Mr A Heron

Course Aim: The purpose of the Course is to develop pupils analytical and research skills plus open up the world of the past. The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

Course Information:

The course consists of 3 Units

Historical Study: Scottish

Migration and Empire 1830 - 1939

Historical Study: British

Britain, 1851-1951

Historical Study: European and World

Germany , 1815-1938

Assessment:

Pupil's progress into History is dependent upon them achieving a pass at National 5 History preferably at C grade or above.

There are two 90 minute exams at the end of the course. Paper one an essay paper based on the British and European topics and worth 44 marks overall (40% of overall mark). Paper two assesses the Scottish Topic and is based on source analysis skills and is worth 36 marks (33% of overall mark).

There is also a written higher assignment which is out of 30 marks and accounts for 27% of their final mark.

Key Skills

- developing and applying skills, knowledge and understanding across contexts from British, European and world, and Scottish history
- evaluating the origin, purpose, content and context of historical sources
- evaluating the impact of historical developments and synthesising information in a well-structured manner



- evaluating the factors contributing towards historical developments, and drawing well-reasoned conclusions supported by evidence
- researching and analysing historical information
- developing a detailed and accurate knowledge and understanding of complex historical issues in British, European and world, and Scottish contexts

Resources:

- Department notes/resources
- Class notes
- DVD/ reference materials
- Core Textbooks
- Use of Google classroom

Hints for Success:

- Active involvement in class work
- Completion of work independently at home
- Thorough revision
- Taking full advantage of opportunities for independent learning in the course.
- Communicating well with class teacher

Progression:

Pupils completing Higher may have the option of further Advanced Higher Study if suitable



National 5 Practical Cake Craft

Purpose and aims of the Course

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry.



Who is this course for?

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

Course details:

The course aims to enable pupils to:

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

The course is practical and relevant to the world of work. It enables candidates to develop a range of artistic techniques and to consolidate them through practical activities. Drawing on all aspects of design, such as shape, colour, texture, balance and precision, candidates are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.

Assessment:

The assignment and practical activity has three stages. Stage 1 involves designing and planning a celebration cake. Stage 2 the pupils implement their plans and bake, finish and decorate their cakes. Stage 3 the pupils evaluate the completed cake. Pupils completing the course at National 5 will also be required to complete an examination question paper.



Resources:

The school will provide all ingredients and technical tools and equipment.

Hints for Success:

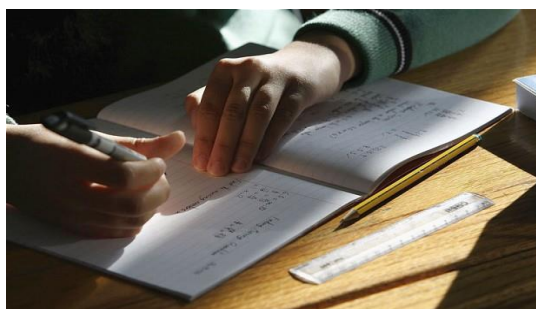
- * Commit to achieving your agreed target.
- * Practice baking and decorating techniques at home as much as possible
- * Ensure all homework is completed and ask for help when needed.
- * Regularly revise course notes and exam style questions.



Applications of Mathematics National 3, 4 and 5

Contact Teacher: Miss Murray / Mr Simpson

Course Information: The course primarily consists of three course units entitled *Managing Finance and Statistics*, *Geometry and Measure* and *Numeracy*.



Managing Finance and Statistics: This unit aims to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

Geometry and Measure: The aim of this unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems. The Outcomes cover aspects of geometry and measurement in real-life situations requiring reasoning.

Numeracy: The general aim of this Unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

Added Value Unit/Mathematics Test

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



Assessment: At a minimum, course work will be internally assessed at the end of each unit. Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.

Each level has different formal assessments:

At level 3 only the units are assessed.

At level 4, in addition to the units, an Added Value exam must also be completed successfully and candidates studying for National 5 Applications of Mathematics only have to pass the end of course SQA exam in May to achieve the award.

Progression Pathways: On completion of National 3 maths, the learner could progress up to National 4 Applications of Mathematics. On successful completion of the N4 course, the learner could progress up to National 5 level. Applications of Mathematics cannot be taken as a Higher.

Resources: Pupils will be provided with a jotter. Pupils **should try to bring a scientific calculator with them to class.**

Hints for Success:

- * Commit to achieving your agreed target.
- * Attend revision classes for additional support if required.
- * Ensure all homework is completed and ask for help when needed.
- * Regularly revise course notes and exam style questions.



Mathematics National 4

Contact Teacher: Mr Simpson / Miss Murray

Course Information: The course primarily consists of three course units entitled Expressions and Formulae, Relationships and Numeracy.



Expressions and Formulae: This unit aims to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The outcomes cover aspects of algebra, geometry, statistics and reasoning.

Relationships: This unit aims to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

Numeracy: This unit aims to develop pupils' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As pupils tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Pupils will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Pupils will use their solutions to make and explain decisions.

Added Value Unit/Mathematics Test

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

Assessment: In order to achieve a National 4 qualification, candidates must pass internally assessed unit tests covering the three general areas described above. In addition to this, candidates must also pass an end of course Added Value exam.. In class, pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.

Progression Pathways: On successful completion of this course, the learner could progress to National 5 Mathematics.



Resources: Pupils will be provided with a jotter and a textbook at the appropriate level.
Pupils should try to bring a scientific calculator with them to class.

Hints for Success:

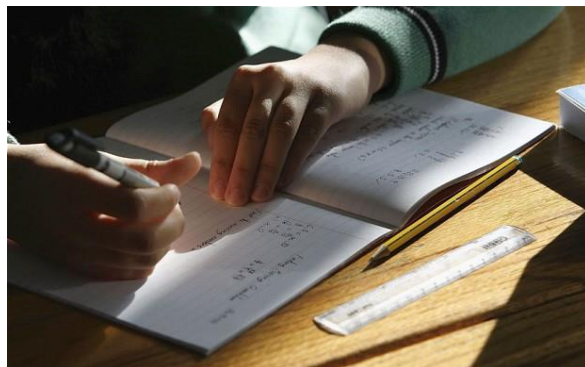
- * Commit to achieving your agreed target.
- * Attend revision classes for additional support if required.
- * Ensure all homework is completed and ask for help when needed.
- * Regularly revise course notes and exam style questions.



Mathematics National 5

Contact Teacher: Mr Simpson / Miss Murray

Course Information: The course consists of three units entitled Expressions and Formulae, Relationships and Applications. To gain an overall award of the Course, pupils must pass the Course assessment.



Expressions and Formulae: This unit aims to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The outcomes cover aspects of number, algebra, geometry and reasoning.

Relationships: This Unit aims to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on lengths and angles within shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Applications: This unit aims to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The outcomes cover aspects of these skills and also skills in reasoning.

Assessment: Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking and collaborative learning to enhance their learning within the subject. Most importantly, pupils must successfully complete an external exam at the end of S4 (Course Assessment) in order to achieve the award.

Progression Pathways: On successful completion of this course, the learner could progress to Higher Mathematics if he/she achieves a grade A or B. Pupils who achieve a grade C should not progress to Higher Mathematics and should instead consolidate National 5 work.

Resources: Pupils will be provided with a jotter and a textbook at the appropriate level. Pupils should try to bring a scientific calculator with them to class.

Hints for Success:

- * Commit to achieving your agreed target.
- * Attend revision classes for additional support if required.



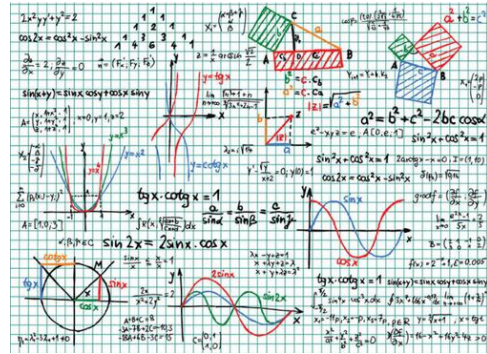
* Ensure all homework is completed and ask for help when needed.

* Regularly revise course notes and exam style questions.



Mathematics Higher

Contact Teacher: Mr Simpson / Miss Murray



Course Information: The course consists of three units entitled Applications, Expressions and Formulae, Relationships and Calculus. To gain an overall award of the Course, candidates must pass the Course assessment.

Expressions and Functions: This unit aims to develop skills linked to more generalised mathematical objects like vectors, logarithmic and exponential functions and trigonometric functions. The outcomes cover aspects of number, algebra, geometry and reasoning.

Relationships and Calculus: This Unit aims to develop skills linked to the differential and integral calculus. These include carrying out differentiation and integration to calculate instantaneous behaviour of moving objects and calculating complex areas related to functions

Applications: This unit explores some of the links between the other two units and how they are applied in a practical sense in the real world. In particular, students will study the algebra of straight lines and circles within real-life contexts and also investigate the long term behaviour of convergent and divergent series.

Assessment: Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking and collaborative learning to enhance their learning within the subject. Most importantly, pupils must successfully complete an external exam at the end of 5 (Course Assessment) in order to achieve the award.

Progression Pathways: On successful completion of this course, the learner could progress to Advanced Higher Mathematics if he/she achieves a grade A or B. Pupils who achieve a grade C should not progress to Advanced Higher Mathematics and should instead consolidate Higher work.

Resources: Pupils will be provided with a jotter and a textbook at the appropriate level. Pupils should always bring a scientific calculator with them to class.



Hints for Success:

- * Commit to achieving your agreed target.
- * Attend revision classes for additional support if required.
- * Ensure all homework is completed and ask for help when needed.
- * Regularly revise course notes and exam style questions.



Modern Languages

French National 4

Contact Teacher: Miss Putton

The aim of the course is to encourage communicative competence in French in relation to developing personal relationships, leisure and the world of work. Communicating effectively and confidently on holiday or in the work-place, in the areas of business, tourism and hospitality - is best achieved by learning about and engaging with not only the language, but also its customs and culture.



There are two units to be completed for the course:

- **Using Language:** in continuing the learning of French, pupils will develop the skills of Talking and Writing which will allow them to apply and adapt familiar language and also express themselves and their opinion about various issues and topics.
- **Understanding Language:** in continuing the learning of French, pupils will develop the skills of Listening and Reading which will allow them to become aware of the French-speaking world issues and culture.

Other themes and learning experiences:

- Knowledge and understanding of different cultures from different countries like Canada, Senegal, Togo and overseas French regions.
- Development of Global Citizenship skill by making pupils aware of various issues around the world and using languages and cultures as a way to build a critical view.

Assessment:

- This course will be formally assessed by teaching staff using resources provided by SQA in the skills of Listening and Talking, Reading and Writing.
- There is no externally assessed assessment to this course and therefore no exams as part of the SQA diet.



- Regular formative assessment will continue to be based on work in class - often informally as part of paired work or group activities, or a piece of homework, and may include self, peer and group assessments.
- Talking will be assessed by individual presentations of a chosen topic.
- Reading and Listening can be assessed by pupil's responses to written and spoken texts in French - including personal responses to a text read for enjoyment, or a film.
- Writing will be assessed regularly, with pupils preparing a selection of pieces, which might include basic discursive essays, reports and reviews, or informative texts such as posters, brochures, e-mails or contributions for a web-page.

Progression Pathway:

- Pupils who attain **National 4** (internally assessed) in S4 should be able to advance to **National 5**.
- Pupils gaining a **National 5** award (external assessment by SQA exams) should be capable of working towards the **Higher exam**.

Resources:

- Pupils are provided with core vocabulary and notes in the form of activities and worksheet linked to a range of topics.
- Key websites will be used to improve their learning experience (TV5Monde, Radio France International, BBC Bitesize French,)
- Youtube videos and podcasts by French youtubers.
- French speaking movies in their original versions.
- Short extract of piece of literature in French.
- Use of dictionaries and online dictionaries.

Hints for success:

- Regular learning, revising and applying of key points of vocabulary and grammar is essential to making progress in any language. Little, but often, rather than big chunks all at once.
- Individual preferences / styles of learning should be explored, using MP3 downloads and apps or recording preparation for speaking on mobile phones.
- Regular completion of homework of all kinds - and especially in preparing for speaking and writing tasks.



French National 5

Contact Teacher: Miss Putton



Course information: The aim of the course is to encourage communicative competence in French in relation to developing personal relationships, leisure and the world of work. Communicating effectively and confidently on holiday or in the work-place, in the areas of business, tourism and hospitality - is best achieved by learning about and engaging with not only the language, but also its customs and culture.

There are two units to be completed for the course:

- **Using Language:** in continuing the learning of French, pupils will develop the skills of Talking and Writing which will allow them to apply and adapt familiar language and also express themselves and their opinion about various issues and topics.
- **Understanding Language:** in continuing the learning of French, pupils will develop the skills of Listening and Reading within the broad themes of Society, Culture, Learning and Employability.

Other themes and learning experiences:

- Knowledge and understanding of different cultures from different countries like Canada, Senegal, Togo and overseas French regions.
- Development of Global Citizenship skill by making pupils aware of various issues around the world and using languages and cultures as a way to build a critical view.

Assessment:

- This course will be externally assessed by SQA in the skills of Listening, Reading and Writing at the end of the school year.
- There will be one piece of writing prepared in class and sent to the SQA for external marking and the Talking will also be recorded in class.
- Regular formative assessment will continue to be based on work in class - often informally as part of paired work or group activities, or a piece of homework, and may include self, peer and group assessments.



- Talking will be assessed by individual presentations of a chosen topic.
- Reading and Listening can be assessed by pupil's responses to written and spoken texts in French - including personal responses to a text read for enjoyment, or a film.
- Writing will be assessed regularly, with pupils preparing a selection of pieces, which might include basic discursive essays, reports and reviews, or informative texts such as posters, brochures, e-mails or contributions for a web-page.

Progression Pathway:

- Pupils who attain **National 4** (internally assessed) in S4 should be able to advance to **National 5**.
- Pupils gaining a **National 5** award (external assessment by SQA exams) should be capable of working towards the **Higher exam**.

Resources:

- Pupils are provided with core vocabulary and notes in the form of activities and worksheet linked to a range of topics.
- Key websites will be used to improve their learning experience (TV5Monde, Radio France International, BBC Bitesize French,)
- Youtube videos and podcasts by French youtubers.
- French speaking movies in their original versions.
- Short extract of piece of literature in French.
- Articles of French newspaper and extract of French Tv news.
- Use of dictionaries and online dictionaries.

Hints for success:

- Regular learning, revising and applying of key points of vocabulary and grammar is essential to making progress in any language. Little, but often, rather than big chunks all at once.
- Individual preferences / styles of learning should be explored, using MP3 downloads and apps or recording preparation for speaking on mobile phones.
- Regular completion of homework of all kinds - and especially in preparing for speaking and writing tasks.



French Higher

Contact Teacher: Miss Putton

Course information: The aim of the course is to encourage communicative competence in French in relation to developing personal relationships, leisure and the world of work. Communicating effectively and confidently on various topics - is best achieved by learning about and engaging with not only the language, but also its customs and culture. Pupils will be able to explore current news of the world, complex concepts and literary works in French.

There are two units to be completed for the course:

- **Using Language:** in continuing the learning of French, pupils will develop the skills of Talking and Writing which will allow them to apply and adapt familiar language and also express themselves and their opinion about various issues and topics.
- **Understanding Language:** in continuing the learning of French, pupils will develop the skills of Listening and Reading within the broad themes of Society, Culture, Learning and Employability.

Other themes and learning experiences:

- Knowledge and understanding of different cultures from different countries in the world.
- Development of Global Citizenship skill by making pupils aware of various issues around the world and using languages and cultures as a way to build a critical view.

Assessment:

- This course will be internally assessed. There will be one assessment for each skill (Speaking, Listening, Reading and writing). Each skill will be assessed in relation to a topic studied in a Unit.
- Regular formative assessment will continue to be based on work in class - often informally as part of paired work or group activities, or a piece of homework, and may include self, peer and group assessments.
- Talking will be assessed by individual presentations of a chosen topic.



- Writing will be assessed regularly, with pupils preparing a selection of pieces, which might include basic discursive essays, reports and reviews, or informative texts such as posters, brochures, e-mails or contributions for a web-page.
- This course is externally assessed with the following assessments : Listening, reading, writing and directed writing.

Progression Pathway:

- Pupils gaining a **Higher** award (external assessment by SQA exams) should be capable of working towards the **Advanced Higher exam**.

Resources:

- Pupils are provided with core vocabulary and notes in the form of activities and worksheet linked to a range of topics.
- Key websites will be used to improve their learning experience (TV5Monde, Radio France International, BBC Bitesize French,)
- Youtube videos and podcasts by French youtubers.
- French speaking movies in their original versions.
- Short extract of piece of literature in French.
- Articles of French newspaper and extract of French Tv news.
- Use of dictionaries and online dictionaries.

Hints for success:

- Regular learning, revising and applying of key points of vocabulary and grammar is essential to making progress in any language. Little, but often, rather than big chunks all at once.
- Individual preferences / styles of learning should be explored, using MP3 downloads and apps or recording preparation for speaking on mobile phones.

Regular completion of homework of all kinds - and especially in preparing for speaking and writing tasks.

Note: Spanish and German are both available for study at National 5 and Higher levels through the Virtual School.



Music and Music Technology

Subject Qualifications Available to Pupils in the Senior Phase:

Music National 4 and 5, Higher, Advanced Higher

Music Technology National 4 and 5, Higher

We now have two S4-6 course options at KHS Music Department with Music Technology back on offer (for the first time as a separate course) from 2019-20.

Music Technology courses aren't about playing instruments (you don't have to be able to play anything!), but about skills like sound engineering & production and their application to music industry contexts.

To help you choose the course best suited to you, we've made this quick table of the main differences:

Skill	Music	Music Technology
Performing	Performing on two instruments (or one instrument and voice) as a substantial part of the course.	No performing requirement, but you could still get the chance to play for people to record.
Composing	You'll be composing some music of your own.	No composing requirement, but some opportunities to choose creative tasks.
Listening/ Understanding	Learning about a broad range of music including classical, popular, folk and world styles. Some music reading/writing requirements.	Learning about more specifically 20 th /21 st century music with the emphasis on popular styles. No formal music reading/writing requirement.
Technology	You might be recording your work and/or using a computer for composing, but you don't have to.	This is the main point and you'll be learning to record and process audio for various purposes.



Music National 4

Contact Teacher: Mr Duggan

Course Information: Performing, creating and learning about music can be satisfying for purely musical reasons, but also brings additional benefits. No matter what your aims in life, the development of musical skills has also been proven to help with things like concentration, coordination, creative thinking, problem solving, self-confidence and self-expression.

SQA says: 'The Music courses provide candidates with broad practical experience of performing, creating and understanding music. The courses enable candidates to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning.'

National 4 Music builds on the skills gained through S1-3 Music, and rewards an open-minded approach to diverse types of music.

The course has three Mandatory Units:

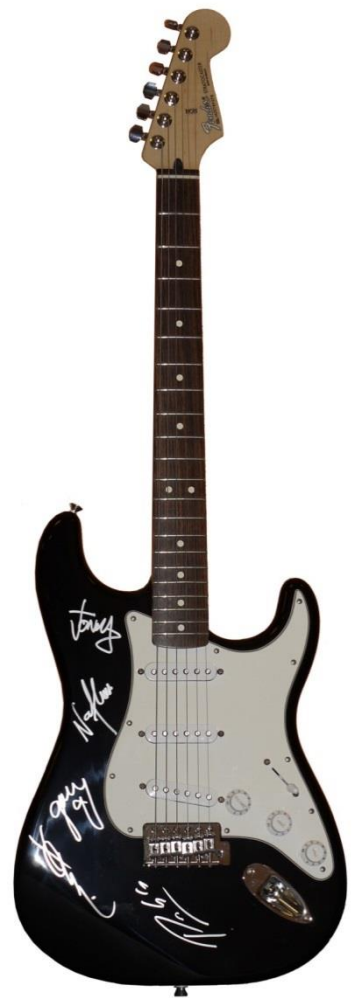
- Performing Skills (performing on two instruments, or one instrument and voice).
- Composing Skills (creating your own original music in various different styles).
- Understanding Music (demonstrating an understanding of music concepts, signs and symbols).

The Added Value Unit (which replaces the National 5 and Higher external coursework/exams here) involves preparing and performing an 8-minute programme of music on two instruments, or one instrument and voice.

Assessment: On-going formative assessment is central to this course; teacher and tutors aim to give pupils regular and detailed feedback, and opportunities to enhance their knowledge and skills.

To achieve the National 4 Music Course award, pupils must pass all of the required units, including the Added Value Unit. This course is not graded.

Progression Pathways: National 5 Music.



Resources:

- Books, CDs/DVDs, music software, Music Department website, instruments, practice facilities.
- Relevant and challenging musical repertoire.
- Department website: www.khsmusic.info.

Hints for Success:

- Study concepts at home and treat regular music practice as expected homework.
- Make use of school practice facilities (available at lunchtime, interval and after school).
- Become involved in extra-curricular musical activities.
- Commit to a high standard of work and sustained effort!

Music National 5

Contact Teacher: Mr Duggan

Course Information: See National 4 Music introduction above for general benefits of music.

National 5 Music builds on the skills gained through S1-3 Music, National 4 Music and/or outside experience, and rewards an open-minded approach to diverse types of music.

All assessment for this course has been external since session 2018-19:

While Performing Skills, Composing Skills and Understanding Music are still the three essential course elements, there are no pass/fail internal units now. So, while on-going formative assessment is still important to your musical development, it no longer forms part of your final grade. To gain the National 5 Music Course award, you have to sit a Performing Skills exam (an 8-minute programme worth 50%, and sooner than you might expect with an exam period from approx. mid- February to mid-March!) and Question Paper (35%, in April or May) as well as submit a Composing Skills assignment (15%).

Progression Pathways: Higher Music, further study, employment or training.

Resources:

- Books, CDs/DVDs, music software, Music Department website, instruments, practice facilities.
- Relevant and challenging musical repertoire.
- Department website: www.khsmusic.info.



Hints for Success:

- Study concepts at home and treat regular music practice as expected homework.
- Make use of school practice facilities (available at lunchtime, interval and after school).
- Become involved in extra-curricular musical activities.
- Commit to a high standard of work and sustained effort!



Music Higher

Contact Teacher: Mr Duggan

Course Information: See National 4 Music introduction above for general benefits of music.

Higher Music builds on the skills gained through National 4/5 Music and/or outside experience, and rewards an open-minded approach to diverse types of music.

All assessment for this course will be external from session 2019-20:

While Performing Skills, Composing Skills and Understanding Music are still the three essential course elements, there are no pass/fail internal units now. So, while on-going formative assessment is still important to your musical development, it no longer forms part of your final grade. To gain the Higher Music Course award, you have to sit a Performing Skills exam (a 12-minute programme worth 50%, and sooner than you might expect with an exam period from approx. mid- February to mid-March!) and Question Paper (35%, in April or May) as well as submit a Composing Skills assignment (15%).

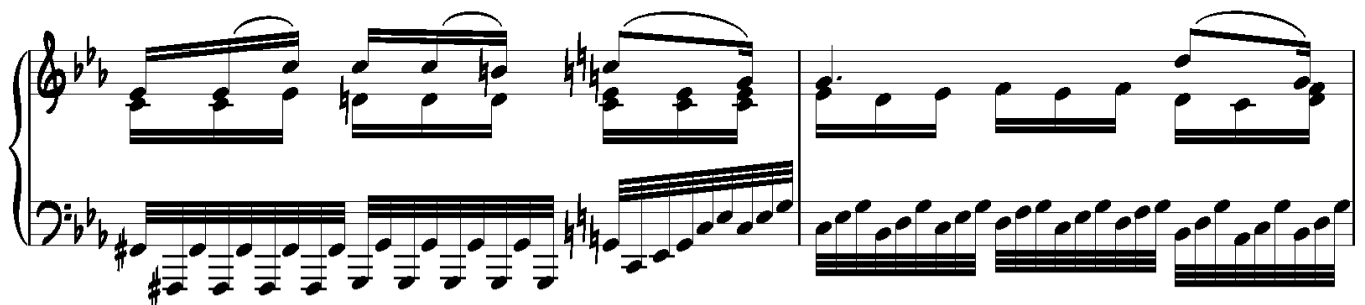
Progression Pathways: Advanced Higher Music, further study, employment or training.

Resources:

- Books, CDs/DVDs, music software, Music Department website, instruments, practice facilities.
- Relevant and challenging musical repertoire.
- Department website: www.khsmusic.info.

Hints for Success:

- Study concepts at home and treat regular music practice as expected homework.
- Make use of school practice facilities (available at lunchtime, interval and after school).
- Become involved in extra-curricular musical activities.
- Commit to a high standard of work and sustained effort!





Music Technology National 4



Contact Teacher: Mr Duggan

Course Information: You'll find Music Technology almost everywhere in modern life, even where you're not looking for it! It's a modern subject combining skills and interests from different areas like music (obviously!) and computer use, and may be relevant to a number of possible career paths.

SQA says: 'These courses are for learners with a broad interest in music technology and 20th and 21st century music. The courses are practical and experiential in nature. There is scope for personalisation and choice through the contexts for learning.'

National 4 Music Technology builds on some skills from S1-2 Music as well as our new S3 Music Technology course and possible outside/hobby interests.

The course has three Mandatory Units:

- Music Technology Skills (using appropriate hardware and software to capture and manipulate audio).
- Understanding 20th and 21st Century Music (learning about the music and related music technology developments).
- Music Technology in Context (using music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming).

The Added Value Unit (which replaces the National 5 and Higher external coursework/exams here) involves planning and carrying out a short creative production assignment.

Assessment: On-going formative assessment is central to this course; teacher and tutors aim to give pupils regular and detailed feedback, and opportunities to enhance their knowledge and skills.

To achieve the National 4 Music Course award, pupils must pass all of the required units, including the Added Value Unit. This course is not graded.

Progression Pathways: National 5 Music Technology.



Resources:

- Recording room with PC, modern audio interfaces, good microphone selection and other equipment.
- Classroom PCs with appropriate DAW (recording) and other software.
- Two portable digital recorders.
- Course materials including Sounds Active Essential Sound Engineering program and helpful books.
- Department website: www.khsmusic.info.

Hints for Success:

- Plan and log your projects carefully.
- Practise and apply the tried and tested techniques.
- Learn to trust your ears.
- Commit to a high standard of work and sustained effort!



Music Technology National 5

Contact Teacher: Mr Duggan

Course Information: See National 4 Music Technology introduction above for general summary.

National 5 Music Technology builds on the skills gained through S1-2 Music, S3 Music Technology, National 4 Music Technology and/or outside experience.

All assessment for this course has been external since session 2018-19:

While Music Technology Skills, Understanding 20th and 21st Century Music and Music Technology in Context are still the three essential course elements, there are no pass/fail internal units now. So, while on-going formative assessment is still important to your musical development, it no longer forms part of your final grade. To gain the National 5 Technology Course award, you have to sit a Question Paper (worth 30%) and submit an Assignment (70%) comprising two tasks for contexts such as live performance, multi-track recording, radio broadcast, composing/sound design for film, audiobooks or computer gaming.

Progression Pathways: Higher Music Technology, further study, employment or training.

Resources:

- Recording room with PC, modern audio interfaces, good microphone selection and other equipment.
- Classroom PCs with appropriate DAW (recording) and other software.
- Two portable digital recorders.
- Course materials including Sounds Active Essential Sound Engineering program and helpful books.
- Department website: www.khsmusic.info.

Hints for Success:

- Plan and log your projects carefully.
- Practise and apply the tried and tested techniques.
- Learn to trust your ears.
- Commit to a high standard of work and sustained effort!



Music Technology Higher

Contact Teacher: Mr Duggan

Course Information: See National 4 Music Technology introduction above for general summary.

Higher Music Technology builds on the skills gained through National 4/5 Music Technology and/or outside experience.

All assessment for this course will be external from session 2019-20:

While Music Technology Skills, Understanding 20th and 21st Century Music and Music Technology in Context are still the three essential course elements, there are no pass/fail internal units now. So, while on-going formative assessment is still important to your musical development, it no longer forms part of your final grade. To gain the Higher Music Technology Course award, you have to sit a Question Paper (worth 30%) and submit an Assignment (70%) using multi-tracked recording(s) in a production appropriate to a context such as radio broadcast, composing/sound design for film, audiobooks or computer gaming.

Progression Pathways: Advanced Higher Music Technology (new at SQA from session 2019-20), further study, employment or training.

Resources:

- Recording room with PC, modern audio interfaces, good microphone selection and other equipment.
- Classroom PCs with appropriate DAW (recording) and other software.
- Two portable digital recorders.
- Course materials including Sounds Active Essential Sound Engineering program and helpful books.
- Department website: www.khsmusic.info.

Hints for Success:

- Plan and log your projects carefully.
- Practise and apply the tried and tested techniques.
- Learn to trust your ears.
- Commit to a high standard of work and sustained effort!



NPA Technical Theatre in Practice

Contact Teacher: Mr Martin

The National Progression Award (NPA) in Technical Theatre in Practice at SCQF level 6 is designed to provide pupils with a range of design skills for use in technical theatre. Pupils use design skills as well as specialising in specific areas such as lighting, sound, prop making or model set construction.



Pupils may also have the opportunity to integrate their skills through a project, depending on which optional Unit is selected from the framework.

The Course

Throughout the year pupils will work alongside the drama department, take part in producing work for theatre productions for the school and other theatre projects out with school.

There are two mandatory Units and one further Unit should be selected from the optional section.

Mandatory Units

- Technical Theatre in Context- Pupils will learn aspects in health and safety in the theatre, theatre roles and terminology, investigate performance spaces, and identify technical aspects in a text and describe how these could be used.
- Theatrical Design- Pupils will demonstrate knowledge on understanding of theatrical design, demonstrate an ability to match theatrical design to a text and performance space in productions and produce final designs for a production then oversee their realisation in the production.

Optional Units (choose one from 5)

Theatre Stage Lighting Operations

Theatre Stage Sound Operations

Theatrical Prop Making

Creative Project
Construction

Theatre Stage Model Set

Assessment

Unit assessment takes place on an on-going basis during the delivery of the course. This includes set and prop construction, written and multiple choice tests and presentations.



Progression Pathways:

NC Technical Theatre or HNC Technical Theatre

Higher education

Employment in technical theatre or the creative industries sector

Entry to the course: Pupils who wish to join this class must speak with Mr Martin for an interview before selecting this subject. Pupils must have at least one of the following subjects before applying: National 5/ Higher Graphic Communication, National 5/Higher Drama or National 5 Practical Woodworking. Pupils in S4 cannot be considered for this course.



Physical Education National 4

Contact Teacher: Mrs Wilson

Course Information: The National 4 course in Physical Education offers students the opportunity to extend their knowledge and practical performance in a range of activities. This work will be



undertaken in both practical and classroom lessons allowing the students a deeper understanding of their own performance and how this could be improved.

Students need to be aware that there is a much heavier workload than in either core PE or the S3 elective.

The course is divided into three areas:

Performance - pupils will be assessed in two activities

Factors Impacting Performance - pupils need to understand how skill level, physical fitness, emotional and social issues can have a bearing on their performance

Value Added Unit -pupils have to prepare for a competition, compete and evaluate their performance after the event.

Assessment:

On-going formative assessment is central to this course: teachers will provide regular and detailed feedback to pupils. They will be given opportunities to enhance their knowledge and skills.

To achieve the National 4 PE course, pupils must pass all the required units, including the value added unit. This course is internally assessed, pass or fail.

Progression Pathways:

Progression to National Level 5

Hints for Success:

Students are encouraged to take up the opportunities within and outwith the School to develop their performance in each of the activities in the course. Make full use of the resources in the School and public libraries and the internet to support your learning.



Physical Education National 5

Contact Teacher: Mrs Wilson

The National 5 Physical Education course enables candidates to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance their physical wellbeing. Candidates work both independently and co-operatively to develop thinking and interpersonal skills.



This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others

Students need to be aware that there is a much heavier workload than in either core PE and National 4.

Course content

The course comprises two areas of study:

Performance

This aims to develop candidates ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

Factors impacting on performance

This aims to develop candidate's knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

Assessment:

On-going formative assessment is central to this course, teacher and peer evaluation to provide regular and detailed feedback. Pupils will be given a variety of opportunities to enhance their knowledge and skills.



Course assessment structure:

Portfolio

The purpose of the portfolio is to assess the candidates knowledge and understanding of the performance development process. It assesses the candidates ability to integrate skills and apply knowledge and understanding from across the course.

The portfolio has three sections:

Section 1 Understanding factors that impact on performance.

Section 2 Planning, developing and implementing approaches to enhance personal performance

Section 3 Monitoring, recording and evaluating performance development

The portfolio is set by SQA and conducted under controlled conditions. It is submitted to SQA for external marking.

The portfolio has a total of 60 marks. This is 50% of the overall marks for the course assessment.

Performance

The purpose of this component is to assess the candidates ability to effectively perform in two different physical activities. Each performance is a single event in a challenging, competitive and/or demanding context.

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

Progression Pathways:

Progression to Higher Physical Education

Qualification can contribute to entry conditions for Higher/Further Education and employment.

Hints for Success: Students are encouraged to take up the opportunities within and outwith the School to develop their performance in each of the activities in the course.



Physical Education Higher

Contact Teacher: Mrs Wilson

Course Information:

This course gives candidates the opportunity to develop and enhance their movement and performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities. Candidates develop their thinking skills through planning, problem solving and analysing performance.

Participation in physical education acts as a stimulus for personal achievement, enabling candidates to develop confidence, resilience, responsibility and the ability to work cooperatively with others. The course promotes awareness of mental, emotional, social and physical wellbeing.

Course content

The course consists of two areas of study:

Factors impacting on performance

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance. Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

Performance

Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to and meet the demands of performance in a safe and effective way.



Course assessment structure:

Exam -

The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment.

The question paper has three mandatory sections and samples from these five broad areas:

- Factors impacting on performance
- Methods of collecting information to analyse factors impacting on performance
- Key planning information
- Performance development process
- Recording, monitoring and evaluating performance development

Section 1- focuses on the four factors impacting on performance and covers one or more of the five broad areas of skills, knowledge and understanding. This section is worth 32 marks in total.

Section 2- focuses on the candidates experience of creating and implementing a Personal Development Plan (PDP) over a minimum of three sessions and covers at least two factors impacting on performance. Marks range from 6-10 marks. Version 2.0 11

Section 3- is based upon a scenario. The scenario may include text, images, graphs or other information. This section focuses on one or more of the five broad areas of skills, knowledge and understanding and samples two of the factors impacting on performance. Candidates must respond using the two factors identified in the question. Marks range from 8-12 marks.

Candidates have 2 hours and 30 minutes to complete the question paper.

Performance

The performance assesses candidates ability to perform in two different physical activities. The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding.

The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.



Progression Pathways:

Progression to Higher Physical Education

Qualification can contribute to entry conditions for Higher/Further Education and employment.

Hints for Success:

Students are encouraged to take up the opportunities within and outwith the School to develop their performance in each of the activities in the course

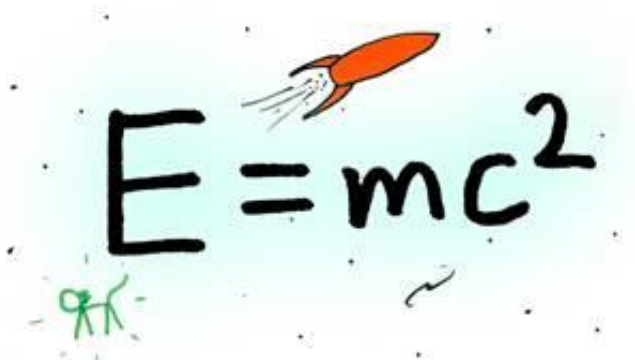


Physics: National 4 and 5

Contact Teacher: Mr Morrison

Why study Physics? Learners are given an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the

exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in Physics mean that our view of what is possible is continually being updated and learners will recognise the impact physics makes on their lives, the environment and society.



What does the Course involve? National 4 introduces the following units providing a broad insight into the topic, while National 5 develops the skills and the deeper understanding and in preparation for Higher Physics.

The Units/topics are:

Dynamics & Space: This Unit/topic will explore concepts relevant to study of everyday life, and the solar system and its exploration, while developing skills in investigation, experiment and analysis. It will focus mainly on relationships involving motion and force.

Waves & Radiation: This Unit/topic will explore concepts that are relevant to electromagnetic waves, and nuclear radiation, and their use in society, e.g. medicine and communications. Skills will be developed by investigation, experiment and analysis.

Electricity & Energy: This Unit/topic will explore the sources and uses of heat energy and electrical energy in our society, while developing skills in investigation, experiment and analysis. It will focus on basic concepts in heat and electricity, and introduce some electronic systems and components.

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

<http://www.sqa.org.uk/sqa/45729.html>



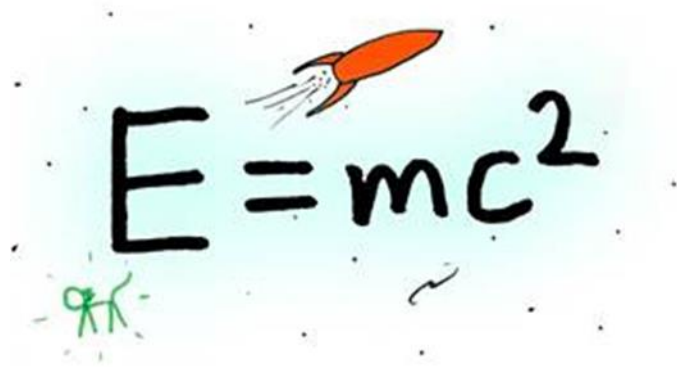
Physics: Higher

Contact

Teacher:

Mr

Morrison



Why study Physics? Learners are given an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in Physics mean that our view of what is possible is continually being updated and learners will recognise the impact physics makes on their lives, the environment and society.

What does the Course involve? Following on from National 5, Higher Physics further develops the skills and a deeper understanding. This could be in preparation for Advanced Higher Physics.

The topics maybe:

Our Dynamic Universe: The general aim of this topic is to develop skills of scientific inquiry, investigation, analytical thinking and independent working, along with knowledge and understanding of our dynamic universe. Learners will apply these skills when considering the applications of our dynamic universe on our lives. This will be done by using a variety of approaches, including investigation and problem solving.

Particles & Waves: The general aim of this topic is to develop skills of scientific inquiry, investigation, analytical thinking, and independent working, along with knowledge and understanding of particles and waves. Learners will apply these skills when considering the applications of particles and waves on our lives. This will be done by using a variety of approaches, including investigation and problem solving.

Electricity: The topic covers the key areas of: Monitoring and measuring a.c., Current, potential difference, power and resistance, Electrical sources and internal resistance, Capacitors, Conductors, semiconductors and insulators and p-n junctions.



Further information on this course can be found on the SQA web-site at <http://www.sqa.org.uk/sqa/45729.html>



Practical Woodworking National 3, National 4 & National 5

Contact Teacher: Mr Martin

The National Practical Woodworking course provides opportunities for pupils to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety. The course is practical, exploratory and experiential in nature. It engages pupils with technologies, allowing them to consider the impact that practical technologies have on our environment and society.



Through this, they develop skills, knowledge and understanding of:

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

Assessment:

The assignment consists of two parts. Pupils complete an assignment where they produce a woodwork model within given tolerances. The second part of the assignment is a written exam testing pupil knowledge of the course.

Progression Pathways:

Pupils who complete National 3 at the end of S4 can progress to National 4 in S5.

Pupils who complete National 4 at the end of S4 can progress to National 5 in S5.

Pupils who complete National 5 at the end of S4 could progress to College to continue with a woodworking course.



Skills for Work: Rural Skills

Qualification Information

National 4 Skills for Work: Rural Skills is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the land-based industries.

This Rural Skills Course allows candidates to begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines – areas such as agricultural livestock, equine industries, horticulture, landscaping, agricultural crops and animal care. The Course also provides the opportunity to explore the very diverse employment prospects that exist in land-based industries. There is then a choice of a plant or an animal route, where candidates can develop some of the basic skills for the chosen route.

Please note that pupils are expected to take part in practical outdoor learning activities including digging ditches and culverts, path maintenance, fence building, planting, weeding and watering.

Learners will develop:

- understanding of the workplace and the employee's responsibilities
- for example time-keeping, appearance, use of the appropriate personal protection equipment (PPE) and customer care
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience

Assessment: All works are carried out with partnership organisations and the majority of the assessment is carried out on site.

Progression Pathways: Please note this course is favourable for those wishing to enter game keeping or agricultural courses and there is the potential to continue up to National 5 the following academic session.



Skills for Work

'Skills for Work' courses are vocational courses run by the school in conjunction with West Highland College, Fort William.

The programme generally allows pupils to participate in training in construction trades (e.g. plumbing, joinery and bricklaying), Childcare, Health Care and Sport & Recreation. More details of this year's courses will follow.

These courses are designed for pupils who are keen to pursue a career in a trade or craft and who want to enter an apprenticeship or further training on leaving school.

You should consult your guidance teacher before opting for any of these courses.

Students choosing these courses will be expected to attend West Highland College one day a week and must take steps to make up any work missed in school on that day.

For this session 2018-19 Rural Skills will be offered by the school. For more information please contact Ms Ritchie.



THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications	Qualifications of Higher Education Institutions	SVQs/MAs
12		Doctoral Degree	Professional Apprenticeship
11		Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10		Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8	Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher		Modern Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5		Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3		
2	National 2, Awards		
1	National 1, Awards		

