

DYCE ACADEMY



**S4 Subject Choice
2017 - 2018**

Introduction for Parents / Carers

Under Curriculum for Excellence, for the last three years,(S1-S3), your child has followed a broad general education. Towards the end of S3 they will now make option choices for S4, which is the beginning of their senior phase. The purpose of which is to further specialise in subjects the young person wishes to continue to study.

In S3 they have had the opportunity to personalise their subject choice whilst breadth of learning was retained. They are now at the stage where they are being asked to make the very important decisions about which subjects they might take forward. This involves them choosing subjects from the new National Qualifications framework, including the National 3, 4 and 5 courses which have replaced Standard Grade. Our students have the opportunity to personalise their choice of subjects further from the choices they made at the end of S2.

In S4 students will study 6 subjects of which Maths and English are compulsory. The 4 choices they will be asked to make will allow them to study each of the subjects chosen in depth and thoroughly prepare them for their National Qualifications.

This booklet is designed to give you all the information you will require to allow you to support your son or daughter in making their choices for S4. Each subject has outlined the content of the course, how it is assessed and possible progression within the subject beyond S4.

I hope you find this booklet informative. If you have any questions please contact your child's Guidance Teacher.

National Qualifications

As you will be aware your son / daughter will be studying for the new National Qualifications which are now known as National 3, 4, and 5. At the end of S4 students will be entered for the qualification, which best suits their ability.

New National Qualification
National 3
National 4
National 5
Higher (new)
Advanced Higher (new)

The National Qualifications offer increased flexibility, provide more time for learning, more focus on skills and applying learning, and more scope for personalisation.

There is a greater emphasis on skills development to ensure young people develop the necessary skills for learning, life and work. There continues to be an important focus on the development of knowledge and understanding of key concepts and content to ensure progression through levels.

The qualifications are designed to meet the needs of all learners in progressing from their prior levels of achievement in their broad general education, through the qualifications framework to other learning and employment. Approaches to assessment will be more closely linked to learning.

How are the qualifications structured and assessed?

Courses are comprised of a number of contributing units and coursework.

National 4 courses are assessed by teachers through coursework assessment. This will draw upon skills and knowledge developed across the course to provide challenging and motivating tasks for young people. **There will be no external assessment or grading at this level**, but coursework will be assessed by teachers using SQA assessments and quality assurance processes to ensure maintenance of national standards.

National 5 courses are assessed by teachers through coursework assessment and by an external SQA assessment (an examination, where appropriate). The external SQA assessment will require the learner to apply and/or integrate skills, knowledge and understanding in less familiar contexts and demonstrate deeper understanding and higher level skills. The external assessment at National 5 provides a useful experience for young people in preparing them for examinations at level 6 (Higher).

How are the qualifications graded?

All courses will continue to contain work that is assessed and marked throughout the year by teachers. Courses at National 3 and 4 will not be graded. They will be assessed as pass or fail.

Courses at National 5 will be graded A to D or No Award.

If a student fails a Course assessment they will receive credit for the Units they have achieved at that level.

Added Value

In the National 4 courses the Added Value is project based which draws together all the work completed in the other units. Unless the student passes the Added Value element of the course plus passes all the other units they will not gain the course award but would be accredited with the units they have passed.

At National 5 level the Added Value will be the final exam at the end of the year. Students must pass this to gain the overall course award.

Course Choice Process

This month the students will make a provisional choice of six subjects. It is important that the choice the students make is made after discussion with parents and carers, and reflects the realistic choices of the learner. Over a period of time pupils will be prepared for this choice process in school through PSE and individual interviews with their Guidance teacher.

Of the six subjects they choose the first two subjects must be English and Maths. The remaining four subjects will be a free choice. Predominantly students would be continuing with four of the subjects they chose in S3 having dropped two subjects, or they may wish to choose a subject which they did not study in S3.

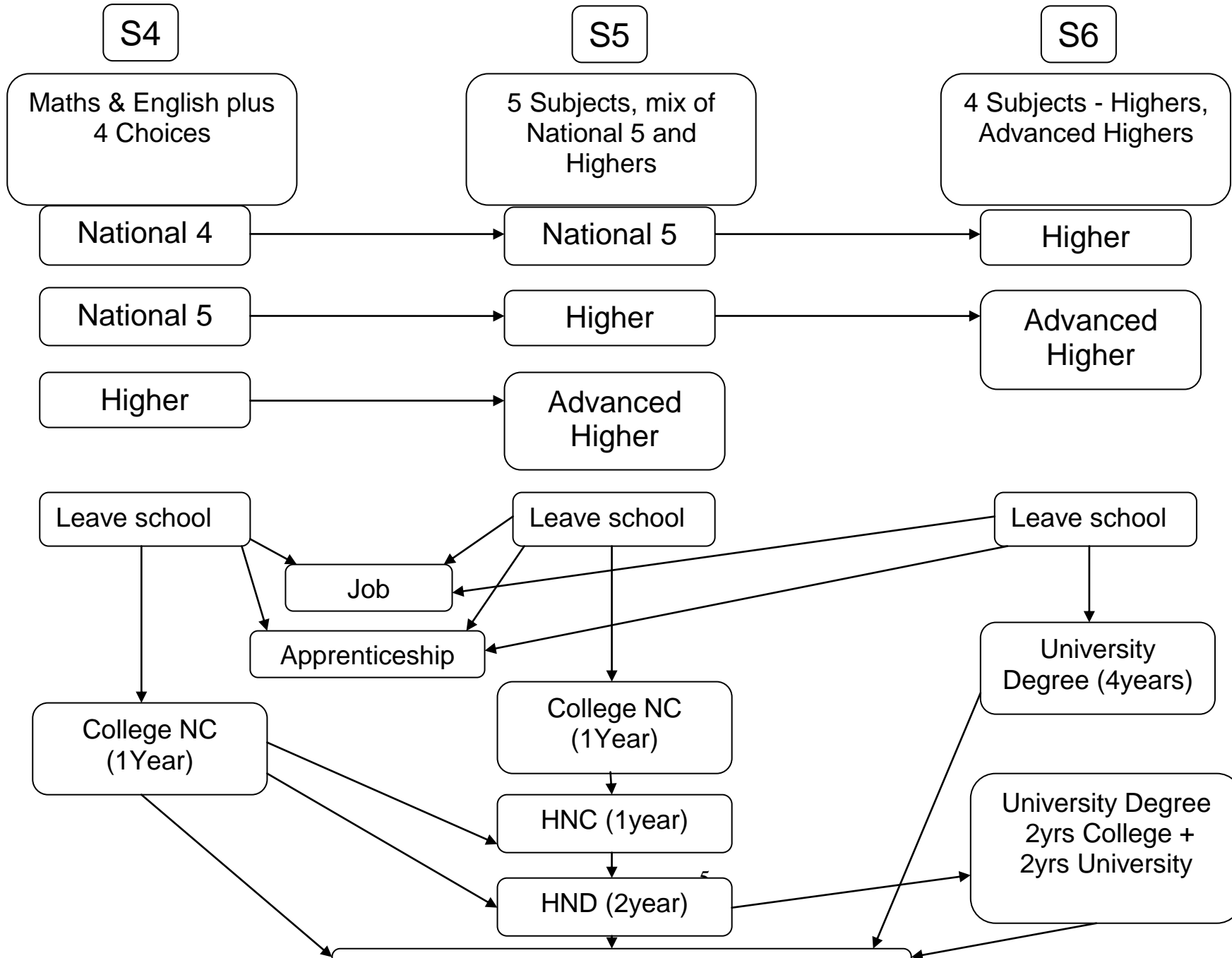
It is also important to consider as part of the choice process the planned progression route of each student beyond S4 as this may have a bearing on the combination of subjects they would be required to choose. On the following page you will find an outline of possible progression routes for students.

Course choice timeline

Thursday 23 February at 7pm – Senior Phase Parents information evening.

Friday 3 March – Completed Course choice forms handed in to school.

Possible Progression routes through the Senior Phase



Information for Students

Making your choices

You are about to enter the Senior Phase within your education and make your S4 subject choice. It is very important that you think very hard about the subjects that you like, are good at, or that you find interesting. It is also important at this stage for you to consider which progression route you think you will take into employment as this may have a bearing on the combination of subjects, which you choose to study.

Which subjects can I take?

During S3 you chose to study eight subjects. In S4 you will personalise your choice of subjects even further by choosing to study six subjects. There is no requirement to choose your subjects from the different curricular areas. You will have a free choice of the subjects to study.

Everyone will study English and Maths as well as PSE and PE. In addition you will choose four further subjects.

The subject choice form has been divided into four columns.

You are required to choose one subject from each column as well as a reserve subject in each column.

For those pupils in ACMS an individual curriculum will be negotiated with your guidance teacher to allow for the additional music tuition to be factored into your timetable. It would be advisable at this stage that you also choose four subjects and four reserve subjects.

Music must be chosen from column D.

When looking at the subjects you want to study in S4 it is important to make choices that you are interested in.

Choosing a subject because your friends are doing it is not a good reason for a subject choice. Neither is selecting a subject because you like the teacher, as this teacher may not be teaching the subject next year.

It is also important that if you are considering a specific career choice or are considering going to university that you research carefully the entry requirements.

Subject Information

Core Curriculum

ENGLISH

The main purpose of the English course is to provide learners with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations. Building on literacy skills, the course develops understanding of the complexities of language, including through the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language.

(SQA: Course Aims: 2012)

Course Details and Assessment

National 5 (Units and external assessment)

Spoken Language

An internal unit that will assess pupils' ability in **Talking and Listening**. This unit is mandatory and pupils cannot achieve an overall award if they do not pass. Pupils can be assessed through Group Presentation or Co-operative Learning tasks or Individual Presentation with Question and Answer section. Other options are available and will be decided on by the teacher based on the strengths and needs of the pupil/class.

Added Value

The added value will be assessed in the **Writing Folio** (weighting 30 marks) and the end of session examinations.

Folio: 2 pieces of Writing with clear dates on timeline for staged submission

1. **Broadly Discursive** – pupils will identify, plan and complete a topic of their choice
2. **Creative** – pupils will choose a genre, plan and complete an essay

External Assessment

- Reading for Understanding, Analysis and Evaluation examination paper (30 marks weighting).
- A Critical Reading examination paper that will have the following two sections:
 - Part 1: Assessment on Scottish text (weighting 20 marks).
 - Part 2: A Critical Essay (weighting 20 marks).

On-going assessment

Throughout the course pupils will follow a strict **Assessment Timeline** – shared via Google Classroom each term – to ensure skills are developed, to measure ability and track progress.

National 4 (Units and Added Value Unit)

Unit 1 English: Analysis and Evaluation

The purpose of this Unit is to provide 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 straightforward texts.

(SQA: 2015)

Unit 2 English: Creation and Production

Learners are provided with the opportunity to develop **talking** and **writing** skills in familiar contexts. Learners develop the skills needed to create and produce straightforward texts in both written and oral forms.

(SQA: 2015)

Unit 3 Literacy

The purpose of this Unit is to develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand straightforward ideas and information **presented orally and in writing**. Learners also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

(SQA: 2015)

Added Value Unit

The Added Value Unit provides learners with the opportunity to apply their language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application.

(SQA: 2015)

National 3 (Units)

Unit 1 Understanding Language

The purpose of this Unit is to provide 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.

(SQA: 2015)

Unit 2 English Producing Language

Learners are provided 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.

(SQA: 2015)

Unit 3 Literacy

Learners' develop 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.

(SQA: 2012)

Progression

National 5 pass in S4: Take Higher in S5 and Advanced Higher in S6.

National 4 pass in S4: take National 5 in S5 and Higher in S6.

National 3 pass in S4: National 4 in S5 and National 5 in S6.

MATHEMATICS

Brief Description of Course

In S4, pupils will follow a mathematics course as a continuation of the course they followed in S3, preparing them and leading into either the National 4 or National 5 courses certified at the end of S4.

During S3, pupils will have already worked on some of the component units, and hopefully achieved successful completion of unit assessments, in either:-

- National 3 Lifeskills Mathematics, leading into, National 4 Mathematics

or

- National 4 Mathematics, leading into, National 5 Mathematics

National 3 Lifeskills Mathematics

The National 3 Lifeskills Mathematics course consists of three units:

- Manage Money and Data (Nat 3)
- Shape, Space and Measure (Nat 3)
- Numeracy (Nat 3)

Each unit is assessed through continuous assessment and internally marked unit assessments; there is no final exam at this level. Successful completion of the units provides the candidate with certification of the qualification of National 3 Lifeskills Mathematics. As with all subjects, courses at National 3 level are not graded and are designated as pass/fail only.

National 4 Mathematics

The National 4 Mathematics course consists of three units and, where appropriate, a fourth “Added Value” unit, which is assessed by way of a final exam/test:

- Expressions and Formulae (Nat 4)
- Relationships (Nat 4)
- Numeracy (Nat 4)
- Added Value Unit (Nat 4)

Each core unit is assessed through continuous assessment and internally marked unit assessments. Entry to the Added Value Unit is determined by successful completion of the three core units. The aim of the Added Value Unit is to allow the learner to demonstrate their ability to apply the combined knowledge of the three core units in more challenging contexts; it is assessed by a two-part (non-calculator and calculator) test set by the SQA. Successful completion of the three core units and the Added Value Unit, provides the candidate with certification of the qualification of National 4 Mathematics. As with all subjects, courses at National 4 level are not graded and are designated as pass/fail only.

National 5 Mathematics

The National 5 Mathematics course consists of a final course assessment in the form of an external exam. This exam is set by the SQA and is graded A-D. There are two parts, calculator and non-calculator.

Pupils will also sit three stand-alone units to help them prepare for the final exam.

- Expressions and Formulae (Nat 5)
- Relationships(Nat 5)
- Applications(Nat 5)
-

Pupils will get credit for passing these individual units should they fail to be successful with the external exam.

Pupils will also sit the Units and Added Value Unit test at National 4 to ensure they gain an overall qualification.

Resources

The nature of the new curriculum and qualifications is such that pupils use a variety of different resources such as textbooks, worksheets, websites, etc. As such, it is no longer the case that a pupil completes the vast majority of their course using a single textbook. We do however aim to ensure that most pupils are issued with a textbook to have available at home for homework and revision, as well as to work from in class. All pupils are issued with jotters and a plastic wallet to protect any resources issued.

PERSONAL AND SOCIAL EDUCATION

As in S3, weekly contact with your guidance teacher comes through your PSE lessons. This allows relationships to be further strengthened and allows effective personal, curricular and careers guidance.

Course Outline

The Personal and Social education programme throughout is designed to help you to develop all aspects of your life including understanding, qualities and skills essential to personal development and educational achievement. It includes experiences to help you to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

The course especially includes:

- The development of self-awareness, self-esteem and self-confidence.
- The development of the ability to assess your strengths and weaknesses and to develop strategies for using your own strengths and dealing with your weaknesses.
- The development of the qualities and skills necessary to form effective relationships with others.
- The development of decision making skills and strategies, including vocational planning.
- The development of the ability to deal with change and with life transitions.

Teaching and Learning Approaches

In class you will work as a class, in groups and as an individual. Activities will include discussion, worksheets, personal research using the internet and the school library as well as input from outside speakers.

PHYSICAL EDUCATION

All S4 pupils will participate in 2 hours of recreational PE per week. This will appear on your timetable and is not part of the course choice process. Any pupil wishing to study PE at National 4 or 5 will choose this subject as one of their four choices. This will be studied in addition to recreational PE.

Subject Information

Optional Subjects

Pupils should use the information given on the following pages to make an informed choice of 4 subjects plus 4 reserve subjects.

ART AND DESIGN

National 4 Art & Design Course

Overarching Learning Outcomes

- Understand the social and cultural influences on artists and designers and their work
- Develop and refine expressive and design ideas using routine problem solving and reflective skills
- Communicate thoughts, feelings and ideas effectively when planning, producing and presenting creative ideas through art and design work

Pupils will complete an Expressive and Design Unit with an added value Unit.

Expressive Unit

- Develop learners' ability to produce expressive ideas and development work using a variety of art materials / techniques / technology in response to given stimuli.
- Develop learners' understanding of artists' work and practice.

Develop learners' creativity, basic problem solving and thinking skills.

Design Unit

- Develop learners' ability to respond to and develop creative design ideas using a variety of design materials / techniques / technology in response to a given brief.
- Develop learners' understanding of design issues and design brief requirements

Develop learners' understanding of designers' work and practice and ability to reflect on the work of others, as well as their own.

All units are internally assessed against unit requirements - assessed on a unit-by-unit basis or combined – **assessed** on a **pass/fail** basis within centres.

Evidence will be a combination of practical, written, oral and /or recorded evidence.

Practical Activity: Added value Unit

The general aim of this unit is to enable the learner to provide evidence of added value for the Art and Design course through the successful completion of a practical activity that will allow the learner to demonstrate **challenge** and **application**.

Learners will choose **one expressive development idea** and **one design development idea** from their art and design activity units.

This will be the starting point for further developing their work. They will **identify** and **plan** how to **develop** these ideas into a **piece of expressive art** and a **design solution**.

This activity will assess the learners' skills in **selecting, developing, producing** and **evaluating**

Progression

Learners would benefit from having some or all of the following skills and knowledge before starting this course:

- A basic knowledge of colour, colour mixing and the visual elements
- Basic observational drawing skills
- Experience of working with and using art and design materials and basic techniques and/or technology in 2D and/or 3D formats

National courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate.

National 5 Art & Design Course

Overarching Learning Outcomes

- Investigate and analyse the social and cultural influences on artists and designers and their work
- Develop and refine expressive and design ideas using problem solving and reflective skills
- Communicate thoughts, feelings and ideas effectively when planning, producing and presenting creative ideas through art and design work

Pupils will complete an Expressive and Design Unit with an added value Element

Expressive Unit

- Develop learners' ability to produce creative investigative research and development work using a wide range of familiar art materials / techniques / technology in response to a themed activity.
- Develop learners' reflective and critical understanding of factors that influence artists' work and practice.
- Develop learners' creativity, basic problem solving and critical thinking skills.

Design Unit

- Develop learners' ability to develop creative research and development ideas using a variety of design materials / techniques / technology in response to a design brief.
- Develop learners' understanding of design issues and design brief requirements, opportunities and constraints
- Develop learners' understanding of designers' work and practice and ability to reflect on the work of others, as well as their own.
- Develop learners' creativity, design based problem solving and evaluation skills.

Added value element involves the pupils producing final Expressive and Design pieces of work that will be sent to the SQA for external marking with a sample of related research and development work, as a portfolio worth 160 marks. The pupils will be required to answer a written paper produced by the SQA worth 40 marks.

Approaches to Assessment (4&5)

- Importance of clarity for the learner in terms of what is expected of them during the course.
- Unit assessment should enable learners to develop skills, knowledge and understanding required for successful completion of the Course assessment.
- The importance of feedback to motivate and raise self –esteem, and to offer advice on improvements.
- Self-assessment encouraged and dialogue between teacher and learner.

Examples of forms of Assessment:

- Observation – of skills
- Product evaluation – of practical art and design work
- Questioning – checking underpinning knowledge of the subject
- Personal interviews – discussing options and choices with learners

Progression

Learners would benefit from having some or all of the following skills and knowledge before starting this course:

- A working knowledge of colour, colour mixing and the visual elements
- Observational drawing skills
- Experience of working with and using art and design materials and basic techniques and/or technology in 2D and/or 3D formats

- National 4 Art and Design Course relevant component Units
- National 4 Design and Manufacture Course or relevant component Units
- National 4 Graphic Communication Course or relevant component Units

BUSINESS EDUCATION

Administration and IT - National 4 and National 5

Administration and IT will build the skills and knowledge that would be used by decision makers or for supporting management in organisations. This course will be aimed at pupils attaining the National 5 qualification but will allow pupils to achieve at National 4 depending on their individual ability. Pupils who have not taken Business Information Technology in S3 may have some “catch-up” in terms of progressing to the Spreadsheet and Database skills required for National 5, but this should not present any problems for suitably motivated pupils.

Why study Administration and IT?

This course develops real life skills that are essential in every workplace by offering engaging, motivating and relevant learning experiences through a range of theory and practical activities relevant to the world of work.

Coursework will involve you learning to gather information and use technology to prepare, present and communicate your findings efficiently and professionally. This will include understanding how modern technologies – web conferencing, blogging and social networking have impacted on the modern workplace. Emerging technologies will be incorporated so as to ensure that the content remains current and relevant.

This is a course, which develops skills, and knowledge that will be valuable for all pupils regardless of ability and future career. You will develop a very good standard of skills to benefit you immediately, whether in employment, Further or Higher education and in your personal lives.

A significant number of job vacancies today require the use or understanding of ICT applications and most employees are expected to perform some administration duties. Colleges and Universities will also assume that applicants are competent in a range of ICT applications in order to present and communicate coursework in an appropriate manner beyond simple word processing.

Course Structure

Administrative Practices

Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

IT Solutions for Administrators

The purpose of this Unit is to develop learners' skills in IT, problem solving and organising and managing information to complete business tasks. Learners will use IT applications to create and edit business documents and the Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

You will undertake organisational tasks that would be required to support small-scale projects and events.

Communication in Administration

Learners will use IT for gathering and sharing information with others in administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in the most effective, efficient and appropriate manner.

Assessment

In addition to the individual unit assessments that must be passed, National 4 is internally assessed while National 5 is assessed by a 100% practical added-value assignment that combines the presentation of theory knowledge with practical task.

The purpose of the National 5 assignment is to assess learners' ability to apply their administrative and IT skills by organising and supporting an event in two stages: stage one, preparing for an event and stage two, follow up tasks relating to the event. The assignment will be worth 100 marks.

Progression

Learners who attain National 5 would naturally progress to Higher in S5 while learners achieving National 4 could continue with the subject at National 5 in S5. Some students may also extend their knowledge by studying Business Management, Accounting or Computing Science at National 5 or Higher in S5 or S6. Pupils who achieve National 4 may wish to continue towards the National 5 qualification in S5.

The Higher course is aimed at developing the administrative skills and knowledge used by managers and senior support staff in the workplace. Both levels of qualification will equip learners with skills and knowledge that will allow them to use ICT more efficiently if continuing in education as well as making a valuable contribution to any employment.

ACCOUNTING - National 5

This course is only available at National 5 and as such we would require that pupils are confident with their arithmetic and expected to achieve National 5 in Maths in S4.

Why Study Accounting?

Financial pressures are one of the most common reasons for business failures; business needs employees who can analyse and interpret financial information, identify the profitability and security of a business as well as being able to manage budgets and control costs.

Accounting relates to many aspects of everyday life and therefore gives you experiences which are topical, and which develop skills for learning, life and work. The course will encourage you to think logically, and to apply accounting principles in your everyday life, thereby supporting your own personal financial security while preparing you for the world of work, or further study of accounting and other business-related disciplines. It deepens understanding of accountancy and highlights a range of accountancy-based career opportunities that are available within all business sectors. A large number of college and university courses with commercial aspects to them may assume prior knowledge of accounting.

Accounting would particularly suit students who enjoy, or wish to take advantage of, numeracy-based learning opportunities as well as those who like to apply their logical and analytical thinking.

Course Structure

The course comprises three units and throughout the whole course students will:

- Use ICT to produce and communicate accounting information
- Develop their knowledge and understanding of fundamental accounting concepts and theories

Preparing Financial Accounting Information

- Understand key Financial Accounting terms relating to the preparation of final accounts and use final accounts in familiar contexts
- Recording Financial Accounting transactions, preparation of financial statements and final accounts in order to determine business profits and costs

Preparing Management Accounting Information

- Preparing straightforward cash budgets and a range of straight forward cost statements
- Understanding key Management Accounting terms, and knowledge of their application in straightforward familiar contexts

Analysing Accounting Information

- Ability to interpret, analyse and evaluate a range of accounting information to assess the current financial position and success of a business
- Understanding a range of straightforward analytical concepts used to assist financial decision making and knowledge of their application in familiar contexts

Assessment

Assessment will be through a combination of a final exam and a practical accounting-related assignment, which will focus on breadth, challenge and application.

The final exam question paper will require demonstration of a depth of knowledge, understanding and skills accumulated from across the course, while the assignment will be a project where each student's work will be based on a real-life business context where they are required to combine their accounting knowledge and skills from across the course.

Progression

Students will be able to continue with Accounting at Higher in S5. Students may also wish to expand their knowledge by studying Business Management at National 5 or Higher, or Administration and IT at National 5 or Higher.

BUSINESS MANAGEMENT - National 5 & BUSINESS - National 4

This course will be aimed at pupils attaining the National 5 qualification in S4 but will allow some pupils to achieve National 4 depending on their individual ability.

Why Study Business Management?

This course introduces you to the dynamic, changing, competitive and economic environment of industry and commerce and its effect on society as well as allowing an understanding of the impact on ourselves.

These courses will develop skills in communicating and presenting business-related information and will enable you to succeed in life with determination and an ability to think logically. These skills will support you in becoming more confident, particularly regarding your own future education and place in the world of work. Understanding the economic and financial environment in which business operates will help you to contribute responsibly to society and by encouraging working with others, the course will help you to participate effectively in our ever-changing global business environment.

Studying Business and Business Management will allow you to make a positive and practical contribution to any organisation regardless of your career choice. You will develop transferable, enterprising, skills and attributes, which enhance your employability. A large number of College and University courses will assume prior learning if they include Business, Finance and Economics units.

Course content

Understanding Business

By looking at real life business situations, students will develop skills, knowledge and understanding relating to the role of business organisations and entrepreneurship in society. Students explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision-making and survival.

Students will be able to:

- Understand how entrepreneurship supports business development, creating wealth and employment
- Explain how organisations contribute to generating wealth and satisfying customers' needs
- Describe key business terms and concepts, and knowledge of their application in familiar business situations

Management of People and Finance

Students will grasp theories, concepts and processes relating to Human Resources Management, allowing them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Students will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

Students will be able to:

- Identify factors influencing both Human Resources Management and Financial Management, and draw conclusions on how to address issues arising from them
- Describe key business terms and concepts relating to Human Resource and Financial Management, and knowledge of their application in familiar business situations

Management of Marketing and Operations

Students will understand how Marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Students will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

Students will be able to:

- Identify factors influencing the management of Marketing and Operations, and draw conclusions on how to address issues arising from them
- Describe key business terms and concepts relating to Marketing and Operations Management, and knowledge of their application in familiar business situations

Assessment

National 4 Business is internally assessed through an added value assignment and successful completion of the unit assessments.

National 5 Business Management - In addition to the successful completion of the unit assessments this course is assessed through an external exam (70% of the marks) and a course assessment (30% of the marks)

The exam will have two sections and is worth 60 marks: section 1 will consist of a number of short answer questions and section 2 consists of extended response questions that integrate topics from the full range of course content.

The assignment will have 20 marks and students have to research the current effectiveness of a business activity and produce a report, which clearly communicates:

- Identified areas for improvement of the business activity
- Recommendations to enhance the future effectiveness of the business activity
- Justifications for the recommendations made (with reference to the research undertaken)

Progression

Pupils attaining National 5 would naturally continue to Higher in S5. Some students may also wish to expand their knowledge by studying Accounting at National 5 or Higher, or Administration and IT at National 5 or Higher. Pupils who achieve National 4 may wish to continue towards National 5 Business Management and/or Accounting in S5.

COMPUTING SCIENCE – National 4 and National 5

This course will be aimed at pupils attaining the National 5 qualification in S4 but will allow pupils to achieve at National 4 depending on their individual ability.

Why study Computing Science?

Computing science is vital to everyday life — socially, technologically and economically. 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. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.

While many students will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The course aims to enable you to:

- Develop a range of computing and computational thinking skills, including: skills in analysis and problem-solving, design and modelling as well as developing, implementing and testing digital solutions across a range of contemporary contexts.
- Develop knowledge and understanding of key computing concepts and processes, and the ability to apply this to a variety of problems; and an awareness of the impact of computing technologies on the environment or society.

Course Content

The Course has **three** mandatory Units including the Added Value Unit (Course Assessment).

Software Design and Development - students who complete this Unit will be able to:

- Explain how programs work, drawing on understanding of concepts in software development and basic computer architecture
- Develop short programs using one or more software development environments
- Produce a short detailed report comparing two contemporary software development languages or environments

Information System Design and Development - students who complete this Unit will be able to:

- Develop information systems using appropriate development tools
- Consider the factors involved in the design and implementation of an information system

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.

To pass the units the learner will be required to provide evidence of:

- skills in software design and development
- knowledge and understanding of software design and development
- understanding of the impact of software-based applications on the environment or society
- skills in information system design and development
- knowledge and understanding of information system design and development
- understanding of the security risks involved in digital communication
- understanding of the legal implications and environmental impact of designing and implementing an information system

National 4 Computing Science has an internally assessed course assessment that combines knowledge, understanding and practical abilities.

National 5 Computing Science - In addition to the successful completion of the unit assessments this course is assessed through an external exam (60% of the marks) and a course assessment (40% of the marks)

The exam will have two sections and is worth 90 marks: section 1 (20 marks) will consist of a number of short answer questions; section 2 (70 marks) consists of extended response questions that integrate topics from the full range of course content.

The assignment will have 60 marks and will assess learners' skills in analysing a problem, designing a solution to the problem, implementing a solution to the problem, and testing and reporting on that solution.

Progression

Pupils will be able to continue with Computing Science to Higher in S5 and may also wish to expand their knowledge by studying Business Management or Administration and IT at National 5 or Higher in S5 or S6.

ENGINEERING SCIENCE – National 5

Engineering Science is a course that will develop technological skills that are relevant to engineering. As we are living in the oil capital of Europe, this course may especially suit you if you are considering a career in the Oil Industry here in Aberdeen. You will develop an understanding of key concepts and perhaps most importantly, the impact that engineering has on our society. This course brings together elements of science, technology and mathematics and applies these to real world challenges. You will have the chance to explore topics such as electronics, mechanisms and pneumatics. This course involves challenging National 5 level Mathematics work therefore pupils would also be expected to be studying National 5 Mathematics.

Course Details

This course has 3 units, Engineering Contexts and Challenges, Electronics and Control and finally Mechanisms and Structures. The course is designed to develop skills, knowledge and understanding in the following areas:

- Apply knowledge and understanding of key engineering facts and ideas.
- Understand the relationship between engineering, mathematics and science.
- Apply skills in analysis, design, constructions and evaluation to a range of engineering problems.
- Communicate engineering concepts clearly and concisely, using appropriate terminology.
- Develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

Assessment

To gain an award for this subject, pupils will be required to pass all the units, complete an added value assignment and an examination paper. The assignment will require pupils to demonstrate aspects of challenge and application in order to solve a practical engineering problem. This will represent 40% of the final grade. The examination will represent the remaining 60%.

Pupils selecting this course must be capable of achieving National 5 Mathematics at A or B.

DRAMA – National 4 and 5

Drama – National 4

Entry Requirements

Open to all pupils.

National 4 Drama allows pupils to develop practical skills in creating and presenting drama as well as developing their ability in an area of theatre production. A strong emphasis on public performance is given and students are asked to maintain a folio of evidence.

Course Content

Drama Skills – In this unit pupils will create and develop their own piece of drama from a variety of stimuli.

Production Skills – In this unit pupils will have the opportunity to explore script and develop the different areas of theatre production, including costume, makeup, lighting, sound, props and set.

(Added Value Unit) Performance – Pupils will draw on and extend their knowledge and apply what they have learned to a drama performance.

Assessment at National 4

All assessment at National 4 will be internal.

Progression

National 5 Drama



Drama – National 5

Entry Requirements

Pupils must have an interest in Drama and are expected to have attained the skills, knowledge and understanding relevant to National 4 or equivalent.

National 5 Drama provides opportunity for pupils to further develop their practical skills in creating and presenting drama as well as continuing to explore the area of theatre production in order to enhance drama when presenting. A strong emphasis on public performance is given and students are asked to maintain a folio of evidence. The transferable skills that Drama offers makes this an exciting course option for everyone – enabling them to apply the skills learnt to their future careers.

Course Content

Drama Skills – In this unit pupils will develop their skills, knowledge and understanding to create and present drama from a range of stimuli.

Production Skills – The aim of this unit is for pupils to further develop their knowledge of a range of production skills. They will then use these skills to enhance drama when presenting.

Performance - Pupils will draw on, extend and apply the skills they have learned during the course to a performance of a scripted extract. The pupil can be assessed in Acting as well as Set Design with either Sound Design, Costume Design, Make-up & Hair Design, Lighting Design or Props Design and construction as their second choice.

Assessment at National 5

Performance – Externally Assessed Performance (60%)

Question Paper – Externally Marked (40%)

Progression

Higher Drama or NPA Acting and Performance (SCQF Level 6)



National Progression Award in Photography (NPA)

Levels 4 & 5

The course at both levels will begin with an introduction to photography and will focus on:

- The Essentials: *Basic camera controls / composition and lighting*
- Downloading / Storage and Computer Manipulation

The aim is to provide learners with the basic knowledge and skills required to undertake the course units. Learners should aim to further develop this knowledge and these skills as the course progresses.

Unit 1: *Understanding Photography and Working with Photographs*

Unit 2: *Photographing People and Places*

Unit 1: Understanding Photography & Working with Photographs

- This unit offers learners an opportunity to gain knowledge of photographic styles and genres, as well as learning about the working approaches of chosen photographers. Learners will become familiar with how to use appropriate photographic terminology to express opinions about their own and others photographic work.
- Learners will use the skills and knowledge gained *in The Essentials* as a starting point to undertake mini projects to establish a technical platform from which to progress with more specific photographic tasks in unit 2.

Unit 2: Photographing People and Places

- This unit will require a personal exploration of various interior and exterior settings with a focus on approaches to composition and lighting. Learners will look at various approaches to photographing the figure with the use of photographic techniques to communicate expression and mood, with consideration to the relationship between the figure(s) and setting. Photo shoots will be carried out during class activities with the majority completed in their own time.
- Learners will be required to plan photo shoots based on prior research and the work of chosen photographers. The working process will involve image selection and manipulation, as learners work towards unit presentations. Identification of areas of success and improvement will be required, supported by image description, analysis and evaluation of practice.

Assessment:

All units are internally assessed against unit requirements – assessed on a unit-by-unit basis or combined - **assessed** on a **pass/ fail** basis within centres

Evidence will be a combination of practical, written and oral.

HOSPITALITY – PRACTICAL COOKERY- NATIONAL 4 AND NATIONAL 5

This course will be aimed at pupils attaining the National 5 qualification in S4 but will allow some pupils to achieve National 4 depending on their individual ability.

Aimed at students with an interest in practical food activities, it would be of particular value to those considering working in the food or hospitality industries or any student keen to further develop their creative culinary skills.

The course will provide opportunities for students to develop their food preparation techniques and cookery skills by preparing and cooking a wide variety of dishes. Students will acquire knowledge of ingredients, their uses, the importance of responsible sourcing of ingredients and of current dietary advice.

Course Content

The course consists of three National units and a fourth 'Added Value' unit.

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

Assessment

National 4 - each unit is assessed through continuous assessment and is internally marked. Entry to the Added Value Unit is determined by successful completion of the three core units. The aim of the Added Value Unit is to enable students to draw on the knowledge, understanding and skills developed in the other three units. It is assessed by way of an activity brief that requires students to prepare and cook a two-course meal for a given number of people within a given timescale and to present it appropriately.

National 5 – in addition to the successful completion of the unit assessments students will complete a two and a half hour practical exam, where they are required to produce a given three course meal. 15% of the total mark is written preparation and 85% of the marks are awarded for practical skills. The course is graded A to D.

Progression

- Pupils who achieve National 4 may wish to continue to National 5 Hospitality
- National 5 Cake Decoration
- A range of employment or training opportunities within the Hospitality and Food industry.

A charge is made towards the cost of ingredients.

MODERN LANGUAGES

French and Spanish

In S4, students will have the choice of either French or Spanish as a continuation from their S3 studies. Both of these subjects will be offered at National 4 and National 5 levels.

Previous study of the language is a prerequisite to entry into these courses.

Both National 4 and National 5 courses offer learners the opportunity to develop and extend a wide range of skills . In particular, these courses aim to enable learners to:

- Read, listen, talk and write in a modern language, as appropriate to purpose, audience and context.
- Understand and use a modern language, as appropriate to purpose, audience and context.
- Apply knowledge of a modern language.

The course is divided into 2 units:

- Understanding Language
- Using Language

Topics covered in both courses will include;-

- Society: Family and friends, Health and Well Being, Media, Global Citizenship
- Education and the world of work
- Culture - planning a trip to the country, important festivals and events, film and television

At National 4 level, learners will undertake an “Added Value Unit” where they will plan and research a topic of their choice relevant to the language they are studying. This unit of work takes the form of a personally researched assignment that can be presented either orally or in written form to allow learners to use all manner of media for example podcasts or e-portfolios.

MUSIC – National 4 and 5

National 4

Entry Requirements

Open to all pupils.

National 4 Music allows pupils to develop practical skills in composing and performing music as well as developing related knowledge and understanding.

Course Content

Understanding Music - In this unit, pupils will identify music concepts and demonstrate an understanding when listening and responding to music.

Composing Skills – In this unit, pupils will have the opportunity to compose various styles of compositions throughout the year.

(Added Value Unit) Performance – In this unit, pupils will perform on two instruments throughout the year whilst evaluating their progress in a diary.

Assessment at National 4

All assessment at National 4 will be internal.

Progression

National 5 Music

National 5

Entry Requirements

Pupils must have an interest in Music and are expected to have attained the skills, knowledge and understanding relevant to National 4 or equivalent.

National 5 Music provides opportunity for pupils to further develop their practical skills in composing and performing music as well as developing related knowledge and understanding.

Course Content

Understanding Music – In this unit, pupils will identify music concepts and demonstrate an understanding when listening and responding to music.

Composing Skills – In this unit, pupils will have the opportunity to compose various styles of compositions throughout the year.

Performance - In this unit, pupils will perform on two instruments throughout the year whilst evaluating their progress in a diary.

Assessment at National 5

Performance – Externally Assessed Performance (60%)

Question Paper – Externally Marked (40%)

Progression

Higher Music

PHYSICAL EDUCATION – National 4 & 5

Curriculum Area: Health and Well Being

This course has practical and theory elements. There is a clear and strong expectation to bring full PE kit to all practical lessons. Failure to do so will be seen as a failure to engage with the course overall. Pupils will be taught theory in a classroom as well as in the practical environment.

Course Outline

The course is based on the following units of work:

National 4	National 5
Unit 1 - Performance Skills (2 activities) Unit 2 - Factors Impacting on Performance Unit 3 - Value Added (Performance in 1 activity)	Unit 1 - Performance Skills (2 activities) Unit 2 - Factors Impacting on Performance Course Assessment - Performance (60%) Portfolio (40%)

Unit 1 - Performance Skills

Pupils will learn how to select, use, demonstrate and adapt skills, make decisions and extend their knowledge of how skills in performance combine to produce effective outcomes. Pupils will develop some consistency in their control and fluency. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. Pupils will be assessed in 2 activities.

Unit 2 - Factors Impacting on Performance

Pupils will develop their knowledge of the factors that impact on performance in physical activities. They will consider how social, emotional, mental and physical factors can influence effectiveness in performance. Alongside this, pupils will develop knowledge of methods for enhancing performance. This knowledge will help to develop their ability to plan for, monitor and reflect on performance development.

Unit 3 - Value Added Unit (National 4 only)

This will focus on application and challenge. Students will integrate, extend and apply the skills and knowledge they have learned during the course. They will be expected to prepare for and carry out a performance in one physical activity.

These units of work will be taught through a choice of physical activities will be sufficiently open and flexible to allow for personalisation and choice. These may include:

Basketball	Indoor Hockey	Handball
Badminton	Short Tennis	Fitness
Gymnastics	Swimming	Softball
Volleyball	Rounders	

Homework

Homework will be set on a weekly basis and a record of homework completed will be monitored closely.

Assessment Methods

Unit 1 - Performance Skills (National 4&5)

Practical assessments will take place in all activities where pupils will select and apply a range of performance skills, demonstrate body and spatial awareness, display control and fluency, demonstrate use of tactics, make appropriate decisions and adaptations, and demonstrate consistency of performance skills. Evidence for these units will include one or more of the following in the activities taught: video evidence, observation of skills recorded, oral responses and photographic evidence.

Unit 2 - Factors Impacting on Performance (National 4&5)

Students will undertake 3 tasks/outcomes to generate the required evidence to pass this unit:

- Outcome 1: Demonstrate knowledge and understanding of factors that impact on personal performance in physical activity.
- Outcome 2: Develop personal performance in physical activity.
- Outcome 3: Review/Evaluate the performance development process.

Unit 3 - Value Added Assessment (National 4 only)

Pupils will be assessed in a more competitive or demanding performance environment, such as a tournament or competition, an athletics event, a swimming gala, or a gymnastics or dance display. This assessment will be carried out in school.

National 5 Course Assessment

This will be assessed by a Performance (60%) and Portfolio (40%).

This will focus on application and challenge. Students will be expected to plan, prepare for, effectively perform and evaluate personal performance in a physical activity. It will also assess the student's ability to integrate and apply knowledge, understanding and skills from across the units.

Component 1 – Performance (60%)

Students will be assessed on their ability to plan, prepare for, effectively perform and evaluate personal performance in one physical activity. The context of performance must be challenging, competitive and/or demanding allowing students to demonstrate their ability to select from a range of skills, make informed decisions to meet the challenges during performance and follow the rules, regulations and etiquette which apply to their chosen activity. This will be assessed internally with external verification by the SQA.

Component 2 – Portfolio (40%)

The purpose of the Portfolio is to provide evidence of the process involved in performance development. Pupils will collate evidence, with support from their teacher, on an on-going basis during the course. Pupils can present this evidence in the form of a logbook, diary, development records or any other appropriate format. The portfolio will be conducted finally under controlled supervision and externally marked by the SQA.

Progression

Pupils can progress on to National 5 and Higher Physical Education.

Subject: Dance

Level: National 5 Dance

Entry Requirements: No formal entrance requirements. It is suitable for students with a general interest in the subject or for those wanting to progress onto higher levels of study.

Aims of Course:

To enable students to:

- develop a range of technical dance skills
- understand and apply knowledge of a range of choreographic skills to create a dance
- work imaginatively and demonstrate individual creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- develop knowledge, understanding and appreciation of dance practice
- apply the principles of safe dance practice in relation to physical wellbeing
- evaluate their own work and the work of others
-

Description of the Course:

The course consists of 2 Units and the Course Assessment shown below:

Technical Skills Unit: Students will develop their technical dance skills for solo and/or group dance performances. Dance techniques will be explored practically and developed in a range of dance styles before being applied in choreographed sequences. They will develop critical thinking skills and appreciation of dance. They will also evaluate their own work and the work of others.

Choreography Unit: Students will develop and use self-expression and creative problem solving skills. They will apply their knowledge and understanding of a range of choreographic devices and structures within the creative process to create short choreographed sequences. They will learn how to appreciate the impact of theatre arts on choreography and performance.

Course Assessment: In the National 5 Dance Course, the Course Assessment will focus on challenge and application. Students will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a Performance of a technical solo, and a Practical Activity in which students create choreography for two dancers, and review the process.

Assessment Details:

This will be assessed through a mix of performance, evaluation and written assessment. To gain the Course award the student must pass all of the Units as well as the Course assessment.

The Course assessment will provide the basis for grading attainment in the Course award.

Future Progression Routes in Subject:

Dance can be studied at Higher and Advanced Higher in the Senior Phase

RELIGIOUS, MORAL & PHILISOPHICAL STUDIES (RMPS)

National 4/5 RMPS

In RMPS you will develop a range of cognitive and analytical skills that will support your learning throughout your time at school. The subject encourages active learning in the process of investigating religious, moral and philosophical topics and ideas. You will learn to express different viewpoints and abstract concepts whilst working on adding depth and structure to arguments. The National 4/5 course reflects on what you as learners are interested in and is split into three units: World Religion, Issues of Morality and Religious & Philosophical questions.

World Religion: Buddhism

Most Buddhists would not consider Buddhism a religion but a way of life or a philosophy. In what ways is Buddhist philosophy and ethics relevant in society today? You will consider key Buddhist beliefs and practices as well as looking back to where it all started – the life of the Buddha and ‘The Middle Way’.

Issues of Morality: Religion, Environment and Global Issues

In everyday life you only have to check the news to see that we have real issues about how we have been treating the planet and the people on our home called Earth. What environmental issues are we facing today? Is poverty manmade and is it possible to solve? What are the principles of stewardship? In this unit we will consider the moral implications of environmental crises and poverty.

RPQ: The Origins of Life

How did it all begin? Is a question that religion, philosophy and science have all provided ideas and potential answers to for a long time now. This is a metaphysical question which brings people together through religion but also causes conflict; it is an important discussion to have. But, was everything created by a higher power? Where does Evolution come in to it? This unit will consider philosophical arguments for the origins of life and the universe as well as looking at counter views to this in the form of the Big Bang theory and the theory of Evolution.

Assessment

Assessment will take place throughout the course. You will have a degree of choice which will allow you to focus on something that really interests you. This will be completed in the form of an assignment which you will investigate throughout the year. Assessment can be carried out in a number of ways to reflect strengths and ability. National 5 external assessments: Assignment 25% and final exam 75% of the overall grade.

Homework

Homework will be given on a regular basis throughout each unit. This may consist of writing a report, watching a documentary, researching for a project or answering tasks given by your teacher.

Progression You will have the option to choose Higher Philosophy in S5/6.

SCIENCE

Science: National 4

Why study Science?

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

What does the Course involve?

The Course aims to:

- ◆ develop learners' curiosity, interest and enthusiasm for science in a range of contexts.
- ◆ develop skills of scientific inquiry and investigation
- ◆ acquire and apply knowledge and understanding of science concepts
- ◆ develop understanding of relevant applications of science in society

The Course has three mandatory Units. The Units are:

Fragile Earth (National 4)

Learners will focus on two choices from the following four: energy, food, metals and water; their source, origin, production and/or extraction; uses and benefits; conflicts and also possible local or national, solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues.

Human Health (National 4)

Factors which contribute to a healthy lifestyle; procedures to measure physical fitness, mental/social health issues and media reports of national/international health areas.

Applications of Science (National 4)

Science's contribution to communication technologies and the impact that these have had on society/environment; production and use of new materials and how science helps the understanding of risk and how it can be reduced in modern life.

How is your work Assessed?

Three end of Unit assessments (school based pass/fail). In addition, learners will draw on, extend and apply the skills they have learned during the Course as part of an Added Value Assessment.

HOMEWORK 30 minutes per week

Progression

By successfully completing a course in Science at National 4 progression is to the following courses of study:

- National 4/5 Biology
- National 4/5 Chemistry
- National 4/5 Physics
- Other qualifications in science or related areas
- Further study, employment or training.

Further information on this course can be found on the SQA web-site at <https://www.sqa.org.uk/sqa/45719.html>

Biology: National 4 and 5

Why study Biology?

Biology affects everyone and aims to find solutions to many of the world's problems.

Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

Through enjoyable learning in biology, learners develop their interest in and understanding of the world.

The Course will be of value to those wishing to develop skills, knowledge and understanding of biology.

What does the Course involve?

The Course aims to:

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

The Course has three mandatory Units. The Units are:

Cell Biology (National 4 and 5)

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of cell biology. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

Multicellular Organisms (National 4 and 5)

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of multicellular organisms. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

The key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

Life on Earth (National 4 and 5)

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are biodiversity, energy in ecosystems, sampling techniques, adaptation and evolution and human impact on environment.

Added Value Unit: Biology Assignment (National 4 only)

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

How is your work Assessed?

At National 4, the course is assessed by internal assessment by the teacher and moderated by the SQA. At National 5, the course is assessed by a combination of internal assessment by the teacher and an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade.

Presentation at the appropriate level will be advised based on evidence from classwork, homework, assignment, unit assessment and other appropriate assessment.

Progression

By successfully completing a course in Biology at National 4 progression is to the following courses of study:

- National 5 Biology
- National 4 Chemistry, Science or Physics
-

By successfully completing a course in Biology at National 5 progression is to the following courses of study:

- Higher Biology
- National 5 Chemistry or Physics

Further information on this course can be found on the SQA web-site at <http://www.sqa.org.uk/sqa/45723.html>

CHEMISTRY - National 4 and 5

Why study Chemistry?

The Course develops learners' interest in, and enthusiasm for, Chemistry through a variety of contexts relevant to Chemistry's impact on society, namely: utilising nature's resources, chemical analysis, and the development of new and novel applications.

Chemistry offers a broad, versatile and adaptable skill set which is valued in the work place developing knowledge and understanding of some basic chemistry concepts, learners will become scientifically literate citizens, able to evaluate the Science-based claims which they will come across in a rapidly developing society.

What does the Course involve?

The main aims of this Course are to:

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

The Course has three mandatory Units. The Units are:

Chemical Changes and Structure (National 4 and 5)

Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated. Learners will expand their knowledge of reactions of acids and alkalis.

Nature's Chemistry (National 4 and 5)

In this Unit, learners will investigate the physical and chemical properties of hydrocarbons examples of which are cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

Chemistry in Society (National 4 and 5)

Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

Added Value Unit: Chemistry Assignment (National 4 only)

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

How is your work assessed?

At National 4, the course is assessed by internal assessment by the teacher and moderated by the SQA.

At National 5, the course is assessed by a combination of internal assessment by the teacher and an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade.

Presentation at the appropriate level will be advised based on evidence from classwork, homework, assignment, unit assessment and other appropriate assessment.

Progression

By successfully completing a course in Chemistry at National 4 progression is to the following courses of study:

- National 5 Chemistry
- National 4 Biology, Science or Physics

By successfully completing a course in Chemistry at National 5 progression is to the following courses of study:

- Higher Chemistry
- National 5 Biology or Physics

Further information on this course can be found on the SQA web-site at <http://www.sqa.org.uk/sqa/45720.html>

PHYSICS - National 4 and 5

Why study Physics?

Learners are given an insight into the underlying nature of our world and its place in the universe.

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

What does the Course involve?

The main aims of this Course are for learners to:

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

The Course has three mandatory Units. The Units are:

Electricity and Energy (National 4 and 5)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity and energy. Learners will apply these skills when considering the applications of electricity and energy on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of energy transfer, heat and the gas laws. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Waves and Radiation (National 4 and 5)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of waves and radiation. Learners will apply these skills when considering the applications of waves and radiation on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of waves and nuclear radiation. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Dynamics and Space (National 4 and 5)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of dynamics and space. Learners will apply these skills when considering the applications of dynamics and space on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of kinematics, forces and space. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Added Value Unit: Physics assignment (National 4 only)

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

How is your work Assessed?

At National 4, the course is assessed by internal assessment by the teacher and moderated by the SQA.

At National 5, the course is assessed by a combination of internal assessment by the teacher and an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade. Presentation at the appropriate level will be advised based on evidence from classwork, homework, assignment, unit assessment and other appropriate assessment.

Progression

By successfully completing a course in Physics at National 4 the progression is to the following courses of study:

- National 5 Physics
- National 4 Biology or Chemistry

By successfully completing a course in Physics at National 5 the progression is to the following courses of study:

- Higher Physics
- National 5 Biology or Chemistry

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

SOCIAL SUBJECTS

GEOGRAPHY – NATIONAL 4/5

This course will be based on the development of skills, and knowledge and understanding in three units:

- Physical Environments
- Human Environments and
- Global Issues

Physical Environments unit

Topics will include:

- Location of landscapes and the formation of key landforms; Landscape types will be chosen from: either glaciated upland areas and coastlines of erosion and deposition; or rivers and their valleys and upland limestone;
- Land use and sustainability; and
- Weather.

Human Environments unit

Pupils will study and compare developed and developing countries.

Topics will include:

- Contrasts in development;
- World population distribution and change; and
- Changing urban and rural landscapes.

Global Issues unit

Pupils will develop knowledge and understanding of significant global geographical issues.

Two topics will be selected from:

- Climate change
- The impact of human activity on the natural environment
- Environmental hazards
- Development and health
- Tourism

Added Value Unit: Geography: Project (National 4)

In this unit, pupils will choose an issue for personal study drawn from one of the units studied. They will undertake fieldwork and present their findings.

Unit Assessments

There will be an assessment for each of the 3 units. These are marked internally on a pass/ fail basis and will be quality assured by SQA. These will assess the learners' ability to use a range of geographical skills, techniques and sources in addition to demonstrating knowledge and understanding.

Course Assessment (National 5) is in two parts

Course examination	(75% of the total mark)
Controlled assessment assignment	(25% of the total mark)

The controlled assessment assignment will give pupils an opportunity to:

- Research an appropriate geographic/environmental topic through fieldwork
- Process the information gathered,
- Show knowledge and understanding of the topic or issue studied
- Present a reasoned and well – developed conclusion, supported by evidence.

Progression

Candidates who are successful at National 5 will be able to progress to Higher Geography or National 5 in another Social Subject.

Candidates who are successful at National 4 could progress to Geography at National 5 or a National in another Social Subject.

HISTORY – National 4/5

This course will be based on the development of skills, and knowledge and understanding in three areas of historical study:

- Scottish
- British
- European and World

Scottish unit

This will be chosen from:

Either The Wars of Independence, 1286 – 1328, which includes:

- Who would be king after the death of Alexander III
- William Wallace and his victory at Stirling Bridge
- Robert Bruce and the Battle of Bannockburn

Or Migration and Empire, 1830 – 1939, which includes:

- Immigration into Scotland – Irish, Jews and Italians and their impact on the Scots
- Emigration from Scotland – why Scots emigrated, where they went and their experiences in areas such as North America, Australasia and India

British unit

This will be a study of **The Atlantic Slave Trade, 1770 – 1807**, including topics such as:

- The Triangular Trade from Europe to Africa to the Americas
- The slave's experience – their capture in Africa, the Middle Passage, their lives on the Plantations
- The importance of the slave trade to Britain in the 18th century
- Campaigns to abolish the slave trade.

European and World unit

This will be chosen from:

Either Free at Last? Civil Rights in the USA, 1918 – 1968, including:

- Race relations in the 1920's and the activities and the Ku Klux Klan
- Civil Rights campaigns after WWII, including the role of Martin Luther King and Malcolm X

Or Hitler and Nazi Germany, 1919 – 1939, including:

- The rise to power of Hitler and the Nazis
- What it was like to live in Nazi Germany including treatment of Jews, women and young people

Added Value Unit: History Assignment (National 4)

In this unit, pupils will choose an issue for personal study drawn from one of the units studied. They will research their issue and present their findings.

Unit Assessments

There will be an assessment for each of the 3 units. These are marked internally on a pass/ fail basis and will be quality assured by SQA. These will assess the learners' ability to use a range of historical skills using primary and secondary sources, in addition to demonstrating knowledge and understanding.

Course Assessment (National 5) is in two parts

Course examination	(75% of the total mark)
Controlled assessment assignment	(25% of the total mark)

The controlled assessment assignment will give pupils an opportunity to:

- Research an appropriate historical issue
- Process the information gathered,
- Show knowledge and understanding of the topic or issue studied
- Present a reasoned and well – developed conclusion, supported by evidence.

Progression

Candidates who are successful at National 5 will be able to progress to Higher History or National 5 in another Social Subject.

Candidates who are successful at National 4 could progress to History at National 5 or another Social Subject.

MODERN STUDIES - National 4/5

The focus of the course will be on the development of skills and techniques, and knowledge and understanding in three units:

- Democracy in the United Kingdom
- Social Inequality in the United Kingdom
- International Issues: China

Democracy in the United Kingdom unit

Key topics will include:

- The different types of crime
- The causes of crime
- The impact of crime on individuals, communities and society
- The role of the police
- The court system in Scotland and the Youth Justice system in Scotland

Social Issues in the United Kingdom unit

Key topics will include:

- The causes and consequences of poverty in the United Kingdom today
- The actions taken by Governments, Councils and other groups to reduce poverty in the United Kingdom
- The causes and consequences of health inequalities in the United Kingdom
- The actions taken by Governments, Councils and other groups to reduce health inequalities in the United Kingdom

China unit

Pupils will develop knowledge and understanding of significant global geographical issues. The topics studied will include:

- The extent to which China is a democracy
- The extent to which China meets the social and economic needs of its citizens

Added Value Unit: Modern Studies: Project (National 4)

In this unit, pupils will choose an issue for personal study drawn from one of the units studied. They will research their issue and present their findings.

Unit Assessment

There will be an assessment for each of the 3 units. These are marked internally on a pass/ fail basis and will be quality assured by SQA. These will assess the learners' ability to use a range of source-based skills relevant to Modern Studies, techniques and sources in addition to demonstrating knowledge and understanding.

Course Assessment (National 5) is in two parts

Course examination	(75% of the total mark)
Controlled assessment assignment	(25% of the total mark)

The controlled assessment assignment will give pupils an opportunity to:

- Research an appropriate Modern Studies topic
- Process the information gathered,
- Show knowledge and understanding of the topic or issue studied
- Present a reasoned and well–developed conclusion, supported by evidence

Progression

Candidates who are successful at National 5 will be able to progress to Higher Modern Studies or National 5 in another Social Subject.

Candidates who are successful at National 4 could progress to Modern Studies at National 5 or a National in another Social Subject.