



S5/S6 Senior Phase Course Choice

Session 2019/20

Introduction for Parents/Guardians

A Curriculum for Excellence is the Scottish Government's education policy developed in response to a consultation on how Scotland as a nation best prepares young people in the twenty first century to meet the opportunities and challenges that lie ahead of them.

At Speyside High School we aspire to work in partnership to develop our young people to be happy, healthy and high achieving students who can make vibrant futures and ensure economic prosperity for themselves, their communities and the nation. We aim for young people to be the best they can be.

As your son or daughter approaches the end of the Broad General Education they make option choices for the 'Senior Phase', the years between S4 and S6.

Your son or daughter will now choose the subjects which will deliver qualifications, skills and experience which lead to their desired post-school destinations eg employment, training, further or higher education.

The Senior Phase is designed to help ensure positive destinations for all learners.

Subject Choice

Your son or daughter already began to personalise their curriculum in S1 and S2 with elective options and in S3 by making some choices within curricular areas. Now in consultation with you, and with our support and guidance, they make the very important decisions about which subjects they want to take forward.

This process will involve choosing subjects from the National Qualifications Framework, including Skills for Work Courses, National Progression Awards, National Courses, Highers and Advanced Highers. The school is now providing the information and advice to assist making these crucial decisions.

When choosing courses and levels, the number of courses a pupil should take is as follows:

- Pupils in S4 will take 6 courses;
- Pupils in S5 will take 5 courses;
- Pupils in S6 will take a minimum of 4 courses unless they are taking 3 Advanced Highers in which case they would not be expected to take any more;
- S5/6 pupils will also choose between 1 and 3 Wider Achievement courses, depending on subject choices at this stage. A Wider Achievement booklet will be issued before Easter. For some young people Wider Achievement will mean undertaking further Literacy/Numeracy studies.

Pupils in S4 to S6 will study an appropriate number of courses depending on the level of courses chosen. This will allow the time to complete courses and allow for study periods for pupils working at Higher and Advanced Higher where appropriate.

The booklet is designed to provide you with the information you require to support your son or daughter in making choices for the Senior Phase. Please read it carefully and use it to help you discuss choices with your son or daughter. It will also be used in PSE classes with Guidance Teacher input. If you have any questions, please contact your child's Guidance teacher.



As young people experience subjects it may be that they and you feel their chosen subjects are not what they require. If this is the case the sooner a change is made the better. This ensures as little of a course is missed. Young people will only be able to reduce subjects in extreme cases.

Young people have the opportunity to choose new subjects in S4. Research would show that there is a greater opportunity of success if young people choose courses they have previously done in S3.



Mrs P Goodbrand
Head Teacher



Frequently Asked Questions

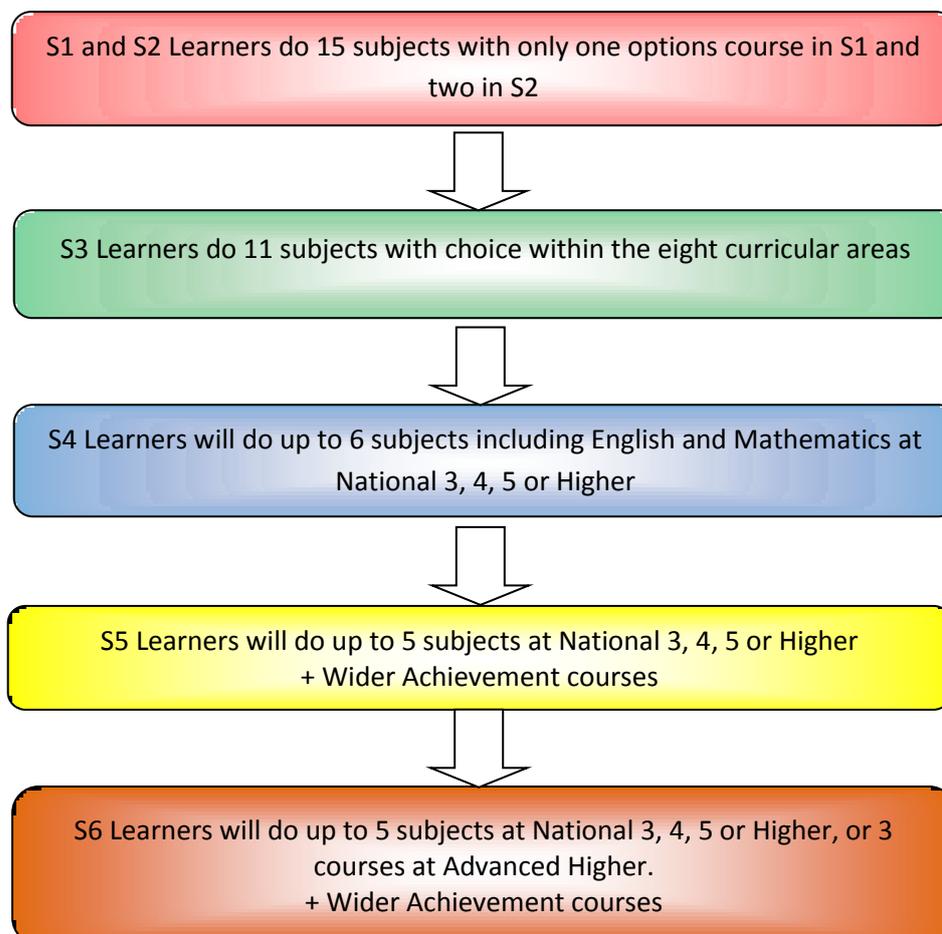
Broad General Education is one of the very important terms used within the Curriculum for Excellence, but what does it really mean?

A Broad General Education is one of the key entitlements to all pupils from early years through to the end of S3. After S3 pupils will move on to the Senior Phase from S4 to S6 which includes the study for qualifications. This Broad General Education provides a strong foundation for choosing and specialising in a range of subjects at the end of S3 and then leading to National Qualifications.

The table below shows how most pupils will progress through the Curriculum for Excellence. It is important to note that young people will progress through the Broad General Education at different rates.

Introduction

Your child is about to enter the Senior Phase of the Curriculum for Excellence. So far they have followed a broad general education with some element of choice in S3. Now they are about to embark on the Senior Phase. This is where they start to work towards National Qualifications.



National Qualifications are one year courses that have replaced Standard Grades and Intermediate Courses.

Scottish Curriculum Qualifications Framework (SCQF) Level	Previous Qualifications	Current Qualifications	SCQF Credit Points
1	Access 1	Access 1	6
2	Access 2	National 2	18
3	Access 3 Foundation Standard Grade	National 3	18
4	Intermediate 1 General Standard Grade	National 4	24
5	Intermediate 2 Credit Standard Grade	National 5	24
6	Higher	Higher	24
7	Advanced Higher	Advanced Higher	32

The SCQF is a way of comparing the wide range of Scottish qualifications. It covers achievements from school, colleges, universities and many work-based qualifications.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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



scqf
scottish credit and qualifications framework

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Professional Development Award	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	The Diploma of Higher Education is allocated 240 SCQF Credit Points at Level 8 or above.
6	Higher, Awards, Skills for Work Higher			
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			



Key Dates

Our PSE will have input, including talks from Moray College and CITB, introduction to the careers library and My World of Work.

17 January	S3 Subject Parents' Night
14 – 25 January	S4 – S6 Prelims
22 - 23 January	S3 Guidance Meetings
31 January	Senior Phase Parents' Night
1 February	Deadline for S3 Choices
6 February	Senior Phase Parents' Night
12 - 13 February	S4 Guidance Meetings
15 February	Deadline for S4 Choices
19 - 20 February	S5 Guidance Meetings
22 February	Deadline for S5 Choices

Meeting Individual Learning Needs

Throughout the process of locating pupils in appropriate programmes, care is taken to meet individual needs with a view to optimising opportunities for personal progression and achievement. This can be reflected in the combination of courses followed and the variety of levels pupils may achieve at. There is support for personal learning and additional assessment arrangements can be made for pupils with specific additional support needs.

We aim to support all pupils to achieve the most opportunities possible for personal progression and achievements. Pupils are able to work towards and achieve different courses at different levels

This is a key area of work for the Support for Learning (SFL) Department. Members of staff within the SFL Department also support learners in subject classes and in the delivery of dedicated tutorial periods of coursework towards National levels 1, 2 and 3. These courses will be developed in partnership with subject departments in response to the needs of individual or groups of pupils.

Viability of Courses

While every effort will be made to ensure that each learner gets their first choices, some courses may not be viable in terms of effective use of resources if the number of pupils choosing it is too low. If this is the case learners will be asked to renegotiate their course choice.



Core Curriculum and Options for the Senior Phase In 2019-20

OUR CURRICULUM RATIONALE

At Speyside High School our curriculum is designed to equip our young people with skills for life, provide valuable and inspiring experiences and work towards a set of qualifications pupils can be proud of. In doing this we are ensuring that our pupils leave school to positive and appropriate destinations and successful futures.

All curriculum, experiences and activities will support our school vision: Happy, Healthy and High Achieving and will be developed with our values of being Ambitious, Dedicated, Responsible, Healthy, Achieving and showing Respect in mind. In all classes will cover the areas of Literacy, Numeracy, Health and Wellbeing, Digital Literacy, Enterprise, Global Citizenship and Learning for Sustainability, as well as developing skills for life, learning and work. Every pupil is entitled to an experience that meets the Career Education Standard, thus learning about all the opportunities they will have beyond school and appropriate pathways to allow them to be best placed to make the most of these opportunities.

Core Curriculum

In S5 and S6, all pupils do PSE and Universal Pupil Support and at least one Wider Achievement course.

Wider Achievement

Pupils in S5/6 will also do between 1 and 3 Wider Achievement courses depending on the number of Higher and/or Advanced Higher courses they are undertaking.

Advanced Highers

As with all other courses it is only possible to run Advanced Highers if numbers make these courses viable.

Currently Biology, Chemistry and History are delivered centrally. Speyside High students join students from other Moray schools for a half day per week. There are plans for other subjects to be delivered in this way next session. Further information will be provided to pupils concerned once we are clear about provision for next session.

Moray College Options

All pupils in S4 to S6 have the opportunity to apply for courses at Moray College. Pupils who are successful in their application will attend Moray College for either:

- Column E - Every Wednesday. To accommodate this, pupils will only do a course from three of the option columns and will be unable to take Core PE.
- Column F (S5/6) only – For a double period on a Tuesday and a Friday – pupils will miss Core PE and RME to accommodate for travel time.

Information on the courses covered is included in a separate booklet which can be downloaded from https://www.moray.uhi.ac.uk/t4-media/one-web/moray/schools/senior_phase_web.pdf.

Pupils who are choosing Moray College will need to complete an application form which they can get from their Guidance teacher and then may be interviewed before gaining a place.

Foundation Apprenticeships

This is a second offer that takes place at Moray College as well as providing work experience. Pupils do this over two years, in S5 and S6 although they may be able to do it over a single year in S6 although not for all courses.

You can find out more about Foundation Apprenticeships at <https://www.moray.uhi.ac.uk/schools/foundation-apprenticeship/>.





Skills Development Scotland

As Skills Development Scotland Advisers linked to Speyside High School, we work alongside the school to offer careers advice, guidance and information to pupils. We can help young people to find out how they can start to plan and take control of their own career, their learning and their employment opportunities. We can help them to make sense of the world of work and how to interpret the information that is available about careers. We will work with Speyside High School pupils at all stages of their school career, but generally from S4 upwards, sometimes as part of small groups and sometimes on a one-to-one basis, and always with the best interest of the individual in mind.

We help young people (and adults too) to look at themselves as individuals. We help them to realise how their skills, qualities, qualifications, experiences, aspirations and motivations will influence their decisions and options.

Skills Development Scotland offers support to help individuals to overcome barriers which prevent them from accessing opportunities and achieving goals. As part of Skills Development Scotland, it is our role to assist people of all ages and at all stages of their life in developing and realising their career potential. We work not only with individuals but also with organisations to encourage people to plan and to help them to make well informed and realistic decisions about their future.

We can also help schools to develop their career and enterprise education programmes and we have links to the wider business community.

Further information is available from our website at www.skillsdevelopmentScotland.co.uk

You are welcome to contact our Advisers during business hours, either by email, by phone or by contacting Skills Development Scotland Centre at the address below which is open Monday/Wednesday/Friday during office hours.

Skills Development Scotland Careers Adviser: Kay Geldart

Skills Development Scotland
232 High St
Elgin
IV30 1BA

Phone: 03000 132002
Mobile: 07917 201018 (Mon-Wed)

Email: kay.geldart@sds.co.uk



Courses Offered

Information about the following subjects can be found in this booklet:

<u>Department</u>	<u>Course</u>	<u>Page No</u>
Art and Design	Art and Design	09
	Photography	10
Business Education	Accounting	11
	Administration and IT	13
	Business Management	15
Computing	Computing and Information Science	17
	Computer Games Development	19
English	English	20
Geography	Skills for Work: Travel and Tourism	23
	Geography	24
History	History	27
	Classical Studies	29
Home Economics	Health and Food Technology	30
	Hospitality: Practical Cake Craft	31
	Hospitality: Practical Cookery	32
Mathematics	Mathematics	33
Modern Languages	French / German / Spanish	37
Modern Studies	Modern Studies	40
	Politics	42
Performing Arts	Drama	43
	Music	45
Physical Education	Physical Education	49
	Sport and Recreation	52
Science	Biology	53
	Chemistry	56
	NPA Science and Health	59
	Physics	60
Technical	Practical Woodworking	65
Additional Courses	Animal Care / Agriculture (two year course) / Practical Electronics / Engineering Science	66
Wider Achievement		67



ART AND DESIGN
(Principal Teacher: Ms S Briston)

Art & Design: National 4, 5, Higher and Advanced Higher

At all levels, you will complete **two portfolios and final pieces**.

The **Expressive Portfolio** allows you to develop your own personal themes within one of landscape, portrait, figure, still life. You will complete two artist studies and a series of observational studies which form the base for your expressive portfolio.

The **Design Portfolio** gives you the chance to solve visual design problems through creating a design brief and working through the design process. You will select a design discipline from, 2D or 3D Fashion and Textiles or Graphics.

For National 5 and Higher, a **Question paper** set as an exam and marked by SQA. The question paper is on the artists and designers you have studied and an analysis of artists' and designers' work. This is 20% of the final assessment.

Skills that will be developed:

A key aspect involves studying the work of artists and designers which then provides inspiration/influence for your own projects. You will experiment with materials in imaginative and creative ways, develop practical skills and communicate thoughts and ideas through your portfolios.

Advanced Higher Art and Design builds on the work done at Higher Grade; it allows more personalisation and specialisation, encouraging a greater depth of study.

Next steps:

Consider NPA level 5/6 or Higher Photography to complement the Art and Design course. Please speak to Art department staff who will be able to give you further advice.



ART AND DESIGN
(Principal Teacher: Ms S Briston)

Photography: National Progression Award

Students are able to use their own mobile phone for this subject.

There are four written reports and six photoshoots to complete and present in order to achieve a pass. Students work at their own pace through the course and often complete photoshoots in their own time outside of school. Students are encouraged to complete the course early and then have the option to move on to Higher study in Photography or use the time for their Art and Design studies.

Photography: Higher

There is no exam in this subject.

Photobook: The general aim of this book is to develop learners' ability to **use** a range of camera techniques and photographic processes producing technically proficient and imaginative photographic images. Learners **apply** a range of photographic processes and techniques in a range of contexts.

Masters of Photography: Learners will also develop analytical skills and a critical understanding of the historical, scientific, social and cultural factors influencing photographers and their work. They will present six photographs inspired and influenced by the photographer study.

The Project

Students develop and complete a project which accounts for 100% of their overall grade. Negotiated with their teacher, it reflects their own interests and is externally assessed.

Students are expected to work with increasing independence in this course. Shared access to school equipment is available; **however it is essential that students have access to their own DSLR camera**. A pen drive and tripod are useful and students should note that they will incur costs for printing and presenting their final project.

Next steps:

Useful with Higher and Advanced Higher Art and Design.

Please speak to Art department staff who will be able to give you further advice.



BUSINESS EDUCATION
(Principal Teacher: Mrs M McKenzie)

National 5 Accounting

The purpose of the course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance.

This course is divided into 2 Units:



1 Financial Accounting

The key areas covered in this Unit are, sole trader, the role of financial accountant, business documents, preparing ledger accounts, preparing a trial balance, financial statements, correction of errors, sources of finance and ratios.

2 Management Accounting

The key areas covered in this Unit are, the role of management accountant, costing theory, inventory record cards, labour costing, overhead analysis, job costing, break-even, budgeting, decision-making and spreadsheets.

HOME REVISION AND REVIEW WORK: Set homework will be issued weekly, usually in the format of a past paper question. A minimum of **2 hours per week** should be devoted to completion of homework and regular revision of course content throughout the year. Weekly revision guides and support will be issued by the Department.

EXTERNAL ASSESSMENT There are 2 components. Component one is an assignment worth 50 marks which is completed during class time under exam conditions. Component two is a question paper which lasts 2 hours and has 130 marks available. It consists of 2 sections. Section 1 is worth 70 marks and Section 2 is worth 60 marks. A prelim exam will take place in February.

Why should you choose Business Management?

Accounting relates to many aspects of everyday life and, therefore, gives learners experiences which are topical and which develop skills for learning, life and work. The course encourages learners to think logically and to apply accounting principles in their everyday lives, thereby supporting their personal financial awareness.



Skills that will be developed are

- Employability
- Creativity
- Self-Management
- Teamwork
- Communication
- Thinking
- Interpersonal
- Leadership

Next steps: Following on from National 5 you can study Higher Accounting.



BUSINESS EDUCATION
(Principal Teacher: Mrs M McKenzie)

Higher Accounting

COURSE CONTENT:

The purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance.

This course is divided into 2 Units:

Unit 1 Financial Accounting

The key areas covered in this Unit are, the role of financial accountant, partnership, public limited companies, manufacturing accounts, period end financial statements, and business analysis.

Unit 2 Management Accounting

The key areas covered in this Unit are, the role of management accountant, inventory valuation, overhead analysis, service cost statements, process costing, budgeting, decision-making, investment appraisal and using spreadsheets.

PREFERRED ENTRY LEVEL: National 5 Accounting at A or B Grade. Pupils with no previous Business Education qualifications may also be considered. In this case awards in other subjects will be looked at especially Maths will be necessary to enter the Higher course, and the final exam in May/June.

HOMEWORK: Set homework will be issued weekly, usually in the format of a past paper question.

HOME REVISION AND REVIEW WORK: A minimum of **2 hours per week** should be devoted to completion of homework and regular revision of course content throughout the year. Weekly revision guides and support will be issued by the Department.

EXTERNAL ASSESSMENT There are 2 components. Component one is an assignment worth 60 marks which is completed during class time under exam conditions. Component two is a question paper which lasts 2 hours 30 minutes and has 120 marks available. It consists of 2 sections. Section 1 is worth 80 marks and Section 2 is worth 40 marks. A prelim exam will take place in February.

Skills that will be developed:

- Employability
- Self-Management
- Communication
- Interpersonal
- Creativity
- Teamwork
- Thinking
- Leadership

Next steps:

Following on from Higher Accounting you could further study this at college or university. In school you could study Higher Business Management.



BUSINESS EDUCATION
(Principal Teacher: Mrs M McKenzie)

Administration and IT National 4 and 5

The course is set in the context of a modern business environment and emphasises the increasing role that Information Technology (IT) plays in the activities of any organisation. You will learn to use software packages to research, evaluate, summarise and communicate information in an effective way.

The course is divided into 2 areas of study:

IT Applications - You will use Spreadsheet, Database and Word, use of to research and extract information, powerpoint for presentations, publishing and email for communication



internet
desktop

Theory - You will learn the tasks, skills and qualities of an administrative assistant, describing the key features of good customer care in the context of administration, describing the organisational responsibilities in terms of health and safety and describing the key organisational responsibilities in terms of the security of people, property and information.

HOME REVISION AND REVIEW WORK: Set homework will be issued weekly, usually in the format of an extended response/past paper question. A minimum of **one hour per week** should be devoted to completion of homework and regular revision of course content throughout the year. Weekly revision guides and support will be issued by the Department.

EXTERNAL ASSESSMENT There are 2 components. Component one is an assignment worth 70 marks which is completed during class time under exam conditions. Component two is called a question paper which lasts 2 hours and has 50 marks available. Approximate marks are Database 20 marks, Spreadsheet 20 marks and Theory 10 marks. A prelim exam will take place in February.

Why should you choose Administration and IT?

This course will provide you with an opportunity to acquire the skills needed to equip you for the world of business and enterprise. These skills will allow you to access, understand and contribute to the business and information environment that is the world of work today. They are transferable skills which will enable you to operate independently in a small organisation or work as an effective team member in a larger organisation.



Skills that will be developed:

- | | | | |
|-----------------|-------------------|-----------------|-----------------|
| • Employability | • Self-Management | • Communication | • Interpersonal |
| • Creativity | • Teamwork | • Thinking | • Leadership |

Next steps: Following on from National 5 you can study Higher Administration and IT.



BUSINESS EDUCATION
(Principal Teacher: Mrs M McKenzie)

Administration and IT Higher

The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions. This Course is designed for those who are interested in the management aspects of administration and advanced uses of IT and who want to develop their administrative and IT skills further. Learners who have completed the Course will be able to utilise the acquired administration- and IT-related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment.

Learners will develop a range of both generic and subject-specific skills, including the ability to use a range of functions, some of them complex, of the following IT applications: word processing, spreadsheets, databases, desktop publishing, presentation; the ability to take responsibility for key administrative tasks; and the ability to organise, manage and communicate relatively complex information.

Learners will also develop the ability to manage the organisation of events; the ability to comply with relevant health, safety and security legislation and workplace procedures; and the ability to solve problems in the context of administration.

The course is split into 2 units - Administrative Theory and Practice, IT Applications.

PREFERRED ENTRY LEVEL: National 5 Administration and IT at A or B Grade. Pupils with no previous Business Education qualifications may also be considered. In this case National 5 level awards in other subjects will be necessary to enter the Higher course, and the final exam in May/June.

HOMEWORK: Set homework will be issued weekly, usually in the format of an extended response/past paper question.

HOME REVISION AND REVIEW WORK: A minimum of **2 hours per week** should be devoted to completion of homework and regular revision of course content throughout the year. Weekly revision guides and support will be issued by the Department.

EXTERNAL ASSESSMENT There are 2 components. Component one is an assignment worth 70 marks which is completed during class time under exam conditions. Component two is a question paper which lasts one hour 30 minutes and has 50 marks available. It consists of 2 sections. Section 1 is worth 10 marks and Section 2 is worth 40 marks. A prelim exam will take place in February.

Skills that will be developed:

- Employability
- Creativity
- Self-Management
- Teamwork
- Communication
- Thinking
- Interpersonal
- Leadership

Next steps:

Following on from Higher Administration and IT, you can continue to study this at further education, or within the school you could perhaps study Business Management or Accounting.



BUSINESS EDUCATION
(Principal Teacher: Mrs M McKenzie)

National 4 Business and National 5 Business Management

Business and enterprise form key parts in the development and growth of modern society. Business Management will enable you to develop knowledge and skills which will allow you to access, understand and contribute to the dynamic and complex business and information environment in which you live.

NATIONAL 4 BUSINESS - this course is divided into 2 parts:

1 Business in Action

- How small businesses operate and satisfy customer needs
- Key functional activities of small businesses

2 Influences on Business

- Stakeholders and their influence on a business
- Make decisions on the running of a small business, taking account of internal and external influences



NATIONAL 5 BUSINESS MANAGEMENT - this course is divided into 5 areas of study. These are **Understanding Business, Management of Marketing, Management of Operations, Management of People and Management of Finance**

HOMEWORK: Set homework will be issued weekly, usually in the format of an extended response/past paper question.



HOME REVISION AND REVIEW WORK:

A minimum of **2 hours per week** should be devoted to completion of homework and regular revision of course content throughout the year. Weekly revision guides and support will be issued by the Department.

EXTERNAL ASSESSMENT There are 2 components. Component one - the external exam is a question paper which lasts 2 hours and has 90 marks available. It consists of 2 sections. Section 1 will contain questions on the interpretation of 2 case studies of a business while Section 2 will be extended response questions. A prelim exam will take place in February. Component two – is an assignment with 30 marks marked by SQA and completed in class under a high degree of supervision and control.

Why should you choose Business Management?

This course will develop your ability to make valid judgements and conclusions based on information collected. You will participate in business simulations, apply business techniques in a variety of contexts and access real-life business enterprises for information.

Skills that will be developed:

- | | | | |
|-----------------|-------------------|-----------------|-----------------|
| • Employability | • Self-Management | • Communication | • Interpersonal |
| • Creativity | • Teamwork | • Thinking | • Leadership |

Next steps:

Following on from National 5 Business Management you can study Higher Business Management.



BUSINESS EDUCATION

(Principal Teacher: Mrs M McKenzie)

Business Management Higher

The purpose of the course is to highlight the ways in which large organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of large organisations, their functions and their decision-making processes.

A main feature of this course is the development of enterprising and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The course therefore includes the study of large organisations in the private, public and third sectors.

This course is split into 5 areas of study. These are **Understanding Business, Management of Marketing, Management of Operations, Management of People and Management of Finance.**

PREFERRED ENTRY LEVEL:

National 5 Business Management at A or B Grade or National 5 Administration and IT. Pupils with no previous Business Education qualifications may also be considered. In this case National 5 level awards in relevant subjects will be necessary to enter the Higher course, and the final exam in May/June.

HOMEWORK: Set homework will be issued weekly, usually in the format of an extended response/past paper question.

HOME REVISION AND REVIEW WORK:

A minimum of **2 hours per week** should be devoted to completion of homework and regular revision of course content throughout the year. Weekly revision guides and support will be issued by the Department.

EXTERNAL ASSESSMENT There are 2 components. Component one - the external exam is a question paper which lasts 2 hours and 45 minutes and has 90 marks available. It consists of 2 sections. Section 1 will contain questions on the interpretation of a case study of a business while Section 2 will be extended response questions. A prelim exam will take place in February. Component two – is an assignment with 30 marks marked by SQA and completed in class under a high degree of supervision and control.

Skills that will be developed:

- Employability
- Creativity
- Self-Management
- Teamwork
- Communication
- Thinking
- Interpersonal
- Leadership

Next steps:

Following on from Higher Business Management you can study Higher Accounts or Administration and IT.



COMPUTING SCIENCE

(Principal Teacher: Mr M McWhirter)

Why study Computing Science?

There is a massive skills shortage in the UK technology industry! We do not produce enough Computing Science and Cyber Security graduates.

Studying Computing Science will open the door to many modern careers with IT companies and those who use computers in industry, commerce, government services and the universities. Roles span technical innovation, management, analysis, consultancy, training and research. Employers range from small companies to large multinationals with much scope for work and travel abroad.

Studying Computing Science will increase your **employability** – digital literacy is a highly valued skill for employers. Expertise in computing enables you to solve complex, challenging problems. You will become a **master problem solver**. Expertise in Computing Science helps you even if your primary career choice is not in the technology field!

Computing Science National 4/5

Unit 1: Software Design & Development

You will learn how to design and develop your own computer software from the early stages of breaking down a problem into its component steps, designing how the software will look on your screen, right up to implementing the program using the Python computer programming language and testing it.



Unit 2: Information Systems Design & Development

Knowledge is power. You will learn how large companies like Facebook store the vast amounts of data they have about their users in data structures known as ‘databases’. This information has to be presented in some way – one of the most common methods for accessing information in the world is through websites on the internet. In this unit you will learn how to design and develop both databases and websites.

Unit 3: Computer Systems

How does a computer think? Explore the hardware inside computer systems and how it all interacts. You will also explore how the internet and other computer networks function in order to allow us to communicate and share data with anyone, anywhere.

Skills that will be developed:

- Employability
- Self-Management
- Thinking
- Communication
- Creativity

Next steps: Higher Computing Science, NPA Cyber Security, NC Digital Media (Moray College), Apprenticeships in IT/Computing.



COMPUTING SCIENCE
(Principal Teacher: Mr M McWhirter)

Computing Science: Higher

Higher Computing Science has been designed to be continued from National 5 Computing Science and therefore has a lot of previous learning required. If you wish to study Computing Science at Higher Level without completing National 5 please speak to Mr McWhirter.

Unit 1: Software Design & Development

Building upon previous experience of Software Design & Development, you will begin to implement advanced programming constructs and explore new data structures. Standard algorithms and procedural coding will be used to make your programs more efficient and reusable. You will continue to use the Python programming language. You will explore different computer programming paradigms such as object-oriented programming and programming for artificial intelligence. You will experience two new programming languages: Java and Prolog.

Unit 2: Information Systems Design & Development

Building on your knowledge from National 5 Computing Science you will create more advanced database systems with more complex relational structures. You will also further your knowledge of both mark-up and scripting languages which are used to create websites. Finally, you will combine your knowledge of databases and websites to make advanced database-driven dynamic websites. You will learn about the special purpose programming language which runs behind all information systems: SQL.

Unit 3: Computer Systems

This unit explores the anatomy of a computer system in further detail, along with exploring emerging technologies such as virtual machines/emulation and cloud computing.

Skills that will be developed:

- Employability
- Self-Management
- Thinking
- Communication
- Creativity

Next steps:

University to study Computer Science, Advanced Higher Computing Science, NPA Cyber Security, HNC Computing (Moray College), Apprenticeships in IT/Computing.



COMPUTING SCIENCE
(Principal Teacher: Mr M McWhirter)

NPA Computer Games Development (Level 6)

Students will study the new and revised Computer Games Development course by the SQA offered at level 6. This award has been designed to provide skills and a foundation for building a career in Computer Games Development, as well as develop skills in problem solving and using technology.

Unit 1 Computer games design

This unit provides a foundation in techniques that are important to the sector such as digital planning and design whilst exploring different genres and trends in game development. You will plan and create a basic design for a small game in this unit.

Unit 2 Creating media assets

This purpose of this unit is to upskill students in digital content creation. We will look at creating pixel art, digital painting, 3D modelling, skinning and rigging. We will also explore sound design, recording and creation including the use of ambient effects and music in computer games. You will create the necessary media assets for your game in this unit.

Unit 3 Computer games development

In this unit you will explore and develop digital skills through developing a computer game using either a 2D or 3D game engine. You will use your design and assets from previous units.

Unit 4 Marketing a computer game

Now that your game is complete, we will look at the process of digital marketing. We will create some digital assets to market our computer games, such as a website and trailer.



Skills that will be developed:

- | | | |
|-------------------|-----------------|--------------------|
| • Employability | • Thinking | • Using Technology |
| • Communication | • Teamwork | • Problem Solving |
| • Self-Management | • Interpersonal | |
| • Creativity | • Leadership | |

Next steps (as long as you meet entry requirements):

University to study Computer Games Development or Computer Science, Higher Computing Science, HNC Computing or NC Interactive Media (Moray College), Apprenticeships in IT/Computing/Cyber Security.



ENGLISH AND LITERACY
(Principal Teacher – Mrs L Williamson)



NATIONAL 4 AND 5

COURSE CONTENT:

Reading:

- You will study from a range of texts, including prose, poetry, and film media.
- You will also study close reading skills using non-fiction texts.

Writing:

- There will be opportunities to produce a variety of pieces of both functional and creative writing.

Talking:

- You will be participating regularly in class and group discussion and you will be expected to produce group and solo talks, with or without the use of ICT.
- You will also have the option to present some of your internally assessed work in a spoken format, rather than in a written one.

Listening:

- You will be listening to individual talks, group discussions, film media, the teacher and each other. Good listening skills will also help you with note-taking and questioning.

COURSE ASSESSMENT FOR NATIONAL 4:

There are 4 mandatory units in this course. All unit assessments must be passed in order to achieve **National 4** English. All units are internally assessed. There is no external exam.

1. Analysis and Evaluation: reading assessment and listening assessment.
2. Creation and Production: writing assessment and talking assessment.
3. Literacy: reading, writing, talking and listening skills for learning, life and work. If all assessments are passed, then the overall Literacy National Unit is passed.
4. Added Value Unit: This Unit will give you the opportunity to use the skills you learn in English to investigate and report on a topic chosen by you. This must be completed and passed in order to achieve English at N4 level. It can be submitted as a written piece or presented as a solo talk.

COURSE ASSESSMENT FOR NATIONAL 5:

There is one internal assessment in the National 5 Course in addition to an externally marked Writing Folio and an external examination.

Internal Assessments:

1. Performance – spoken language

External Assessments:

1. Writing Folio – two pieces of writing – submitted to SQA for marking.
2. Close Reading Paper for Understanding, Analysis and Evaluation – examination.
3. Critical Essay and Critical Reading Paper – examination.

SKILLS: These courses will develop a range of skills including self-management, teamwork, communication, thinking and employability.

NEXT STEPS: Successful completion of N4 – progress to N5 English OR Literacy.

Successful completion of N5 – progress to Higher English.



ENGLISH AND LITERACY
(Principal Teacher – Mrs L Williamson)

HIGHER**COURSE CONTENT:****Reading:**

- You will study from a range of complex texts, including prose, poetry, and film media. There is also a requirement that one written text is a Scottish text.
- You will also study close reading skills using detailed non-fiction texts.

Writing:

- There will be opportunities to produce a variety of sophisticated pieces of both functional and creative writing.

Talking:

- You will be participating regularly in class and group discussion and you will be expected to produce and research for detailed solo talks, with or without the use of ICT.
- You will also have the option to present some of your internally assessed work in a spoken format, rather than in a written one.

Listening:

- You will be listening to individual talks, group discussions, film media, the teacher and each other. Good listening skills will also help you with note-taking and questioning.

COURSE ASSESSMENT:

There is one internal assessment in the Higher course in addition to an externally marked Writing Folio and an external examination.

Internal Assessments:

1. Performance – spoken language

External Assessments:

1. Writing Folio – two pieces of writing – submitted to SQA for marking
2. Close Reading paper for Understanding, Analysis and Evaluation - examination
3. Critical Essay and Critical Reading paper – examination

SKILLS: This course will develop a range of skills including self-management, teamwork, communication, thinking and employability.

NEXT STEPS: Following successful completion of Higher – progress to Advanced Higher.



ENGLISH AND LITERACY
(Principal Teacher: Mrs L Williamson)

ADVANCED HIGHER

The Advanced Higher course in English provides an opportunity to study mature and complex texts of a lively, demanding and interesting nature. Imaginative, creative and expressive potential will be fostered in writing. Group presentations and individual talk skills are also developed in preparation for further study and the world of work.

There are both Internal and External assessments for this course as well as a final exam. These assessments and exam include:

- Dissertation – submitted to SQA for marking
- Creative writing Folio of two pieces – submitted to SQA for marking
- Critical Essay - examination
- Textual Analysis - examination



GEOGRAPHY

(Principal Teacher: Mr K Turner)

National 4/5 Skills for Work: Travel & Tourism

The National 4 and 5 Skills for Work: Travel and Tourism are introductory qualifications in travel and tourism. They will develop the skills, knowledge and attitudes, needed for work in the travel and tourism industry. At Speyside High we will be aiming the course at N5 level. We will be working with partner organisations to deliver a course that prepares students for potential employment in this growth industry in Scotland. It will also complement other courses within the school curriculum.

You will study the following units:

- **Travel & Tourism: Scotland** – considering tourism in the Spey valley as well as adventure tourism in the Scottish Highlands,
- **Travel & Tourism: UK and World** – considering ecotourism around the world,
- **Employability Skills** – investigating different careers in the travel industry,
- **Customer Service** – understand different travel products & customer needs.

Skills that will be developed:

- **Employability** – gain experience of the skills needed to succeed in this growth industry in Scotland
- **Creativity** – use your skills of problem-solving, open-mindedness and imagination to design travel products.
- **Self-Management** – design your own travel & tourism projects.
- **Teamwork** – you will work in small groups in the classroom and beyond.
- **Communication** – present your work as writing, graphs and orally.
- **Thinking** – listening to the needs and requirement of customers.
- **Interpersonal** – work with a range of people in different scenarios including excursions, guest speakers, and role-playing.



Next steps:

Students who gain N5 Skills for Work: Travel & Tourism might consider part-time employment or a future career in the travel/tourism sectors.

Students can apply the skills and knowledge gained to other school subjects; such as Geography and Modern Languages

For more information or if you have any questions, please see **Mr Turner** in **Room 35**.



GEOGRAPHY

(Principal Teacher: Mr K Turner)

Geography: National 4 and 5

Geography is all about understanding the world around us. By studying Geography in the Senior Phase you will gain a unique understanding of the processes and behaviours that shape our physical and human environments.

National Geography will build on your skills and knowledge from S1 – S3 Geography.

You will study the following topics:

- **Physical Environments:** river landscapes, limestone landscapes & weather.
- **Human Environments:** urban, farming & population.
- **Global Issues:** Environmental Hazards & Climate Change.
- You will also complete an **N4 Project** and an **N5 Assignment** (if appropriate) based on **fieldwork**.

Skills that will be developed:

- **Employability** – gain empathy for others and develop your IT skills.
- **Creativity** – use your skills of problem-solving, open-mindedness and imagination as you seek solutions to real world issues.
- **Self-Management** –design your own research projects.
- **Teamwork** – you will work in small groups in the classroom and beyond.
- **Communication** – present your work as writing, graphs and orally.
- **Thinking** –build coherent arguments and listen to the opinions of others.
- **Interpersonal** – work with a range of people in different scenarios including outdoor learning.



Next steps:

Students who gain N5 Geography should consider studying Higher Geography and perhaps onwards to Advanced Higher.

Students who gain N4 Geography can continue their studies to National 5 Geography.

For more information or if you have any questions, please see **Mr Turner** in **Room 35** or check out the **Department glow site:**

<https://blogs.glowscotland.org.uk/my/shsgeog/>



GEOGRAPHY

(Principal Teacher: Mr K Turner)

Higher Geography

Geography is all about understanding the world around us. By studying Geography in the Senior Phase you will gain a unique understanding of the processes and behaviours that shape our physical and human environments.

Higher Geography will build on your skills and knowledge from N5 Geography. **However it is possible to study for a *crash* Higher without the N5 course.**

You will study the following topics:

- **Physical Environments:** Coastal & glacial landscapes, biosphere, hydrosphere & atmosphere.
- **Human Environments:** urban change, land degradation & population change.
- **Global Issues:** Development & Health and another topic of choice.
- You will also complete an **Assignment** based on **fieldwork**.



Skills that will be developed:

- **Employability** – gain empathy for others and develop your IT skills.
- **Creativity** – use your skills of problem-solving, open-mindedness and imagination as you seek solutions to real world issues.
- **Self-Management** –design your own research projects.
- **Teamwork** – you will work in small groups in the classroom and beyond.
- **Communication** – present your work as writing, graphs and orally.
- **Thinking** –build coherent arguments and listen to the opinions of others.
- **Interpersonal** – work with a range of people in different scenarios including outdoor learning.

Next steps:

Higher Geography is a respected course for college and university entrance.

Students who gain Higher Geography can continue their studies to Advanced Higher level.

For more information or if you have any questions, please see **Mr Turner** in **Room 35** or check out the **Department glow site:** <https://blogs.glowscotland.org.uk/my/shsgeog/>



GEOGRAPHY

(Principal Teacher: Mr K Turner)

Geography: Advanced Higher

Geography is all about understanding the world around us. By studying Geography in the Senior Phase you will gain a unique understanding of the processes and behaviours that shape our physical and human environments.

Advanced Higher Geography is a unique course that gives you a huge opportunity to study topics of your own choice from across the field of Geography.

You will be taught the follow **skills**, which will also form the basis of the examination:

- **Map Interpretation.**
- **Data Collection:** including fieldwork techniques.
- **Data Handling & Analysis:** including statistical & graphical techniques.

You will also complete a **Folio**, representing 66% of your final mark:

- **A Geographical Study:** create your own fieldwork based project.
- **A Geographical Issues Essay:** select your own issue to research in the Essay.



Skills that will be developed:

- **Employability** – gain empathy for others and develop your IT skills.
- **Creativity** – use your skills of problem-solving, open-mindedness and imagination as you seek solutions to real world issues.
- **Self-Management** –work to deadlines (often independently).
- **Teamwork** – you will work in small groups in the classroom and beyond.
- **Communication** – present your work as writing, graphs and orally.
- **Thinking** –build coherent arguments and listen to the opinions of others.
- **Interpersonal** – work with a range of people in different scenarios including outdoor learning.
- **Leadership** – design and implement your own research projects.

Next steps:

Students who complete their AH course are very well equipped for further and higher education as the skills are transferable to all academic courses.

For more information or if you have any questions, please see **Mr Turner** in **Room 35** or check out the **Department glow site:** <https://blogs.glowscotland.org.uk/my/shsgeog/>



HISTORY

(Principal Teacher: Mr M McMinn)

History: National 4 and 5

The National 4 and 5 History Course is suitable for all students who studied the subject in Third Year. Students will study historical units covering Scottish, British and World History.

Scottish History - The Wars of Independence (1286-1328): Towards the end of the 13th century Scotland had to fight for its survival against her larger and stronger neighbour to the south. You will find out what caused the war with England, the roles played by John Balliol, William Wallace and Robert the Bruce, and how the Scots finally gained their freedom from English rule.

British History - The Atlantic Slave Trade (1770-1807): Britain transported millions of slaves across the Atlantic Ocean to work as slaves in the Caribbean and America. You will examine why the slave trade started, the impact of the slave trade on Britain, Africa and the Caribbean, the experience of slaves, and the reasons why the slave trade was finally abolished in 1807.

World History - The USA (1850-1880): The United States of America was a young country and far smaller in 1850 than it is today. You will find out why Americans began to move west, the effect this had on the Native Americans, why a Civil War broke out between northern and southern states, and how the USA was reconstructed after the war.



In National 4 and 5 History you will be assessed in the following ways:

- Unit assessments for each topic.
- An Extended Essay for your Added Value Unit; 1 hour.
- Final exam; 1 hour 45 minutes (National 5 only).

You will be expected to devote at least an hour every week to homework and revision tasks to pass the course and prepare for the final exam.

Skills that will be developed:

- Describing, Explaining, Analysing.
- Evaluating source, Comparing Sources, Placing Sources in Context.

Next steps:

- Those who succeed at National 4 may progress to National 5 History.
- Those who succeed at National 5 may progress to Higher History.



HISTORY

(Principal Teacher: Mr M McMinn)

History: Higher

Higher History is suitable for students who have passed National 5 History. Students who gain a Grade A in a similar National 5 subject or an A/B pass in a similar Higher subject will be considered. Students will examine Scottish, British and World History.



Scottish History - Migration and Empire (1830-1939): You will examine the reasons for emigration from Scotland and the impact that Scots had overseas, as well as the experiences of immigrants who came to Scotland and the impact that they and the rest of the British Empire had on Scotland.

British History - Britain (1851-1951): This unit focuses on democracy and welfare. You will examine how and why Britain became more democratic, and investigate why women gained the vote in 1918. You will also examine why the Liberals introduced the first significant welfare reforms in Britain between 1906 and 1914 and assess how successful they were, as well as assessing the success of the Welfare State, which was created after the Second World War.

World History - Germany (1815-1939): This unit covers the growth of Germany from its origins to the Second World War. You will examine how and why German nationalism grew before Germany existed as a nation. You will examine the significant obstacles to German unification and how these were overcome to create a German nation in 1871. Finally you will study the growth of extreme nationalism under the Nazis and investigate the Nazi dictatorship of the 1930s.

In Higher History you will be assessed in the following ways:

- Unit assessments for each topic.
- An Extended Essay for your Added Value Unit; 1 hour 30 minutes.
- Final exam; 2 hours 25 minutes.

You will be expected to devote at least two hours every week to homework and revision tasks, in addition to your History study period, to pass the course and prepare for the final exam.

Skills that will be developed:

- Essay writing: Describing, Explaining, Analysing, Evaluating.
- Evaluating Sources, Comparing Sources, Placing Sources in Context.

Next steps: Those who succeed may progress to Advanced Higher History (undertaken in Elgin High School) or Higher Classical Studies (at Speyside High School).



HISTORY

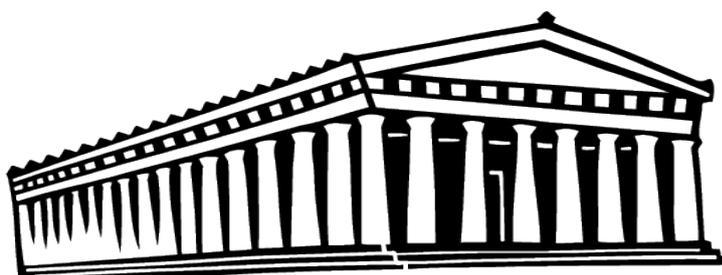
(Principal Teacher: Mr M McMinn)

Classical Studies: Higher

Higher Classical Studies is suitable for students who have gained a Grade A at Higher History. The subject will be delivered via two teacher supported periods per week, with the rest undertaken as a self-supported study. This makes the course excellent preparation for those wishing to move on to further education.

Life in Classical Greece (Athens in the 5th Century BC): You will examine politics, economics and society in Athens. This period saw the development of civilisation in Europe, with Athens becoming the political and cultural centre of Europe. The unit will look at the development of democracy and law, the lives of citizens, women and slaves, and the impact of the Persian Wars, the Peloponnesse Wars.

Classical Literature (Antigone by Sophocles): You will examine a piece of Classical Literature, the play Antigone by Sophocles. You will compare the themes it covers with life in the Classical World and with modern society: leadership, heroism, conflict, the role of women, as well as the roles of fate and free will.



Life in the Roman Empire (Rome between the 1st Century BC and the 1st Century AD): You will examine politics, economics and society in Rome and her empire. This period saw the growth of Europe's largest Empire, and is one of the reasons why there are so many linguistic and cultural similarities across the continent. The unit will look at the development of the Roman Republic, the growth of the empire and the position of citizens, women and slaves in Roman society.

In Higher Classical Studies you will be assessed in the following ways:

- Unit assessments for each topic.
- An Extended Essay for your Added Value Unit; 1hour 30 minutes.
- Final exam; 2 hours 15 minutes.

You will be expected to devote at least two hours a week to homework and revision, in addition to your study periods to pass the course and prepare for the final exam.

Skills that will be developed:

- Analysing, Evaluating, Essay writing.
- Evaluating Sources, Placing Sources in Context.

Next steps:

- Further Education.



HOME ECONOMICS
(Acting Principal Teacher: Miss E Wood)

Home Economics: Health & Food Technology: National 4, 5 & Higher

In Health and Food Technology, the course has six broad and inter-related aims which allow learners to:

- Develop knowledge of the relationships between health, food and nutrition.
- Develop knowledge of the functional properties of food.
- Make informed food and consumer choices.
- Develop the skills to apply their knowledge in practical contexts.
- Develop organisational and technological skills to make food products.
- Develop safe and hygienic practices in practical food preparation.

The course is split into 3 main units of work:

- Health and Food Technology: Food for Health.
- Health and Food Technology: Food Product Development.
- Health and Food Technology: Contemporary Food Issues.

There will also be an assignment unit where pupils will use their knowledge of the subject to develop their own food product to meet the specific need. This will be used alongside the traditional written paper to form the overall course award at National 5 and Higher.

Pupil Contribution: £25

Skills that will be developed:

- Working with Others
- Planning
- Creativity
- Literacy
- Numeracy
- Time Management
- Independence & Confidence
- Resilience
- Problem Solving
- Responsibility
- Critical Thinking
- Research
- Analysing
- Cooperation
- Evaluating



Next steps:

Health and Food Technology at National 4, National 5, Higher and Advanced Higher.

Careers :

Teaching, Dietetics, Consumer Adviser, Food Technology, Hotel Management, Retail Management, Nursing, Child Care, Human Resources, Customer Relations.



HOME ECONOMICS
(Acting Principal Teacher: Miss E Wood)

Hospitality: Practical Cake Craft: National 5

In Practical Cake Craft, we aim to enable learners to:

- Use a range of bakery techniques, preparation techniques and bakery processes when following recipes
- Select and use ingredients to produce and decorate baked goods
- Develop an understanding of ingredients and their uses
- Work safely and hygienically

The course is split into 2 main bodies of work:

- Cake Baking
- Cake Finishing

There will be a final written paper during the exam diet covering the more theoretical aspects of the course including functions of ingredients, processes of development and methods of cake production. There will also be a final assignment where pupils will use the knowledge and skills that they have developed in order to create a cake to suit a particular need.

Pupil Contribution: £60

Skills that will be developed:

- Baking
- Cake Decorating
- Planning
- Creativity
- Literacy
- Numeracy
- Design
- Time Management
- Independence & Confidence
- Evaluating
- Commitment
- Resilience
- Problem Solving



Next steps:

Hospitality: Practical Cookery at National 4 and 5.

Careers :

Food Technology, Catering, Baking, Cake Design.



HOME ECONOMICS
(Acting Principal Teacher: Miss E Wood)

Hospitality: Practical Cookery: National 4 and 5

In Hospitality, we aim to enable learners to:

- Use a range of cookery skills, food preparation techniques and cookery processes when following recipes.
- Select and use ingredients to produce and garnish or decorate dishes.
- Develop an understanding of ingredients and their uses and an awareness of responsible sourcing.
- Develop an awareness of current dietary advice relating to the use of ingredients.
- Work safely and hygienically.

The course is split into 3 main units of work:

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

At National 5, there will be a final written exam carried out during the exam diet, this will cover the more theoretical aspects of the course, including functions of ingredients, characteristics, cooking methods of ingredients and costing of recipes.

At all levels, there will be an end of course practical assignment where pupils will use the knowledge and skills that they have developed in order to create a meal to suit a particular need.

Pupil Contribution: £60

Skills that will be developed:

- Cookery
- Working with Others
- Planning
- Creativity
- Literacy
- Numeracy
- Time Management
- Independence & Confidence
- Evaluating
- Resilience
- Problem Solving
- Responsibility
- Critical Thinking



Next steps:

Hospitality: Practical Cookery at National 5 (if initially undertaking at National 4).

Hospitality: Practical Cake Baking and Finishing.

Hospitality College Courses.

Careers :

Food Technology, Catering, Baking, Hotel Management.



MATHEMATICS
(Principal Teacher: Mrs F Robertson)

Applications of Mathematics: National 3 and 4

National 3

This course has been designed to develop skills for further learning, life and work. You will acquire basic numerical and Mathematical skills and apply them in real-life contexts. You will also further develop your reasoning and problem solving skills and will use these skills to make informed decisions.



Your course is made up of three units

- 1 Manage Money and Data.
- 2 Shape, Space and Measures.
- 3 Numeracy.

To achieve the National 3 Applications of Mathematics course award you must pass all of the units. These are assessed internally.

Skills that will be developed:

- Employability
- Creativity
- Team work
- Thinking
- Self-management
- Communication

Next steps:

Successful students can progress to National 4 Applications of Mathematics.

National 4

This course is designed to develop skills for learning, life and work through context and application led learning. You will acquire numerical and Mathematical skills and apply them in real-life contexts. You will also further develop your reasoning and problem solving skills and will use these skills to make informed decisions.

The course is made up of four units

- 1 Managing Finance and Statistics.
- 2 Geometry and Measures.
- 3 Numeracy.
- 4 Added Value Unit.

To achieve the course award you must pass all four units. The added value unit is an examination. All are assessed internally.

Skills that will be developed:

- Employability
- Creativity
- Team work
- Thinking
- Self-management
- Communication

Next steps:

Successful students can progress to National 4 Maths.



MATHEMATICS
(Principal Teacher: Mrs F Robertson)

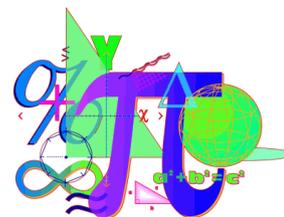
Mathematics: National 4 and 5

National 4

This course is designed to develop skills for further learning, life and work. You will continue to develop your reasoning and analytical skills and will extend your Mathematical knowledge and techniques.

The course is made up of four units

- 1 Expressions and Formulae.
- 2 Relationships.
- 3 Numeracy.
- 4 Added Value Unit.



To achieve the course award you must pass all four units. The added value unit is an examination. All are assessed internally.

Skills that will be developed:

- Employability
- Creativity
- Team work
- Thinking
- Self-management
- Communication

Next steps:

Successful students can progress to National 5 Applications of Mathematics or National 5 Maths.

National 5

This course is designed to develop and extend skills for further learning, life and work. You will continue to acquire and apply operational skills and techniques. You will further develop your reasoning skills and will apply them to decision making.

The course is made up of three units

- 1 Expressions and Formulae.
- 2 Relationships.
- 3 Applications.



To gain the course award, you must pass all three units as well as the external course assessment. The external course assessment will provide the basis for your grade.

Entry level in S5 and S6 is a pass at National 4 Mathematics.

Skills that will be developed:

- Employability
- Creativity
- Team work
- Thinking
- Self-management
- Communication

Next steps:

Successful students can progress to Higher Maths.



MATHEMATICS
(Principal Teacher: Mrs F Robertson)

Mathematics: Higher

The Higher course in Mathematics develops learners' mathematical rigour and the ability to use precise and concise mathematical language assumes a particular importance at this stage.

Candidates who complete a Higher Mathematics course successfully are expected to have a competence and a confidence in applying mathematical techniques, manipulating symbolic expressions and communicating with mathematical correctness in the solution of problems.

The course has obvious relevance for candidates with interests in fields such as commerce, engineering and science where the mathematics learned will be put to direct use.

The course is made up of three units - Expressions and Functions, Relationships and Calculus and Applications. These units explore algebra, geometry of straight lines, graphicacy and elementary calculus. Further trigonometric relationships and integral calculus are also studied as well as circles, vectors and the properties of logarithmic and exponential functions. Reasoning is an important element of the course and pupils are given opportunities to interpret situations where Mathematics can be used, identify valid strategies and explain solutions and relate them to a context.

Each of the 3 units is tested internally. The final exam has 2 papers and is marked externally.

This course demands a high level of commitment. Failing to meet the expected standard early on in the course will lead to non-completion of the course and ultimately no qualification being awarded by the SQA.

Entry level is a pass from National 5 Mathematics, preferably at grade A or B.

Skills that will be developed:

- Employability
- Thinking
- Creativity
- Self-management
- Team work
- Communication

Next steps:

Successful students can progress to Advanced Higher Maths.



MATHEMATICS
(Principal Teacher: Mrs F Robertson)

Mathematics: Advanced Higher

Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology, as well as having its own intrinsic value. This course is designed to enthuse, motivate, and challenge learners by enabling them to:

- Select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract.
- Extend and apply skills in problem solving and logical thinking.
- Extend skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques.
- Clarify their thinking through the process of rigorous proof.

The course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous, ranging from the solution of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. The learner's mathematical thinking will also benefit from examples of rigorous proof.



The Course is made up of three forty-hour mandatory Units:

Mathematics 1- Methods in Algebra and Calculus.

Mathematics 2 - Applications of Algebra and Calculus.

Mathematics 3 - Geometry, Proof and Systems of Equations.

The units are progressive — candidates must pass the first unit to continue on to the second and third. Each unit will culminate in a 'closed-book' assessment, and the course as a whole will be assessed by means of an external examination. The external examination consists of one three hour paper with a total of 100 marks. Entry level is a grade A or B at Higher Mathematics.

Skills that will be developed:

- Employability
- Thinking
- Creativity
- Self-management
- Team work
- Communication

Progression pathways:

National 3 Applications of Mathematics → National 4 Applications of Mathematics or National 4 Mathematics.

National 4 Applications of Mathematics → National 4 Mathematics → National 5 Mathematics.

National 4 Mathematics → National 5 Mathematics → Higher.

National 5 Mathematics → Higher Mathematics → Advanced Higher Mathematics.



MODERN LANGUAGES
(Principal Teacher: Mr D Burns)

French, German, Spanish: National 5

Course Description

National 5 French/German/Spanish offers learners opportunities to reflect, communicate and develop ideas through language. Learners will gain insights into other ways of thinking, other views of the world and develop a richer understanding of active citizenship.

The course aims to enable learners to develop and extend the ability to:

- read, listen and write in a modern language;
- understand and use a modern language;
- apply basic knowledge of a modern language; and
- develop literacy skills.

The course is made up of two units

- **Understanding Language** (Listening and Reading skills).
- **Using Language** (Talking and Writing skills).

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

We will cover the following topics

- | | | |
|---|---------------|--|
| 1 | Society | Family and Friends (Appearances and qualities).
Media and Technology (TV, cinema, music).
Lifestyles (Hobbies, interests).
Global languages/Citizenship (Personal information). |
| 2 | Learning | Education (School, likes and dislikes).
Learning in context (Comparing schools globally). |
| 3 | Employability | Jobs (Jobs, future plans, CVs). |
| 4 | Culture | Planning a trip (Travel, directions, accommodation).
Other countries (Customs, traditions, eating out).
Celebrations (Special events, shopping). |

SQA Course Assessment

There are five course components for National 5 Modern Languages. These are:

Talking	30 marks
Reading	30 marks
Writing	20 marks
Listening	20 marks
Assignment – Writing	20 marks

The external course assessment is set by the SQA. The writing assignment is assessed in school before March, but marked externally by the SQA. Talking is assessed and marked in school but may be verified/moderated by the SQA.

Homework/.



Homework

Regular preparation for ongoing class assignments will be set. Completion dates for key tasks will be agreed with the teacher. Pieces of work which are to be used as evidence will be highlighted and learners may be asked to research or develop some of these tasks at home. Work to be used as practice for assessments will also be agreed with the teacher and deadlines given. Learners are expected to practice written and speaking tasks at home.

Entry Requirements

Entry to the course is at the discretion of the school. S1 – S3 German/French would be an advantage but not compulsory.

Future Studies/Careers

Attainment of the award will allow students to progress to Higher in the same language or to appropriate vocational courses e.g. in tourism which include a foreign language component. The final aim may be a career in Engineering, Law, Tourism, to name but a few, but, no matter the subject area, a language skill will always put the learner in pole position. “The limits of your language are the limits of your world”.



MODERN LANGUAGES
(Principal Teacher: Mr D Burns)

French, German, Spanish: Higher

These courses are offered to pupils who have gained a National 5 in the chosen language at Grade A or B. It is, of course, possible to do National 5 in S5 aiming for Higher in S6.

The course content is divided into four contexts:

- **Society:** Family, friends and society/Leisure and healthy living.
- **Learning:** School/College/Future Plans
- **Employability:** Careers/aspirations/future plans.
- **Culture:** Holidays and travel/tourism.

These themes will be assessed in two units:

- **Understanding Language** (Listening and Reading).
- **Using Language** (Talking and Writing).

The final SQA exam consists of **two** papers and **two** pieces of coursework:

Paper 1: Reading (20 marks), translation (10 marks) and Directed Writing (10 marks)

Paper 2: Listening (30 marks)

Assignment: Writing (20 marks)

Performance: Talking (30 marks)

The writing assignment is assessed in school before March, but marked externally by the SQA.

The talk exam consists of a conversation of no more than 10 minutes. It will be conducted in school and may be moderated by the SQA – 30 marks.

Skills that will be developed:

- Communication
- Social skills
- Cultural awareness

Next steps:

When students leave full-time education and enter the world of work, having a qualification in a Modern Language could be the “extra” something which could lead to an employer choosing them for the job. Studying languages teaches you all the skills that employers look for: an analytical mind; good thought process; memory capacity; cultural and intercultural awareness; good communication; great team player...and these are just a few. Languages can be studied at university but you don't have to just study a language – you can do a module in a foreign language alongside another subject, or you could start learning a new language from scratch. You can take a language as your main degree subject or combine it with another language or subject such as history, maths, economics or music. Once at university students may have the chance to study for a year in a European country, subsidised by a grant from Erasmus. Having a language opens every door to your future possibilities. You're not confined to working in one country but instead can do so much more!



MODERN STUDIES
(Principal Teacher: Ms L Childs)

National 4 and 5 Modern Studies

Modern Studies aims to help pupils develop understanding of social, political and economic issues in the world today. It is a distinctive subject in that it combines the social sciences of politics, sociology, economics and international relations and provides an appropriate gateway into study of any of these subjects at university; as well as being recommended by Scottish universities for those wishing to study law, journalism or social work.

The topics covered in the course include:

Democracy in Scotland and the UK

Following some of the massive political issues our country has faced in recent years– like the referendum on independence and the Brexit vote, what place does Scotland have in the UK?

Crime and the Law in the UK

You will learn what crime is, how different types of crimes are categorised and what factors may cause someone to commit crime. You will learn how crime affects victims and local communities and the role of police and the court system in maintaining law and order. You will learn about the criminal justice system in Scotland – what do solicitors, advocates and sheriffs do? There will be opportunities to meet with criminal justice professionals and opportunities to take part in mock trials.

Political, Social and Economic issues in a G20 country – China

China is a significant world power, because of the whisky industry, potentially families in this area will have links to China but China has a very different culture to that of Scotland. In order to build trade links further with China, it is important to be able to understand these differences. We will study the developments in the Chinese economy and political system, and look carefully at health and educational inequalities in China, before debating the issue of human rights in China.

Skills that will be developed

Modern Studies helps consolidate literacy skills, and data analysis skills. Learners will develop skills in drawing balanced conclusions, writing reasoned arguments, debate and social science research methods. Modern Studies also helps pupils to develop communication, team work and time management skills.

Next Steps

Pupils who achieve an A or B in National 5 Modern Studies can progress to study Highers in Modern Studies and Politics at Speyside High School.



MODERN STUDIES
(Principal Teacher: Ms L Childs)

Modern Studies: Higher

The Higher course follows on from the National 5 course, and has a similar 3 unit structure – Politics in the UK, Social Issues in the UK and International Issues. This course can be taken by anyone who has secured an A/B grade at National 5 Modern Studies, English or History, and we warmly welcome S6's back into the department.

Modern Studies is recommended by Scottish Universities for anyone who is considering applying to study Law, Social Work, Journalism or Social Sciences. It is also useful for any young people considering careers in the police.

Topics covered in the course include

International Terrorism

What has caused the growth in international terrorism in recent years? What is the driving force behind Al Qaeda and ISIS? How does terrorism impact on countries, and how effective have organisations like NATO been in preventing terrorist attacks?

Social Inequality in the UK

Why is the UK such an unequal country, and what effect is this having on the population of the country? How is our health affected? Why are there such significant differences in educational attainment for different social groups? What are the different political opinions on this issue?

Politics in the UK

Who has the power to make the decisions which affect all of our lives? What effect will Brexit have on Moray? How does Parliament work? Does Parliament work?!

Skills that will be developed

Modern Studies helps consolidate literacy skills, and data analysis skills. Learners will develop skills in drawing balanced conclusions, writing reasoned arguments, debate and social science research methods. Modern Studies also helps pupils to develop communication, team work and time management skills.

Next Steps

Pupils who achieve a pass in Higher Modern Studies have a unique opportunity to pursue social sciences by taking Higher Politics at Speyside High School.



MODERN STUDIES
(Principal Teacher: Ms L Childs)

Politics: Higher

Speyside High School is the only school in Moray to offer Higher Politics as an option to senior pupils. Typically this is available to pupils in S6 who have completed Highers in Modern Studies or equivalent. It is timetabled as an Advanced Higher course, which means that it is largely self-study, with only 2 periods per week teaching time.

The Higher politics course has a similar structure to the Higher Modern Studies course, and there is some overlap between the courses meaning the subjects complement each other effectively.

Topics covered in the course include

Political Theory

Here we look at some major European ideologies, like socialism, conservatism and liberalism and their key thinkers. We also consider important political concepts, such as democracy, power and legitimacy.

Political Structures

In this topic, pupils will use the comparative method to study the UK and US political systems and discover differences between the roles of law makers and governments. Who is more powerful – Donald Trump or Theresa May?

Elections

Pupils will study how political parties campaign; how their use of media gets their message across; the policies that make them popular and what makes us vote. We will study in particular the methods the Conservative Party have used in recent elections – how did they manage to win?

Skills that will be developed

Politics helps consolidate literacy skills, and data analysis skills. Learners will develop skills in drawing balanced conclusions, writing reasoned arguments, debate and social science research methods. Politics also helps pupils to develop communication, team work and time management skills.

Next Steps

University courses in law, social science and journalism all recommend Higher Politics.



PERFORMING ARTS
(Acting Principal Teacher: Miss E Oates)

Drama: National 4 and 5

The course provides opportunities for learners to explore dramatic ideas in creating and presenting drama. It is practical and focuses on the development of performance skills, using theatre arts and technologies to create drama.

The course will enable learners to:

- Develop creativity and a range of skills in problem solving, critical thinking and reflective practice.
- Communicate thoughts, meaning and ideas when creating drama and using a range of theatre arts, production skills and technologies.
- Develop knowledge, understanding and appreciation of drama practice.
- Consider social and cultural influences.
- Develop a range of presentation skills.

The units in the course are:

- Drama Skills.
- Drama: Production Skills.

National 5 will be assessed through both a practical exam; a Drama Performance and a written exam.

National 4 has a value added unit which is a Drama performance.



PERFORMING ARTS
(Acting Principal Teacher: Miss E Oates)

Drama: Higher

Entry Level: National 5 Drama

Higher Drama provides opportunities for candidates to develop skills creating and presenting drama. The course focuses on the development and use of complex drama and production skills. This course is practical and experiential.

The aims of the course are to enable students to:

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge and understanding of the social and cultural influences on drama
- Develop complex skills in presenting and analysing drama
- Develop knowledge and understanding of complex production skills when presenting drama
- Explore form, structure, genre and style

The Higher course consists of the following areas of study and course assessment:

Drama Skills and Production Skills

Students will apply complex drama skills and develop ways of communicating thoughts and ideas to an audience. They will respond to stimuli including a 'selected text' by creating, scripting and directing drama as well as learning how to portray character in a range of ways. They will explore form, genre and style and develop knowledge and understanding of the social and cultural influences in drama.

Using the selected text students will prepare their own overall directorial concept to present to their peers for discussion.

Candidates will also explore and apply complex Production Skills to the selected text, designing Sound, Lighting, Set, Props, Costume and Make-Up for performance. All classwork and home study on the selected text will inform essay responses in the written paper. A trip will be made to the theatre for a backstage tour and to see a current play as the final section of the written paper consists of an evaluation of a live professional performance.

Course Assessment

The course assessment is comprised of two components: a written question paper and a practical performance of equal weighting.

The written paper consists of two essay questions along with a section on specific Production Skills.

In the Performance element students perform two extracts, one from the selected text and one other or fulfil a design brief which must include set design and another Theatre Art. These are assessed by a visiting SQA examiner.



PERFORMING ARTS
(Acting Principal Teacher: Miss E Oates)

Music: National 4

The National 4 Music course enables learners to perform music, create original music using compositional methods and music concepts, and develop knowledge and understanding of music and musical literacy.

The units in this course are:

Performing Skills

In this unit, learners will develop performing skills on two instruments, or on one instrument and voice. The minimum required level is equivalent to Grade 2. Learners are required to record performances of pieces on both instruments and to reflect on their performance.

Composing Skills

In this unit learners will experiment with and use compositional methods and music concepts in imaginative ways to create their own music. Learners will reflect on their creative choices and decisions and, through analysing musical examples, develop a basic understanding of how musicians develop their ideas and create music.

Understanding Music

In this unit learners will develop knowledge and understanding of a variety of music concepts and music literacy. They will listen to musical excerpts and identify which concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific musical styles and research the social and cultural influences on these styles. In addition to this, learners will develop an understanding of common symbols and terms used in music notation.

Added Value Unit: Music Performance

For this unit learners are required to perform an 8 minute long programme of music on two instruments, or one instrument and voice. Each piece must be a minimum of Grade 2 standard, and the learner must select at least two contrasting pieces on each instrument. Following their performance, learners will reflect upon and evaluate the performance, identifying at least two strengths and two areas for improvement.

Skills that will be developed:

- Performing skills
- Composing skills
- Listening skills
- Evaluation skills
- Literacy
- Creativity

Next steps:

Progression from National 4 Music is to National 5 Music.



PERFORMING ARTS
(Acting Principal Teacher: Miss E Oates)

Music: National 5

The National 5 Music course allows learners to develop and consolidate practical skills in music as well as their knowledge and understanding of music styles and concepts. Understanding music through listening enables learners to build on and extend their knowledge and understanding of music and the social and cultural influences on musical styles.

The units in this course are:

Performing Skills

In this unit learners will develop performing skills on two instruments, or on one instrument and voice. The minimum required level is equivalent to Grade 3. Learners will perform an 8 minute long programme to a visiting SQA examiner in February/March. Their performance should consist of at least two contrasting pieces on each instrument and is worth 50% of the overall course award.

Composing Skills

In this unit learners draw on their skills, knowledge and understanding of music composition to create their own piece of music. Learners demonstrate their skills in the use of at least three elements of music (melody, harmony, rhythm, timbre and structure) and reflect on their creative choices and decisions to identify at least two strengths and two areas for improvement. The composition and reflection are both externally assessed and are worth 15% of the overall course award.

Understanding Music

In this unit learners will develop knowledge and understanding of a variety of music concepts and music literacy. They will listen to musical excerpts and identify which concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific musical styles and an understanding of common symbols and terms used in music notation. This part of the course is assessed through a 45-minute long listening exam in May, worth 35% of the overall course award.

Skills that will be developed:

- Performing skills
- Composing skills
- Listening skills
- Evaluation skills
- Literacy
- Creativity

Next steps:

Progression from National 5 Music is to Higher Music.



PERFORMING ARTS
(Acting Principal Teacher: Miss E Oates)

Music: Higher

The purpose of the Higher Music course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. This course is practical in nature and helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

The units in this course are:

Performing Skills

In this unit learners will continue to develop performing skills on two instruments, or on one instrument and voice. The minimum required level is equivalent to Grade 4. Learners will perform a 12 minute long programme to a visiting SQA examiner in February/March. Their performance should consist of at least two contrasting pieces on each instrument and is worth 50% of the overall course award.

Composing Skills

In this unit learners continue to draw on their skills, knowledge and understanding of music composition to create their own piece of music. Learners demonstrate their skills in the use of harmony and at least three other elements of music (melody, rhythm, timbre and structure) and must also critically reflect on their music, creative choices and decisions. The composition and reflection are both externally assessed and are worth 15% of the overall course award.

Understanding Music

In this unit, learners will be required to provide evidence of a breadth of knowledge of a wide range of music concepts and music literacy. They will listen to musical excerpts to identify which concepts are used in the music and analyse the impact of social and cultural factors on specific musical styles. They will also identify and understand the meaning of music signs, symbols and terms. This part of the course is assessed through a 1 hour long listening exam in May, worth 35% of the overall course award.

Skills that will be developed:

- Performing skills
- Composing skills
- Listening skills
- Evaluation skills
- Literacy
- Creativity

Preferred entry level: A or B at National 5 Music.

Next steps:

Progression from Higher Music could lead to Advanced Higher Music or further study.



PERFORMING ARTS
(Acting Principal Teacher: Miss E Oates)

Music: Advanced Higher

The Advanced Higher Music course enables learners to develop their skills in performing, creating, understanding and analysing music. It enables learners to develop and extend their applied music skills in challenging contexts and to develop greater depth of understanding of music through listening. It provides learners with the skills they need to perform challenging music with musical and technical accuracy and provides them with opportunities to develop composing skills in sophisticated and creative ways. The course also helps learners to develop advanced aural skills and demonstrate their understanding and analysis of music through researching and analysing a number of works.

The units in this course are:

Performing Skills

In this unit learners will continue to develop performing skills on two instruments, or on one instrument and voice. The minimum required level is equivalent to Grade 5. Learners will perform a programme of at least two contrasting pieces on each instrument to a visiting SQA examiner in May in a performance lasting 18 minutes.

Composing Skills

In this unit learners will experiment with and use compositional methods and music concepts in imaginative ways to create their own music. They will analyse how composers create their music and the influences on their music and apply this understanding when experimenting with a variety of compositional methods. They will also critically reflect on their music, creative choices and decisions.

Understanding and Analysing Music

In this Unit, through listening, learners will develop their understanding of music styles, music concepts and musical literacy. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works. Learners are required to demonstrate their understanding by completing an in-depth analysis of two pieces of music of their own choice.

This part of the course is assessed through a 1hour 15 minute long listening exam in May.

Skills that will be developed:

- Performing skills
- Composing skills
- Listening skills
- Evaluation skills
- Literacy
- Creativity

Preferred entry level: A or B at Higher Music.

Next steps:

Progression from Advanced Higher Music could lead to further study or qualifications in a range of areas.



PHYSICAL EDUCATION
(Acting Principal Teacher: Mr D Jagger)

Physical Education: Higher

This course is all about performance in physical education. Students can expect participation to be active and demanding in both a practical way and in an academic way where written and mental tasks will be set to stretch both understanding and knowledge.

Unit One: Performance Skills

This unit offers candidates the opportunity to build on previous performance experiences to improve performance in three activities. On completion of the unit you should be able to select and combine skills to perform with control and fluency within situations which offer a variety of options.

The activities offered will be: **BADMINTON, VOLLEYBALL** and **BASKETBALL**

Unit Two: Factors Impacting Performance

PHYSICAL FACTORS

MENTAL FACTORS

SOCIAL FACTORS

EMOTIONAL FACTORS

We will study each of these factors throughout the course, with a key focus on:

- 1) Methods of collecting information to analyse factors impacting on performance.
- 2) Approaches to performance development.
- 3) Recording, monitoring and evaluating performance development.

RECOMMENDED ENTRY

- 'A' pass at National 5 level in Physical Education.
- 'B' pass at National 5 Physical Education with a strong performance in the National 5 portfolio.

Course Assessment

Performance:	50%	(Assessed by Speyside High PE Staff)
Exam:	50%	(Assessed by SQA)

The Performance Assessment will be in an activity of the pupils' choice. This does not need to be one of the three activities on the course. This gives pupils the chance to attain highly if they are already participating in a sport out-with school time.

Skills that will be developed:

Creativity; Employability; Self-Management; Teamwork; Communication; Thinking; Interpersonal; Leadership

Next Steps:

Advanced Higher Physical Education



PHYSICAL EDUCATION
(Acting Principal Teacher: Mr D Jagger)

Physical Education: Advanced Higher

Course Outline

This course is all about high level performance in physical education. **Students are expected to be taking part in high level sport already.** This could be through the form of a local sports team for example. This will be needed to access the performance skills unit and the single performance course assessment. This will also be needed to carry out an appropriate performance development plan for the 'Project' Course Assessment.

Unit 1: Physical Education: Performance Skills

In this Unit, learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. They will learn how to problem solve and make effective decisions, while adapting these skills and techniques in challenging performance contexts.

Unit 2: Physical Education: Factors Impacting on Performance

In this unit, learners will develop their independent research, analytical, and evaluative skills by investigating a range of factors which have an impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social and physical factors can positively and/or negatively affect performance.

RECOMMENDED ENTRY

- 'A' or 'B' pass at Higher level in Physical Education.

Course Assessment

Component 1 — Performance – /30 MARKS (Assessed by Speyside High PE Staff)

The purpose of the performance is to assess the learner's ability to carry out a single, high-level performance in one physical activity in a challenging, demanding and/or competitive context.

Component 2 — Project – /70 MARKS (Assessed by SQA)

The purpose of the project is to assess the learner's ability to integrate and apply skills, knowledge and understanding from across the units. There are 4 stages to the project:

1. Project proposal
2. Research
3. Performance Development Plan (PDP) Record
4. Post-PDP analysis and evaluation

Skills that will be developed:

Creativity; Employability; Self-Management; Teamwork; Communication; Thinking; Interpersonal; Leadership

Next Steps: College; University; Employment



PHYSICAL EDUCATION
(Acting Principal Teacher: Mr D Jagger)

NATIONAL 4/5 SPORT & RECREATION

Course Outline

This Skills for Work Course is designed to provide opportunities for pupils to develop and enhance their skills and attitudes ready for employability.

A key feature of this course is the emphasis on **experiential** learning. This means learning through practical experiences and learning by reflecting on these experiences. It is particularly geared towards pupils who want to further their leadership and organisation skills with a view to entering the sport and leisure industry.

The Sport and Recreation National 4/5 course aims to:

- Provide pupils with a broad introduction to the Sport and Recreation sector.
- Encourage pupils to foster a good work ethic, including time keeping and a positive, responsible attitude.
- An awareness of Health and Safety issues relevant to a range of physical activities.
- Develop Communication and Customer Care skills.
- Develop skills in planning, reviewing and evaluating physical training programmes for clients.

The course will be divided into 5 units:

- Skills for Employment.
- Assist with Activity Sessions.
- Dealing with Facilities and Equipment.
- Dealing with Accidents and Emergencies.
- Personal Fitness/Fitness Programming.

Course Assessment

The National 4/5 courses result in a Pass/Fail course award and therefore no A-D grade will be given. All assessments are completed on a pass/fail checklist basis. Pupils will keep an assessment log of their progress and learning. The vast majority of outcomes will be achieved through scenario style assessments.

Development of Skills for learning, life and work

This course aims to deliver skills and attitudes for employment or self-employment that include:

- Time keeping, appearance and customer care
- Self-evaluation skills
- Positive attitude to learning
- Flexible approaches to solving problems
- Adaptability and positive attitude to change
- Confidence to set goals, reflect and learn from experience

Personal Study/Homework

Due to the Sport and Recreation course being largely experiential and the fact that most assessments are conducted within lesson time, homework will be slightly more intermittent than some other courses within the curriculum. In the most part, a pupil's study priority will revolve around the upkeep of their assessment log.

Next Steps: National 5/Higher/Advanced Higher Physical Education



BIOLOGY
(Principal Teacher: Dr K Harris)

Biology: National 4 and 5

This exciting course in Biology covers three main subject areas:

Unit 1: Cell Biology: What happens inside the tiny cells which make up our bodies, and all other living things, which help to keep us alive? This will include: study of cell structure and function, transport in cells, DNA and protein production, enzymes and their role in cells, genetic engineering and respiration.

Unit 2: Multi-Cellular Organisms: How do plants and animals control their bodies and behaviour to survive? This will include: specialisation of cells and tissues, production of new cells, the role of stem cells, controlling the body (role of the brain, nerves and hormones), reproduction and inheritance, transport systems in animals (heart and blood) and plants, and the effect of lifestyle on health and wellbeing.

Unit 3: Life on Earth: How is all life on the Earth interconnected and what are the current threats to life on Earth? This will include: photosynthesis, factors effecting biodiversity and distribution of life on Earth, how energy moves in the ecosystem, the role of nutrients (e.g. nitrogen) in the ecosystem, sampling and measuring of environmental factors, natural selection and evolution, and the human impact on the environment.

Assessment: The **National 5** course is assessed by the final external exam in May and an externally assessed assignment.
The **National 4** course is assessed by internal assessment.

Skills that will be developed:

- Self-management
- Teamwork
- Communication
- Thinking
- Interpersonal

Next steps:

Pupils who successfully complete **National 4**:

National 4 → National 5 → Higher

Pupils who achieve a Grade C or above at **National 5**:

National 5 → Higher



BIOLOGY
(Principal Teacher: Dr K Harris)

Biology: Higher

Recommended Entry Requirements: A pass at National 5 Biology is highly recommended for entry into this course.

This exciting course in Biology covers three main subject areas:

Unit 1: DNA and the Genome: Through study of the genome, this unit explores the molecular basis of evolution and biodiversity. This includes: (1) Structure and replication of DNA, (2) Gene expression, and (3) Comparative study of different genomes.

Unit 2: Metabolism and Survival: This unit considers the central metabolic pathways of ATP synthesis by respiration. It links these reactions to the challenge of maintaining metabolism for survival in widely different niches and to the flexibility of the environmental and genetic control of metabolism in micro-organisms.

Unit 3: Sustainability and Interdependence: In this unit we attempt to understand the complex interactions in the ecosystem. We discuss how to maintain the human population and the importance of both plant productivity and the manipulation of genetic diversity in maintaining food security. Biodiversity studies will also attempt to understand the human impact on patterns of diversity and extinction in the biosphere.

Assessment: The Higher course is assessed by a final external exam in May and an externally assessed assignment.

Skills that will be developed:

- Self-management
- Teamwork
- Communication
- Thinking
- Interpersonal

Next Steps:

Pupils who achieve a Grade B or above at **Higher** should consider:

Higher → Advanced Higher



BIOLOGY
(Principal Teacher: Dr K Harris)

Biology: Advanced Higher

This challenging course builds on some areas of work covered in Higher Biology and introduces new topics.

Recommended Entry Requirements: A high level of ability (minimum 'B' pass at Higher), interest and motivation will be essential for those undertaking this course.

Three units will be studied:

- Unit 1: Cells and Proteins.
- Unit 2: Organisms and Evolution.
- Unit 3: Investigative Biology.

The course is delivered jointly by UHI Moray College (Units 1 and 2) and the Biology Department (Unit 3).

Assessment: The course is assessed through a combination of coursework and a final exam in May. Students are also required to design, carry out and write up an investigative project – requiring work in class and during study periods. This is assessed externally.

Skills that will be developed:

- Self-management
- Creativity
- Communication
- Thinking
- Interpersonal



CHEMISTRY
(Principal Teacher: Mrs M Barnett)

Chemistry: National 4 and 5

The Chemistry course in S4 is based on both National 4 and 5 Chemistry. At both levels the course provides opportunities for learners to recognise the impact Chemistry makes on developing new materials, its effects on the environment, on society and on the lives of themselves and others.

Skills that will be developed:

- Develop and apply knowledge and understanding of Chemistry.
- Develop an understanding of Chemistry's role in scientific issues and relevant applications of Chemistry, including the impact these could make in society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Chemistry context.
- Develop the use of technology, equipment and materials, safely, in practical scientific activities.
- Develop planning skills and problem solving skills in a Chemistry 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 Chemistry.
- Develop skills of independent working.

Next steps:

Progression to National 5 when National 4 is achieved. Progression to Higher Chemistry when National 5 Chemistry is achieved. It would also be of benefit that pupils had achieved National 5 Mathematics.



CHEMISTRY
(Principal Teacher: Mrs M Barnett)

Chemistry: Higher

Higher Chemistry develops the three units that have been studied at National 5 level: Chemical Changes and Structure, Nature's Chemistry and Chemistry in Society, but at a far more advanced level.

Skills that will be developed:

- Develop and apply knowledge and understanding of Chemistry.
- Develop an understanding of Chemistry's role in scientific issues and relevant applications of Chemistry, including the impact these could make in society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Chemistry context.
- Develop the use of technology, equipment and materials, safely, in practical scientific activities.
- Develop planning skills and problem solving skills in a Chemistry 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 Chemistry.
- Develop skills of independent working.



Next steps:

C pass at Higher Chemistry is required. It would also be of benefit that pupils had achieved Higher Mathematics.



CHEMISTRY
(Principal Teacher: Mrs M Barnett)

Chemistry: Advanced Higher

The course has a **large emphasis on practical skills and developing the skills of independent study and thought** that are essential in a wide range of occupations and provide a useful bridge towards further study at College or University. The course skills from National 5 level and Higher level are expanded at an individual level with practical work being carried out and assessed on an individual level.

Next steps:

Progression to a University based course at entry level at year 1 or 2 depending on subject choice in S6.



SCIENCE AND HEALTH
(Principal Teacher: Dr K Harris)

NPA Science and Health (SCQF Level 4 – **National 4 equivalent**)

This is a general science course (covering areas of Chemistry, Physics and Biology) with a focus on the health sector. It comprises of the following units:

- 1. Nature's Chemistry** (full unit)
This unit will cover fuels, hydrocarbons, everyday consumer products and plants to products.
- 2. Radiations** (half unit)
This unit will explore the electromagnetic spectrum – covering light, x-rays, gamma rays, infrared and ultraviolet. It will also cover their uses in industry/medicine.
- 3. Sound and Music** (half unit)
This unit will explore sound – its properties, how it moves in air, liquids and solids, and hearing. It will look into how sound is generated by musical instruments, how it is recorded and uses of sound in industry/medicine.
- 4. Health and Technology** (full unit)
This unit will cover what is meant by health, and equipment used to monitor health. This unit will also investigate the heart, lungs and a how to maintain a healthy body.
- 5. Introducing Science Investigation Skills** (half unit)
You will learn how to plan, carry out and interpret results of experiments.
- 6. Health Sector: Life Sciences Industry** (half unit)
In this topic you will investigate different products used in the health sector. You will also learn a range of techniques used in the health sector – including measuring heart rate, blood temperature, body temperatures, bandaging, slings, mobility aids. This unit will include working with health care professionals and visits to workplace settings.

Assessment: There will be an emphasis on both practical hands on learning and on developing literacy and numeracy. This course will be assessed through a mixture of practical work and internally assessed end of unit assessments.

Skills that will be developed: This course will help build employability skills and increase awareness of skills needed in the world of work.

- Self-management
- Teamwork
- Communication
- Thinking
- Interpersonal

Next Steps: National 4 in any of the separate Science subjects or NPA Level 5 awards in college or workplace setting.



PHYSICS
(Principal Teacher – Mr G Cordiner)

Physics: National 3

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for physics in a range of contexts and enables them to develop confidence in recognising the importance of physics ideas in society. The course consists of three mandatory units.

Unit 1: Electricity And Energy

The unit covers the key areas of energy sources, electricity and energy transfer. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Unit 2: Waves And Radiation

The unit covers the key areas of wave properties, light, colour, optical instruments, electromagnetic radiation and sound. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Unit 3: Dynamics And Space

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

Assessment:

To achieve the National 3 Physics Course, learners must pass all of the required units which are internally assessed.

Skills that will be developed:

- Practical and experiential.
- Scientific thinking, set in context and developed through application-led learning.
- Concepts in physics and be able to apply their understanding to practical situations.
- Making informed decisions and reasoned evaluations on environmental and scientific issues.
- Develop investigative and experimental skills in a Physics context, enabling them to become scientifically literate citizens, able to review the science-based claims, which they will meet.

Next steps:

Each of the component units are designed to provide progression to the related unit at National 4.



PHYSICS
(Principal Teacher – Mr G Cordiner)

Physics: National 4

The aim of the course:

- Develop and apply knowledge and understanding of Physics.
- Develop an understanding of the role of Physics in scientific issues and relevant applications of physics in society and the environment.
- Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues.

The course is made up of four units, the content of which is summarised below:-

Unit 1: Electricity and Energy: The key areas covered in this unit are:

- Generation of electricity
- Electrical power
- Electromagnetism
- Practical electrical and electronic circuits
- Gas laws and the kinetic model

Unit 2: Dynamics and Space: The key areas covered in this unit are:

- Speed and acceleration
- Relationships between forces, motion and energy
- Satellites
- Cosmology

Unit 3: Waves and Radiation: The key areas covered in this unit are:

- Wave characteristics
- Sound
- Electromagnetic spectrum
- Nuclear radiation

Assignment - Added Value Unit: The assignment will be set within the following guidelines:

- Learners will select and investigate a topical issue from a key area of this course.
- The topical issue could have either a positive or negative impact on society/the environment. This could be from an unfamiliar context or from a familiar context investigated in greater depth or from integrating aspects of one or more units.

Skills that will be developed:

- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Physics context.
- Develop the use of technology, equipment and materials, safely, in practical scientific activities.
- Develop problem solving skills in a physics context.
- Develop the knowledge and skills for more advanced learning in Physics.

Next steps:

Each of the component units is designed to provide progression to the related unit at National 5.



PHYSICS
(Principal Teacher – Mr G Cordiner)

Physics: National 5

Course Aims: The main aims of this course are the same as **National 4**
The course is made up of three units, the content of which are summarised below:-

Unit 1: Dynamics And Space: The key areas covered in this unit are:

Kinematics

- Velocity and displacement.
- Velocity-time graphs.
- Acceleration.

Forces

- Newton's laws.
- Projectile motion.

Space

- Space exploration.
- Cosmology.

Unit 2: Electricity And Energy: The key areas covered in this unit are:

Energy transfer

- Conservation of energy.
- Electrical charge carriers and electric fields.
- Potential difference (voltage).
- Practical electrical and electronic circuits.
- Ohm's law.
- Electrical power.

Heat

- Specific heat capacity.

Gas laws

- Gas laws and the kinetic model.

Unit 3: Waves And Radiation: The key areas covered in this unit are:

Waves

- Wave parameters and behaviours.
- Electromagnetic spectrum.
- Light.

Nuclear radiation

Many resources are available on the Physics Glow pages to support your learning.

Skills that will be developed:

- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Physics context.
- Develop the use of technology, equipment and materials, safely, in practical scientific activities.
- Develop problem solving skills in a physics context.
- Develop the knowledge and skills for more advanced learning in Physics.

Next steps:

These units are designed to provide progression to the units with similar titles at Higher. All of this course will be externally assessed by the SQA.



PHYSICS
(Principal Teacher – Mr G Cordiner)

Physics: Higher

Course Aims: The main aims of this course are the same as **National 4 and 5**.

The course is made up of three units, the content of which is summarised below:-

Unit 1: Our Dynamic Universe: The key areas covered in this unit are:
Motion, forces, energy and power, collisions, explosions and impulse, gravitation, gravity and mass, special relativity, The expanding universe, Hubble's law, expansion of the universe and the big bang theory.

Unit 2: Particles and Waves: The key areas covered in this unit are:
The standard model, forces on charged particles, nuclear reactions, wave particle duality, interference and diffraction, refraction of light and spectra.

Unit 3: Electricity: The key areas covered in this unit are:
Monitoring and measuring A.C, current, potential difference, power and resistance, electrical sources and internal resistance, capacitors, conductors, semi-conductors and insulators and p-n junctions.

As well as the above three units there is research task - Researching Physics.

Skills that will be developed:

- Develop scientific inquiry and investigative skills;
- Develop scientific analytical thinking skills in a physics context;
- Develop the use of technology, equipment and materials, safely, in practical scientific activities;
- Develop problem solving skills in a physics context; and
- Develop the knowledge and skills for more advanced learning in physics.

Next steps:

These units are designed to provide progression to the units with similar titles at Advanced Higher. All of this course will be externally assessed by the SQA.



PHYSICS
(Principal Teacher – Mr G Cordiner)

Physics: Advanced Higher

Course Entry: Entry would be best at Higher A or B plus a pass in Higher Mathematics. This course is aimed primarily at those intending careers with a high physics content, eg Engineering, Radiology, etc. It requires a large commitment to self-study and discipline with 160 hours work recommended.

Course Content:

Unit 1: Mechanics: Rotational dynamics, kinematics/angular motion, gravity/SHM/
Modern Physics

Unit 2: Electrical Theory: Fields/electromagnetism, magnetic fields, inductance, forces of nature

Unit 3: Waves: Waves theory, polarisation

Unit 4: Practical Investigation - Text book, tutorial sessions, on-line work using animated material through SCHOLAR program and CDs including on-line assessments. (This can be accessed at home if own computer available.) Tutorial question sheets and some alternative notes/worked examples. Work will be set and much has to be done on own. Practical experiments and practical investigation (Some must be supervised and risk assessments covered),

Homework: using tutorial questions as required **and** past paper and practice questions will be given for handing in for progress checks. Many resources are available on the Physics Glow pages.

Assessments:

Internal: Unit tests + 1 resit in units 1 to 3 plus one experimental report (under exam conditions) from each unit.

20 hour practical investigation involving data handling/analysis and 2000-2500 word report. (To get unit 4 pass)

Accurate 'Day Book' must be kept.

External: A 2½ hour written examination set and marked by the SQA. External assessment of the Investigation Report marked by the SQA.



TECHNICAL EDUCATION (Teacher: Ms D Grant)

Practical Woodworking: National 4 and 5

The course is workshop based. Pupils mostly work individually, with some elements requiring co-operation with peers to produce course work.

Pupils will complete three units and a final project. The units are flat frame construction, carcass construction and machining and finishing.

Skills that will be developed:

- Skills in woodworking techniques for tasks with some complex features.
- Using a range of woodworking tools, equipment and materials safely and correctly.
- Reading and interpreting drawings and diagrams.
- Measuring and marking out timber sections and sheet materials.
- Cutting and shaping tasks with some complex features.
- Practical creativity in the context of woodworking tasks with some complex features.
- Following given stages to take a practical problem-solving approach to woodworking tasks.
- Awareness of safe working practices in a workshop environment.
- Knowledge and understanding of the properties and uses of a range of woodworking materials.
- Knowledge and understanding of sustainability issues in a practical woodworking context.



Assessment:

To gain **National 4** pupils must pass all units. Units are assessed as pass/fail.

The Added Value Unit (practical activity) will require learners to produce a finished product in wood, completing a record of progress and an evaluation of the project.

To gain **National 5** pupils will complete a practical project which has a weighting of 70% and will also sit an examination which has a weighting of 30%.

The assessment at this level will be graded A to D.

Next steps:

This course is intended for pupils that might be seeking an apprenticeship or related college based study when they leave school.

Costs:

There will be a contribution of £20 to cover the cost of the materials used in this course.



ADDITIONAL COURSES

The following courses maybe on offer in other centres in Moray and accessible to Speyside Pupils next session:

Course	SCQF Level
Animal Care	4
Agriculture (two year course)	6
Practical Electronics	4/5
Engineering Science	6

For pupils interested in these options a discussion with Mr Picksley is required and note that this may impact on other columns in your timetable as you will have to travel for these course.



WIDER ACHIEVEMENT

What is Wider Achievement?

It is as important for all young people to develop a range of skills for life, learning and work as it is to gain formal qualifications. With the implementation of the 33 period week, we are in a position to offer courses to further develop these skills. These will be recognised in terms of pupils gaining a qualification but will also offer chances to further develop essential skills such as:

- | | | |
|--------------|-------------------|-----------------|
| ✓ Creativity | ✓ Communication | ✓ Employability |
| ✓ Thinking | ✓ Self-Management | ✓ Interpersonal |
| ✓ Teamwork | ✓ Leadership | |

How Many Wider Achievement Courses Will You Do?

Most Wider Achievement courses run for two periods a week. Through discussion however, with your Guidance Teacher and the PT of the department offering the subject, you may be able to attend just one of the periods.

- **S5** learners who do **three or more highers** will be expected to choose a minimum of **two** periods, of Wider Achievement.
- **S5** learners who do **one or two highers** will be expected to choose a minimum of **four** periods of Wider Achievement.
- **S6** learners will be expected to do a **minimum** of **two** periods of Wider Achievement but this will depend on their academic workload.

Some learners will be directed to do certain courses, in particular Literacy and Numeracy if they have not achieved a level of award that it is believed that young person is capable of achieving.



Wider Achievement Opportunities

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ART AND DESIGN GROUP AWARD

There are **5 new NPA awards** in Art and Design each one is worth 18 SCQF points. They are designed to provide candidates with opportunities in a range of specialisms which will equip students for success in employment, extend and develop existing studies in Art and Design or next level courses in Art and Design.

Most students will choose to complete 3 of these awards.

Some students will be able to turn these into **level 6 Awards**.

Each Award has 3 units:

- **Drawing Skills** - Developing techniques through experimentation and mixed media
- **Art and Design** - Developing and responding to a design brief e.g. Print/illustration
- **Visual Communication** - Using technology to support Graphic Design e.g. Graphics tablet/Laser Cutting machine.
- **Painting**- Colour theory, image analysis, painting to a theme
- **Animation** - Storyboards and sequential images - resulting in the development of an animation

For further information speak to Ms Briston, PT of Art and Design

CAREER READY – STEP INTO THE WORLD OF WORK

Career Ready is a two year programme which provides students with experience of the world of work and opens doors for students who will benefit from access to networks that otherwise may not be available to them, as well as developing student's confidence to define and pursue their post school goals.

The programme includes:

- Mentoring from someone in the world of work who can give you a different viewpoint from friends, parents/carers and teachers.
- Masterclasses to help you develop key skills and knowledge to support your future and that employers tell us they look for in new recruits.
- A paid summer internship where you can put the skills you have learned into practice, find out what work is really all about and make a valuable contribution to an organisation.
- Workplace visits where you find out more about organisations and what they do, helping you to think outside the box about your future career plans.
- Networking to meet influential employers – people you can ask for advice, help and information - and learn from other students.

There will be an S4 assembly to find out more about this opportunity in February. For further information please speak to Mrs Williamson, PT of English.



S5/6 CORE PE

This is a fun course which will give pupils the opportunity to be active. Pupils will also get the chance to develop key transferable skills such as being responsible, learning to work with initiative and being resilient.

This is a practical course and so students will take part in a range of physical activities. Students will experience personalisation and choice by getting the opportunity to choose from a variety of activities.

Pupils will also get the opportunity to understand and appreciate how physical activity can have a positive impact on their health and wellbeing. In particular, this will include identifying and experiencing the benefits that these physical activities can have on mental health – particularly during the examination season.

EUROPEAN COMPUTER DRIVING LICENCE (ECDL) AND E-TOUCH TYPING

The ECDL is the European-wide qualification that enables people to demonstrate their competence in Information Technology skills. This course is becoming the most widely recognised qualification in the field of work-related computer use and is accredited by BCS, The Chartered Institute for IT.

Aims of the Course

- To raise the general level of competence in Information Technology
- To improve productivity at work
- To enable employers to invest more efficiently in Information Technology
- To ensure that best practice and quality issues are understood and implemented.

Standard Modules are:-

- Security for IT Users
- IT Users Fundamentals
- Using Email and the Internet
- Word Processing
- Spreadsheet Software
- Database Software
- Presentation Software

Assessment - Each module is assessed individually and pupils are able to progress at their own pace.

Students can then progress onto Advanced ECDL Modules, or can develop their speed skills and gain a certificate in touch typing at their acquired speed.

E-Touch typing - this course is designed to test a learner's competence in accurately copying continuous business material using an alpha-numeric keyboard at 30 words per minute. Given today's ever increasing use of technology in business, education and leisure, touch typing is a life skill which can allow learners to use their time more productively.

For further information speak to Mrs McKenzie, PT of Business Education



LITERACY

Any young person who has not previously gained an appropriate level in Literacy to date will be required to complete this qualification.

The N5 Literacy qualification is being offered in S5 to pupils who have achieved National 4 English and want to develop their literacy skills further. The Course has four internal assessments in Reading, Writing, Talking and Listening. There is no external examination. The Course will help prepare pupils in terms of their communication skills for the workplace or further education.

For further information speak to Mrs Williamson, PT of English

NC SPORT AND FITNESS – SCQF LEVEL 5

This new course is designed for pupils who have an interest in the sport, leisure and fitness industry, and might seek to either gain employment in this sector, or go on and study sport or sport science at university.

There are two units which need to be passed to gain this qualification:

- 1 **Fitness and Exercise Training Methods:** An Introduction. Describe the principles of training; explain how these principles are used; undertake and record the results of sessions for two different activities.
- 2 **Anatomy and Physiology:** Learn about the anatomical structure of the main body systems; the main physiological systems; the long-term effects that regular physical activity can have on human body system.



NUMERACY

Any young person who has not previously gained an appropriate level in Numeracy to date will be required to complete this qualification.

The numeracy unit will develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement.

Students who complete this Unit will be able to:

- Use numerical skills to solve real-life problems involving money, time and measurement.
- Interpret graphical data and situations involving probability to solve real-life problems involving money, time and measurement.

In addition, students will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

To be successful, students will need to pass the SQA national assessment at the end of the course.

For further information speak to Mrs Robertson, PT of Mathematics

RELIGION, BELIEF AND VALUES AWARD

This Award develops learners' ability to understand and reflect on religious topics. Learners will put their faith or values into action and reflect upon what they have learned. There are two mandatory units for this award:

- Investigating Religion and Belief
- Values in Action

Religion, Belief and Values: Investigating Religion and Belief

The aim of this Unit is to reflect on a topic involving religion or religious belief. Learners will develop knowledge and understanding of the topic by reflecting on relevant religious viewpoints and their personal faith or values. They will have the opportunity to discuss and debate the topic they are investigating.

Learners who complete this Unit will be able to:

1. Develop knowledge and understanding of a topic involving religion or religious belief
2. Reflect on their faith or values in response to the topic

Religion, Belief and Values: Values in Action

In this Unit, learners will put their faith or values into action through active engagement in the community. This may be achieved through a wide range of settings and contexts. Learners will record the activity they have taken part in. They will reflect on how it contributes to their understanding of their faith or values.

Learners who complete this Unit will be able to:

Put their faith or values into action through engagement in the community
Reflect on the activity

For further information speak to Mrs Irving, PT RME



SQA FOOTBALL REFEREE DEVELOPMENT AWARD – SCQF LEVEL 7

This award provides an opportunity for pupils to become involved in football refereeing. The award is run in partnership with the SFA, and has four outcomes:

- Outcome 1 Assessed using the SFA's playback of match incidents. You will observe clips from games and make judgements on what you see.
- Outcome 2 Assessed by the writing of match reports, misconduct reports and reports relating to other offences.
- Outcome 3 Assessed by successfully completing two fitness tests, (approved by the SFA), and the production of a personal development diary.
- Outcome 4 Assessed by refereeing a football match, (once candidates have achieved Outcomes 1, 2 & 3)

This is a fantastic opportunity for candidates to keep physically active, be involved in football and generate additional income. Candidates will need to have a good knowledge of football, but you do not need to be a football player.

Please speak to Mr Jagger if you're unsure about your suitability for this course.

SURVIVAL COOKERY (N5 HOSPITALITY UNIT)

The general aim of this course is to develop key cookery skills, techniques and processes to prepare pupils for life outside of school (at university, college, moving away from home etc.). Pupils will prepare a wide range of both savoury and sweet dishes on a budget to meet a variety of dietary requirements.

In addition, pupils will learn to work in a safe and hygienic manner alongside developing enough confidence in their own abilities to enable them to cook a variety of meals.

To be successful, pupils will need to pass the SQA hospitality unit assessment (Cookery Skills, Techniques and Processes) at the end of the course.

Note that there will be a charge of £22 to do this course, covering the costs of ingredients.

For further information speak to Miss Wood, PT of Home Economics



UNDERSTANDING MENTAL HEALTH ISSUES

This course is designed to help learners identify, understand or explain what is meant by the term 'mental health and wellbeing' by identifying or describing a range of mental health issues and behaviours associated with this, how it is portrayed in the media and identifying the role of the brain in relation to mental health and wellbeing. The unit also looks at legislation relevant to mental health.

Learners who study this unit will have their awareness of mental health and wellbeing raised and will have a clearer understanding of issues that can be associated with this.

On successful completion of the unit the learner will be able to:

1. Describe/ explain what is meant by the terms 'mental health' and 'wellbeing' for individuals and wider society.
2. Describe/explain a range of mental health issues.
3. Identify/ describe the role of the brain in relation to mental health and wellbeing.

Learners can build up a portfolio of evidence. E-assessment may be appropriate for some assessments in this unit, such as e-testing or the use of e-portfolios.

For further information speak to Mrs Irving, PT RME

