

DYCE ACADEMY



S3 Curriculum Options 2021 - 2022

INTRODUCTION

This curriculum selection process is designed to ensure a broad and general education and to provide opportunities for students to develop skills for learning, life and work. The curriculum has flexibility and choice to meet the diverse needs of all our learners. There is a wide range of subjects available in S3, some of which will be new. Details of all subjects offered are provided within this curriculum option booklet. It is important that students have a good understanding about all the subjects offered before making their choices. Students can get further information from their subject and Guidance teachers.

S1 - S2

Through S1 to S2, our students experience a broad, general education and follow courses in all 7 curricular areas: Maths, Languages* (English and Modern languages) Social Subjects, Science and Technologies, Expressive Arts, Health and Well-being and Religious and Moral Education.

As our students enter S3, greater personalisation and choice is introduced into the curriculum, while breadth of learning is retained. Throughout S3/4 students will study **7** subjects of which **Maths** and **English** are compulsory. The **5** 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.

Students are encouraged to choose subjects in which they show personal interest or strengths, or which are necessary for a particular career-path. As stated students make considered choices and choose **Five** subjects in **addition** to Maths and English. Physical Education, Personal and Social Education and Religious and Moral Education are our core subjects and will be delivered to all.

Curriculum Selection Timeline

In February students will make a course choice of seven subjects. It is important that this choice is made after discussion with parents and carers, and reflects the realistic choices of learners. The school plans its staffing around the demand for subjects and therefore we need to make this process as accurate as possible at an early stage. Over a period of time pupils will be prepared for this choice process through PSE and through individual interviews with their Guidance Teacher. We realise that some students will change their mind over the next few months and therefore subject choices should not be finalised until after the S2 reports are issued in early February when parents have had an opportunity to read the S2 reports and take account of teachers' comments on progress.

| | |
|------------------------------------|--|
| Friday 29 January 2021 | S2 Reports issued to parents |
| Monday 1 February 2021 | Choice Process pack including choice sheet issued to parents |
| Friday 26 February 2021 | S2 course choices completed by pupils and returned to school |

Introduction for Parents / Carers

Under Curriculum for Excellence, for the last two years, (S1-S2), your child has followed a broad general education course of study. As they move towards the end of S2 they will now make option choices for S3/4. The purpose of which is to further specialise in subjects the young person wishes to continue to study.

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.

Throughout S3/4 students will study **7** subjects of which **Maths** and **English** are compulsory. The 5 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, which they will sit at the end of S4.

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.

Each subject has outlined the content of the course, how it is assessed and possible progression within the subject beyond S4.

Aberdeen City Music School Students in S3 will be expected to undertake a National 5 course in Music. They will be directed to choose ACMS Music from the dedicated ACMS column and to select 3 options from the remaining columns.

Pupils at Aberdeen City Music School should make choices in **Three** subject areas in addition to English, Maths and N5 Music.

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, by the end of S4, 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?

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.

Information for Students

Making your choices

You are about to make your choices for the subjects you want to study through **S3 & S4**. 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 might want to research and 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?

Everyone will study **English** and **Maths** as well as PSE, RMPS and PE. In addition you will choose **five** further subjects.

The subject choice form has been divided into five columns.

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

When looking at your subjects, ask yourself some searching questions about what you are good at and not so good at, about what you like and dislike, about your ability to push yourself if the work becomes difficult.

It is important that you make choices in which **you** are interested. For example, if you are good at Music or Art you may wish to select subjects which allow you to develop these skills as you move through S3 and into S4.

Choosing a course because your friends are doing it is not a good reason for a course choice! Neither is selecting a course because you like a teacher. This teacher may not be teaching that course next year. You will make lots of new friends in S3 in addition to keeping your old friends. This is an exciting part of starting S3.

Aberdeen City Music School Students in S3 will be expected to undertake a National 5 course in Music. They will be directed to choose ACMS Music from the dedicated ACMS column and to select 3 options from the remaining columns.

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.

Music must be a chosen subject.

Who can help?

- Speak to as many people as you can – subject teachers, guidance teacher, your parents /carer and the careers advisor.
- You will already have started on your Careers Education Programme when various relevant topics are covered in the PSE class by your Guidance Teacher.
- You will see the Careers Advisor at other times in the next few years. This may be in a group session, but pupils in the fourth, fifth and sixth year can also request individual interviews.
- You can also find out more about jobs and courses in the Careers library in school and through the websites listed above.
- Choose your options with care, do your research and make good use of all the available information.

And finally, it is important to keep your options open and follow a broad and balanced course. Our curriculum structure is designed to support you to do this.

Core Curriculum and period allocation

S3/4 Curriculum Structure

The curriculum can be summarised as follows:

| | Periods per week |
|-----------------|------------------|
| English | 4 |
| Mathematics | 4 |
| Column 3 choice | 3 |
| Column 4 choice | 3 |
| Column 5 choice | 3 |
| Column 6 choice | 3 |
| Column 7 choice | 3 |
| Core PE | 2 |
| RMPS | 1 |
| PSE | 1 |
| Total | 27 |

The school working week is 27 periods.

The school library has information about all the Scottish universities and colleges, but you can also research online.

It is also important that if you are considering a specific career choice or are considering going to university that you research the qualifications that are required for that specific course or career choice.

<http://myworldofwork.skillsdevelopmentscotland.co.uk/> (This is used in PSE by your Guidance Teacher)

<http://www.ucas.com/students/coursesearch/>

<http://www.educationscotland.gov.uk/parentzone>

<http://www.ucas.net/schoolzone>

<http://educationscotland.net/schoolzone>

In the following pages you will find some general information on the range of S3/4 courses available, along with a brief description of the content of the courses and the progression routes.

I hope that you find this booklet informative. If you have further questions please don't hesitate to get in touch.

SUBJECT INFORMATION

ART & DESIGN – NATIONAL 4 & 5

Rationale

This Art and Design course provides opportunities for learners to develop the practical skills and subject based knowledge required for undertaking a national level qualification over two years. Learners will be inspired and creatively challenged, as they explore how to visually represent and communicate personal thoughts, ideas and feelings through their work. Learners are encouraged to challenge themselves and work independently within a level that meets their needs and abilities.

Course details:

The Expressive Folio

This folio enables learners to develop and present their visual ideas in an expressive form, along with the opportunity to gain a critical understanding of artists' working practices, influences and stylistic approach. Learners will select stimuli relating to a personal theme and produce investigative studies using a variety of media. They will explore one line of creative development using of a range of materials, techniques and/or technology in 2D and/or 3D formats. A final outcome will be produced that demonstrates practical skills and the ability to work expressively through a creative process.

The Design Folio

During this folio, learners will plan, research and develop creative design work in response to a design brief. They will develop problem solving and critical thinking skills, as opportunities are given to consider and resolve design issues and constraints. Learners will develop a critical understanding of designers' working practices, including the stylistic influences and themes that inspire their work.

Learners will explore and develop one line of their design concept using of a range of materials, techniques and/or technology in 2D and/or 3D formats. A final solution will be produced that demonstrates the ability to creatively work through a design process.

Assessment National 4

All unit work will be assessed internally on a Pass / Fail basis.

Assessment National 5

Expressive and Design folios will be externally marked by the SQA.
There are **100 marks** available per folio.

A question paper that focuses on learners knowledge and understanding of artists' and designers' work and practice completes the external assessment.

This is worth **50 Marks**

Progression:

The N5 Course is designed to provide progression to the Higher qualification.
National Progression Award in Photography (NPA)

Levels 4 & 5

The course begins 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 skills as the course progresses.

Units 1 & 2: *Understanding Photography and Working with Photographs*

Units 3 & 4: *Photographing People and Photographing Places*

Understanding Photography & Working with Photographs

- These units offer 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. This will establish a technical platform from which to progress with more specific photographic tasks in unit 2.

Photographing People and Places

- These units 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, as well as consideration of 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.

Progression: The Level 5 course provides a platform for the Higher qualification.

Assessment:

Learners will present final photographs demonstrating a range of photographic skills.

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.

BUSINESS EDUCATION

ACCOUNTING – NATIONAL 5 (There is no National 4 Accounting course)

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 2 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

Financial Accounting

Pupils will develop skills, knowledge and understanding to prepare, interpret and analyse financial accounting information by using the relevant accounting concepts and techniques. This information is used by stakeholders to assess their organisation's current financial position.

Management Accounting

Pupils will develop skills, knowledge and understanding of internal accounting information, and are able to prepare this using a range of basic accounting techniques. This information is used by management when making decisions about the future planning and control of their business.

Course Assessment

The National 5 Administration and IT course assessment consists of 2 components:

| Component | Marks | Duration |
|-----------------------------|-------|---|
| Component 1: Question Paper | 130 | 2 hours |
| Component 2: Assignment | 50 | 2 hours duration in class under exam conditions |

Course Suitability and Progression

N5 Accounting is designed for learners who enjoy numeracy-based learning opportunities, who pay attention to detail and who like to apply logical and analytical thinking.

Pupils attaining National 5 will be able to continue at Higher and they may also wish to expand their knowledge by studying Accounting at Higher, or Administration and IT at National 5 or Higher.

BUSINESS EDUCATION

Administration & IT – National 5

Administration and IT National 5 allows pupils to develop an understanding of the administration functional area in the workplace from the perspective of a junior Administrative Assistant. This course develops real life skills that are essential in helping every workplace run smoothly, efficiently and effectively. Pupils learn through an engaging mix of theoretical and practical tasks which allows them to not only build on their course knowledge and understanding but also improve their problem solving, communication and team working skills.

The course will develop and enhance learners existing IT skills. Pupils will be taught using the Microsoft suite of products, by the end of the course pupils will be able to select the IT applications they need to create and edit business documents and have developed the skills to be able to communicate information effectively through the gathering and sharing of information and the organising and supporting of events.

Brief Description of Course Progression

- ◆ Pupils will develop existing IT skills learned in S1 and S2 and develop new IT skills for word processing, spreadsheets, database, presentations and desk top publishing.
- ◆ Pupils will learn the theory of the tasks and duties undertaken by a junior administrative assistant, such as customer service and arranging travel.
- ◆ Pupils will work towards being able to complete within a given time their 2 formal assessments which are marked externally by SQA.

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
- The skills, qualities and attributes required of administrators.
- Carrying out a range of administrative tasks required for organising and supporting events

IT Solutions for Administrators

- Developing learners' skills in IT, problem solving and organising and managing information to complete business tasks
- Using IT applications to create and edit business documents
- Emerging technologies may be incorporated so as to ensure that its content remains current and relevant Undertaking organisational tasks that would be required to support small scale projects and events

Communication in Administration

- Using IT for gathering and sharing information with others in administration-related contexts
- Developing an understanding of what constitutes a reliable source of information
- Identifying and using the most appropriate methods for gathering information
- Communicating information in the most effective, efficient and appropriate manner

Course Assessment

The National 5 Administration and IT course assessment consists of 2 components:

| Component | Marks | Duration |
|-----------------------------|--------------|-----------------|
| Component 1: Question Paper | 50 | 2 hours |
| Component 2: Assignment | 70 | 3 hours |

Pupil progress will be assessed through continuous assessment and homework tasks.

Course Suitability and Progression

Administration National 5 is suitable for learners who have an interest in careers such as Administration, Planning, Events Management and Logistics. Also for Pupils who enjoy paying attention to detail, have reasonable numeracy and maths skills, like solving problems and working with ICT.

The National 5 course is designed to provide progression to the Higher Administration and IT course.

BUSINESS EDUCATION

Business Management – National 5

Business Management introduces learners to the dynamic world of business. Pupils will discover what it takes for organisations to be successful in their local, national and global environments. They will study the impact internal and external factors can have on an organisation. And be introduced to some of the methods of organising, planning and managing organisations which allow them to run efficiently and effectively.

Pupils will come to appreciate the role business plays in society as it creates wealth, jobs and through taxation provides services. This course also enables learners to understand the effective contribution to society consumers, employees, employers and the self-employed make.

Learners will be introduced to the many and varied legal structures organisations have in the UK; from sole traders through to social enterprises and the impact stakeholders can have on an organisation. The course focuses on the 4 main functional areas a business would manage; HR (People), Finance, Marketing and Operations.

Brief Description of Course Progression

- ◆ Pupils begin their journey by gaining an understanding of what is meant by business and the types of organisation found in the UK. Through use of case studies and studying real life business situations pupils will explore issues relating to the external environment in which organisations operate.
- ◆ The course will then study each of the 4 main functional areas; again through the use of real life business situations.
- ◆ Finally, time will be given to preparing pupils to sit the 2 end of year assessments ie the coursework and end of year exam components. Both of which are marked externally by SQA.

Course Structure

Understanding Business:

Pupils 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

Pupils will be able to:

- Grasp theories, concepts and processes relating to the Human Resources function.
- Understand the importance of keeping staff safe, secure and motivated.
- Have knowledge of the importance of liquidity to organisations.
- Interpret financial information in order to solve financial problems facing organisations.
- Undertake and analyse basic financial calculations.

Management of Marketing and Operations

Pupils will be able to:

- Understand the importance of Marketing as a communication tool with customers.
- How Marketing can maximise customer satisfaction and enhance competitiveness.
- Understand and describe the different types of production processes available to manufacturers.
- Explain different methods of quality assurance and the importance to manufacturers of ensuring consistent quality of goods.

Course Assessment

The National 5 Administration and IT course assessment consists of 2 components:

| Component | Marks | Duration |
|-----------------------------|-------|-------------------------------------|
| Component 1: Question Paper | 90 | 2 hours |
| Component 2: Assignment | 30 | 8 hours (for research and write up) |

The Assignment is in the form of a business report based written on a topic of each pupil's choosing.

Pupil progress will be assessed through continuous assessment and homework tasks.

Course Suitability and Progression

National 5 Business Management is suitable for anyone with an interest in business and/or entrepreneurship. As practical elements are built in to the course, it is suitable for learners who like the idea of creating and running an enterprise activity and enjoy making use of their research and problem solving skills. Pupils need to have reasonable literacy and numeracy skills to be able to undertake the assessment sections of the course. Business is an important component for most college and degree courses and this N5 course provides a good foundation for later learning.

Pupils attaining National 5 will be able to continue at Higher and they may also wish to expand their knowledge by studying Accounting at Higher, or Administration and IT at National 5 or Higher.

Computing Science – National 5

This course will be aimed at pupils beginning the National 5 course in S3 and attaining the qualification in S4. It is a progression from the foundational knowledge they have studied in S2.

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 wide 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 four Units and the Course Assessment Assignment.

Software Design and Development:

Developing knowledge, understanding and practical problem solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments.

Developing programming and computational thinking skills by implementing practical solutions and explaining how these programs work.

Computer Systems:

Developing an understanding of how data and instructions are stored in binary form and basic computer architecture.

Gaining an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Database Design and Development:

Developing knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks.

Applying computational-thinking skills to analyse, design, implement, test and evaluate practical solutions, using a range of development tools such as SQL.

Web Design and Development:

Developing knowledge, understanding and practical problem solving skills in web design and development, through a range of practical and investigative tasks.

Applying computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.

Assessment

The pupils are assessed throughout the course in the form of tests and end of unit assessments.

National 5 Computing Science is assessed through a 110 mark 2 hour external exam (69% of the marks) and a 50 mark coursework assessment, completed in class time (31% of the marks).

The exam will have two sections: section 1 (25 marks) will consist of a number of short answer questions; section 2 (85 marks) consists of extended response questions that integrate topics from the full range of course content.

The assignment will have 50 marks and will require you to apply the skills you have learnt in Programming, Database and Web Design to solve a real world problem.

Progression

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

DRAMA

Curriculum Area: Expressive Arts

Welcome to the Drama Department and a chance to really expand your performance and life skills through a number of different activities, productions and presentations. We place a huge focus on transferable skills and lifelong learning

Course Outline

National 4 and 5 Drama provides opportunity for pupils to further develop their practical skills in creating and presenting drama as well as continuing to explore the areas 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 including working with texts.

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. Pupils will get the opportunity to explore different Production Skills such as Set Design, Props Design, Lighting Design, Sound Design, Costume Design, Hair and Make-up Design as well as Acting and Directing. When this is complete pupils will be allowed to choose a Production Skill to specialise in.

Performance - Pupils will draw on, extend and apply the skills they have learned during the course to a performance of a scripted extract. The pupils can be assessed on their chosen Production Skill speciality.

Homework

Homework will be issued to support the learners journey throughout the course. Learners will have deadlines to follow. Learners will be expected to apply research skills to a subject area, develop design plans, learn lines, complete characterisation tasks and study given plays – this will all contribute to the generation of evidence required for the course. Other 'homework' may include extra rehearsal times at lunch or after school and if there is an opportunity we will visit the theatre to watch live performances.

Assessment at National 4

This is done internally and requires the pupil to provide evidence of successful completion of the above units of work. Evidence is gathered over two years and will be in the form of folio work and recorded performance.

Assessment at National 5

This is done externally by the SQA with:

Performance Exam– Externally Assessed Performance (60%)

Question Paper – Externally Marked (40%)

Progression

National 4 progresses to National 5

National 5 progresses to Higher Drama or NPA Acting and Performance (SCQF Level 6)

ENGLISH AND LITERACY

Description of course

This year builds upon the foundations laid in the first two years of the CfE English course. You will continue to work on the 4 key principles of English: Reading, Writing, Listening & Talking. However, the focus will be on working towards the National Courses at N3, N4 or N5 depending on pupil performance.

My learning

What will be different in S3?

The S3 course takes the parts of S1/2 that you enjoyed and develops them in more depth. You will have the opportunity to hone your language skills on a challenging Novel; interesting Drama texts and begin the Scottish Set Text study which is a compulsory part of the SQA National courses. You will also develop your RUAE skills and work towards the Performance: Spoken Language Outcome.

How will I learn?

In the English department a key aspect of our teaching is Communication – talking to each other. Your skills will develop best when you can engage in a variety of different Learning opportunities such as Collaborative teams where you will work together to complete tasks and support each other to be successful. You will also be encouraged to work in pairs but most importantly you will develop your skills in working independently on tasks and to think and plan responses. The National Courses are all about developing your skills in working through texts, keeping accurate notes, and becoming adept at revising in class and at home for assessments and to demonstrate knowledge.

How will I know I am progressing?

This is a very important question. You will be continually evaluating your own work with clear Success Criteria. Every task will be linked to the skills and you will identify what you have learned and what you might need more help with. Work will be shared on Google Classroom so you can go over it in your own time to check you understand. Your teacher will take in your work to review your notes and offer guidance if they are not correct. Your teacher will also set short on-going tasks to measure your progress and of course, you will take part in Assessments to measure your progress against the National Standards. At the end of S3 you will sit a full Assessment of all skills.

How can I take this course forward into the Senior Phase?

By the end of S3 you and your teacher will have an awareness of how you are performing in the National Courses. You will continue to learn from a range of materials and consolidate your skills from S3 to ensure you get the result you deserve at the end of S4. All pupils will continue to develop their skills in English and Literacy to the end of S4. In S5/6 Senior Phase pupils can choose to study English at the next level (National 5 or Higher) or move to another course such as Level 5 Communication or Level 6 Journalism.

GRAPHIC COMMUNICATION NATIONAL 5 AND NATIONAL 4

CURRICULUM AREA: TECHNOLOGIES

Recommended Entry Levels:

After agreement with your teacher of Design and Technology considering:

- Your technical drawing ability
- Your freehand sketching and rendering ability
- Your computer aided design ability

Course Description

The course consists predominantly of the 3 P's i.e. Preliminary Graphics, Production Graphics and Promotional Graphics. Pupils will complete four technical drawing units over the course of two years. Pupils will also complete various freehand sketching and rendering projects using a range of media in order to give them the necessary skills and experience for the assignment at the end of S4. Pupils will also complete computer based tasks using departmental software such as Autodesk Inventor, Adobe Photoshop and Adobe Illustrator. By completing these computer based projects, pupils will gain further skills and experience in Computer Aided Design and Desktop Publishing.

Assessment

Pupils will complete a class technical drawing test at the end of each of the four units. Pupils will also be given constructive formative feedback throughout and after the completion of each project. Pupils will undertake two class theory tests in S4 along with a prelim paper if sitting National 5. An annual SQA assignment will then be completed (40 out 120 marks) and then finally the SQA exam paper (80 out of 120 marks). Both SQA assignment and SQA exam paper will be marked externally and then an overall grade will be given.

Homework

Weekly theory homework quizzes will be completed in S4 using Google Classrooms. Pupils will be expected to read couple of pages of their class textbook and then answer 3 multiple choice questions.

Progression

Pupils can progress on to National 5 if successful at National 4. Pupils can progress to Higher Graphic Communication if successful at National 5.

HEALTH AND WELLBEING LIFE SKILLS

Curriculum Area: Technologies / Health & Well Being

This is a new course developed to allow pupils to gain an insight into different areas of Home Economics. The course aims to build pupil confidence and encourage them to build skills that will equip them for the real world. The course will be skill based where pupil's Knowledge and Understanding is reinforced with practical activities.

Course outline:

Over the course of two years you will have the opportunity to:

- Cook a wide variety of dishes
- Develop skills in food preparation techniques & cookery processes allowing pupils to make informed decisions about food for health
- Learn how to cook on a budget and how to cost a meal
- Gain knowledge of different food cultures and traditions
- Introduction to cake decoration - develop creativity through the production of special occasion cakes and baked products. Learning how to prepare and apply different cake coatings, develop piping skills and working creatively with sugar paste
- Through the planning and production of a textile item, pupils will gain a basic knowledge of craft skills and textile construction techniques
- Prepare for Parenthood by investigating the needs of babies and young children also looking at factors which contribute to the health & safety of babies & young children
- Take part in practical food activities where you will prepare healthy meals and snacks for children

Throughout the course pupils will be encouraged to relate what they are learning in class to the wider world. The course is primarily aimed for interest and development of skills, however pupils can achieve units of work at National 4 level. These may include:

- Practical Cookery - Cookery Skills, Techniques and Processes
- Fashion and Textile Technology: Textile Technologies
- Health and Food Technology: Food for Health
- Cake Baking – An introduction
- Cake Decoration – An introduction

Progression:

The course could provide a stepping stone to National 5 SQA qualifications in Hospitality or Practical Cake Craft.

Assessment Approaches:

There will be informal assessment / feedback throughout the course to support progress.

Formal assessment will take place when pupils are confident and ready. These SQA Unit assessments will be internally marked and take the form of either written or practical work.

Charges:

A charge is made towards the cost of ingredients and fabrics.

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 consists of both practical and written tasks. This allows students to develop a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills. Students will acquire knowledge of ingredients, their uses, the importance of responsible sourcing of ingredients and of current dietary advice.

Assessment

National 5

1 hour written Question paper

Written preparation for practical exam

Practical Exam – students will complete a two and a half hour practical exam, where they are required to produce a three course meal.

The course is graded A to D.

National 4

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

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

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.

Progression

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

A charge is made towards the cost of ingredients.

MATHEMATICS

Brief Description of Course

In S3 and S4, pupils will follow a mathematics course which builds on and extends the work done in S1 and S2, preparing them and leading into either the National 3, National 4 or National 5 courses certified at the end of S4.

Pupils will work on the content of;

- National 3 Applications of Mathematics

or

- National 4 Mathematics

or

- National 5 Mathematics

Some pupils may work across two levels simultaneously to help in assessing the correct level of work for them and to ensure they attain at the highest possible level. Some pupils may work through the levels sequentially.

Some pupils may get Course recognition at a particular level and complete some of the Units at the next level up. This will ensure every pupil gets recognition for the highest level of work of which they are capable.

National 3 Applications of Mathematics

The National 3 Applications of 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 Applications of Mathematics. Courses at National 3 level are not graded and are designated as achieved/not achieved. Successful pupils may move on to National 4 level work as soon as it is appropriate.

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. Courses at National 4 level are not graded and are designated as pass/fail only. Successful pupils can move on to National 5 content and this may be in S5 or earlier.

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 cover work from the areas of geometry, trigonometry and algebra and those gaining a pass (at A or B grade) in S4 may progress to Higher mathematics in S5.

Pupil progress will be assessed through continuous assessment and homework tasks. Pupils will also be given the opportunity to demonstrate their capabilities by completing the core Unit tests. These can then be used as evidence for those pupils who are not successful or who are unlikely to be successful in the final exam. If this is the case, pupils can get recognition for these Units on their SQA certificate.

Resources

The nature of the new curriculum and qualifications is such that pupils use a variety of different resources. It is no longer the case that a pupil works only from a single textbook. However, we do aim to ensure that most pupils have a textbook available for homework and revision, as well as to work from in class. All pupils are issued with jotters and will be given access to the relevant electronic resources.

MODERN LANGUAGES

Curriculum Area: Languages

Learning a language is not just desirable for travel and international work, but it can enhance your studies and opportunities, in all fields, be it music, science, geography, maths, any academic subject and will help increase your knowledge in general, in many areas of your future life.

All students are being given a choice of two languages, French of which they have studied in S1 and part of S2, or Spanish, which they undertook after Christmas in S2.

Course Outline

As has already been started in S1 and S2, pupils will continue to build upon their reading, writing, listening and speaking skills in whichever language they choose, in order to further and deepen their knowledge of the subject.

They will be using the most up-to-date text book, which has the most up-to-date language available for the pupils.

Both National 4 and National 5 courses will offer learners the opportunity to develop and extend a wide range of skills which include:

- Reading writing, listening and speaking in the language, as appropriate to purpose, audience and context.
- Understanding and using a language, as appropriate to purpose, audience and context.
- They will be able to apply knowledge of language.

Topics covered include:

- **Society:** Family and friends, Health and Wellbeing, Media, Global Citizenship
- **Education**
- **Work**
- **Culture** - 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-portfolio

Homework

- You will receive written homework to reinforce your reading and writing skills.
- Vocabulary will need to be learned on a regular basis.
- Revision will be required for assessments.

- Pupils will be encouraged to use the www.languagesonline.org.uk and www.espanolextra.com websites to reinforce the knowledge they have acquired in class.

Progression

You are now embarking on a two year course which will lead to National 5, after which you can choose to stop or hopefully continue on to the Higher level course in S5.

Assessment Approaches

- As was done in S1 and S2, pupils will continue to be assessed on the four skills required in learning a language which are reading, writing, speaking and listening.
- They are assessed informally, based on outcomes from classwork and homework.
- They are assessed formally at the end of language units in all four skills.
- Marks are recorded and kept in order to demonstrate the progress that pupils are making.

PHYSICAL EDUCATION – National 4/5

Curriculum Area: Health & Well Being

Recommended Entry Levels

After agreement with Principal Teacher of HWB, considering:

- Homework records (deadlines met and standard of response)
- Your participation record and level of effort (both in theory and practical elements)
- Your practical performance ability (must be capable of passing two different activities at N4/5 level)
- Behaviour record within the PE Department has been positive from S1-2.

This course will teach mandatory knowledge to develop pupil's skills for life, learning and work through a combination of both classroom-based and practical lessons.

Course Description

S3 Content:

A variety of activities and will be delivered through three main areas to prepare for N4 and N5 entry levels:

- The Body in Action - Pupils will explore areas including how to prepare the body for physical activity, the skeletal & muscle system and aspects of Fitness.
- Skills & Techniques - Pupils will have the opportunity to further their understanding of the theoretical knowledge behind the development of individual skills and techniques and application to various activities. This will include movement concepts such as transfer of weight and how forces, levers and friction impact on performance.
- Evaluating Performance - Pupils will consider how performance is analysed and evaluated in order to provide effective feedback. They will then use this information to inform performance development.

Moving towards National 4 PE – Course description

The National 4 PE course pupils will then be assessed through **Practical and Written Portfolio** (internally marked). Pupils will also complete a Practical Value-Added Unit.

Performance Skills:

Pupils will develop a range of movement and performance skills in physical activities. They will develop consistency & control, fluency of movement and body & spatial awareness. Practical activities will be cohort dependant and must show minimum competency within at least 2 activities.

Factors Impacting on Performance:

Pupils will explore and develop their knowledge of 4 factors that impact on their performance in physical activities – Physical, Emotional, Mental and Social Factors. They will record, monitor and reflect on their own performance.

Value Added Unit (Performance):

Pupils will prepare for, and carry out, a performance which will allow them to demonstrate practical ability within a challenging context. This unit will be treated as a practical exam with only one sitting being permitted in order to pass. Within this unit there may be opportunities for personalisation and choice in the selection of physical activities.

Assessment

All 3 units will be assessed internally and will be on a pass / fail basis. Accredited units will be passed on to the SQA for certification.

Moving towards National 5 PE - Course Description

The National 5 PE course will teach mandatory knowledge and employable skills to pupils through classroom-based and practical sessions. Pupils will be **Assessed** through **Practical Exams** and a **Written Portfolio which is externally marked by the SQA**.

The course content is comprised of:

Performance Skills:

Pupils will develop a range of movement and performance skills in physical activities. Pupils will have to plan, prepare, perform and evaluate their own personal performance. This could be in a variety of activities covered over the course of the 2 years.

Factors Impacting on Performance:

Pupils will investigate factors that may impact on performance. These include Physical, Emotional, Mental and Social factors. This knowledge will be built upon and developed through both theoretical and practical contexts.

Performance Assessment:

Pupils will be assessed on their practical ability within two separate Practical Exam performances. These exams are like any other with pupils performing to the best of their ability during single performance sittings, there are no re-sits. Pupils will, where possible, get to choose activities that they would like to sit these practical exams through. [50% of course award].

Written Assessment - SQA Portfolio:

The portfolio is a set of questions answered under exam conditions over several weeks in lesson time. The portfolio allows pupils to demonstrate their knowledge and understanding of investigating, analysing, planning, implementing and re-evaluating the performance development process. [50% of course award].

Homework for all levels

Homework will be issued on a weekly basis. These will be written tasks but there will be occasions when other tasks are issued. There are strict deadlines for homework, and these are essential to progress through National 5 Physical Education. Pupils will be issued this on google classroom or in class time.

Progression

Pupils can progress onto National 5 PE, N5 Sport & Recreation, Higher PE, Advanced Higher PE and various Further Education courses.

MUSIC – NATIONAL 4/5

Curriculum Area: Expressive Arts

Why study music? It's a good question! Believe it or not but some of the most talented and successful musicians in history couldn't even read a single note of music! Of course, if you long to be a concert pianist, play in an orchestra, or even be a conductor - it's a very different ball game. You'll need some training and qualifications. Studying music can give you a great mix of social, technical and business skills, which can all help in acquiring the seven skills that define employability. In the words of Albert Einstein: "The greatest scientists are artists as well". Music is kind of like part art, part science! All of which means it will help you build your problem solving, research, planning, analytical and critical thinking skills, as well as develop your creativity.

It will also help you develop self-discipline, composure under pressure, time management, communication, team and individual working ability - all gained from practice and performing. You might also learn technical skills through using computers, equipment and software to create and record music.

However, not everyone who studies music ends up as a musician or a performer; there are lots of other career choices to explore.

Entry Requirements

This course is suitable for pupils that have been studying and performing on TWO instruments in the BGE phase. Instrument choices ideally need to be confirmed by October of S3. Pupils would be expected to achieve at least grade 2 standard on both instruments by the end of S3. This would permit presentation at either National 4 or National 5 level. Ability to engage in independent practice and set short-term targets is essential.

It is recommended that candidates have, where possible, their chosen instrument at home for practice and homework for best attainment. Private lessons are not a requirement, but are advised.

The National 4/5 course consists of 3 units:

Performance: 50% of final mark

This unit is built up of practical work on 2 instruments (or 1 instrument and voice), leading to a practical programme of 8 minutes, which will be assessed by a visiting examiner. The practical requirements look at your ability to both perform on your chosen instruments/voice and also your ability to plan a musical programme of appropriate length. All performances must include an 'audience' (in addition to the assessor) and candidates should provide a critical self-reflection (without prompt) of their performance.

Understanding Music: 35% of final mark

The Understanding Music component consists of recognition of instruments/styles/forms as well as musical concepts, literacy and short essays/presentations detailing your understanding of the cultural and social links within

particular styles and or periods. Literacy and listening skills are covered for at least one hour on a weekly basis.

Composition: 15% of final mark

Candidates are required to submit one final composition lasting between 1 minute and 2 minutes 30 seconds. The assessment will also include a written review and reflection of the creative decisions made during the composition process. Small composition tasks and written reviews will be completed throughout the year to build skills and repertoire.

Assessment:

National 5 - all components are externally assessed.

National 4 - all components are internally assessed.

PRACTICAL WOODWORKING NATIONAL 5 AND NATIONAL 4

CURRICULUM AREA: TECHNOLOGIES

Recommended Entry Levels:

After agreement with your teacher of Design and Technology considering:

- Your measuring and marking out ability
- Your ability with hand tools and machinery
- Your ability to produce a good applied finish
- Your ability to work in safe manner and use equipment as instructed

Course Description

The course is largely workshop based, combining elements of theory and practical woodworking techniques. Pupils are introduced to safe working practices and become proactive in matters of health and safety. They will learn how to use a range of tools, equipment and materials safely and correctly. Pupils will develop skills in reading drawings and diagrams, measuring and marking out, cutting, shaping and finishing materials. The areas of study are Flat Frame Construction, Carcase Construction and Machining and Finishing.

Assessment

Pupils will be given constructive formative feedback throughout and after the completion of each project. An annual SQA practical activity will be completed in S4 (70 out of 100 marks) which involves manufacturing a product and completing a log book and also the SQA exam paper (60 marks scaled to 30).

Homework

Weekly theory homework quizzes will be completed in S4 using Google Classrooms. Pupils will be expected to read couple of pages of their class textbook and then answer 3 multiple choice questions.

Progression

Pupils can progress on to National 5 if successful at National 4. There is no Higher course for pupils who are successful at National 5.

SUBJECT: SCIENCE

Curriculum Area: Science

The purpose of the courses are to continue to develop learners' curiosity, interest and enthusiasm in a range of contexts within their chosen Science(s). The skills of scientific inquiry and investigation are integrated and developed throughout the course(s). The relevance of science is highlighted by the study of the applications of science in everyday contexts.

The learners will build upon their level 3 experiences and outcomes and progress through level 4 in preparation of the National courses before learners transition to either National 4 or National 5 during S3.

SCIENCE

This course will be aimed at pupils attaining the National 4 qualification in S4 but will allow some pupils to achieve National 3 depending on their individual ability.

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 3 and 4)

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

Human Health (National 3 and 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 3 and 4)

Science's contribution to communication technologies and the impact that these have had on society/environment; production and use of 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), marked by the teacher and moderated by the SQA. In addition, learners will draw on, extend and apply the skills they have learned during the Course as part of an Added Value Assessment and an Experiment Report.

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
- National 5 Laboratory Skills

- 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

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 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 humans, other animals and plants - studying the inner working of their cells, how cells and systems work together and what affects the variety of life in our 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 and apply knowledge and understanding of biology
- develop an understanding of the impact of biology on everyday life
- develop an understanding of biology's role in scientific issues and relevant applications of biology, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a biology context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a biology context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in biology
- develop skills of independent working

The introduction S3 Biology topic

The Power of Cells

The topic begins a more detailed look into the structure of cells and then investigates how enzymes and micro-organisms found in the natural world can be used in industry. Pupils will develop their skills from level 4 in preparation of National 4 and National 5. The National Courses have three mandatory Units. The Units are:

Life on Earth (National 4 and 5)

The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.

Cell Biology (National 4 and 5)

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

Multicellular Organisms (National 4 and 5)

The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems — plants; transport systems — animals; absorption of materials.

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.

Homework

Minimum one hour per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self-study and some research are also required.

How is your work assessed?

At National 4, the course including the Added Value Unit and Experiment Report is assessed by internal end of unit assessments by the teacher and moderated by the SQA.

At National 5, the course is assessed by an external examination, set and marked by the SQA. In addition 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 5 Laboratory Skills

- 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 or Laboratory Skills

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

CHEMISTRY

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 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 and apply knowledge and understanding of chemistry
- develop an understanding of the impact of chemistry on everyday life
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a chemistry context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a chemistry
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

The introduction S3 Chemistry topic

Chemical Changes

The topic informs on the differences between physical and chemical changes. The indicators of a chemical reactions and how to determine if a chemical reaction is exothermic or endothermic while building an understanding on the factors that can change the rate of reaction. Pupils will develop their skills from level 4 in preparation of National 4 and National 5.

The National Courses have three mandatory Units. The Units are:

Chemical Changes and Structure (National 4 and 5)

In this area, topics covered are: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

Nature's Chemistry (National 4 and 5)

In this area, topics covered are: homologous series; everyday consumer products; energy from fuels.

Chemistry in Society (National 4 and 5)

In this area, topics covered are: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

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.

Homework

Minimum one hour per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self-study and some research are also required.

How is your work assessed?

At National 4, the course is assessed by internal end of unit assessments by the teacher and moderated by the SQA.

At National 5, the course is assessed by 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 5 Laboratory Skills
- 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 or Laboratory Skills

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

PHYSICS

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 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 and apply knowledge and understanding of physics
- develop an understanding of the impact of physics on everyday life
- develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a physics context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics
- develop skills of independent working

The introduction S3 Physics topic

Physics in Concert

The topic explores the Physics behind the production of Concerts through investigating characteristics of waves, sound production, circuits and ohms law. Pupils will develop their skills from level 4 in preparation of National 4 and National 5.

The National 5 Course has six Units. The Units are:

Dynamics

In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.

Space

In this area, the topics covered are: space exploration; cosmology.

Electricity

In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm's law; practical electrical and electronic circuits; electrical power.

Properties of matter

In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.

Waves

In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.

Radiation

In this area, the topic covered is nuclear radiation.

The National 4 Course has four Units. The Units are:

Electricity and Energy (National 4)

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)

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)

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.

Homework

Minimum one hour per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self-study and some research are also required.

How is your work assessed?

At National 4, the course is assessed by internal end of unit assessments by the teacher and moderated by the SQA.

At National 5, the course is assessed by 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 5 Laboratory Skills
- 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 or Laboratory Skills

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

S3 HISTORY SOCIAL SUBJECTS

By choosing to study History, you will develop a greater understanding of the world by learning about other people and their values, in different times, places and circumstances. History emphasises the development and application of skills by focusing on evaluating sources and will develop many key skills employers look for in different ways such as critical thinking skills; researching and analysing information.

The National 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 Context

Scotland and World War One

Learners will look at the long and short causes of WWI. They will also look at the recruitment of Scots men into the army which will then lead onto an examination of trench warfare on the Western Front.

Learners will complete a project on one of the major battles of WWI

British Context

The Titanic

Learners will explore the story of Titanic to open a window on to pre-First World War society. They will investigate the wealth of some of the people on the ship and the reasons why so many of the third class passengers were on the ship in the first place.

European and World

Free at Last? Civil Rights in the USA 1918-68

Pupils will study the development of race relations in the USA during the years 1918-1968, illustrating themes of ideas, identity and power.

Learning and Teaching approaches

Learners will experience a range of teaching methods including class, group and individual activities. They will have access to a range of resources including, ICT, Visual media, textbooks and all other course material through Google classrooms.

Progression

At the end of S3 learners will be ideally placed to progress into National 4/5 History. The skills they have developed will also be transferable to National 4/5 Geography or Modern Studies.

S4 HISTORY

Scottish

Migration and Empire 1830-1939

A study of the causes and results of the movement of population into and away from Scotland during the period 1830s to 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.

British

The Atlantic Slave Trade 1770-1807

Learners will study the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

European

Hitler and Nazi Germany 1919-1939

This is a study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

End of topic assessments

There will be a timed assessment for each of the three units. These will be internally marked and will assess the learners ability to use a range of historical skills using primary and secondary sources.

The National 5 History course is assessed through the following components:

| | |
|----------------------------------|-----------------------|
| Course examination | 80% of the total mark |
| Controlled assessment assignment | 20% of the total mark |

The Controlled assessment assignment will give pupils the opportunity to:

- Research an appropriate historical issue of their choice
- Process the information gathered
- Show knowledge and understanding of the topic or the issue studied
- Present a reasoned and well-balanced 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 % or another Social Subject.

S3 GEOGRAPHY

By choosing to study Geography you will develop analytical, spatial, reasoning and communication skills using a variety of contexts which will explore the way in which Human and Physical Environments interact with each other.

Human Geography

We will look at how towns and cities develop and change, including local fieldwork around Dyce.

Physical Geography

Learners will investigate the power of ice and water and think about how water shapes the planet we live on. Learners will study: glaciated landscapes; coastal and river features and finally extreme weather.

Global Issues

Learners will look at different climate change regions from around the world and investigate the impacts of climate change, including the challenges these areas are now facing now and into the future.

Learning and teaching approaches

Learners will experience a range of teaching methods including class, group and individual activities. They will have access to a range of resources including ICT, visual media, textbooks and all other course material through Google classroom.

Progression

At the end of S3 learners will be ideally placed to progress into National 4/5 Geography. The skills they have developed will also be transferable to National 4/5 History or Modern Studies.

S4 GEOGRAPHY

Physical Environments

Learners will learn about the location of landscapes and the formation of key landforms; landscapes types will be chosen from either glaciated upland areas and coastlines of erosion and deposition; or rivers and their valleys and upland limestone. Learners will also study land use and sustainability and weather.

Human Environments

Learners will study and compare developed and developing countries. Topics included in this section will be; Contrasts in development; World population distribution and change. Finally, learners will study changing urban and rural landscapes.

Global Issues

Learners 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 and finally tourism.

The National 5 Geography course is assessed through the following components:

| | |
|----------------------------------|-----------------------|
| Course examination | 80% of the total mark |
| Controlled assessment assignment | 20% of the total mark |

The Controlled assessment assignment will give pupils the opportunity to:

- Research an appropriate geographical / environmental topic through fieldwork
- Process the information gathered
- Show knowledge and understanding of the topic or the issue studied
- Present a reasoned and well-balanced 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 % or another Social Subject.

S3 MODERN STUDIES

By choosing to study Modern Studies, you will develop a greater understanding of the world by learning about other people and their values, in different times, places and circumstances. Modern Studies emphasises the development and application of skills by focusing on evaluating sources and will develop many key skills employers look for in different ways such as critical thinking skills; researching and analysing information.

World Powers

Brazil: Learners will study political, cultural and social issues in Brazil. They will learn about the political make-up of Brazil; crime, law and order in Brazil and social inequalities in Brazil.

The UK Media

Learners will learn about the different types of media in the UK and how the media influences us politically.

Contemporary Issues in the UK

Learners will have the chance to explore the current issues that are present in today's society such as Scottish Independence, US Presidential Elections and international political events. This will allow learners to study "breaking news" as it happens.

Personal Investigation (Added Value Unit)

There will be an opportunity for pupils to conduct an independent project based on their own Modern Studies related interests.

Learning and teaching approaches

Learners will experience a range of teaching methods, including class, group and individual activities. They will have access to a range of resources including ICT, visual media, information hand-outs and all other course materials through Google Classroom.

Progression

At the end of S3 learners will be ideally placed to progress into National 4/5 Modern Studies. The skills they have developed will also be transferable to National 4/5 Geography or History.

S4 MODERN STUDIES

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

- Democracy in Scotland
- Crime and Law
- International Powers: The United States of America

Democracy in Scotland

Learners will study power and decision-making in Scotland, participation and representation in Scottish politics, voting systems in Scotland and the influence of the media and pressure groups.

Crime and Law

The key topics in this unit are the different types of crime that exist, the causes of crime, the impact of crimes on individuals, communities and society and the responses to crime by the government, police and the court system.

International Powers: The United States of America

Learners will study the political structures and influences of the USA, the international influence of the USA on other countries, social and economic issues within the USA and the effectiveness of government measure in tackling social and economic issues.

In addition to these units, learners will consider a number of source-based questions which examine their ability to gather information from primary and secondary sources and to analyse this information.

The National 5 Modern Studies course is assessed through the following components:

- *Course examination* *80% of the total mark*
- *Controlled assessment assignment* *20% of the total mark*

The controlled assessment assignment will give pupils the opportunity to:

- Research an appropriate geographical / environmental topic through fieldwork
- Process the information gathered
- Show knowledge and understanding of the topic or the issue studied
- Present a reasoned and well-balanced 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 another Social Subject.

S3 RMPS - RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

By choosing to study RMPS it will equip you with the skills and knowledge for many different careers, including: politics, business, teaching, writing, news and journalism and law. The main purpose of the course is to challenge you to think in a critical way about a number of different aspects of the world. We live in a dynamic and ever-changing society of various perspectives and because of this tolerance and acceptance are vital –RMPS is the subject to help nourish these values and skills.

World Religion: Hinduism - world's oldest surviving religion

Hinduism is an ancient religion with followers all over the world, but most Scottish people have only heard of the Elephant headed God Ganesh. In this topic you will be exploring a religion with Hundreds of Gods, a rich history of stories and big colourful festivals. You will also explore how this Religion has influenced Scotland today and how one particular Hindu made history, Gandhi.

Morality and Belief: Morality, 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 man made 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.

Religious and Philosophical Questions: The Problem of Suffering and Evil

Bad things happen in the world; floods, fires, viruses and much more. What problems does this raise for believers in God? What problems does it bring up for human free will? That is what you will explore in this unit.

S4 RMPS – RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

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'.

Morality and Belief: Morality, Relationships and Gender Issues

It has been over 100 years since women received the right to vote in the UK, but it appears gender equality still has a long way to go. You will explore the morality surrounding gender inequality, exploring gender roles, family, marriage, and the workplace. You will also be exploring the moral issues surrounding same-sex relationships and the religious and non-religious views on all of these issues and more.

Religious and Philosophical Questions: Existence of God

Is there a God? Is there just science? Is it possible to believe in both? In this topic you will explore various arguments to support these viewpoints and evaluate their strengths and weaknesses.

The National 5 RMPS course is assessed through the following components:

| | |
|----------------------------------|-----------------------|
| Course examination | 80% of the total mark |
| Controlled assessment assignment | 20% of the total mark |

The Controlled assessment assignment will give pupils the opportunity to:

- Research an appropriate RMPS issue of their choice
- Process the information gathered
- Show knowledge and understanding of the topic or the issue studied
- Present a reasoned and well-balanced conclusion, supported by evidence

Progression

Candidates who are successful at National 5 will be able to progress to Higher RMPS or National 5 in another Social Subject. Candidates who are successful at National 4 could progress to RMPS at National 5 or another Social Subject.

S3-4 JOHN MUIR AND PERSONAL DEVELOPMENT AWARDS

This new 2 year, S3 to S4, Award Programme is a progressive targeted support for pupils with identified Additional Support Needs (ASN). Each pupil who accesses this support will have a personalised learning action plan, agreed with all partners (pupil, parents and multi-agency colleagues) which will meet their individual needs and support them towards achieving their potential.

The core function of this support is to enable learners to access their S3 and S4 curriculum at a level appropriate to their individual ability and ultimately to support towards success in all their chosen national qualifications. Features of this would include:

- Close liaison with subject specialist staff to create a supportive individualised curriculum.
- Support to effectively differentiate class learning. Working with pupils and teachers to create accessible class approaches, materials, resources and assessments. Including ICT solutions.
- Liaise with staff and pupils to find best assessment solutions for formative and summative assessment (AAAs).
-

The additional aim of the course will be to give students access to a range of opportunities and projects that will add value, depth and a sense of inclusion to their school experience. These projects will often lead to the pupils taking a role in contributing to the school and the wider community. This can offer pupils the opportunity to develop as responsible and confident individuals. These projects will/can include:

- **John Muir Award**, an environmental award scheme that encourages young people to connect with, enjoy and care for wild places.
- Community horticulture project in partnership with Dyce in Bloom.
- Individualised supported work experience placements.
- A Shared Reading Project, in partnership with Dyce Primary and Summer Reading Challenge.
- Saltire Awards, in recognition of individual project participation and community volunteering.

Moving into S4, the additional function of our support aims to prepare our pupils for their pathway from school into higher education, employment or other sustained post school destinations. We work closely with our guidance team and all partner agencies to provide a variety of individual experiences for pupils, ensuring they have positive destinations at the end of S4. This will include:

- Our SQA **Personal Development Award** which aims to help learners become more independent and to develop their potential as contributing members of our society. Our pupils will develop self-reliance, self-esteem and confidence through supported and independent learning. This Award is available at SCQF levels 2 to 6.

- Supported research and enquiries into post-school options that lead to suitable, realistic and informed choices based on their own skills, strengths and preferences.
- Future needs planning - involving pupils, parents and Skills Development Scotland.
- College and Career's Fair visits.
- Supported attendance at part-time college placements (Nescol's Friday link course).
- College Applications/Job applications.
- Enhancing employability skills. Including CV preparation, interview skills and personal presentation.
- Supported short term work experience placements tailored to meet student's individual needs, aptitudes and interests.

S3-4 TUTORIAL SUPPORT

The S3-4 Tutorial support is a program specifically designed for our learners who will require an enhanced level of targeted support. These would be pupils with more complex identified learning difficulties or disabilities whose learning needs would not be fully met by the Personal Development Course alone. This Tutorial support would complement the work of the Personal Development Award course, offering, between both choices, 6 hours per week of targeted support.

The S3-4 tutorial support would retain a strong focus on core literacy and numeracy skills with the addition of programmes of work on and experiences in:

Life skills

Managing money

Independent Travel

Relationships and Sexual Health

Further Education

The World of Work

Delivered with a high staff to pupil ratio the core function of this course is to equip our learners with the support, skills and confidence they will need to access their S3 and S4 curriculum and be successful in national qualifications whilst preparing them for the challenges of the world beyond school.