



S3-4 Senior Phase

Course Choice

Session 2020/21

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.

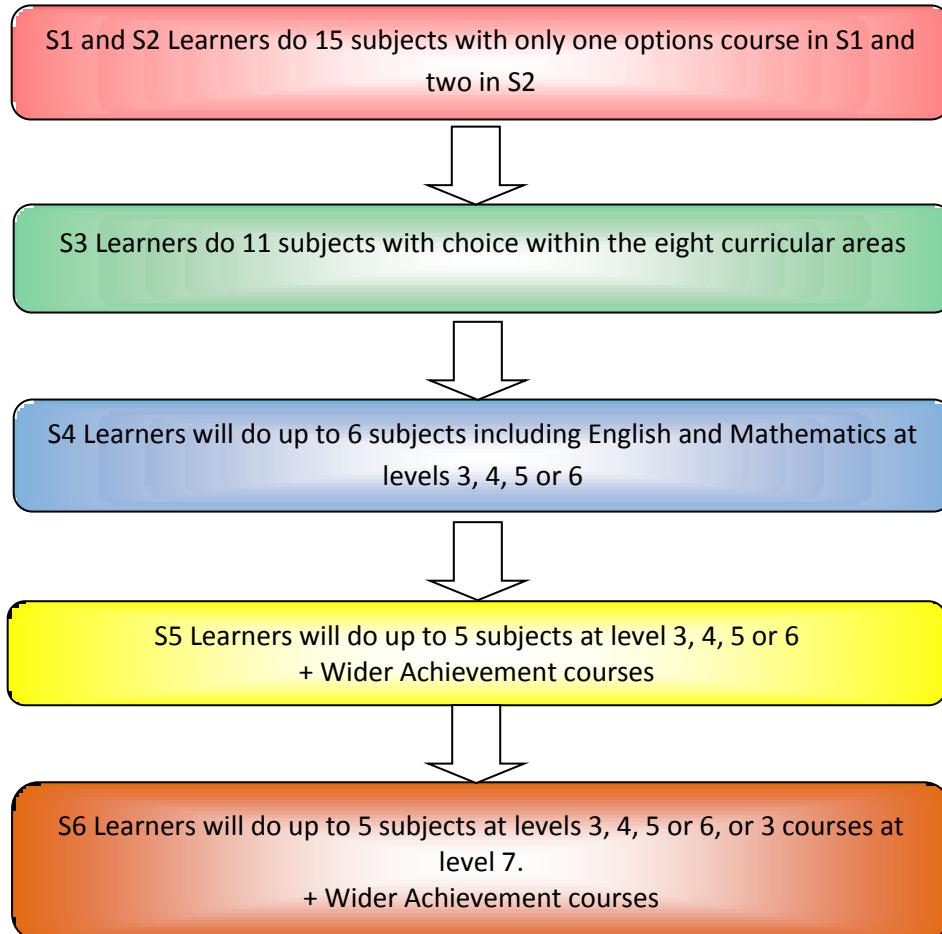


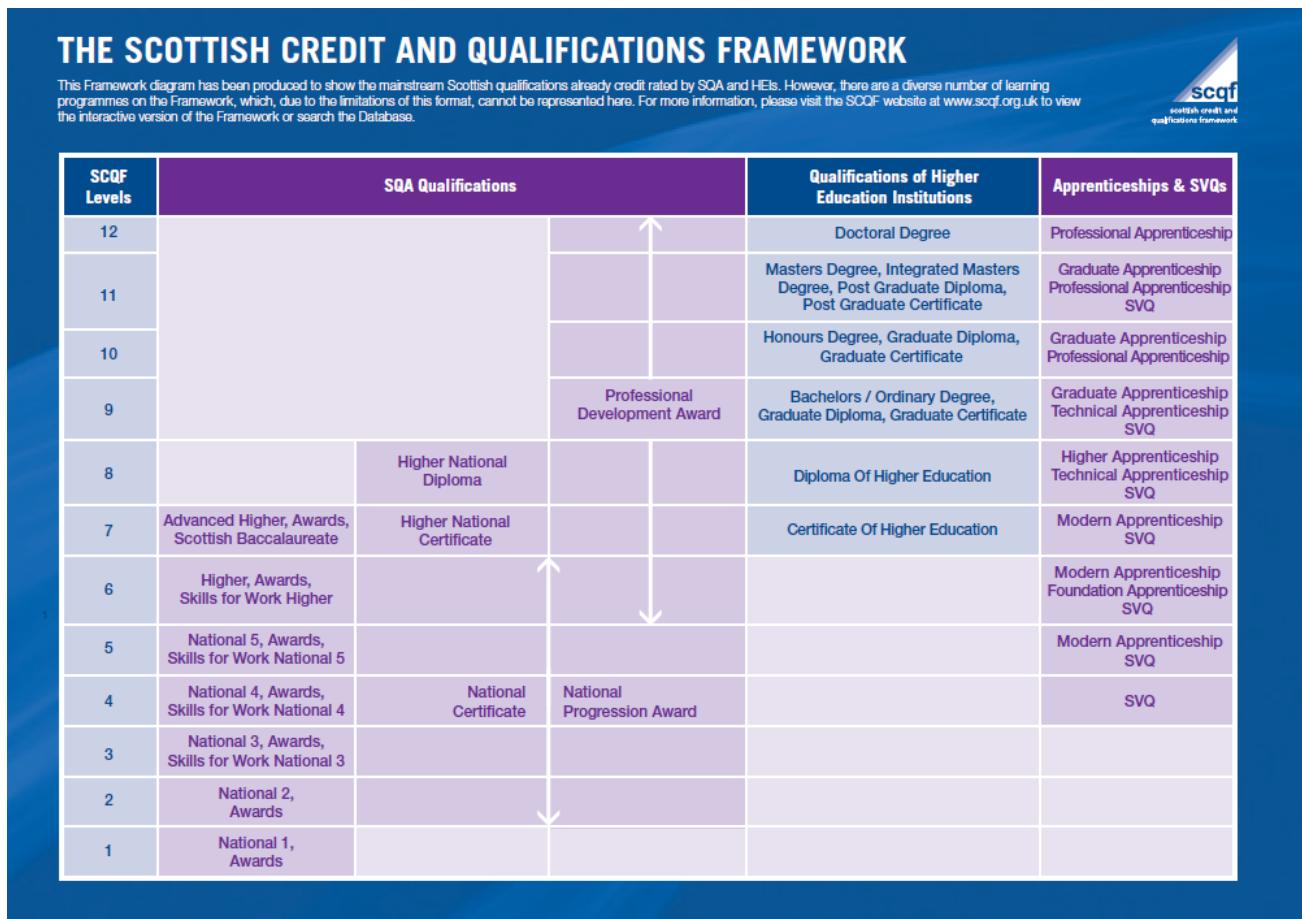
Mrs P Goodbrand
Head Teacher



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.





Key Dates

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

21 January	S3 Guidance Parents' Night
22 January	S3 Guidance Parents' Night
24 January	Deadline for S3 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 2020-21**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 S4 all pupils will have a single period of Personal and Social Education, Driving Attainment and Religious and Moral Education and two periods of Physical Education.

Moray College Options

Pupils can apply for the following Moray College courses as part of their Senior Phase. For 2020-21 classes will run as shown on the following pages.

Transport will be provided as required for all pupils who need to travel to College but please note that some classes in Column F (Tuesday/Friday) will be done through Video Conference and on-line delivery.

Students who opt into Wednesday classes will miss a single period of up to 3 other subjects but will be given at least one study period to enable them to catch up

For further information and to apply, visit <https://www.moray.uhi.ac.uk/schools/>. Once the application process deadline is past, all applicants will be invited to interview in school. Following that places will be allocated and pupils informed.



For the purpose of subject choice, pupils must indicate on their choice form that college is their first choice if they have submitted an application but must enter a second choice in case their application to college is unsuccessful.

If you have any questions about the college options speak to your guidance teacher or Mr Picksley.

Tuesday (Period 2&3) and Friday (Period 4&5)	
<u>SCQF Level 4</u>	<u>SCQF Level 5</u>
Skills for Work Early Education & Childcare Hairdressing Uniformed Services	Skills for Work Early Education & Childcare Developing Leadership Pathways to Hospitality Mental Health & Wellbeing
Beauty Therapy Introduction to Complementary Therapies Mental Health & Wellbeing	
<u>National 5</u>	
Psychology <i>VC & Classroom</i> Sociology <i>VC & Classroom</i>	<u>Highers</u> Human Biology <i>online</i> Politics <i>VC & Classroom</i> Psychology <i>VC & Classroom</i> Sociology <i>VC & Classroom</i> Human Biology <i>online</i>
<u>SCQF Level 6</u>	
Criminology <i>VC & Classroom</i>	
For all course information go to https://www.moray.uhi.ac.uk/schools/	



Wednesday 9.30am – 2.15pm	
SCQF Level 4	SCQF Level 5
Skills for Work <ul style="list-style-type: none"> Automotive Early Education & Childcare Hairdressing Rural Skills Uniformed Services Beauty Therapy Introduction to Complementary Therapies Mental Health & Wellbeing	Skills for Work <ul style="list-style-type: none"> Construction Early Education & Childcare NPA <ul style="list-style-type: none"> Administration Office Skills Cyber Security Web Development Fundamental Developing Leadership Pathways to Hospitality Practical Engineering Mental Health & Wellbeing
National 5	SCQF Level 6
Computing Science ESOL Psychology Sociology	Criminology NPA Professional Computer Fundamentals
Highers	HN Cluster Units SCQF Level 7
Computing Science ESOL <i>Human Biology online</i> Graphic Communications Photography Politics Psychology Sociology	Body Massage Business & Finance Engineering Modern Science Technologies Politics Psychology Reflexology Sociology & Criminology Sports Coaching

Wednesday 9.30am – 4pm	
Foundation Apprenticeships SCQF Level 6	
Business Skills Creative & Digital Media Food & Drink Technologies Social Services and Healthcare Social Services Children & Young People	For all course information go to https://www.moray.uhi.ac.uk/schools/





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, either by email, by phone or by contacting Skills Development Scotland Centre at the address below.

Skills Development Scotland Careers Adviser: Kay Geldart

Skills Development Scotland
232 High St
Elgin
IV30 1BA

Phone: 03000 132002
Mobile: 07917 201018

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	11
	Photography	12
Business Education	Accounting	13
	Administration and IT	15
	Business Management	17
Computing	Computing Science	19
	Computer Games Development	21
	Data Science	22
	Web Design	23
English	English	24
Geography	Geography including Travel and Tourism	26
History	History	27
Home Economics	Health and Food Technology	28
	Hospitality: Practical Cookery	29
Mathematics	Mathematics	30
Modern Languages	French / German / Spanish	33
Modern Studies	Modern Studies	36
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	Music	41
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Rural Skills		48
Science	Biology	49
	Chemistry	51
	Environmental Science	53
	Physics	



ART AND DESIGN
(Principal Teacher: Ms S Briston)

Art & Design: National 4, 5 and 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.

Some students change level after the prelim diet. If this is the case, we may recommend:

NPA level 5 Art and Design Group Award

Students usually complete 2 NPA courses which best fit their progress and portfolios at that point.

Drawing Skills

Painting

Visual Communication

Art and Design

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

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.

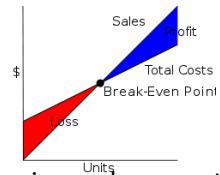


BUSINESS EDUCATION
(Principal Teacher: Mrs M McKenzie)

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
- Self-Management
- Communication
- Interpersonal
- Creativity
- Teamwork
- Thinking
- 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 internet to research and extract information, powerpoint for presentations, desktop publishing and email for communication



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:

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • Employability • Creativity | <ul style="list-style-type: none"> • Self-Management • Teamwork | <ul style="list-style-type: none"> • Communication • Thinking | <ul style="list-style-type: none"> • Interpersonal • 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:

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none">• Employability• Creativity | <ul style="list-style-type: none">• Self-Management• Teamwork | <ul style="list-style-type: none">• Communication• Thinking | <ul style="list-style-type: none">• 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:

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none">• Employability• Creativity | <ul style="list-style-type: none">• Self-Management• Teamwork | <ul style="list-style-type: none">• Communication• Thinking | <ul style="list-style-type: none">• 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

The 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.



COMPUTING SCIENCE
(Principal Teacher: Mr M McWhirter)

NPA Data Science & Artificial Intelligence (Level 4/5/6)

Students will study the new and emerging fields of Data Science and Artificial Intelligence. Data science is a multi-disciplinary field and data scientists are required to possess a range of skills including data skills, statistical skills and problem solving skills.



'The ability to take data — to be able to understand it, to process it, to extract value from it, to visualize it, to communicate it — that's going to be a hugely important skill in the next decades.' - Hal Varian, chief economist at Google

The study of artificial intelligence will involve looking at a type of AI known as machine learning where machines can be trained to recognise patterns in data such as numbers, text, images and sound and act upon this input.

Unit 1 Data Citizenship

After completing this unit, learners will be able to describe the use of data in society, explain data literacy concepts and be able to interpret data to draw conclusions and answer questions.

Unit 2 Data Science OR Computer Programming

At this point learners with a background in Computing Science will be studying the tools and techniques used in data science, will work with varying methods of data analysis and will analyse datasets to identify patterns and trends.

Learners may complete an appropriate unit in Computer Programming instead at this point to develop an understanding of how to design and develop computer programs.

Unit 3 Machine Learning OR Data Science

Learners who have a background in Computing Science will then study Artificial Intelligence and Machine Learning with a focus on developing and evaluating a classification model.

Learners who previously completed the Computer Programming unit will do Unit 2 as above.

Skills that will be developed:

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

Next steps:

National Certificate in Computing with Digital Media, HNC Data Analytics, Graduate Apprenticeship in Data Analytics, BSc Computer Science or Data Science

Careers:

- Business intelligence analyst
- Data analyst
- Data engineer
- Data scientist
- Statistician
- Systems analyst



COMPUTING SCIENCE
(Principal Teacher: Mr M McWhirter)

NPA Web Design & Computer Programming (Level 5)

The purpose of the NPA Web Design is to allow learners to develop the technical skills required to create websites and graphics, and add interactivity to websites. There is also a focus on the importance of the website development process.



Unit 1 Website Design & Development

Students will learn about two mark-up languages which are used to develop and design websites – HTML5 and CSS3. Learners will follow a design process which begins by gathering requirements through reading a given brief and producing a plan. From that plan they will build their website that matches the design. Students will learn to test and evaluate their products.

Unit 2 Website Graphics

In this unit students will learn about capturing, creating and optimizing graphics for use on web pages on the internet. They will also consider the usability and legal issues associated with publishing graphics on websites.

Unit 3 Interactive Multimedia (Optional Unit 4 Computer Programming)

Learners will consolidate their studies by adding rich, interactive multimedia to their webpages by adding JavaScript client-side programming into their webpages which they have built using HTML5, CSS3 and graphics they have designed. Depending on rate of work, some students may be able to complete an additional Unit in Computer Programming at Level 5 using JavaScript.

Skills that will be developed:

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

Next steps:

BSc Computer Science or Web Design, HNC Web Design, Graduate Apprenticeship in Computing, National Certificate in Computing with Digital Media

Careers:

- Web Developer
- Graphic Designer
- Web Designer
- Systems Analyst



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 a 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

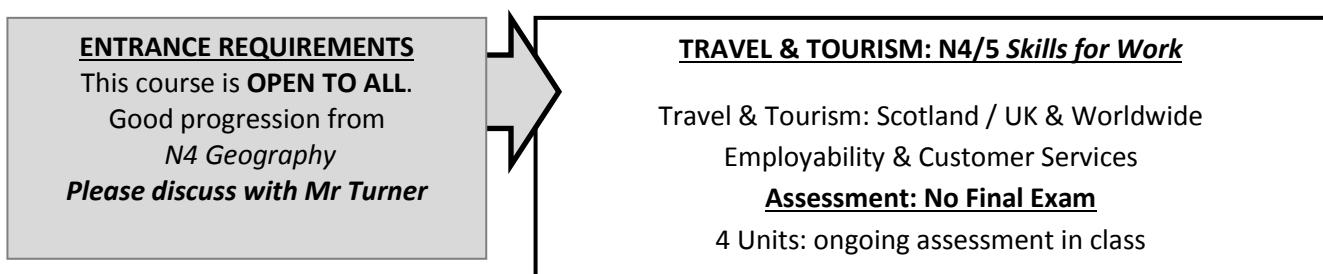
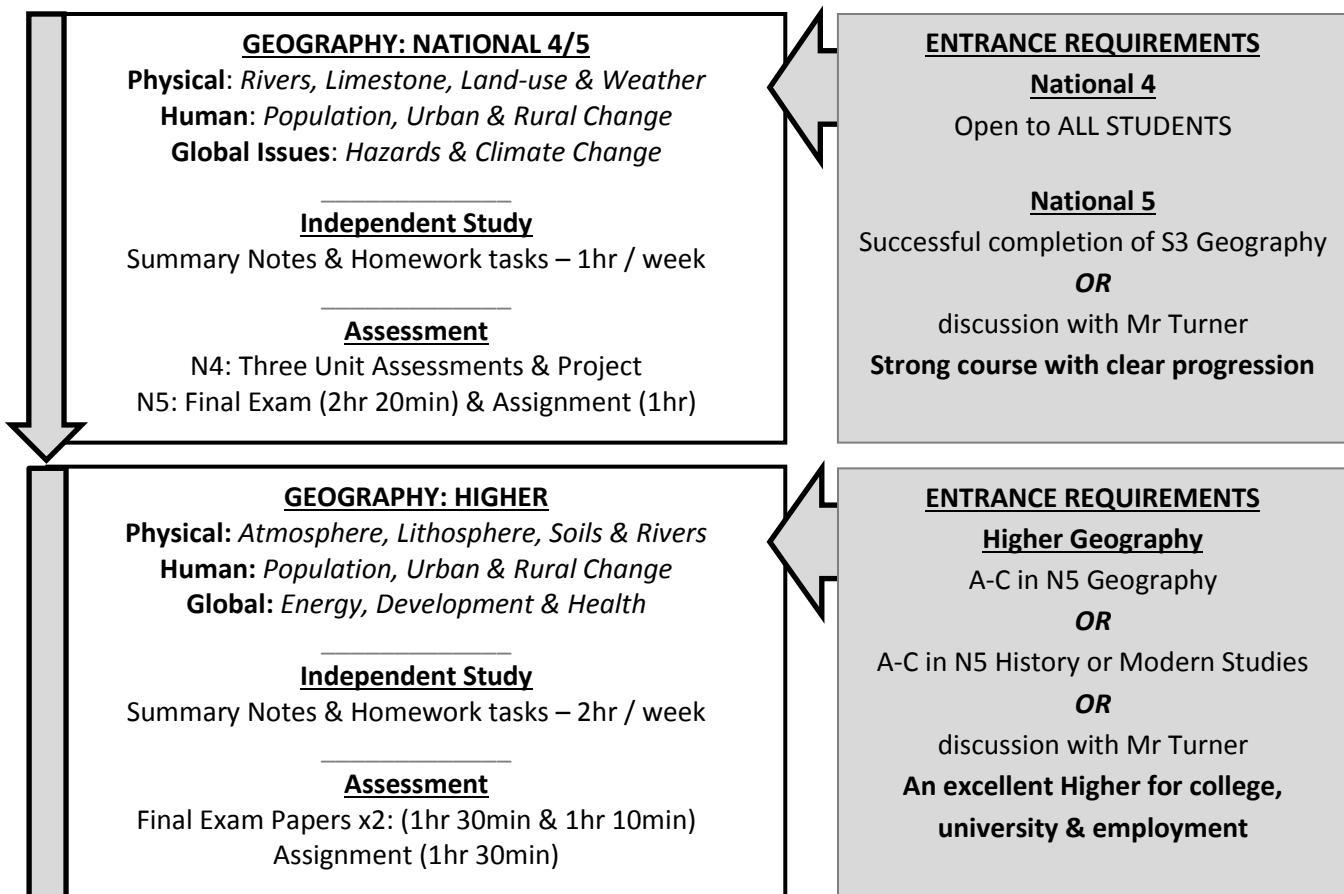
SKILLS: This course will develop a range of skills including self-management, teamwork, communication, thinking and employability.

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



GEOGRAPHY (inc. Travel and Tourism)
(Principal Teacher: Mr K Turner)

The Geography Department offers the following courses for Senior Phase students:



All courses in the Geography Department include elements of outdoor learning.



HISTORY
(Principal Teacher: Mr M McMinn)

The History Department offers the following courses for Senior Phase students:

HISTORY: NATIONAL 4/5
Scottish, British and World History

The Wars of Independence (1286-1328)
The Atlantic Slave Trade (1770-1807)
The USA (1850-1880)

Independent Study
An average of 1 hour per week

Assessment
Three Unit Assessments (N4)
Final Exam: 2hr 20min (N5)
Assignment (N4 and N5)

ENTRANCE REQUIREMENTS

National 4

Open to any student

National 5

Successful completion of S3 History

OR

Conditional entrance may be given
after discussion with PT History

HISTORY: HIGHER
Scottish, British and World History

Migration and Empire (1830-1939)
Britain (1851-1951)
Germany (1815-1939)

Independent Study
An average of 2 hours per week

Assessment
Two final exams: 1hr 30min each
Assignment Essay

ENTRANCE REQUIREMENTS

Higher History

A-C Award in National 5 History

OR

A-C Award at N5 in Geography or
Modern Studies

OR

Conditional entrance may be given
after discussion with PT History



HOME ECONOMICS
(Principal Teacher: Mr D Jagger)

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
(Principal Teacher: Mr D Jagger)

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)

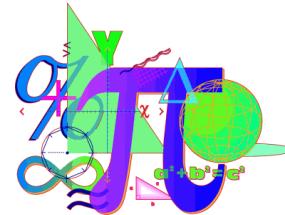
Mathematics: National 4 and 5

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.



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)

The Modern Studies Department offers the following courses in the Senior Phase:

MODERN STUDIES: NATIONAL 4/5

Scottish Politics
Climate Catastrophe
Social Inequality

Independent Study

An average of 1 hour per week

Assessment

Three Unit Assessments (N4)
Final Exam: 2hr 20min (N5)
Assignment (N4 and N5)

ENTRANCE REQUIREMENTS

National 4

Open to any student

National 5

Successful completion of S3 Modern Studies

OR

Conditional entrance may be given after discussion with PT Modern Studies

MODERN STUDIES: HIGHER

Israel/Palestine
Politics
Crime

Independent Study

An average of 2 hours per week

Assessment

Two final exams: 1hr 15min & 1hr 30min
Assignment Essay

ENTRANCE REQUIREMENTS

Higher Modern Studies

A-C Award in National 5 Modern Studies

OR

A-C Award at N5 in Geography or History

OR

Conditional entrance may be given after discussion with PT Modern Studies



PERFORMING ARTS
(Principal Teacher: Mr J Naples-Campbell)

Dance: National 5**Why Dance?**

The National 5 Dance Course provides an opportunity for learners to be inspired and challenged by, creating, performing and appreciating dance. Learners will develop their performing skills in dance, they will learn how to use dance techniques and choreography to enhance performance. Learners will also develop skills in appreciating theatre arts and dance practice. The National 5 Dance Course is ideal for those learners who have a strong desire to improve their personal competence in performing and offers pupils an opportunity to develop a range of interpersonal skills including communication and leadership. Dance integrates mind and body in the pursuit of perfect performance.

Course Outline

The National 5 Course consists of 2 mandatory Units. Each of the component Units of the course is designed to provide natural progression to the corresponding Units at Higher Dance.

Unit 1 – Technical Skills

In this unit learners will develop their technical dance skills for a solo/group performance. Dance techniques will be explored practically in **Jazz** and **Contemporary** styles of dance before being applied in to choreographed sequences. Learners will evaluate their own work and that of others.

Unit 2 - Choreography

In this unit learners will develop and use self-expression and creative problem solving skills. Learners will apply their knowledge and understanding of a range of choreographic devices and structures to create short choreographed sequences.

Assessment and Progression

Upon successful completion of both Unit 1 and Unit 2, pupils will complete an Added Value Unit which in National 5 Dance will focus on challenge and application.

Examination

The course assessment will consist of one component which is a performance. The purpose of this performance is to assess the learner's ability to apply the technical and choreographic skills learned across the units. The performance is 100 marks and is divided into 3 sections.

- 1. Performance Of A Solo Dance In One Genre. (35 marks)** This will be tutor choreographed and will last a minimum of one and a half minutes.
- 2. Choreograph A Performance For Two Dancers. (35 marks)** The choreography will take the form of a duet, excluding the learner and should last a minimum of one and a half minutes.
- 3. Choreographic Review (30 marks)** This written review will allow the learner to collate evidence of their process of planning, developing and evaluating their choreography for two dancers.

There is a written **Question Paper** worth **30 marks** and this is sat during the main examination diet during a one hour exam.



Your Responsibilities

It is essential that you work hard and are conscientious with regard to all work in Dance. You must wear appropriate dance clothing to all practical lessons and play an active part in every class. You will be required to spend additional time out with the class environment to rehearse your technique and performances in all genres of dance studied at National 5. You must take responsibility for keeping up to date with researching, planning and the teaching of your choreography along with ensuring you complete all homework tasks set.



PERFORMING ARTS
(Principal Teacher: Mr J Naples-Campbell)

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
(Principal Teacher: Mr J Naples-Campbell)

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
(Principal Teacher: Mr J Naples-Campbell)

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
(Principal Teacher: Mr J Naples-Campbell)

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
(Principal Teacher: Mr J Naples-Campbell)

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.



PHYSICAL EDUCATION
(Principal Teacher: Mr D Jagger)



Physical Education: National 4 and 5

Course Outline

This is an active course where pupils will take part in several activities throughout the year. These include: volleyball, basketball and badminton.

Pupils will get the opportunity to analyse and develop their own performance. You will gather information about your own strengths and weaknesses and use this data to design personal development plans in order to improve performance. This will be done in a **practical way** which allows the development of physical skills, and knowledge and understanding at the same time.

Central to this course, will be a focus on the four **Factors Impacting on Performance**:

PHYSICAL

MENTAL

SOCIAL

EMOTIONAL

Pupils will also develop an understanding of methods that can be used to monitor and evaluate performance development. This will include the identification of future development needs.



Course Requirements

Pupils are expected to take an active part in lessons by bringing their **PE kit and folder to every lesson**. An enthusiastic and cooperative attitude will be required to be successful in this course.

Each pupils' presentation level (N4 or 5) will be decided by the October holidays. This will depend on pupils' performance in the **Performance Skills Unit** as well as **theoretical work** which relates to the Factors Impacting Performance.

Course Assessment

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

Entry to the course does not depend on your current level of performance. **Enthusiasm** and a **desire** to take part are more important. Pupils must also be prepared to **work hard**, particularly when it comes to learning in relation to **theoretical elements** in relation to the 4 Factors Impacting Performance.

Skills that will be developed:

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

Next Steps:

Higher Physical Education, Wider Achievement.



PHYSICAL EDUCATION
(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
(Principal Teacher: Mr D Jagger)

National 5 Sport and 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 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 4 units:

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

Course Assessment

The National 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



RELIGIOUS AND MORAL EDUCATION
(Principal Teacher: Mrs C Irving)

Care National 5

This course is for anyone who has an interest in Care and is a useful subject for any career in Care, Nursing, Social Work, Teaching and other related areas. This is not a parenting course.

This course is usually offered at college and Speyside High is one of a few schools in Scotland that offers Care. Mrs Irving has delivered Care at Speyside High since 2001 and has experience teaching National 4, National 5 and Higher Care in the past.

The main aims of the course are to:

- develop an understanding of the needs of individuals and an awareness of the care services that can meet these needs.
- develop an understanding of the ways in which positive care practice is based on legislation, values, principles, knowledge and skills.
- develop an awareness of the ways in which social influences can impact on people, and the relevance of this for care practice.
- develop an understanding of explanations for human development and behaviour.
- apply knowledge of psychological theories and sociological concepts to care issues and scenarios.
- develop research and investigation skills to plan, organise, evaluate and present information.



The course assessment has two components.

Component 1: Question paper 40 marks 1 hour and 10 minutes

Component 2: Project 80 marks

The purpose of this project is to research and investigate the needs of an individual requiring care and the services that meet these needs, in response to a given brief. Pupils will plan their work, respond to the brief and evaluate their project. Evidence for sections 1 and 2 is to be presented in an appropriate format, under supervised conditions. Section 3 will be completed under controlled conditions.



RURAL SKILLS
(Mrs H Duffy)

Rural Skills (Agriculture) - NPA level 5

The Rural Skills National Progression Award (NPA) at SCQF level 5 (Agriculture) is a great starting place for those who wish to pursue a future in the land-based sector. Learners will gain knowledge of how a rural business enterprise operates alongside an insight into specific skills required within the sector. One day a week students will be given the opportunity to gain valuable work experience on a local farm. This practical work will help in the understanding of the theory discussed in class.

The NPA course covers three key units:

1. Rural Business Investigation:

This unit allows learners to develop some of the knowledge and understanding of the skills and operations in relation to a specific local rural business. Learners will focus in on a specific enterprise of a local land based business, such as cattle production, game keeping or forestry. In addition to this, consideration is given to the sustainability of the business and alternative enterprises available to it.

2. Crop Production:

This unit allows learners to develop some of the basic knowledge and skills in relation to field crop production in the UK. The unit will cover the basic production practices for one selected crop and the use of machinery in crop production. The unit will also enable learners to develop basic crop husbandry skills.

3. Livestock Production:

This unit allows learners to develop some of the knowledge and skills in relation to farm livestock production in the UK. It will cover the basic production practices and associated husbandry skills for one type of livestock. Learners will also find out about the use of equipment and machinery in livestock production. The unit is designed for learners who want to develop their knowledge of livestock production systems and practices.



National 4 Skills for Work Rural Skills

The National 4 Skills for work (Rural Skills) course allows students to develop some of the basic skills necessary to work in many of the land based sector industries. Students are offered a choice of two routes either farming or gardening based. Like the NPA Level 5, students will attend a work placement one day per week to help in the understanding of the theory discussed in class. The course comprises of 5 units in total. The three mandatory units are: Employability Skills, Estate maintenance, and a Land Based Industries portfolio piece. A further 2 units are also required either Animal Husbandry and Animal Handling or Crop Production and Soft Landscaping. The choice of the last two depends on the interests of the student.



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



CHEMISTRY
(Principal Teacher: Mr D Hogg)

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: Mr D Hogg)

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.



ENVIRONMENTAL SCIENCE
(Principal Teacher: Mr D Hogg)

National 4/5 Environmental Science

Environmental science is an interdisciplinary subject which draws from the sciences and social sciences. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources, and changes in wildlife habitats. Environmental science courses encourage the development of skills and resourcefulness which lead to becoming a confident individual. Successful candidates in environmental science think creatively, analyse and solve problems. Studying relevant areas of environmental science such as the living environment, the Earth's resources and sustainability produces responsible citizens.

Course Details

The National 5 Environmental Science course is practical and experiential and develops scientific awareness of environmental issues. The purpose of the course is to develop candidates' curiosity, interest and enthusiasm for environmental science in a range of contexts. The skills of scientific inquiry are integrated and developed throughout the course, as well as investigative and experimental skills. The course develops a scientific understanding of environmental issues. It provides a broad and up-to-date selection of ideas relevant to the role of environmental science in society. This develops an understanding of environmental issues and possible solutions to preventing or reversing environmental degradation, and of sustainable practices. The course provides a range of opportunities for candidates to investigate key areas of the living environment such as biodiversity and interdependence.

The course content includes the following areas of Environmental Science:

1. Living Environment - the key areas covered are: investigating ecosystems and biodiversity; interdependence; human influences on biodiversity.
2. Earth's Resources - the key areas covered are: an overview of Earth systems and their interactions; the geosphere; the hydrosphere; the biosphere; the atmosphere.
3. Sustainability - the key areas covered are: an introduction to sustainability; food; water; energy; waste management.

Assessment at National 4

In order to successfully complete the National 4 Environmental Science course, pupils will need to pass a unit assessment for each of the three units.

Pupils will also need to complete an assessed assignment where candidates apply skills, knowledge and understanding to investigate a topical issue in environmental science and its impact on the environment and/or society. The issue should draw on one or more of the key areas of the course, and should be chosen with guidance from the assessor.

Assessment at National 5

There are 2 parts to the assessment.

1. All pupils will sit a question paper worth 100 marks at the end of the course.
2. **National 5 Assignment** (20 marks) This assignment allows assessment of skills which cannot be assessed through the question paper, for example, the handling and processing of data gathered as a result of experimental/fieldwork and research skills. Candidates apply skills, knowledge and understanding by carrying out an experiment or fieldwork procedure and investigating a topic relevant to environmental science. The topic should draw on one or more of the key areas of the course, and should be chosen with guidance from the teacher. The skills, knowledge and understanding gained are written up in a one and half hour formal assignment write-up under exam conditions, which is marked externally by the SQA.



PHYSICS
(Principal Teacher – Mr D Hogg)

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 D Hogg)

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 D Hogg)

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 D Hogg)

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.

