

## The Senior Phase

The Senior Phase will provide specialisation, depth and rigour and prepare young people well for achieving qualifications at the highest level of which they are capable. Experiences within the Senior Phase of learning will also help develop the necessary skills young people need to make positive choices about their future.

**At the end of S3/S4/S5 important decisions have to be made.**

### Third year pupils:

Third year marks the end of pupils' work at Curriculum level 3/4 within the Broad General Education of Curriculum for Excellence. Fourth year is the first year of Senior Phase. A well balanced course suited to the needs of the individual can result in a very enjoyable S4 experience and provide an excellent foundation for future success throughout the Senior Phase. Students should choose 6 courses from the 10 followed in S3. There is also an option to be involved in the JET Programme which involves a work experience placement all day on a Friday.

### Courses in S4, S5 & S6

Check carefully that you know what these are. The bulk of this booklet gives you detailed information about what Trinity Academy has to offer. The types of courses are as follows:

- a) **Advanced Higher:** recommended for S6 pupils who have passed Higher. It is made up of units with a combination of internal and external assessments including a final exam. Some subjects may have e.g. dissertation, project, portfolio. Credit is given for what is achieved. SQA has advised there will be no mandatory unit assessments from 2019 onwards and pupils will only sit a prelim and their final SQA exam.
- b) **Higher Grade:** available for S5 & S6 pupils who have usually achieved success at National 5. It is recommended that a pass at A or B is a more realistic pathway into achieving Higher in one year. S5 pupils could do the course over a 2-year period, starting the course in S5 and, based on progress, are presented for the final exam at the end of S6. It may be possible for an S6 pupil to choose a subject without having achieved National 5. This would depend on previous attainment in other subjects and other choices. SQA has advised there will be no mandatory unit assessments from session 2018 onwards and pupils will only sit a prelim and then their final SQA exam.
- c) **National 5:** A number of changes have been made to National 5 courses. There are no longer mandatory unit assessments but some subject areas may use these for formal assessment. Most pupils will now work through the course content/topics and be presented for their SQA exam at the end of this. In a few circumstances some pupils may also do units if they are doing the course over two years. This will involve 'banking' the units in the first year of the course and continuing to build the knowledge base over year 2, with presentation in the SQA exam at this stage. Only in exceptional cases will a pupil do both units and the exam over one year and this would be in discussion with the teacher, Curriculum Leader, pupil and parent/carer.
- d) **National 4:** The course is made up of units, all internally assessed and includes an Added Value Unit which must be passed to achieve overall course award. There is no final exam.
- e) **National 3:** The course is made up of units, all internally assessed. There is no final exam.
- f) **National Qualification Units:** It is possible to do free standing units in certain subjects. Each unit has an internal assessment and credit is given for what is achieved. There is no final exam and it does not lead to an overall course award.

- g) **National Progression Award:** Assess a defined set of skills and knowledge in specialist vocational areas  
e.g. Photography

### **Progression:**

The curriculum in Senior Phase is designed to provide a range of courses and opportunities to meet pupils' learning needs; to allow progression from existing qualifications; to help prepare them for their next steps and to be clearly linked to future career plans.

Pupils will progress in different ways, at different rates and along different pathways. They will have the opportunity to discuss their options and choose the best combination of courses and levels for them. The focus will be on choices which will provide the most realistic opportunities for success.

### **Courses in other schools and Edinburgh College**

For a number of years the local secondary schools and Edinburgh College have made their courses available to all pupils in S5/S6 in the neighbourhood. This leads to a wider range of choice. Obviously this depends upon timetable constraints.

### **Careers Advice**

Our Careers Adviser, Lynn Munro, is based in school most weeks for individual interviews, careers clinics, whole class presentations and attendance at parents' evenings. Lynn is based in Room B28.2 or B30 when in school (usually Monday, Tuesday, Wednesday pm and Thursdays) or at Skills Development Scotland, 79 Shandwick Place, Edinburgh, EH2 4SD. Tel: 0131 718 2044 or 0300 013 3818 or mobile: 07880 054930. Email: [Lynn.Munro@sds.co.uk](mailto:Lynn.Munro@sds.co.uk)

### **USEFUL PUBLICATIONS/WEBSITES**

For anyone wishing to find out more about college and university courses and entry requirements, the following publications/websites are useful:

### **USEFUL PUBLICATIONS/WEBSITES**

- Skills Development Scotland - Website: [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Entrance Guide to Higher Education in Scotland - Website: [www.ucas.com](http://www.ucas.com)
- Planit Plus - Website: [www.planitplus.net](http://www.planitplus.net)
- University and College Admissions Service (UCAS) Directory - Website: [www.ucas.com](http://www.ucas.com)
- Conservatoires UK Admissions Service CUKAS - Website: [www.cukas.ac.uk](http://www.cukas.ac.uk)
- Individual College/University prospectuses or websites

**Many publications can be found in the school Careers Library.**

## MAKING COURSE CHOICES

Students should make their learner pathway choices in a positive way, always taking into account their future needs. They should consider:

1. **Their chance of success.** It is possible to attempt too much and equally possible to opt for a combination of courses which is not demanding enough. Neither situation is desirable.
  2. The importance of a course or subject as part of a later career or job.
  3. **Their needs for appropriate and useful qualifications** for further study in Further Education or Higher Education establishments.
  4. Their genuine **interest in a subject.**
  5. Having **at least one back up plan** in case they do not get the qualifications they need.
- **Discuss with family, friends, teachers, careers adviser**
  - **Ask questions**

## English

**Course: Advanced Higher (S6)** Entry requirements: A/B Pass at Higher English

### Course outline

The Advanced Higher English Course offers progression from the Higher English Course. The course acknowledges the increasing maturity of candidates and enables a high degree of specialisation.

**The Course aims to provide opportunities for learners to develop the ability to:**

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences
- apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments
- develop high levels of analytical thinking and understanding of the impact of language

**Assessment:** To gain the award, the learner must pass the 2 mandatory Units as well as the Course assessment (Examination and Portfolio )

### **Internally Assessed Mandatory Units**

#### **1. Analysis and Evaluation**

- The purpose of this unit is to provide learners with opportunities to develop and extend their skills of analysis and evaluation by responding to complex and sophisticated texts from the genres of drama, poetry and prose (fiction and non-fiction).
- Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. Learners also develop organisational and presentational skills required in the production of a dissertation.

#### **2 Creation and Production**

- The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing.
- Learners will provide evidence of their ability to produce complex and sophisticated writing, and to critically reflect on its development. Learners will use language creatively for a variety of purposes and in a variety of forms.

### **External Course Assessment:**

- Two question papers. In the Literary Study Paper (1.5 hours and worth 20 marks) learners will write a critical essay on drama, poetry, prose fiction or prose non-fiction texts studied in class. In the Textual Analysis Paper (1.5 hours and worth 20 marks) learners undertake an extended critical analysis of a previously unseen drama, poetry, prose fiction or prose non-fiction text demonstrating in-depth knowledge and understanding of complex and sophisticated literary text(s).
- Portfolio, which will contain two pieces of writing for 2 different purposes (each marked out of 15 and with a min of 1000 words each) and a project- a dissertation (worth 30 marks and with a word length of 2,500-3,000 words).

**Careers:** Developed thinking and communication skills are important in a number of professions and degree programmes. This course can lead to Degree programmes in Business, Drama, Education, English, Humanities, Journalism, Law, Media, and Social Science. Careers can be in commerce and industry, education, journalism, law, marketing, media and politics.

## Higher (S5-S6)

**Entry requirements:** Pass at National 5 English

### Course outline

The course is intended to help learners develop the skills of reading, writing, talking and listening in order to produce, understand, analyse and evaluate complex texts. In addition, the course enables learners to work with others; to be confident; self-motivated; thoughtful and creative.

### Assessment:

To gain the award, the learner must demonstrate competence in the four language skills of listening, talking, reading and writing as well as the Course assessment (Examination and Portfolio).

### Course assessment:

**Please note: It is likely that – as for National 5 – there will be a mandatory Spoken Language unit, which will assess learners' listening and talking skills. This is yet to be confirmed by SQA.**

### Writing Portfolio and examination:

- Writing Portfolio: sent to the SQA in April. Two writing pieces – from two different genres- worth 15 marks each.
- Examination

### Section 1 – Reading for Analysis and Evaluation 30 marks

Learners will be required to apply reading skills, understanding, analysis and evaluation to two - previously unseen- non-fiction texts. Assessment tasks will involve learners answering questions to show their understanding, analysis and evaluation of non-fiction texts, and summarising information for a purpose.

**Careers:** The ability to communicate is valued in almost any job. Studying English teaches you how to write and speak clearly and effectively. Most further education courses require presentations and seminar discussions to develop your spoken communication skills. The ability to listen, to read, to reflect, to critique - and then synthesise your conclusions clearly – is essential to many kinds of work – as is the ability to construct and defend an argument.

## Nationals (3,4 and 5)

The national courses are intended to help learners consolidate the skills of reading, writing, talking and listening. Through the exploration of a range of texts - and by participating in a range of activities- learners will continue to develop their literacy skills and awareness of Scottish culture. Learners will develop confidence in working with others, build the skills of analysis and develop creative and functional writing skills.

### Mandatory units and assessment:

National 3 Units	National 4 Units	National 5 Units
<ul style="list-style-type: none"><li>• Understanding Language</li><li>• Producing Language</li><li>• Literacy</li></ul>	<ul style="list-style-type: none"><li>• Analysis and Evaluation</li><li>• Creation and Production</li><li>• Literacy</li><li>• Added Value Unit</li></ul>	<b>1 mandatory unit: Spoken Language</b> Plus: SQA External Examination & Portfolio of writing

## National 5 (S4-S6)

At National 5 level there is a stronger expectation regarding literacy levels and the complexity of work expected. Learners will cover the following in the course:

### Understanding, Analysis and Evaluation skills

Learners will identify and analyse main ideas, supporting details and literary techniques including critical terminology. This is demonstrated by passing a close reading assessment.

### Creation and Production

Learners will produce detailed written texts in a variety of genres (broadly creative and discursive).

### **Spoken Language:**

The performance–spoken language is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in National 5 English.

It assesses the following skills, knowledge and understanding:

- ◆ skills in talking, showing the ability to include detailed content and language, to structure spoken language in a clear way, and to use some appropriate non-verbal communication
- ◆ skills in listening, showing, through contributions to discussion, or by answering questions, that effective listening has taken place

### **Course assessment: Writing Portfolio and examination:**

Writing Portfolio: sent to the SQA in March. Two writing pieces – from two different genres- worth 15 marks each.

### **Examination:**

#### **Section 1 – Reading for Analysis and Evaluation. 30 marks.**

- Learners will read a previously unseen passage of prose.
- Learners will attempt to answer a series of questions related to the passage and will demonstrate skill

- of understanding and evaluation.
- Learners must answer using their own words as far as possible.

**Outcome 1:** Analyse and evaluate detailed written texts demonstrating an understanding of purpose, audience

### **Section 2 – Critical Reading**

- Learners will apply skills of critical reading and demonstrate knowledge and understanding in addressing two tasks which are based on literary texts.
- One task will involve a series of textual analysis questions on a set Scottish text. The other will be a critical essay on any text in a genre different to that of the Scottish text.

### **National 4 (S4):**

Three mandatory units plus the Added Value unit. No examination.

#### **Unit1: Analysis and Evaluation**

- Learners will be expected to develop an understanding of the way in which writers create their work. Learners will study a variety of texts from a range of genres: journalism, advertising, film, TV, short stories, novels, poetry, and drama. Close Reading is also an important part of this Unit.
- Listening: Learners will develop critical listening skills by taking notes and responding to questions on a variety of video and audio short texts.

#### **Unit 2: Creation and Production**

- This Unit aims to provide learners with the opportunity to develop talking and writing skills.

#### **Literacy**

- The purpose of this Unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of forms relevant for learning, life and work.

#### **ADDED VALUE UNIT (National 4 ONLY)**

- The purpose of this Unit is to provide learners with the opportunity to apply and integrate their language skills in English. This assignment enables learners to plan and research a chosen topic in a practical and relevant context.

#### **Unit 2: Creation and Production**

- This Unit aims to provide learners with the opportunity to develop talking and writing skills.

#### **Literacy**

- The purpose of this Unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of forms relevant for learning, life and work.

## **ADDED VALUE UNIT (National 4 ONLY)**

The purpose of this Unit is to provide learners with the opportunity to apply and integrate their language skills in English. This assignment enables learners to plan and research a chosen topic in a practical and relevant context.

### **Assessment:**

There are no grades awarded at level 4 and there is no external exam. Pupils must complete all units to the specifications of Level 4 and will be continuously assessed throughout the year.

### **Course: National 3(S4)**

Three mandatory units.

**Unit 1: Understanding Language** - This Unit provides learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate simple texts.

**Unit 2: Producing Language** - This Unit provides learners with the opportunity to develop talking and writing skills in familiar contexts. Learners develop the skills needed to produce simple texts in both written and oral forms.

**Unit 3: Literacy** - This Unit develops learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand simple ideas and information presented orally and in writing. Learners develop the ability to communicate ideas and information orally and in writing with technical accuracy.

### **Assessment**

To achieve the National 3 English Course, learners must pass all of the required units. National 3 Courses are internally assessed and are not graded.

### **Careers:**

The ability to communicate is valued in almost any job. Studying English teaches you how to write and speak clearly and effectively. Most further education courses require presentations and seminar discussions to develop your spoken communication skills. The ability to listen, to read, to reflect, to critique - and then synthesise your conclusions clearly – is essential to many kinds of work – as is the ability to construct and defend an argument.

This Literacy (National 5) Unit provides progression into other Units and Courses including:

- National 5 English
- National Certificate Group Awards
- Further study, employment or training

## Media Studies

### National 5

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

The National 5 Media course is assessed through the following components

<u>Component</u>	<u>Marks</u>
Question paper	60 marks
Assignment	60 marks

#### **Assignment**

The purpose of the assignment is to assess the candidate's ability to apply skills, knowledge and understanding acquired throughout the course in a production of media content.

Section 1 entitled 'Planning' has 25 marks.

Section 2 entitled 'Development' has 35 marks

The assignment is completed in centres and is externally marked. The candidates create media content from a negotiated brief. The content does not need to be finished, i.e. storyboards are acceptable.

The product and the written submission are considered together

#### **EXAM: Single, two-hour question paper, worth 60 marks (50% of final grade).**

Candidates answer questions on both familiar and unfamiliar media content.

Section 1 (50 marks): analysis of media content in context. Students refer to a text or texts, which they have studied and answer questions on the following:

- content-based key aspects (category, language, narrative and representation),
- context-based key aspects (audience, institution, society)
- the roles of media (meeting needs, influencing attitudes and behaviours, meeting particular purposes)

Section 2 (10 marks): analysis of a media text

Candidates are presented with a choice of **previously unseen** print adverts, magazine covers and/or film posters, from which they choose one. The question asks candidates to demonstrate their knowledge of the form-specific techniques.

# Mathematics

## Course outline & Assessment arrangements.

### Advanced Higher (S6)

Suitable as progression from a successful Higher exam. We would encourage any student who intends doing a University course which contains mathematics, physics, computing, or business studies to undertake this course. Advanced Higher covers a number of aspects of mathematics and is a necessary bridge between Higher and University.

For the AH course the student will develop and extend knowledge and skills under the headings of; Algebra and Number Systems, Geometry, Trigonometry, and Calculus

The Course consists of 3 Units, all of which must be passed, along with an external SQA exam to achieve a Course Award

### Higher (S5 S6)

Suitable for students gaining a good (A or B) pass in National 5 mathematics.

Students will develop and extend operational and reasoning skills across the 'organisers' of; Algebra, Geometry, Trigonometry and Calculus.

The course will be assessed by an external SQA exam to achieve the Course Award.

### National 5 (S4 S5 S6)

Suitable for students who have successfully completed the National 4 mathematics course, and who intend to study subjects with a "mathematical" content, For example, sciences, Business Education, computing.

Students will develop and extend operational and reasoning skills.

The Course consists of 3 Units; Expressions and Formulae, Relationships, and Applications. The course will be assessed by an external SQA exam to achieve the Course Award.

### National 4 (S4)

Suitable for pupils who have completed 3<sup>rd</sup> Level CfE course. The Course consists of 3 Units; Expressions and Formulae, Relationships, and Numeracy and Data. These must be successfully completed (End of Unit tests) along with an "Added Value" Unit Assessment to achieve a Course Award. The Added Value Unit Assessment, in mathematics, is a test.

**Special requirements:** For all mathematics courses we would expect the student to supply his/her own calculator.

### Careers :

The list of careers based on mathematics is a long one! Careers would cover the finance sector, engineering, education, communication, construction and many more. A qualification in mathematics is often the first item mentioned on a "job description" or for entry to further or higher education. The list of possible careers could run from Actuary through Transport and Logistics to Welfare and Zoologist!

## **Expressive Arts**

### **Art and Design**

**National 4 (S4-6)**

**National 5 (S4-6)**

**Higher (S5/6)**

**Advanced Higher (S6)**

### **Course outlines & Assessment arrangements:**

#### **National 4**

Entrance Requirements: National 4 is on offer to candidates who can satisfy the Art Department of their ability to meet the course requirements.

**Course Elements:** Expressive Activity, Design Activity and Art and Design Studies

#### **Assessment Arrangements:**

No external exam. Assessment based on evidence submitted in units of work internally assessed.

Expressive Unit, 1 A2 sheet of practical work with related expressive art studies

Design Folio, 1 A2 sheet of practical work with related design studies

N4 Added Value Unit, the Development of previous practical work, resulting in a final solution/outcome.

#### **National 5**

#### **Entrance Requirements:**

National 5 is on offer to candidates who can satisfy the Art Department of their ability to meet the course requirements. NB It is possible to take National 5 in S5 or S6.

**Course Elements:** Expressive Activity, Design Activity and Art and Design Studies of Artists/ Designers work

#### **Assessment Arrangements:**

80% of the marks are for course work are submitted as a portfolio of work

20% of the marks for the course are assessed by one externally invigilated exam.

The externally graded elements are

Expressive Folio 3 x A2 sheets of practical work

Design Folio 3 x A2 sheets of practical work

The externally invigilated exam is

Art and Design Studies: a 1 hour 30 minute written exam (worth 20% of the overall marks)

## Higher

### Entrance Requirements:

Higher is on offer to candidates who have achieved grade C or better at National 5 or exceptionally to candidates who can satisfy the Art Department of their ability to meet the course requirements. NB. It is possible to take Higher in S6.

**Course Elements:** Expressive Activity, Design Activity and Art and Design Studies

### Assessment Arrangements

73% of the marks are for course work passed internally and externally graded.  
27% of the marks for the course are assessed by one externally invigilated exam.

The internally assessed elements are:

Expressive Unit 1 A2 sheet of practical work with related expressive art studies  
Design Folio 1 A2 sheet of practical work with related design studies

The externally graded elements are

Expressive Folio 2 x A2 sheets of practical work  
Design Folio 2 x A2 sheets of practical work

The externally invigilated exam is:

Art and Design Studies: a 2 hour written exam (worth 27% of the overall marks)

## Advanced Higher

Entrance Requirements - on offer to students who have passed the Higher course. It offers two distinct areas for major study – Design or Expressive. In addition to the selected area for the main focus, candidates will require to undertake a critical analysis of Artists Designers work in their chosen field. The course promotes creativity, independent thought and problem solving. It also encourages candidates to use a range of media and technology to respond to their environment.

To achieve the Course award, candidates must complete and pass all the Outcomes and Performance Criteria set out in the Units plus the Course Assessment. The candidate's grade is based on the Course assessment. The evidence required for the Course assessment will be the completion of a portfolio.

### Special requirements:

All Art and Design courses require enthusiasm and consistent effort in order to achieve the best possible results in practical and written work. All students are asked to make a financial contribution to the department, £10.00 at National 3/4/5/Higher level and £20.00 at Advanced Higher Level. Contributions are used to buy specialist art and design materials for each student.

### Careers :

Qualifications and experience in Art and Design are helpful, and indeed essential in a wide variety of careers such as Fine Art, Graphic Design, Fashion Design, Architecture, Theatre and Set Design, Interior Design, Jewellery and Silversmithing, Industrial Design, Ceramics, Computer Aided Design, Art Therapy, Beauty Therapy, Sign Writing, Printmaking, Teaching, Engraving, Photography, Gallery and Museum Work, Television, Film Industry, Advertising, Cartography, Printing, Landscaping and Garden Design

## **Drama**

### **National 4 (S4-6)**

### **National 5 (S4-6)**

#### **Course Outline and Assessment arrangements**

National 4 Drama has been created in order to assist and support those who have an interest in Drama and Productions skills and to further develop their knowledge and skills in these areas. Through a mixture of units pupils will get more familiar with the Drama Process, Voice, Movement and Characterisation Skills and be able to create their own Drama from Stimulus. They will also experience what it is like to be involved in the production/design side of Drama e.g. Sound, Light, Set, Make-Up, Costume and Props Design. There are opportunities to both devise their own material as well as work from script. National 3 will have to complete two units – Drama Skills and Production Skills. National 4 must also complete these two units but to a more detailed specification as well as have an added value unit. Meanwhile, National 5 candidates will follow a similar programme again to a greater quality and also experience a practical and written exam. The course is around 60% practical and 40% written throughout the year.

#### **Recommended Entry Level**

There are no set entry requirements for the National 4 or 5 Drama course. However, it is vital that pupils wishing to take either of the courses realise that they must use their own initiative and be willing to put in effort in order to get quality work. The course allows for a lot of independent and group work and candidates must be autonomous to a degree. At these stages of Drama, the teacher is more a facilitator to the pupil's creativity and the product of each unit is very much in control of the candidate and their peers. Very few subjects allow for pupils to have as much freedom and say in class.

#### **Drama Skills**

In this unit candidates will explore and respond to a variety of stimuli. They will then choose one stimulus to focus on and develop a drama in response to the chosen stimulus. Throughout this unit pupils will go through the drama process to create, present and evaluate a Drama which they have created in groups. This Drama can vary to the individual's preference and take a variety of different shapes in terms of form, genre, structure and style. Through this candidate's will explore and expand on voice and movement knowledge and skills as well as delve deeper into characterisation techniques and use a variety of Drama conventions. The level of work produced and detail expected is specific to each Nat 4 and 5 criteria which are all similar but quality and expectations rise with each level of study.

#### **Production Skills**

Candidates will explore a variety of Production Skill areas such as Lighting, Sound, Set, Make-up & Hair, Costume and Props Design. The pupils will gain knowledge skills and experience of these areas. Pupils will then get the opportunity to pick two production skill areas to focus on – this may be sound and costume or lighting and make up. Pupils will work with script in this unit and will be working in groups on short scenes/extracts from plays. Each candidate will be in control of their two chosen production areas for another groups scene/performance. This allows pupils to work from script which differs to the devising nature of Drama Skills unit but also allows pupils to play to their strengths and interests. Again this unit requires pupils to be independent workers and thinkers but equally they must be able to work with peers in a variety of ways. Again this unit will be completed by a performance and evaluation.

#### **Added Value Unit**

National 4 Drama candidates have an added value unit in addition to Drama and Production Skills. This consists of a performance for each candidate given to an audience and class teachers, under exam conditions. Candidates have the option of choosing Acting or one Production skill as the area they will be assessed on. If Acting is chosen then they must perform for approx. 5 minutes (per candidate so 15 minutes for a group of 3), this can be either scripted or devised. If pupils chose a production role to be assessed on then they must complete

a portfolio of designs and also been seen setting up or applying their skill. The exam is recorded and marked internally. This unit must be passed in order to gain the National 4 qualification.

### **Examination**

The examination is for National 5 candidates only. There are two parts to the final examination. The first is a practical exam where similar to the added value unit pupils chose one area to focus be that acting or a production are e.g. light, sound, costumer etc. Each candidate will either perform an extract from a scripted play (again 5 minutes' worth per candidate) or present (portfolio and application) to a visiting SQA examiner. The candidates will also have to complete a 'preparation for performance' which is a short 450 approx. word essay and this is an outline of research and preparation which the candidates have done and this supports their performance/presentation. The practical part of the exam in work 60 marks (50 performances and 10 preparations for performance). The second part of the National 5 Drama Examination is a written paper which is made up of two sections. Section one is made up of questions which are a mix of self-evaluation and evaluation others based on a performance you have been in or seen. Section two is a respond to stimulus and is candidates must answer questions in response to one of three stimuli' provided in the paper. This part of the exam is a written version of what candidates practically explore through the Drama Skills units. Written Exam is also worth 60 marks. The whole examination process is split so 60% practical and 40% written weighting in terms of the final grade.

### **Progression**

Pupils can progress to a Higher and then an Advanced Higher in Drama course to continue to further develop the skills gained during the National 3, 4 or 5 Course. Pupils may wish to leave School and continue their drama education in a college setting. There are a number of HNC and HND courses offered in local Colleges where pupils can further their Drama knowledge and skills. There are also a growing number of university degrees' pupils can go on to study further or there are a variety of Drama and Performing Arts specialist schools and colleges to progress onto after school.

## Music

Courses, including levels:

1. National 4 Music with Performing (S4)
2. National 5 Music with Performing (S4 S5 S6)
3. Higher Music with Performing (S5 S6)
4. Advanced Higher Music with Performing (S6)

### Course outline & Assessment arrangements:

All 3 levels contain 3 elements - Performing Skills, Composing Skills, Understanding Music

**Performing Skills:** the development of skills on 2 instruments, or one instrument and voice. Regular reflections, through a performance diary as well as post-performance assessment peer feedback must be evidenced. A level-specific programme of 8 mins (National 5)/ 12 mins (Higher)/ 25 mins (Advanced Higher) must be prepared and performed to an external examiner. This is worth 60% of your overall grade. The National 4 8 minute programme is performed to the class teacher and recorded. This is the Added Value Unit assessed as a pass/fail.

**Composing Skills:** the development of a level-specific portfolio of experimental composition exercises. Evidence of a variety of styles attempted, as well as evidence of the analysis of other composers' work must be evidenced. One full composition must then be completed using the skills gained. You must pass this element of the course in order to achieve a full course award.

**Understanding Music:** the development of listening, skills and musicological knowledge, becoming able to differentiate between different styles/periods of music/composers, as well as being able to converse about the cultural/historical influences of composers work. Final unit assessment involves a written paper, which is worth 40% of your overall grade in AH H N5. In N4 it is a pass/fail.

**Commentary (Only for Advanced Higher Candidates):** the submission of a 2000 word essay, based on the analysis of one work by a composer, or a comparison of 2 works, either by one composer or by two different composers. Candidates must use appropriate terminology, score examples, and audio examples to describe/illustrate the points that they make in the essay. You must pass this element of the course in order to achieve a full course award.

### Special requirements:

You must own your own instruments as you are expected to practise for a minimum of 20 mins per night on each instrument. If you have difficulty with purchasing one, please speak to your Music teacher.

### Careers:

The music industry employs huge numbers of people in this country and worldwide and there are many careers, which are music-related. Here is a list of some of the possibilities:  
Arts Administration, Music Therapy, Music management, Community Work, Music Production, Theatre, Sound Engineering, Advertising, Retailing, Theatre, Broadcasting/Media, Musician, Orchestral Player, Rock Musician/Jazz Musician, Musical Instrument Technology, Musical Instrument Repair, Primary teacher, Singer, Dancer.

## **NPA Musical Theatre**

**(Level 6, equivalent to Higher)**

### **Purpose**

Pupils will develop a range of skills associated with the triple discipline of Musical Theatre practice and to apply the combined practical skills.

### **Recommended Entry level**

The course is aimed at pupils with a keen interest in musical theatre and singing. A typical candidate will have studied National 5/Higher Music or/and Drama. Exceptions may be made in certain circumstances but will be at the discretion of the department.

### **Units of Study**

There are three units of study for the NPA course and each must be passed to be awarded the course pass.

#### **Acting Through Song:**

During this unit the candidate will research and interpret the text of contrasting songs. Create and portray a character in the process and performance of contrasting songs and evaluate character development.

#### **Group Dance Skills:**

The candidate will be taught Musical Theatre choreography and will be required to co-choreograph routines as part of this unit. They will perform and evaluate the pieces they have been working on.

#### **Theatre Performers: Group Singing Skills**

Candidates will learn techniques to demonstrate group theatre performance. Rehearse and perform group songs suitable for theatre performances and evaluate the process.

### **Progression**

There are a number of HNC and HND courses offered in Colleges where pupils can continue with Musical Theatre. Similarly pupils may wish to go to University to complete a BA in Musical Theatre or audition for a Performing Arts School.

## Physical Education

### National 4 (S4)

#### Course outline & Assessment arrangements:

There are 3 units in National 4:

- **Performance Skills Unit** - As with National 5 but less demanding of the level of skill required to achieve a pass.
- **Factors Impacting on Performance (FIP) Unit** - As with National 5 but requiring a less complex approach to analysis and evaluation.
- **Added Value Unit** - This is a performance where pupils take part in an activity in a competitive and demanding environment. The pupils can choose the activity and must show evidence of planning and preparation as well as following rules, etiquette and safe practice.

All of the above is on a pass/fail basis

### National 5 (S4-6)

#### Course outline & Assessment arrangements:

There is one mandatory unit in N5 which is assessed on a pass or fail basis.

- **Performance Skills Unit** - Pupils will experience a range of movement and performance skills through a variety of activities. They will be required to select, use, demonstrate and adapt these skills by working cooperatively with others. Pupils will develop control and fluency to meet the physical demands of performance. Pupils will experience different techniques, compositions and tactics.

**There are also 2 assessments in N5 which are graded. These assessments will be combined to give an overall A - D grade.**

- **Performance Assessment Task** – There are 2 one off practical performances which will be carried out in a competitive and challenging context. Individually they are worth 30 marks each (60 in total) and is 50% of the overall grade. The activities cannot be the same or similar and will be discussed with the class teacher prior to performance.
- **Portfolio** - This is a study of personal performance in a chosen activity. This will take the form of a written project which will be externally marked by the SQA. This is worth 60 marks and 50% of the overall grade. Pupils must show an understanding of the Factors Impacting on Performance and will be required to plan, develop, implement and evaluate a training programme. Section 1 of the Portfolio will be completed under exam conditions (closed book) and Section 2 will be open book during designated classroom sessions. Pupils may not complete work at home and teachers must retain work after every session.

#### Special requirements:

All pupils need to have an excellent record of participation in PE since S1 and completion of the Sports Option course in S3 is desirable.

## Higher (S5/6)

### Course outline & Assessment arrangements:

A candidate must pass the following units in order to sit the Course Assessment.

1. **Performance Unit** – 2 passes at Higher level in any activities.
2. **Factors Impacting Performance Unit**

### The Course Assessment consists of:

- A single one off performance in any activity – 60%
- An exam based on the four factors (MESP) – 40%

### Careers

Qualifications in PE can lead to a large variety of careers and further/higher education courses. Here is a selection of some that may be of interest:

**Employment:** Sports Club Employee; Swimming Pool Employee; Sports Coach; Countryside Ranger  
Outdoor Pursuits Instructor; Armed Forces; Police; Local Authorities; Health and Fitness Instructors

**Courses:** HNC/HND -Sports Coaching; Health and Fitness; Sports Therapy; Leisure Management  
BA/BSc/Bed - Recreation and Leisure; Psychology and Sports Science; Health and Fitness;  
Sports Studies; Teacher Training.

## Modern Languages

### French

#### Higher (S5 S6)

Ideal for senior pupils building on previous experience of French N5 or for successful language learners who wish to return to the subject.

Throughout the course learners have the opportunity to extend a range of skills enabling them to further improve their ability to read, listen, talk and write using more detailed and complex language. They will also develop the skills of translation. This knowledge and understanding is applied in the contexts of society, learning, employability and culture. Pupils continue to extend grammatical understanding also throughout the course.

#### Course outline & Assessment arrangements:

##### The Course is made up of Two internal units:

1. **Understanding Language** -in which learners develop the skills of reading and listening.
2. **Using Language** - in which learners develop the skills of talking and writing.

Units are internally assessed throughout the course on a pass/fail basis. Learners need to produce at least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards.

Pupils will sit 2 exams - Reading and Writing 40% - (A dictionary can be used in both)

Learners will read one written text in the modern language. They will respond to questions about the written text in English and translate part of the text into English. Learners will then produce one written text addressing four bullet points.

Listening and Writing 30%

Learners will listen to a monologue and then one conversation between two people. They will answer questions in English on both parts. After this pupils will produce a written piece.

Talking performance 30% (prompt cards are allowed to help)

A final talking performance will take place around February /March. This is conducted by the class teacher.

Pupils will prepare an oral presentation and answer some follow up questions based around some of the contexts studied over the course.

#### National 5 French (S4-6)

Ideal for pupils building on previous experience of French N4 or for those who were confident in their language learning at S3 but chose not to continue directly.

The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to both understand and use a modern language. Skills are developed within the contexts of society, learning, employability and culture. Pupils will also engage in developing and applying grammatical knowledge and understanding of the chosen foreign language.

#### Course outline & Assessment arrangements:

##### The Course is made up of 2 internal units:

1. **Understanding Language** -in which learners develop the skills of reading and listening.
2. **Using Language** - in which learners develop the skills of talking and writing.

Units are internally assessed throughout the course on a pass/fail basis. Learners will be required to provide at least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards.

A further piece of Writing is also produced in class under exam conditions and sent to SQA to be marked externally. Deadline for this is early March.

Pupils will sit 2 exams:

Reading and writing (A dictionary can be used)

Learners will read three texts of equal length and will respond to questions in English.

Then they will produce a writing piece -a letter of application, in response to a job advert

Listening

Learners will listen to one monologue and one short conversation in the modern language and will then respond to questions in English.

Talking performance

A final talking performance will take place around Feb/March. This is conducted by the class teacher. Pupils will prepare a presentation and answer some follow up questions based around some of the contexts and themes studied over the course. **(use of prompt cards are allowed to help with presentation )**

## **Using and Understanding Language – French (S5 S6)**

**(Higher Internal units only, no final external exam)**

Ideal for pupils who wish to focus on gaining internal assessments at Higher level only, building on previous experience of French N4/N5 or for those who were confident in their language learning at S3 but chose not to continue directly.

Throughout the course learners have the opportunity to gain internal units at Higher level in their chosen language. They will build on previous knowledge of the subject to extend a range of skills enabling them to further improve their ability to read, listen, talk and write at Higher level., This will involve comprehension of more detailed and complex language. This knowledge and understanding is applied in the contexts of society, learning, employability and culture. Pupils would continue to extend grammatical understanding also throughout the course.

### **Course outline & Assessment arrangements:**

The Course is made up of Two internal units:

1. **Understanding Language** -in which learners develop the skills of reading and listening.
2. **Using Language** - in which learners develop the skills of talking and writing.

Units are internally assessed throughout the course on a pass/fail basis. Learners need to produce at least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards to gain both units at Higher level.

This is an ideal course for S5 pupils who would prefer to focus on gaining individual units at Higher level across the skills of reading listening writing and talking, rather than the full award. There is no externally assessed element to this course.

## National 4 French (S4 S5 S6)

Ideal for pupils building on previous experience of French N3 or for those who were confident in their language learning at S3 but chose not to continue directly.

The Course offers learners the opportunity to develop straightforward language skills in the meaningful real life contexts of society, learning, employability and culture.

In particular, the course aims to enable learners to develop the ability to read, listen, talk and write in a modern language, they will work towards understand and using the language, to apply their knowledge and skills to plan and research.

### Course outline & Assessment arrangements:

The Course is made up of the following components - 3 internal units

1. **Understanding Language** -in which learners develop the skills of reading and listening.
2. **Using Language** - in which learners develop the skills of talking and writing.

Units are internally assessed throughout the course on a pass/fail basis. Learners will be required to provide at least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards.

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

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

Pupils will use ICT to support their research and select relevant information from at least two written texts. An oral presentation in the modern language will be made based on their findings and research. Learners will then respond to some questions in the modern language based around the topics they have covered in their course.

## National 3 French (S4)

This Course provides learners with opportunities to continue to acquire and develop the attributes of the four capacities, as well as skills for learning, skills for life and skills for work. Focus is on helping pupils apply basic knowledge in the foreign language to improve confidence in reading, listening, talking and writing. Learners work on both understanding and using the modern language by applying their skills and knowledge. The Course offers learners the opportunity to develop simple language skills within a range of meaningful real life contexts including society, learning, employability and culture.

### The Course is made up of the following two internal units:

1. Understanding Language -in which learners develop the skills of reading and listening.
2. Using Language - in which learners develop the skills of talking and writing

Units are internally assessed throughout the course on a pass/fail basis. Learners will be required to provide at least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards.

Topics studied at National 3 can include:

- *Society*- Family and Friends Free time Media, cinema, TV, music
- *Learning*- School Education Finding out about school in France/Spain/

- *Employability*- Future plans and jobs
- *Culture*- Planning a trip (travel, accommodation, eating out, shopping)

## Languages for work purposes-

The general aim of this free standing Unit is to provide learners with the opportunity to develop the skills needed to communicate in any vocational context using the language of French/ Spanish/Italian. The course also encourages learners to reflect on skills required for employability.

Pupils will be fully supported and guided through the course to help them achieve 2 outcomes:

### Outcome 1

Candidates will produce one piece of written work to demonstrate their ability to communicate in writing information. The evidence will be produced under supervised conditions. During the assessment of Outcome 1, candidates may use a vocabulary list/ dictionary.

### Outcome 2

Candidates will produce one piece of spoken evidence in the specific language. They will participate in a job related discussion or interview with one other person. During the discussion or interview, candidates must show the ability to participate in a conversation.

The evidence for both Outcomes may be produced at appropriate points throughout the course ensuring candidates have had the opportunity to build language skills adequately.

Special requirements: We request that pupils will have their own personal dictionary to facilitate their learning both in the classroom and at home. A range of booklets are provided to support learners throughout the course, a one off fee for these may be requested to help with production costs.

## Spanish

### Higher Spanish (S5/6)

Ideal for pupils building on previous experience of Spanish N5.

Throughout the course learners have the opportunity to extend a range of skills enabling them to further improve their ability to read, listen, talk and write using more detailed and complex language. They will also develop the skills of translation. This knowledge and understanding is applied in the contexts of society, learning, employability and culture. Pupils continue to extend grammatical understanding also throughout the course.

### Course outline & Assessment arrangements:

#### Two internal units

1. **Understanding Language** -in which learners develop the skills of reading and listening.
2. **Using Language** - in which learners develop the skills of talking and writing.

Units are internally assessed throughout the course on a pass/fail basis. Learners need to produce at

least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards.

Pupils will sit 2 exams- (A dictionary can be used in both!)

**Reading and Writing 40%**

Learners will read one written text in the modern language. They will respond to questions about the written text in English and translate part of the text into English. Learners will then produce one written text addressing four bullet points.

**Listening and Writing 30%**

Learners will listen to a monologue and then one conversation between two people. They will answer questions in English on both parts. After this pupil will produce a written piece.

**Talking performance 30% (prompt cards are allowed to help!)**

A final talking performance will take place around February /March. This is conducted by the class teacher. Pupils will prepare an oral presentation and answer some follow up questions based around some of the contexts studied over the course.

## **National 5 Spanish (S4-6)**

Ideal for pupils building on previous experience of Spanish N4 or for those who were confident in their language learning at S3.

The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to both understand and use a modern language. Skills are developed within the contexts of society, learning, employability and culture. Pupils will also engage in developing and applying grammatical knowledge and understanding of the chosen foreign language.

### **Course outline & Assessment arrangements:**

#### **The Course is made up of 2 internal units:**

1. **Understanding Language** -in which learners develop the skills of reading and listening.
2. **Using Language** - in which learners develop the skills of talking and writing.

Units are internally assessed throughout the course on a pass/fail basis. Learners will be required to provide at least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards.

A further piece of Writing is also produced in class under exam conditions and sent to SQA to be marked externally. Deadline for this is early March.

Pupils will sit 2 exams:

Reading and writing (A dictionary can be used)

Learners will read three texts of equal length and will respond to questions in English. Then they will produce a writing piece -a letter of application, in response to a job advert

Listening

Learners will listen to one monologue and one short conversation in the modern language and will then respond to questions in English.

Talking performance

A final talking performance will take place around Feb/March. This is conducted by the class teacher. Pupils

will prepare a presentation and answer some follow up questions based around some of the contexts and themes studied over the course. **(use of prompt cards are allowed to help with presentation )**

**Course outline & Assessment arrangements:** See Using and Understanding Language French

### **National 4 Spanish (S4-6)**

Ideal for senior pupils who wish to begin Spanish and for pupils building on previous experience of Spanish or for those who were confident in their language learning at S3 but chose not to continue directly.

The Course offers learners the opportunity to develop straightforward language skills in the meaningful real life contexts of society, learning, employability and culture.

In particular, the course aims to enable learners to develop the ability to read, listen, talk and write in a modern language. They will work towards understand and using the language, to apply their knowledge and skills to plan and research.

**Course outline & Assessment arrangements:** See National 4 French

### **National 3 Spanish (Nat 4)**

**Course outline & Assessment arrangements:** See National 3 French

Special requirements: We request that pupils will have their own personal dictionary to facilitate their learning both in the classroom and at home. A range of booklets are provided to support learners throughout the course, a one off fee for these may be requested to help with production costs.

**Careers:** Language skills are in demand and can be used in almost any career, a knowledge of one or more foreign languages can be useful in a wide range of areas. For some jobs it is the main requirements, for other jobs a combination of languages and other qualifications is extremely beneficial. People with language skills are much sought-after in the world of work. Knowing a language can be seen as a real advantage by employers. Many careers and Higher Education courses now require a qualification in a Modern Language. Make sure you prepare yourself fully for your future path and do not miss out on the opportunity to make yourself marketable to employers, both here and abroad. Before you make a decision on course choice we advise that you investigate how languages can help open doors to you.

## Sciences

### Biology

#### Course outline & Assessment arrangements:

#### Advanced Higher (S6)

#### Entrance requirements - Higher Biology or grade A in other science subjects at Higher

This course consists of 3 units of work in an integrated approach to modern Biology.

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology

#### Assessment

- Regular end-of-topic tests and data handling exercises help monitor progress throughout the year
- 2 end of unit assessments
- 1 practical assessment
- An external exam
- A practical investigation report

#### Higher (S5/6)

#### Entrance requirements: National 5 Biology. Pupils with a good pass (A or B) at National 5 in another science may be considered.

This course consists of 3 units of work linked by common themes.

- DNA and the Genome
- Metabolism and Survival
- Sustainability and Interdependence

#### Assessment:

Regular end-of-topic tests monitor progress throughout the year and allow practice of exam style questions; 3 end-of-unit tests; 1 practical assessment; a final 2½ hour external exam

Course outline & Assessment arrangements:

#### National 5 (S4-6)

This course consists of 3 units of work providing an excellent pathway to Higher.

**Unit 1: Cell Biology:** a comprehensive look at the key principles of cell biology including cell structure, cell division, membrane transport, enzymes, respiration, photosynthesis, DNA and genetic engineering.

**Unit 2: Multicellular organisms:** looks at a range of biological systems and concepts in plants and animals including cell specialisation, reproduction, genetics, nervous system, cardiovascular system, digestive system and plant transport system.

**Unit 3: Life on Earth:** investigates the biodiversity that exists on earth and the impact of evolution and human activity on the distribution of organisms.

Regular class tests to monitor progress. Assignment (20% of final mark); 2½ hour exam (80% of final mark)

**Course outline & Assessment arrangements:**

**National 4 (S4-6)**

This course consists of 3 units of work providing an excellent pathway to National 5.

**Unit 1: Cell Biology:** covers key principles of cell biology including cell division, DNA, enzymes, photosynthesis and micro-organisms.

**Unit 2: Multicellular organisms:** looks at a range of biological systems and concepts in plants and animals including reproduction, growth and development, genetics and control of internal environment.

**Unit 3: Life on Earth:** investigate the biodiversity that exists on earth and the impact of adaptation and human activity of organisms.

Regular class tests to monitor progress; 3 end of unit assessments; 1 assessment of problem solving skills; 1 assessed practical; 1 research test; 1 Added Value Unit

**Course outline & Assessment arrangements:**

**National 3 (S4)**

This course consists of 3 units of work providing an excellent pathway to National 4.

**Unit 1: Cell Biology:** covers basic principles of cell biology including cell structure, DNA, photosynthesis and micro-organisms.

**Unit 2: Multicellular organisms:** covers basic principles of human anatomy and physiology, including the cardiovascular system, reproduction and immune system.

**Unit 3: Life on Earth:** investigates a range of ecosystems and describes the adaptations of the plants and living in them.

**Assessment:**

Regular class tests to monitor progress; 3 end of unit assessments; 1 assessment of problem solving skills; 1 assessed practical; 1 research task

**Careers:**

All these courses develop practical and study techniques and skills, which will serve in all future walks of life. There are a large number of careers connected with Biology. The careers cover a wide range of abilities and include careers in medicine, conservation, forensic science, marine biology, nutrition, pharmacology, teaching, nursing and many more.

A wide range of Bioscience subjects is open to university students, including Biochemistry, Biological Science, Ecology, Molecular Biology, Plant Science, Zoology, Sports Science and many more!

## Chemistry

### Course outline & Assessment arrangements:

#### Advanced Higher

#### Entrance requirements – pass at Higher

This course builds on the Higher developing further the underlying theories of Chemistry and the practical skills used in the chemical laboratory.

The course also develops the skills of independent study and thought that are essential in a wide range of occupations.

The units covered are –

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

#### Assessment:

Regular end-of-topic tests and data handling exercises help monitor progress throughout the year; 3 end of unit assessments. Prelim in December. 1 practical assessment. Final 2½ hour external exam 80% of mark. Project 20% of mark.

#### Careers:

Once you have a Chemistry qualification, you may be surprised at just how many places you could end up working.

Brewing, Cosmetics, Textiles, Photography, Colour and Dyes, Sporting Materials, Food Science, Pathology, Art Restoration, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical Industries.

After Industry, Commerce is one of the largest employers of Chemistry graduates because of the strong problem solving skills developed by chemistry students. A Chemistry degree can open opportunities in banking, accountancy, law and publishing.

On graduation, Chemistry Students enjoy one of the highest levels of entry into graduate level employment.

#### Higher

Entrance requirements: National 5 Chemistry. Pupils with a good pass at National 5 in another science may be considered

The units covered are –

- Chemical Change and Structure (0.5 unit)
- Researching Chemistry (0.5 unit)
- Nature's Chemistry (1 unit)
- Chemistry in Society (1 unit)

Assessment: Regular end-of-topic tests monitor progress throughout the year and allow practice of exam style questions; 3 end-of-unit tests. Prelim in December. 1 practical assessment; Assignment 20% of mark. A final 2½ hour external exam 80 % of mark.

### **National 5 (S4-6)**

This course consists of 3 units of work providing an excellent pathway to Higher

**Unit 1: Chemical changes and structure:** develops pupil knowledge in chemistry from atomic structures to acids.

**Unit 2: Nature's Chemistry:** looks at hydrocarbons, alcohols and different types of fuels.

**Unit 3: Chemistry in Society:** Metals, plastics and radioactivity.

Assessments; Regular class tests, prelim in December. Assignment: 20% of mark. Final 2½ hour external exam 80% of mark.

### **National 4 (S4-6)**

This course consists of 3 units of work providing an excellent pathway to National 5. (**See National 3**)

Regular end-of-topic tests help monitor progress throughout the year

- 3 end of unit assessments
- 1 assessed practical
- Research task
- Added value unit

### **National 3 (S4)**

This course consists of 3 units of work providing an excellent pathway to National 4.

**Unit 1: Chemical changes and structure:** covers basic topics in chemistry from atomic structures to acids.

**Unit 2: Nature's Chemistry:** looks at chemistry found in nature, including fuels, carbohydrates and plant products.

**Unit 3: Chemistry in Society:** Metals, plastics and radioactivity.

Regular end-of-topic tests help monitor progress throughout the year

- 3 end of unit assessments
- 1 assessed practical
- Research task

## Physics

Courses, including levels:

1. National 3 Physics (S4)
2. National 4 Physics (S4 S5 S6)
3. National 5 (S4 S5 S6)
4. Higher (S5 S6)
5. Advanced Higher (S6)

### Advanced Higher (S6)

**Entrance requirements – pass at Higher Physics; pupils who have done exceptionally well in Higher Biology or Chemistry and have a good pass in Higher Maths**

The following units are studied:

- Rotational Motion and Astrophysics (1unit)
- Quanta and Waves (1 unit)
- Electromagnetism (0.5 unit)
- Investigating Physics (0.5 unit)

### Assessment:

Assessment, regular end of topic tests. Prelim in December. Project 20% of mark. Final 2½ hour exam 80% of mark.

## Higher

**Entrance requirements - a good pass at National 5 Physics; pupils who have not studied Physics but have a good pass in Higher Biology or Chemistry and have National 5 Maths.**

The following units are studied:

- Our Dynamic Universe (1 unit)
- Particles and Waves (1 unit)
- Electricity (½ unit)
- Researching Physics (½ unit)

Assessment, regular end of topic tests. Prelim in December. Project 20% of mark. Final 2½ hour exam 80% of mark.

### National 5 (S4-6)

This course consists of 3 units of work providing an excellent pathway to Higher.

### Assessment:

Regular end-of-topic tests help monitor progress throughout the year. Prelim in December. Assignment; Final External Exam (2½ hours)

## **National 4 (S4-6)**

This course consists of 3 units of work providing an excellent pathway to National 5. **(See National 3)**

Regular end-of-topic tests help monitor progress throughout the year

- 3 end of unit assessments
- 1 assessed practical
- Research task
- Added value unit

## **National 3 (S4)**

This course consists of 3 units of work providing an excellent pathway to National 4.

- Unit 1: Waves and Radiation
- Unit 2: Electricity and Energy
- Unit 3: Dynamics and Space

Regular end-of-topic tests help monitor progress throughout the year

- 3 end of unit assessments
- 1 assessed practical
- Research task

## **Careers:**

The career opportunities available are vast due to the transferable skills gained whilst studying physics. Employers see a physics qualification as an indication of someone who will immediately be an asset to the organisation. This is because:

- Physics requires a logical and numerate mind
- Problem solving, gained through studying physics, is of paramount importance to the future of technology
- Communication skills are developed through report-writing and presentations
- Computing and practical skills are second nature to those trained in physics
- Teamwork and flexibility are essential in lab work and projects

Here are some of the jobs where you will find people who have studied Physics: Research and Development; Engineering; Information Technology; Finance; Telecommunications; the Electrical industry; Medicine; Astronomy; Weather Forecasting; Physiotherapy; Teaching; Law.

## Social Subjects

### Geography

#### Course outline & Assessment arrangements.

##### National 4 (S4)

#### The course comprises of three units:

- Physical Environments: develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Study will focus on two landscape types: limestone uplands and rivers.
- Human Environments: study and compare developed and developing countries drawn from a global context. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes. Case study examples will be used throughout including Rio De Janeiro, Edinburgh and rural India and a chance to choose your own.
- Global Issues: develop a detailed knowledge and understanding of significant global geographical issues. In particular, study will be focused on earthquakes, volcanoes and tropical storms as well as global health concerns and diseases.

Assessment is comprised of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is no external examination, however in order to achieve a pass, candidates must complete an internally marked Added Value Unit project.

##### National 5 (S4) - The course comprises of three units: **See National 4**

Assessment is comprised of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is an externally marked examination which accounts for 80% of the final grade. Candidates must also complete a compulsory added value assignment which will constitute 20% of the final mark. There will be an element of choice in the topic chosen for the added value assignment.

### Higher (S5/6)

**Entrance requirements** - Ideally, pass at National 5 level in Geography OR a related subject (History, Modern Studies, English). The course is open to S6 students with a Higher pass in English or S5/S6 students who will be studying Higher English this session. If Geography has not been studied since 2<sup>nd</sup> year, or if in doubt, see Mrs Bannon.

The course is delivered in 3 units of work. Each unit is broken down into topics.

#### Unit 1: Physical Environments

This is the study of the formation and use of selected UK landscapes and key physical geographical systems: atmospheric and oceanic systems, hydrological and biogeographical systems.

## **Unit 2: Human Environments**

This involves the study of changes in global population; growth, migration and control. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries.

## **Unit 3: Global Issues**

This unit involves the study of two separate issues on a global scale.

Development and Health: Improving health and disease control in the developing world with a focus on certain diseases.

Climate change – causes and effects

**Entry:** Ideally an A or B pass at National 5 level in Geography OR a related subject (History, Modern Studies, English). The course is open to S6 students with a Higher pass in English or S5/S6 students who will be studying Higher English this session. If Geography has not been studied since 2<sup>nd</sup> year, or if in doubt, see Mrs Bannon.

### **Assessment :**

#### **Internal**

A range of internal assessments will assess progress in each of the units. Prelim examination assess overall unit content. Self and peer review is part of the course, as is self evaluation and target setting at key points in the course.

#### **External**

There is an end of course examination set and marked by SQA which covers topics and units taught in the course.

In addition the assessment will involve the completion of an externally assessed assignment, similar to that completed at National 5 level.

#### **Advanced Higher (S6)**

Entrance Requirement – Higher Geography (A/B pass) or at the discretion of the Department and Pupil Support

#### **3 units of work, each of approximately equal length.**

1. Geographical Study. Plan and research a geographical topic in the local area. Produce a report.
2. Geographical Issues. Choose and study 1 geographical issue from any area of the world. Produce a summary report.
3. Geographical Methods and Techniques. Use of advanced geographical techniques to gather, analyse and present information.

## **Assessment arrangements :**

NABs assess all 3 units. All are carried out in the spring term (January –Easter).

Geographical Study is submitted to SQA for external assessment (40% of mark).

Geographical Issues. The issue is summarised and submitted to SQA for external assessment (30% of mark).

Final exam on problem solving and evaluating based on OS maps and data handling (30% of mark).

## **Travel and Tourism National 4 and 5 (S5/6)**

This course is ideally suited to anyone with an interest in employment in any travel or tourist related industry. Course topics are comprised of the following four units: Employability, Customer Service, Tourism in Scotland, UK and Worldwide Tourism.

### **Careers :**

Analysis of the careers of people with geography qualifications reveals a huge variety of employment destinations. The main ones are detailed below. Employment in –

- Travel/Tourism – recreation, hotel management, transport, travel, tourist boards.
- Environmental Services – ecology, forestry, nature conservancy, countryside conservation, landscape architecture, town and country planning, environmental planning.
- Scientific Services – soil survey, geological survey, oil companies, hydrology.
- Social Services – civil service, immigration, census office, education, consumer services.

## **People and Society National 4**

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

Examples of units previously studied at Trinity are Doping in Sport, Cosmetic Surgery and Natural Disasters

## History

### Course outline & Assessment arrangements:

#### National 4 (S4)

The course is divided into three sections:

- Scottish History: Scotland and the Era of the Great War
- British History: The Making of Modern Britain
- European and World History: Free at Last? Civil Rights in the USA, 1918 -1968

Assessment comprises of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is no external examination, however in order to achieve a pass, candidates must complete an internally marked Added Value Unit project.

#### National 5(S4-6)

The course is divided into three sections: **See National 4**

Assessment is comprises of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is an externally marked examination which accounts for 80% of the final grade. Candidates must also complete a compulsory added value assignment which will constitute 20% of the final mark.

#### Higher (S5/6)

In Higher History critical thinking and discussion are encouraged, and through their reading students will acquire knowledge of the personalities and events which have shaped the Modern World. The course covers aspects of nineteenth and twentieth century history, focusing on political, social and economic changes. The European aspect of the course is exploring how the adoption of Appeasement by the British Government helped to contribute to the rise of Nazism and Fascism that ultimately led to the outbreak of World War Two. The British topic studies Social Reform in the twentieth century. A special document based study is made of the events of the Wars of Independence fought between Scotland and England in the thirteenth and fourteenth centuries.

An extended essay worth 30 marks is completed in the Spring term. This is planned in class and written in 1 ½ hours under exam conditions. The whole course is assessed by a 2 hour 20 minute external exam.

#### Advanced Higher (S6)

A or B pass in Higher History, or at the discretion of the department and Pupil Support staff.

The course is an excellent preparation for the type of work found in Higher Education. Though guided, students have a high degree of individual responsibility for their study. The course contains two internal assessments, which must be achieved to fulfil course requirements. A dissertation of 4000 words must be completed by the Spring.

### **Area of Study:**

Russia: From Tsarism to Stalinism, 1914–1945

Or

Scotland: From the Treaty of Union to the Enlightenment, 1707–1815

### **Careers:**

History is a valuable qualification for entry into any University to study a range of courses. A degree in History could lead to employment in the following roles: archivist, civil servant, researcher, barrister, teacher, solicitor and journalist amongst many others.

## **Modern Studies**

### **Course outline & Assessment arrangements:**

#### **National 4 (S4)**

The course is divided into three sections:

- **Democracy in Scotland:** develop knowledge and understanding of the main institutions and organisations which make up political life in Scotland. They will develop knowledge and understanding of the ways in which society is informed about the political system, and able to participate in, and influence, the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.
- **Crime and the Law:** develop knowledge and understanding of the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.
- **USA:** The study of a significant world power will focus on contemporary socio-economic issues and a study of its political system.

Assessment is comprised of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is no external examination, however in order to achieve a pass, candidates must complete an internally marked Added Value Unit project.

#### **National 5 (S4-S6)**

The course is divided into three sections: **See National 4**

Assessment is comprised of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is an externally marked examination which accounts for 80% of the final grade. Candidates must also complete a compulsory added value assignment which will constitute 20% of the final mark. There will be an element of choice in the topic chosen for the added value assignment.

## Higher (S5/6)

**Entrance Requirements** - A pass at National 5 Modern Studies would be preferred but good English (A/B at National 5 or pass at Higher) and a grasp of current affairs would meet the entry requirements.

How will President Obama change America and the world? How do we effectively deal with terrorism? How is the Scottish Parliament elected?

Higher Modern Studies deals with a wide range of Social, Political and International issues affecting everyone's lives. There is the opportunity to discuss, make decisions and write reports on current events using the evidence of the media, and to give reasoned opinions through essay writing. Topics studied include: Democracy in the UK and Scotland; Wealth and Health; USA and the Politics of Development in Africa.

Course work will be assessed throughout the year. In order to pass the course, 3 internal assessments must be completed. External Assessment is an exam made up of essay and source based questions. You will also have an Added Value Unit to complete.

## Advanced Higher (S6)

**Entrance requirements** - Higher Modern Studies (A/B pass) or at the discretion of the Department and Pupil Support.

The main aim of this course is to develop skills that will be useful at University and beyond school.

The area of study is Law and Order. At Advanced Higher level one topic is studied in depth.

### We cover:

- Human rights and the law in the UK
- The causes of crime
- The response of the Government to crime in UK
- The penal system – How do we punish people in UK?
- Prisons and alternatives to prison.

There is also an opportunity to visit a prison and organise a crime conference in school.

### Assessment

You will need to be a good researcher and essay writer to undertake this course. An interest in Sociology, Criminology and Law also helps. A dissertation of 5000 words makes up one third of the final mark. There is also a 3 hour examination at the end of the course to assess course knowledge and its application.

**Careers:** A qualification in Modern Studies will aid entry into a wide range of University courses. Careers leading on from a degree in a Modern Studies related discipline could include: politician, civil servant, lawyer, journalist, accountant, solicitor, personnel, nurse, police officer, teacher and many more.

## Accounting

### National 5 (S5/S6)

This course is designed for learners who enjoy numeracy-based learning opportunities, who pay attention to detail and like to apply logical and analytical thinking. The course helps candidates to understand and use financial information, allowing them to prepare accounting statements and analyse, interpret and report on an organisation's financial performance. Accounting enables students to:

- Develop an awareness of how accounting performs in industry and society,
- Apply a systematic approach to solving financial problems by using relevant accounting concepts and techniques,
- Apply technology in an accounting related task.

#### Course elements

Financial Accounting & Management Accounting

#### Assessment Arrangements

Students undertake a coursework assignment which is worth 50 marks of an overall 180 which will be completed using Microsoft Excel. This will take place in the classroom in a 2-hour block independently. The further 130 marks will be assessed in the main exam diet in a 2-hour exam covering content from management and financial accounting.

#### Careers

Accounting provides a good basis for students who wish to enter the employment market or go on to Further and Higher Education courses in Accounting and/or Finance. Qualifications and experience in Accounting are essential in a wide variety of careers including Banking and Finance, Insurance, Commerce and Accounting.

## Business Management

### National 5 (S5/S6)

**Course elements:** Management of Marketing & Operations, Understanding Business, Management of People & Finance.

#### Assessment Arrangements

Students undertake a coursework essay assignment worth 25% of their final mark (30 marks). The coursework involves choosing and finding a small to medium sized business and performing research and analysis of their operations. An externally assessed paper (SQA) is worth 75%, with two case studies (20 marks each) and five sets of questions based on each of the course elements (each set worth 10 marks).

## Higher Business Management (S5/S6)

**Course elements:** The Higher Business Management Course builds on the skills, knowledge and understanding gained in National 5 Business Management and can act as an entry to the study of business. Learners combine theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

### Assessment Arrangements

The course has three topics and a course assessment. The topics are Management of Marketing & Operations, Understanding Business, Management of People & Finance. As well as an exam paper, pupil undertake an assignment worth 30% of their final mark. The assignment will require learners to undertake the following tasks:

- collect information/evidence relating to the context of the assignment
- analyse and evaluate the business data/information to reach conclusions
- produce a report relating to the context of the assignment

### Careers :

Business Management provides a good basis for students who wish to enter the employment market or go on to Further and Higher Education courses in Business Education. Qualifications and experience in Business Management are essential in a wide variety of careers including Management, Banking and Finance, Insurance, Commerce, Human Resources, Accounting and Administration.

## Religious, Moral and Philosophical Studies

### National 4/5 (S4)

#### Course outline & assessment arrangements

In the 21st it is vital that pupils learn to explore and understand diverse, conflicting beliefs and practices. The purpose of RMPS is to develop knowledge and understanding of religious, moral and philosophical issues that impact peoples' lives today. Religious and non-religious perspectives are included.

#### The Course has three units:

##### World Religion: Hinduism

Learners will develop detailed knowledge and understanding of Hinduism through studying beliefs, practices and sources.

##### Morality and Belief: Religion, Medicine and the Human Body

Learners will develop skills to explain and express reasoned views about key issues. These issues include assisted suicide, euthanasia and palliative care and the status and treatment of embryos.

### **Religious and Philosophical Questions: Miracles**

In this Unit, learners will develop skills to analyse challenging philosophical questions such as *Do miracles happen?* Learners look at religious and non-religious responses.

### **National 4:**

Through the successful completion of this course, learners will develop a wide range of important and transferable skills including: investigating and communicating findings on religious, moral or philosophical topics or issues; describing and commenting on sources related to world religions; expressing reasoned views about contemporary moral questions and describing religious, moral and philosophical questions and responses to these.

### **National 5:**

#### **Course assessment structure:**

Component 1 — question paper 60 marks

Component 2 — assignment 20 marks

### **Higher (S5/6)**

#### **Entrance requirements for Higher**

RMPS builds upon skills developed through National 5 RMPS. It is also open to students with good English skills and those who have completed the S3/4 core Religious and Moral Education courses.

#### **Course outline & assessment arrangements**

The course is delivered in three units of work and an assignment.

#### **World Religion: Buddhism.**

Learners will develop in-depth factual knowledge and understanding of Buddhism and the impact and significance of Buddhism in the C21st.

#### **Morality and Belief: Religion, Medicine and the Human Body.**

Learners will develop skills to express detailed, reasoned views about contemporary issues focusing on areas such as Religion, Medicine and the Human Body or Religion and Relationships. They will develop understanding of religious and non-religious responses.

#### **Religious and Philosophical Questions**

Learners will develop knowledge and skills to fully address challenging philosophical questions such as the *Problem of evil and suffering* or *Do miracles happen?*

#### **Assignment**

This accounts for 33% of the total marks for the course.

Pupils are afforded the opportunity to research a religious, moral or philosophical issue of their choice. This may be related to areas studied in class, but pupils are free to research any relevant issue.

## **Advanced Higher (S6)**

AH builds upon skills developed through Higher RMPS.

### **Course outline & assessment arrangements:**

The Course has two mandatory Units and two optional Units. There is considerable flexibility in themes which can be studied to allow personalisation and choice.

#### **Philosophy of Religion — mandatory Unit**

In this Unit, learners will develop skills to critically evaluate key theological and philosophical issues from the philosophy of religion. They will develop in-depth knowledge and understanding of how these arguments and responses to them contribute to the development of a stance for living.

#### **Researching Religious, Moral and Philosophical Studies — mandatory Unit**

In this Unit, learners will develop a range of skills relevant to undertaking independent research including: how to identify appropriate research issues, plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions.

#### **Medical Ethics — optional Unit**

In this Unit, learners will develop skills to critically evaluate a range of complex issues involving medical ethics. Learners will develop in-depth knowledge and understanding of the issues and religious and non-religious responses, including the philosophical reasoning behind these responses.

#### **Religious Experience — optional Unit**

In this Unit, learners will develop skills to critically evaluate a range of complex issues concerning religious experience and religious and other responses. Learners will develop in-depth knowledge and understanding of different perspectives on religious experience

All Units are internally assessed. Candidates undertake a final course examination.

### **Special requirements:**

A willingness to explore, to consider and contemplate diverse often conflicting views and ethical stances. An open mind and ability to synthesise information before rationalising personal conclusions.

### **Careers:**

Jobs requiring an ability to research and synthesize conflicting data in order to form reasoned opinions and conclusions.

Jobs requiring tolerance and empathy, an awareness and understanding of peoples' different beliefs and religious/ethical standpoints.

Police, nursing, broadcasting, journalism, teaching (primary & secondary) social work, museums & galleries.

## Technologies

### Computing Science

#### Course outline & Assessment arrangements

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

#### Advanced Higher (S6)

The course builds on the knowledge, understanding and practical skills developed by learners in the Higher Computing Science Course. Learners gain advanced programming, development and research skills, and an understanding of the role and impact of contemporary computing technologies. Candidates undertake a project that accounts for 60% of the overall course mark.

#### Higher (S5/6)

**Course elements:** Information Systems Design and Development and Software Design and Development

Both units are designed to develop knowledge and understanding of contemporary hardware and software and other key concepts in Computing Science. Pupils also complete a coursework task that accounts for 31% of their final mark.

#### National 5 (S4/5/6)

**Course elements:** Information Systems Design and Development and Software Design and Development. Students complete practical coursework tasks worth 31% of their final mark. Course assessment involves completion of a portfolio of practical work.

#### National 4 (S4)

**Course elements:** Information Systems Design and Development and Software Design and Development. As well as completing unit assessment tasks, pupils complete an Added Value Unit assignment that draws upon knowledge and skills acquired in the mandatory units.

#### Careers :

There are many college and university courses in topics such as Creative Computing, Web Design and Development, Ethical Hacking, Game Design and Development and Artificial Intelligence and Computer Science. Job examples include Computer Technical Support, Software Engineer, Sales and Marketing, Database Design/Administrator, Systems Analysts/Designer, Telecommunications, Games Developer, Teacher/Trainer, Multimedia Design and Network Administrator.

## Design and Manufacture

Please note that S3 pupils studying Design Technology who wish to progress within this subject area should select either “Design and Manufacture” and/or “Practical Woodworking”.

### Course outline & Assessment arrangements:

Design and Manufacture provides a broad practical introduction to design, materials and manufacturing processes. They provide opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products. The course is practical, exploratory and experiential in nature. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product’s function and performance. It helps the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

Learners consider the various factors that impact on a product’s design. It will consider the life cycle of a product from its inception through design, manufacture and use, including its disposal or re-use — a ‘cradle-to-cradle’ approach to design.

The course provides opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems; and the ability to manufacture their design ideas. It also allows learners to engage with technologies and to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

Design and Manufacture is of broad general benefit to all learners. It also provides a foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. The Course provides a complementary practical experience for those studying subjects in the technologies and expressive arts.

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

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

### National 4 (S4)

Comprises 2 units, an internally assessed and externally verified Added Value Unit.

### National 5 (S4-6)

Comprises coursework in designing, manufacturing/modelling and skills, knowledge and understanding of materials and manufacturing.

**Assessment:**

Component 1: an externally assessed design assignment: (55 marks)

Component 2: an internally assessed and externally verified practical task (45 marks)

Component 3: externally graded exam (80 marks)

**Higher (S5/6)**

This course comprises 2 units, an externally graded exam and an internally assessed and externally verified assignment:

**Special requirements :**

A charge of £10 or N4/N5 and £5 for Higher will be required for this course. This will include materials for drawing and sketching for folio production and all workshop materials to manufacture items in wood metal and plastic. Included in this is a small charge to cover colour A3 laser printing and the cost of copying for course notes.

**Careers :**

Design and Manufacture forms a basis for continuing studies towards a very wide range of careers including: Product, industrial and interior design in the fields of consumer goods, furniture, automotive, theatre and entertainment, emerging technology, commination and design futures. Additionally engineering careers in civil, mechanical, building design, marine, aviation, renewable energy might also be considered.

## Graphic Communication

**S5/6 Pupils who have been successful in Art and Design or are interested in computer design or graphics have also been successful in Graphic Communication.**

Course outline & Assessment arrangements.

Graphic Communication provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy. The course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. It allows learners to engage with technologies and to consider the impact that graphic communication technologies have on our environment and society.

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

- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards protocols and conventions, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

### **National 5 (S4-S6)**

Comprises coursework and externally graded exam and assignment on 2D Graphic Communication; 3D and Pictorial Graphic Communication

Course assessment

Component 1 — question paper (80 marks)

Component 2 — assignment (40 marks)

### **Higher (S4-S6)**

Comprises 2 units, an externally graded exam and an internally assessed and externally verified assignment on 2D Graphic Communication; 3D and Pictorial Graphic Communication

### **Course assessment structure:**

Component 1 — question paper 70 marks (current weighting)

Component 2 — assignment 70 marks (current weighting)

In both courses pupils will prepare a wide range of graphics work both manually and on computer using CAD, graphic design and desktop publishing software.

The focus of the work will be Analysis and Research of Graphics Design briefs, Producing preliminary Graphics, Development of Production graphics and work on Promotional items.

### **Careers:**

The graphic communication industry started as the printing and publishing business. After rapid technological advances with electronic media, the printing business evolved into the graphic communications industry.

The industry includes electronic and traditional printing, publishing, packaging, digital imaging, computer graphics, website development, digital photography, printable electronics and related areas.

The design work applies to mass communications and media for marketing, packaging, advertising, websites, newspapers, books and more. The graphic communication industries are quoted as the fourth largest employer in the USA and are also a significant employer in Edinburgh.

With the addition of specialised computer training and experience on our courses we enable pupils to also access further studies in graphic design, product design, engineering, architecture, interior design, computer aided drafting, computer aided modelling and animation.

### **Advanced Higher Graphic Communication**

This course will allow learners to continue your knowledge of Graphic Communication to the next level, preparing you for University/College. The application of graphic techniques in communicating ideas, concepts, information and technical detail has been revolutionised with the advances in computer graphics and supporting technologies. In embracing these advances it is appropriate that a Graphic Communication Course at this level operates in a realistic, contemporary context with an approach to learning which is highly personalised and flexible. As graphics are applied in a range of contexts in the real world, it is important that the Course promotes the development of knowledge and skills in a contextualised and realistic way, bringing together aspects of technology and engineering, design, artistic endeavour, creativity, language and communication, and will therefore reflect these everyday activities as they interact in our world.

The purpose of the Advanced Higher Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. These skills are essential for people of all ages living and working in a modern society. The way in which visual information is communicated has a direct influence and effect on our decisions, actions and emotions as we go about our everyday business. We rely heavily on the accuracy of information conveyed by graphic communications, from complex engineering and technical information, simple display and informational graphics, to animations and moving graphic media. We are bombarded by imagery in a visual, technological and virtual world with different, often dynamic graphic information that captures and competes for our attention. Society and the world of work require individuals engaged in graphic activities to support business and industry and to contribute meaningfully in an information-rich world. The Course encourages creative and independent minds and provides skills and enthusiasm for lifelong learning. It draws on the skills,

knowledge and understanding from other experiences, as well as those from graphic communication, to prepare learners through a rich and integrated learning experience. Additionally, within the Units there is scope for flexibility and it is therefore likely that learners will experience their studies in different but equally valuable ways.

The course enables learners to develop and extend a range of graphic and generic communication skills, skills in enquiry, analysis and problem solving, graphic design skills, skills in the use of graphic equipment, materials and software, and skills in evaluating. As well as developing new knowledge, it is about creatively applying that knowledge in context. The Course also enables learners to develop and extend knowledge and understanding of key graphic communication concepts and processes, the ability to apply these to a variety of problems, and an awareness of the impact of graphic communication on society and the environment. Skills are developed in the contexts of graphic communication as it applies to business, industry, and the built environment and informational and media applications. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways. The Course consists of two Units, in which there are options, and course assessment. The course assessment will consist of a question paper and a project.

#### **Units:**

Comprises 2 units, an externally graded exam and an internally assessed and externally verified assignment – Technical Graphics and Commercial and Visual Media Graphics.

Course assessment structure:

Component 1 — question paper (80 marks)

Component 2 — assignment (120 marks)

## **Practical Woodworking**

Courses, including levels:

National 5 Practical Woodworking (S4 S5 S6)

National 4 Practical Woodworking (S4 S5 S6)

Pupils recommended as National 3 within Design Technology (with Craft) in the recent coursing recommendations are advised to consider taking National 4 Practical Woodworking

Course outline & Assessment arrangements:

Practical Woodworking is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity. The course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The coursework is themed around flat frame construction, carcass construction and machining & finishing.

The course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

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

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

National 4

Practical Woodworking comprising three units and an Added Value Unit, all internally assessed and externally verified.

National 5

Practical Woodworking flat frame construction, Carcass construction and machining and finishing External exam (30% of grade) internally assessed externally verified course assignment (70 % of grade)

Special requirements:

A charge of £25 will be required for this course, this will include provision of all timber products required to complete the mandatory craft work. Some sundry items such as ironmongery fittings, glass mirror, or electrical accessories may require further charges or sourcing from home.

## **NPA 5 Photography**

SCQF Level 5 (Creative Industries)

What will I learn?

This course is designed to give students an introduction to Photography. Students are given the opportunity to develop their interest and skills in photography and produce a substantial and varied portfolio. Students are encouraged to explore the thought process behind a range of disciplines in photography and to develop their own interests and visual language.

If you are considering studying photography, then this course is an ideal starting point. Carefully chosen SQA units will equip students with a vast range of skills that will provide them with a comprehensive foundation in photography enabling them to progress on to a higher level photography course. There are 4 modules to complete as follows:

- Understanding Photography
- Photographing Places
- Photographing People
- Working with Photographs

How will I learn?

This course will give students a chance to build a substantial portfolio of work. Students will produce workbooks

which will document the ideas development and resolution of projects signifying the importance of the creative process and not just the end result. Throughout the year the class will participate in regular explorative trips around the local area, interactive tutorial sessions and group critiques of work. Students are encouraged to contribute to class discussion and engage with critical theoretical technical and aesthetic aspects of the subject through online forums and presentations.

How will I know I have been successful?

- Your teacher will give you feedback
- Self and peer assessment
- Building a personal profile
- Tracking and monitoring in line with set targets

Progression

This course is designed to enable progression to:

- Higher Photography
- NC photography level 6 (College)
- Employment in the Photography industry (eg Photographer's Assistant)

Special Requirements for the Course

While it is beneficial to have access to a camera, phone cameras are more than acceptable to achieve appropriate quality of photographs and editing required for this course. Therefore we encourage pupils to make good use of their personal devices to assist in forming good photographic habits and a well-developed creative thought process to their surroundings and subjects of interest.

## Early Education and Child Care National 5 (S4 S5 S6)

**Course outline & Assessment arrangements:**

**National 4/5**

**This course is suitable for all pupils who want to learn more about working with children. It is also ideal for those interested in a career working with children. The course is delivered by staff in Food and Consumer Technology**

This course aims to provide pupils with an insight into working in early education and childcare. The early education and childcare sector is a growth industry across Scotland. There exists within the sector a wide range of employment opportunities at a variety of levels. The knowledge and experiences acquired in the areas of child development, child health, first aid, play and working in the early education and childcare sector.

**The Course aims to enable learners to:**

- develop personal, communication and practical caring skills
- develop investigative skills using a variety of research methods
- develop Practical work skills
- develop self-evaluation skills
- gain confidence to set achievable goals
- develop presentation skills

The course contains a significant practical interactive component, with pupils presented with workshops and opportunities for active learning. Pupils will do practical exercises in small groups, individual research, video/audio material, visiting speakers e.g health visitor/public practitioner and visits to nurseries and baby clinics.

It comprises three units plus one elective unit from a choice of three options. These units are internally graded and moderated and will be subject to external verification.

Mandatory Units:

- Child Development and Health
- Play in Early Education and Childcare
- Working in Early Education and Childcare

Optional Section:

- Parenting
- First aid
- Care and Feeding of Children

**Careers:** Community Services: Residential Care, Family Resource Centres, Home Care and Housing Services, Child Care and Nursery Nursing.

**Education:** Nursery Education, Primary Education

## Practical Cake Craft

**Hospitality: Practical Cake Craft, National 5 (S5 S6)**

**The department strongly advise that pupils opting for the course have first studied Hospitality: Practical Cookery at National 4 or National 5 level. Senior Pupils with experience of baking out with School may also have developed the necessary preparation skills and should seek advice from FCT staff before selecting this course.**

### Course Outline and Assessment Arrangements:

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.

### The Course aims to enable learners to:

- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safety and hygiene 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 learners 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, learners are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief. The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead for their future. Its contribution to vocational education is significant because it is a springboard for a range of careers in the hospitality industry.

The course will develop skills in Cake Baking and Cake Finishing these skills are internally assessed and externally verified (53 marks) and focus on:

1. designing
2. implementing
3. evaluating.

Further course assessment comprises an externally assessed assignment (22 marks) and an exam (25 marks)

**Careers:**

**Leisure Services:** Food Service, Hospitality Service and Vocational leisure Courses Retailing: Merchandising, New Product Development, Consumer Liaison, Quality Control and Buying Education: Teaching, Adult Education, Further and Higher Education

**Communications:** Advertising, Journalism, Food Photography and Food Styling  
Business and Industry: Food Design and Marketing  
Consumer Affairs: Product Testing and Evaluation

**Please Note:**

Special Requirements: **A charge of £65 will be required for this course** towards the cost of all ingredients used in the production of cakes. This should be paid before commencing the course.

## **Hospitality: Practical Cookery**

### **Hospitality: Practical Cookery National 5 (S4 S5 S6)**

**This course is suitable for all pupils who have enjoyed and have an interest in hospitality. In senior school this course would also be suitable for returners to the department who have an interest in practical cookery or would like to develop further life skills.**

#### **Course outline & Assessment arrangements:**

This course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

The course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes develop an understanding of the characteristics of ingredients and an awareness
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

The Course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work. The course makes an important contribution to general education through developing a range of essential skills. Its contribution to vocational education is important because it allows progression to a range of careers in the hospitality industry. The course also supports the wider curriculum through developing learners' understanding of the importance of sustainable ingredients.

**Assessment:**

There is a practical assessment in Cookery Skills, Techniques and Processes, Understanding and Using Ingredients and, Organisational Skills for Cooking. Each element is internally graded and moderated and, externally verified: (62 marks)

Further course assessment includes an externally marked assignment (13 marks) and a written exam (25 marks)

Special requirements: **A charge of £75 will be required** for this course towards the cost of all food used in the preparation of dishes. This should be paid before commencing the course in June.

**Careers:**

Leisure Services: Vocational Leisure Courses, Food Service, Hospitality Service Community Services: Residential Care, Environmental Health, Family Resource Centres, Home Care and Housing Services, Hygiene, Health Promotion, Child Care and Nursery Nursing. Retailing: Management, Merchandising, New Product Development, Consumer Liaison, Quality Control and Buying. Consumer Affairs: Trading Standards, Consumer Education, Advice Centres and Consumer Protection. Education: Research, Teaching, Adult Education, Further and Higher Education, Special Schools. Business and Industry: Product Evaluation, Appliances and Equipment, Food design, Marketing and Nutrition. Communications: Advertising, TV and Radio, Food Photography, Food Journalism, Publishing.