



PORTREE HIGH SCHOOL  
*Àrd-sgoil Phort Rìgh*

S4 Senior Phase

*Ceann shuas na Sgoile  
Cùrsaichean– AS4*

**2014**



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***Portree High School pupils on a trip to China - June 2013***

# INTRODUCTION

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## Introduction for Parents/Guardians

In the first three years at Portree High School your child has had extensive experience of a **Curriculum for Excellence**, the Scottish Government's flagship education policy, designed to raise standards and to better prepare young people for the post-school destination to which they aspire.

Curriculum for Excellence is structured differently to the previous curriculum, in which pupils chose their options for Standard Grade towards the end of S2. Under Curriculum for Excellence S1 – 3 is known as the **Broad General Education**. Towards the end of this phase pupils make option choices for the **Senior Phase**, S4 – 6, the purpose of which is to specialise in subjects the young person wishes to continue to study. Pupils will choose the subjects which will deliver qualifications which lead to their desired post-school destinations e.g. employment, training, further or higher education.

Pupils have started to personalise their curriculum in S3 by making limited choice within curricular areas. Your son or daughter will now make the very important decisions about which subjects they might take forward. This will involve choosing subjects from the new **National Qualifications Framework**, including the new **National 4 and National 5** courses which have replaced Standard Grade and Intermediates.

English and Maths are compulsory subjects and will be studied by all pupils for 4 periods per week. Pupils will choose 4 other subjects using their S1 – 3 experiences to guide them. These subjects have an allocation of 5 periods per week with literacy and numeracy continuing to be delivered through these subjects to augment English and Maths.

This booklet is designed to give you the information you require to support your son or daughter in making choices for the Senior Phase. If you have any questions, please contact your child's Pupil Support Teacher.

## Procedures on Making Choices

An information evening was held on Thursday 27<sup>th</sup> February; after this Pupil Support Staff will interview S3 pupils concerning their S4 Senior Phase Options. Pupil Support staff and pupils will complete a **Senior Phase Options Form (S4)** which pupils will take home to their parents. Parents should sign the form and return it to the school. Again, should parents wish, they will also have the opportunity to discuss their son's/daughter's choices by contacting the appropriate member of the Pupil Support Team.

## National Qualifications

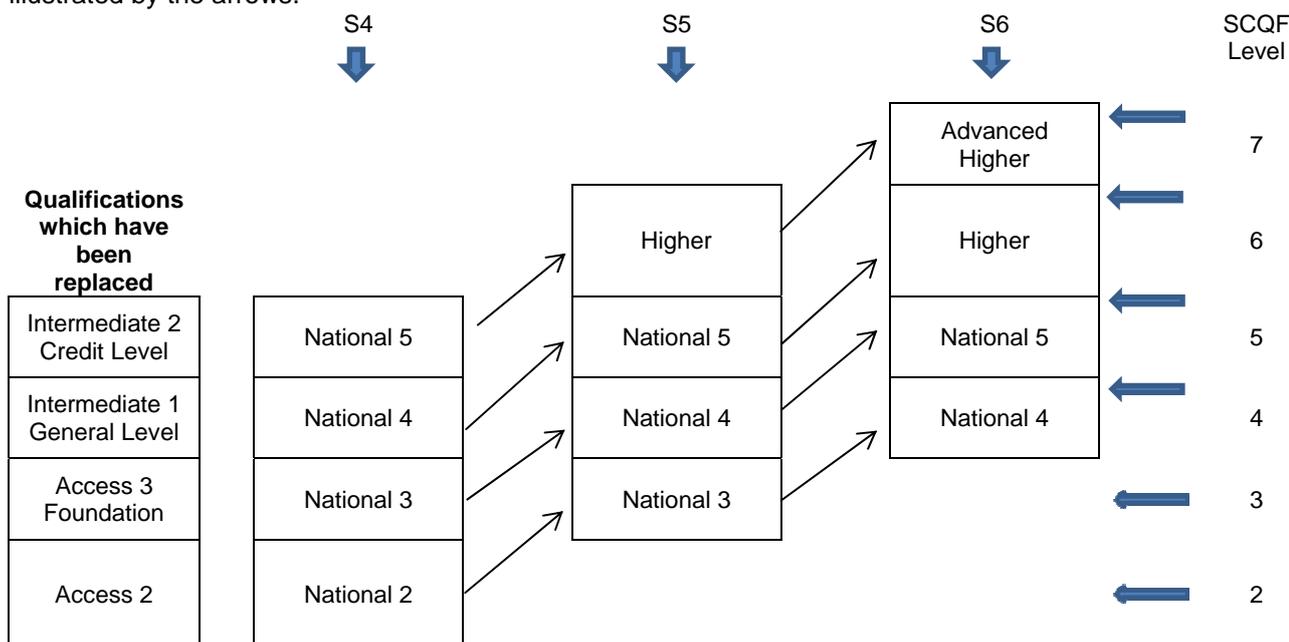
With the introduction of Curriculum for Excellence, new National Qualifications have been introduced to replace existing qualifications. The new qualifications are National 3, National 4 and National 5.

National 3 and National 4 courses are internally assessed and moderated by the Scottish Qualifications Authority on a unit-by-unit basis or by combined assessment. They are assessed on a pass/fail basis governed by SQA external quality assurance.

National 5 courses will be externally assessed (administered by the Scottish Qualifications Authority) and will be Graded A to D.

## Progression

Many pupils will be interested in progression as they make their choices. The diagram below demonstrates anticipated progression in qualifications beyond S2. Pupils move up or across to a level as they progress, illustrated by the arrows.



## SCQF

The **Scottish Credit and Qualifications Framework** was drawn up in 2001 to bring together all Scottish qualifications (Schools, Colleges and Universities) into a single framework. It allows pupils, teachers and employers to compare the relative value of courses and to plan pathways of study to encourage progress.

More information is available on the SCQF website. [www.scqf.org.uk](http://www.scqf.org.uk)

## Advice on Making Choices

There is no simple formula that we can offer to help parents and pupils choose the most appropriate options for S4. Pupils vary considerably in ability, interests and career intentions. We hope that the following list will help to inform you of the important decisions to be made.

### a) Attainment

In S4 pupils will study for 6 qualifications at a level that is appropriate for them thus ensuring that they have an opportunity to attain at the highest level. Most pupils will therefore be expected to choose from the subjects that they started in S3, rather than choose new options.

### b) Ability

It goes without saying that pupils and parents should try to select options which reflect a pupil's aptitude and ability.

### c) Interest

It is important for pupils to show an interest in a subject as this can greatly improve their enjoyment and chance of success. However, pupils may have to prioritise options required as career qualifications in the Senior Phase.

### d) Progression through the Senior Phase

By making options for the Senior Phase, pupils are making choices about what they will study for Nationals and this will determine what subjects they may take at Higher level in S5/6. For those subjects that pupils do not take forward in S4, it may be possible to choose them as an option in subsequent years at National 4/5.

Pupil Support Staff, Subject Staff and the Careers Officer should all provide help in guiding pupils through their learning journey.

### e) Friends' Choices

Many pupils simply choose an option because their friends have chosen it. We would strongly advise that **this is not a valid reason** for choosing a particular option.

### f) Teacher Like or Dislike

Where a pupil is unsure about what subject(s) to take, the choice is often determined by whether the pupil likes the teacher or not. It is important to note that:

- Career intentions are very important
- The allocation of teachers to teaching groups is not known at the time when the choices are made

## ***Art and Design***

### **What are the benefits of studying this course?**

Our aim is to provide our pupils with a broad spectrum of valuable skills, in addition to the artistic skills traditionally associated with this subject which will equip them well for life beyond school. We aspire to help our pupils develop the four capacities as successful pupils, confident individuals, effective contributors and responsible citizens.

We aim to:

- Foster creative thinking, an enterprising approach and the ability to be inventive, innovative and imaginative
- Enhance problem solving skills and the ability to develop and take ideas forward
- Encourage independence, personal responsibility and self-belief
- Develop communication skills and the ability to work with others
- Raise awareness and understanding of cultural, environmental, social and ethical issues within contexts that our pupils can relate to
- Provide pupils with a context within which they can express and explore their beliefs and ideas

### **What will I study?**

**There are three main elements within the Art and Design course:**

**Expressive with critical activity** - involves pupils in expressing their thoughts, ideas and responses to a subject or theme visually. This can include painting, construction, collage and sculpture.

**Design with critical activity** - involves pupils in solving a design problem and encourages them to use their creative and imaginative skills to produce ideas and present a final solution. This can include graphics, illustration, applied design, ceramics.

**Art and Design Studies** - pupils undertake research and critical study into artists and designers who inspire them and their design and expressive work.

### **Assessment:**

- Units will alternate between Design and Expressive each with a critical dimension although this will not be the main focus of your work
- You will need to compile a folio or sketchbook with examples of your own work (this will be your homework)
- You will be encouraged to consider, discuss and write down ideas about your own work and that of well-known artists. At the end of the unit, work is assessed by your teacher

### **Possible Progression Routes:**

Within school progression is as follows: National 3 > National 4 > National 5 > Higher.

### **Will I succeed?**

The answer rather depends on you! Art requires self-discipline, a critical eye and patience above all else. Your sketchbook will be your major homework therefore it is essential if you are going to produce good work for your final Folio to bring this with you every day to class; your sketches can then be seen by your teacher and helpful comments made. On top of this, you should make as many visits as you can to local art exhibitions or further afield if possible. Make visits to local art shops to view materials and examples, keeping an eye on opportunities for workshops or extra-curricular opportunities such as 'life-drawing' classes. We wish you well in your art studies.

**Entry to S4 courses is subject to S3 behaviour, effort, attitude and progress. Anyone opting for these courses in S4, who did not take these subjects in S3, must prove their ability and appropriate attitude to the teachers concerned prior to acceptance on these courses.**



# Construction Crafts

## Skills for Work Course

The National Level 4 construction crafts course is a vocational course aimed at all pupils who are interested in taking up a career in construction. The course is of a practical nature although pupils are expected to learn the relevant theory with assessments based on completed tasks or projects.

### What will I study?

The National 4 course is made up of five compulsory units:

#### Employability Skills

Developing attitudes will enhance their chances of being employed. Timekeeping, attendance, appearance and personal protective clothing; also the interpretation of plans and diagrams are skills employers demand.

- **Half-Brick Walling**  
Set out and build short sections of half-brick thick walls to given dimensions and tolerances
- **Decorative Painting**  
Carry out decorative paint finishes using brushes, rollers and stencils
- **Site Carpentry and Bench Joinery**  
Carry out set tasks in first and second fix joinery
- **Plumbing**  
Cut assemble and join plastic pipe work (soil waste and water systems) to given drawings and to specific tolerances



In addition to the five mandatory units there are three elective units from a choice of seven:

- **Practical Copper Pipe Work**  
Cutting and assembling copper pipe work to given drawings using compression fittings. Forming bends and offsets using a pipe bender
- **Brickwork Techniques**  
Further, more advanced brickwork
- **Carpentry and Joinery Techniques**  
Further, more advanced carpentry and joinery
- **Plasterwork**  
Working with a range of plastering equipment and materials, applying plaster to walls and manufacturing mouldings
- **Roof Tiling**  
Carry out a small-scale exercise in single lay roof tiling to correct gauge and lap
- **Electrical Installation**  
Wire up and connect a range of different electrical appliances and fittings
- **Decorative finishes using water borne paints**  
Additional paintwork focusing on decorative techniques

Completion of the eight units gains the pupil the equivalent of a National 4 award.

Pupils wishing to join this course must have demonstrated some previous practical skills and also have an interest in the construction industry. Pupils must provide themselves with a pair of steel toe-capped working boots. All other protective clothing will be provided. They must also be willing to take part in all the above activities, site visits and work experience.

# ***Design and Manufacture***

## **What are the benefits of studying this course?**

This course develops pupils' skills in designing and making products and pupils' understanding of the impact of design and manufacturing technologies on our society and environment building on the technologies taught in S1 – S3. It combines the best of Craft and Design and Product Design.

It provides further opportunities for pupils to enhance their creative and practical skills. Building on the practical skills in wood, metal and plastics gained in second year and also enhancing their previous design skills.

## **What will I study?**

There are two units to the course at National 5 level with an additional Added Value Unit at National 4 level:

### **Design and Manufacture - Design**

- Identify factors that influence design and apply these in a simple design task
- Develop and communicate design concepts for a simple design task
- Evaluate an existing product

### **Design and Manufacture – Materials and Manufacturing**

- Investigate materials for manufacturing tasks in a workshop context
- Prepare for manufacturing tasks in a workshop context
- Plan and implement a manufacturing sequence for a prototype
- Review manufacturing processes and a finished prototype



### **Added Value Unit at National 4 level: Design and Manufacture Assignment**

The general aim of this unit is to enable the pupil to provide evidence of Added Value for the Design and Manufacture Course (National 4) through the successful completion of an assignment which will allow the pupil to demonstrate challenge and application.

### **Assessment**

Units of both National 4 and National 5 courses will be assessed according to SQA unit NARs (National Assessment Resources) covering the learning outcomes of the course. Some of the assessment will be applied to theme-based projects which may cover learning outcomes from both units.

National 4 includes a practical Added Value Unit which is internally assessed but moderated by the SQA. This takes the form of a third unit. There is no final external exam.

National 5 have a final assessment assignment. This is internally marked but externally moderated by the SQA. There is also a final written exam. The final grade is made up of the marks awarded for the assignment and the final written exam.

### **Progression**

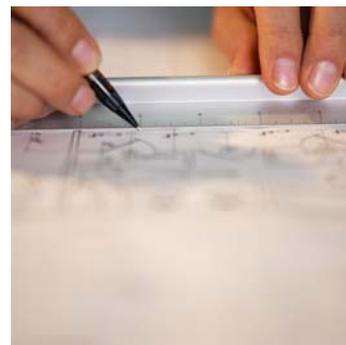
On successful completion of this course at National 4 the following units and courses may provide appropriate progression pathways for pupils: Design and Manufacture (National 5) and other technological subjects at National 5.

On successful completion of the course at National 5 the following units and courses may provide appropriate progression pathways for pupils: Design and Manufacture (Higher) and other technological subjects at Higher.

These units may support a pupil's further education or employment as part of a wider entrance portfolio.

## Graphic Communication

This National 4 and National 5 course is designed to develop skills in communicating through a variety of graphic techniques and methods. It also develops understanding of the impact of graphic communication technologies on our society and environment. Pupils develop the skills, knowledge and understanding required to create and interpret graphic communications.



### What will I study?

There are two units to the course at National 5 level with an additional Added Value Unit at National 4.

### 2D Graphic Communication

Pupils will develop skills in both manual and electronic graphic communication techniques. They will acquire knowledge and understanding of terms and techniques in CADD (Computer-Aided Drawing and Design), CAG (Computer-Aided Graphics) and DTP (Desktop Publishing). They will learn how graphic communication technologies impact on our environment and society. Pupils who complete this unit will be able to:

- Produce and interpret 2D sketches and drawings
- Produce preliminary 2D designs and illustrations for single-page promotional displays
- Create 2D promotional graphic layouts

### 3D and Pictorial Graphic Communication

Pupils will develop skills in both manual and electronic graphic communication techniques. They will acquire knowledge of terms and techniques in CADD (Computer-Aided Drawing and Design) and be able to:

- Produce and interpret pictorial sketches, pictorial drawings and 3D models
- Produce pictorial and 3D illustrations
- Create pictorial or 3DX promotional displays

### Added Value Unit at National 5 – Graphic Communication Assignment

Pupils who complete this unit will be able to produce, with guidance, a graphical response to an assignment brief.

### Assessment

Units of both National 4 and 5 courses will be assessed according to SQA unit NARs (National Assessment Resources) covering the learning outcomes of the course. Some of the assessment will be applied to theme-based projects which may cover learning outcomes from both units.

National 4 includes a practical Added Value Unit which is internally assessed but moderated by the SQA. This takes the form of a third unit. There is no final external exam.

National 5 have a final assessment assignment. This is internally marked but externally moderated by the SQA. There is also a final written exam. The final grade is made up of the marks awarded for the assignment and the final written exam.

### Progression

On successful completion of this course at National 4 the following units and courses may provide appropriate progression pathways for pupils: Graphic Communication (National 5) and other technological subjects at National 5.

On successful completion of the course at National 5 the following units and courses may provide appropriate progression pathways for pupils: Graphic Communication (Higher) and other technological subjects at Higher.

These units may support a pupil's further education or employment as part of a wider entrance portfolio.

## ***DIGITAL MEDIA***

### **CREATIVE DIGITAL MEDIA – SKILLS FOR WORK COURSE**

#### **What are the benefits of studying this course?**

This SCQF level 4 course is designed to provide pupils with opportunities for developing Core Skills and enhancing skills and attitudes for employability.

#### **What will I study?**



This course has been designed to provide an introduction to the digital media industry and its sectors. These are varied and include radio, television/DVD, digital/computer games and software, publishing and websites as well as other sectors and may increase in the light of emerging technology. Pupils will gain an overview and an awareness of the sectors and the skills required and used in them including the development and production process. It reflects the initial skills required for the digital media industry. The course will enable pupils to develop general and practical skills, knowledge and understanding, together with

employability skills and attitudes needed to work in the digital media industry.

The general aims of the course are to:

- Provide pupils with a broad introduction to the digital media industry
- Allow pupils to experience vocationally related learning
- Encourage candidates to develop a good work ethic
- Encourage candidates to take responsibility for their own learning and development
- Provide opportunities to develop a range of Core Skills through practical experiences in a vocational environment
- Facilitate progression to further education, training and/or employment
- Assist candidates to develop employability skills

In particular, the specific aims of this course are to:

- Contribute to pupils' preparation for work in the digital media industry
- Begin to develop project development, production, presentation and pitching skills
- Develop an awareness of the industry's development and production processes
- Allow pupils to engage with clients or people role-playing the part of a client
- Prepare pupils for further learning, study and training opportunities in the digital media industry

**Entry to S4 courses is subject to S3 behaviour, effort, attitude and progress. Anyone opting for these courses in S4, who did not take these subjects in S3, must prove their ability and appropriate attitude to the teachers concerned prior to acceptance on these courses.**

## ***Drama***

### **What are the benefits of studying this course?**

The drama course is at National 4/5 level. The course is designed for anyone who has an interest in drama whether from a performance, directorial or design point of view.

Throughout the course you will use a variety of drama, theatre and production techniques to explore a range of issues, topics and themes. The activities and experiences involved in the course contribute to your personal growth by developing self-awareness, confidence and social and communication skills.

The course is an exciting but challenging one and pupils should be aware that a high level of commitment will be required to get the best results. There will be a requirement to commit to attending extra rehearsals at particular times during the course.

### **Assessment**

The course is made up of three compulsory units which are assessed in school and a written exam and practical performance which are assessed externally. Throughout all the units you will develop skills in cooperation, communication and problem solving.

### **What will I study?**

#### **Unit 1 Drama Skills**

This unit uses creative drama activities to explore social attitudes and issues. Activities include: role-play, characterisation, evaluation, directing, devising.

#### **Unit 2 Theatre/Production Skills**

This unit involves the study and use of a range of theatre production skills such as: textual analysis, designing (set, costume, lighting and sound), implementing technology and acting.

#### **Unit 3 Production**

In this unit you will work with others to stage a small-scale production. You will be involved in: planning and designing, implementing technology and acting.

The entry requirements for the National 4/5 Drama course are that you must have successfully completed the Drama opportunities in S3 and that you should be working towards a good pass at National 5 English. This course involves a high level of written work and the ability to analyse and evaluate your work on paper is important.

### **Possible Progression Routes:**

Within school progression is as follows: National 4 > National 5 > Higher.



# **English**

## **What are the benefits of studying English?**

The course offers pupils opportunities to develop and extend a wide range of skills. In particular, the course aims to enable pupils to develop the ability to:

- Listen and talk, read, and write, as appropriate to purpose, audience and context
- Understand, analyse and evaluate texts, as appropriate to purpose, audience and context
- Create and produce texts, as appropriate to purpose, audience and context
- Apply knowledge of language

## **What will I study?**

The English courses offered are National 3, National 4 and National 5. Each course covers the three main areas of English:

- Understanding, Analysing and Evaluating Language
- Creating and Producing Language
- Literacy

## **What will I be awarded at the end of my studies?**

National 3 and National 4 are not externally graded; the course outcome will be internally awarded as pass/fail. The National 5 Course Assessment will comprise internally assessed units as well as an externally assessed examination which will be graded by SQA.

## **Understanding, Analysis and Evaluation of Language**

The purpose of this area is to develop listening and reading skills in familiar contexts. Pupils develop the skills needed to understand, analyse and evaluate simple but detailed language, through the study of straightforward texts in language, literature and media contexts. At least one Scottish text should be studied.

Pupils will be required to provide evidence of:

- Consistency in understanding, analysing and evaluating simple language from at least two written texts
- Consistency in understanding, analysing and evaluating simple language from at least two spoken texts

The evidence of Reading will be gathered from written or digital texts such as novels, poetry or film. Evidence of Listening will come from interactions within classroom discussions or presentations, as well as moving image or digital media.

## **Creation and Production of Language**

Within this context pupils are expected to demonstrate evidence of their Talking and Writing skills to produce texts appropriate to purpose and audience. Pupils will develop skills in creating and producing language in written and oral form.

Pupils will be required to provide evidence of:

- Writing using straightforward language
- Talking using straightforward language

Evidence of Writing can be gathered from a range of sources and can be presented in either written or digital form. Evidence of Writing can include some of the following: reflection, ideas, opinion, argument or information. Evidence of Talking can include interactions, such as conversations, discussions or presentations and can be presented in either oral or digital form, such as a podcast. This may be supplemented using PowerPoint slides, audio/film clips or other digital media.

## **Literacy**

Within this area pupils will develop Listening and Talking, Reading and Writing skills in a variety of familiar forms relevant for learning, life and work. All four skills will be developed using straightforward texts which are likely to be functional/informational. Pupils will develop their skills to read, listen to and understand straightforward texts. Pupils will develop the ability to express simple but detailed information

and ideas through talk and in writing which is technically accurate. Evidence for this area may be gathered from a variety of sources.

### **Assessment**

To achieve the English National 3, National 4 and 5 courses, you must show evidence of meeting the required outcomes for each area of English, which will be assessed internally by your class teacher; in National 4 an Added Value Unit must also be passed. National 5 requires internal assessment of all areas of English, but you must also pass the course assessment in the form of an external examination.

### **Possible Progression Routes: How could I progress in S5?**

National 3 leads to opportunities to progress to National 4; National 4 leads to opportunities to progress to National 5; after achieving the National 5 course candidates can be offered the opportunity to study at Higher and Advanced Higher level. The Higher course is comprised of the same three key areas of English, but in an increasingly sophisticated way.

### **Any other questions?**

If you have any further questions please do not hesitate to ask your English teacher.

## **French**

### **What are the benefits of studying this course?**

Learning a foreign language enables pupils to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. National 3, National 4 and National 5 qualifications provide pupils with the opportunity to:

- Develop skills in listening and talking, reading and writing that are essential for learning, work and life
- Use different media effectively for learning and communication
- Develop an understanding of how language works and use language to communicate ideas and information
- Use creative and critical thinking to synthesise ideas and arguments
- Enhance their enjoyment and their understanding of their own and other cultures through a variety of original language media

### **How do I know which level of study is best for me?**

With your teacher, you will look carefully at the progress and development you have made during your first three years of studying French and decide which level of study you would be best suited to.

### **Assessment**

National 3 and National 4 are not externally graded; the course outcome will be internally awarded as pass/fail. The National 5 Course Assessment will comprise internally assessed units as well as an externally assessed examination which will be graded by SQA.

### **Possible Progression Routes**

National 3 leads to opportunities to progress to National 4; National 4 leads to opportunities to progress to National 5; National 5 leads to opportunities to progress to the new Higher.

Do not hesitate to come and ask your class teacher if you need to know more.

## **Gàidhlig/Gaelic**

### **What are the benefits of studying this course?**

Gaelic is the traditional community language of the Isle of Skye, indeed it is one of the national languages of Scotland.

Whether you approach it as a pupil or a fluent speaker, Gaelic opens doors to really discovering the richness of our culture. It also builds your confidence to know you can master a language and that you are part of the community of Gaelic speakers.

National 4 and National 5 level courses provide a route to further study and the proficiency necessary to take advantage of opportunities in the world of work.

With the effects of the Gaelic Language Act, increasing output by the Gaelic Media and a growing demand for Gaelic in Education, employment prospects for young people fluent and literate in the language are very favourable.

### **What will I study?**

**Gaelic Learners** in S3/4 classes progress to the next stage of our new course. It is based on the excellent 'Ceumannan' books and includes a wide range of learning experiences, including an element of personal study. Course materials are complemented by a growing number of online resources which help pupils succeed at examination level.

### **Assessment**

At both National 4 and National 5, the final outcome for Gaelic is based on levels achieved in Listening (20% of assessment), Reading and Writing (50% of assessment) and Talking (30% of assessment).

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**Gàidhlig Students** following the **fluent speakers' course** will continue to build on the language development achieved in S1-S3. Progress to this level really brings pupils on in confidence and fluency. They study a wide range of texts from novels to poetry, short stories and factual writing and reporting. The greatly improved availability of audio and video materials through BBC Alba also allows us to incorporate these into the course.

### **What will I study?**

Literacy outcomes are studied through a range of topics including Literature and Writing Skills as well as an extended research project – subjects which allow pupils to further explore cross curricular issues through the medium of Gàidhlig. They are now much better served by up-to-date books, extension materials and online resources which help them progress to a regularly high level of achievement in this subject.

### **Assessment**

At both National 4 and 5, the final outcome for Gàidhlig is based on levels achieved in Listening (20% of assessment), Reading and Writing (50% of assessment) and Talking (30% of assessment).

### **Possible Progression Routes:**

Within school progression is as follows: National 3 > National 4 > National 5 > Higher > Advanced Higher.

## **Hospitality**

### **Practical cookery**

This course consists of 3 units and an Added Value Unit.

The units covered are:

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

The Added Value Unit is: Producing a Meal.



The emphasis is on practical skills and this is reflected in the assessment in all the units. Although the focus is on the practical there is a written element that is assessed in each of the units except Cookery Skills, Techniques and Processes. Pupils must pass all four units to achieve a Course Award at National 4.

## **Mathematics**

All pupils in S3 will follow a National Qualifications course, following on from the work done in S1 and S2. The course is split into three levels – National 5, National 4 and National 3 Lifeskills. To determine at which level a pupil will work, we will look closely at how well he/she has performed in S1/2 assessments.

### **S2 Level**

Level 2

Level 3 (lower)

Level 3 (upper)/Level 4

### **S3/4 Course**

National 3 Lifeskills *Replaces Access 3*

National 4 *Replaces Intermediate 1*

National 5 *Replaces Intermediate 2*

### **What will I study?**

Each course is split into three units and pupils will be assessed on their understanding of the outcomes in each unit at various stages in the course. In National 3 there will be no final examination. In National 4 there will be a final examination which will be devised and marked by the school in accordance with SQA guidelines. In National 5 there will be a final examination which will be devised and marked by SQA much as Intermediate 2 is at the moment.

During their progress through the course pupils will be able to change levels if we feel this is the right path.



### **Assessment**

Each course is split into three units and pupils will be assessed at the end of each unit. Each pupil will be given a Course Information booklet explaining the outcomes for each topic. In S3, pupils are given the opportunity to move from one course to another – depending on performance in class and in the unit and block tests.

Pupils following National 4/5 routes will have daily homework to reinforce the work which they have been doing in school. Pupils following a National 3 Lifeskills course will have homework on a less regular basis.

### **Possible Progression Routes:**

Within school progression is as follows:

#### **S3/S4**

National 3 Lifeskills

National 4

National 5

#### **S5**

National 4

National 5

Higher

#### **S6**

Higher

Advanced Higher

## ***Music***

### **What are the benefits of studying this course?**

Our aim is to provide our pupils with a broad spectrum of valuable skills in addition to the musical skills traditionally associated with this subject which will equip pupils well for life beyond school. We aspire to help our pupils develop the four capacities as successful pupils, confident individuals, effective contributors and responsible citizens.

- Foster creative thinking, an enterprising approach and the ability to be inventive, innovative and imaginative
- Enhance problem solving skills and the ability to develop and take ideas forward
- Encourage independence, personal responsibility and self-belief
- Develop communication skills and the ability to work with others
- Raise awareness and understanding of cultural, environmental, social and ethical issues within contexts that our pupils can relate to
- Provide pupils with a context within which they can express and explore their beliefs and ideas

### **What will I study?**

There are three main elements within the music course:

**Performance:** Involves pupils experiencing practical music-making and developing skills necessary for progression through the years.

**Understanding Music:** Involves pupils learning about what they hear, gaining in experience using musical concepts and applying concepts to practical work.

**Composition:** Involves pupils learning about the composition process whilst gaining in confidence using Sibelius software to invent and compose pieces of their own.

### **Will I succeed?**

The answer rather depends on you! Music requires self-discipline, motivation and patience above all else. Your two instruments will be the main part of your homework so you must be able to access them each day for at least 20 minutes. On top of this, you will require to complete written exercises about musical literacy and concepts at home. This is to prepare you for the Listening exam. We wish you well in your musical studies.



### **Possible Progression Routes:**

Within school progression is as follows: National 3 > National 4 > National 5 > Higher > Advanced Higher.

**Entry to S4 courses is subject to S3 behaviour, effort, attitude and progress. Anyone opting for these courses in S4, who did not take these subjects in S3, must prove their ability and appropriate attitude to the teachers concerned prior to acceptance on these courses.**

# ***Physical Education***

## **Core Physical Education**

All pupils in S4 will have 2 periods of Core Physical Education. The emphasis is on pupil choice of activities in which they will work hard to improve their performance. Pupils will choose their activities at the start of S4.

In S4 pupils make a choice of what they would like to do within a choice form completed at the beginning of the year. Full participation is encouraged to benefit all pupils' health and wellbeing.



### **National 4/5**

This course is for pupils who have a genuine interest in Physical Education and who are prepared to work hard to improve their own fitness, performance and understanding of physical activity. The course requires a degree of fitness which pupils should be prepared to work at in their own time, participation in lunchtime/after school and community activities would be beneficial to all pupils.

The course consists of 3 periods a week during which pupils will have the opportunity to take part in a variety of activities. Pupils are expected to take part in **all** activities (including swimming) and a lack of participation will affect progression and their final grade. This will be essentially a practical course in which pupils will participate in a variety of roles - e.g. as a player, coach, leader, observer, umpire/referee and performer. Learning will be through practical and theory/written work.

### **What will I study?**

National 4 and 5 each consist of 2 units:

- 1. Performance skills:** pupils will work to improve their performance in a number of activities and their two best areas of performance will be used for SQA assessment purposes.
- 2. Factors Impacting on Performance:** pupils will have an understanding of skill learning and factors affecting performance and participation; they will learn about body conditioning for health and fitness and describing and evaluating performance.

### **Assessment**

Around December-January of S4, it will be decided whether pupils will be entered for either the National 4 or National 5 qualification; this will depend on both their progress in the units, the quality of coursework and their prelim examination.

National 4 pupils will have an extra unit (practical and a portfolio) to complete at the end of the course; this is internally assessed pass or fail within school.

National 5 pupils will complete a practical assessment worth 60% (internally assessed and moderated by SQA) and a portfolio worth 40% (completed and submitted by a deadline and externally marked by SQA).

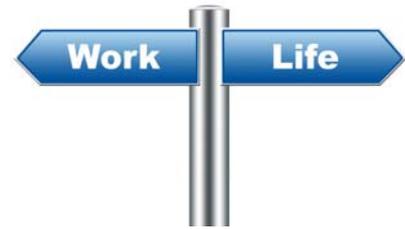
### **Possible Progression Routes:**

Within school progression is as follows: National 3 > National 4 > National 5 > Higher.

## **Personal and Social Education (PSE)**

All pupils in S4 will have one period a week of PSE. The PSE programme will have the following core areas:

- Health Education
- Citizenship
- Understanding Yourself
- Developing Relationships
- Careers Education
- Study Skills
- Internet Safety



The following will be covered within these core areas:

### **Health Education/Developing Relationships/Understanding Yourself**

The accent is on healthy living and making informed choices. A large part of the S4 programme is spent on Sexual Education covering physical and emotional development of teenagers, relationships, risk taking, sexually transmitted infections, contraception, pregnancy and abortion. Alcohol use and abuse, smoking and drugs are other topics covered within this area.

### **Careers Education**

In S4 Careers lessons are used to identify current individual needs in career planning and decision making. Emphasis is placed on research and information gathering. Pupils are encouraged to start thinking of the type of jobs in which they may be interested, the academic levels required for these jobs and their training needs. This includes the use of Careers Education software programmes such as PlanIt Plus which provides valuable up-to-date information.

There will be a visit from the Careers Officer about the help available from the Careers Service. During S4 pupils will consider their choice of course for S5 and the other career options open to them.

### **Study Skills**

Pupils will plan and organise a personal study programme, examination preparation and examination techniques. Subject departments will also teach pupils the study skills specific for their subject. They will have the opportunity to put theory into practice.



### **Citizenship**

Across the curriculum, the following content topics are identified:

- Rules, Rights and Responsibilities
- Race and Gender Issues
- Environment Care
- Community Links
- Money Management
- Leisure Education

From the core programme and cross curricular inserts, pupils are encouraged to develop the skills of self-awareness, self-reliance, self-confidence and decision making.

## ***Religious, Moral and Philosophical Studies***

In S3 and S4 pupils will be working towards the new Religion, Belief and Values Award. This new award will:

- Be available at National 3, National 4, National 5 and Higher
- Accredited aspects of achievement which build on the experiences and outcomes for Religious and Moral Education (RME)
- Involve investigating a topic to do with religion or belief and putting values into action in a positive, practical way
- Have an emphasis on skills development and the application of those skills

### **Investigating Religion or Belief Unit**

In this unit, pupils will investigate and reflect on a chosen topic involving religion or a viewpoint independent of religious belief. They will develop knowledge and understanding of the topic, by reflecting on religious or other viewpoints and their personal faith and/or values. They will have the opportunity to discuss and debate the topic they are investigating.

The pupil will be required to provide evidence of:

- Investigating and reflecting on a chosen topic involving religious belief or a viewpoint independent of religious belief
- Identification of some issues of faith and/or values related to the topic
- Reflection on their individual learning journey and response to the topic



## **Sciences**

In S4 pupils will continue their study of Science at National 4/5.

The aims of these courses are to enable pupils to:

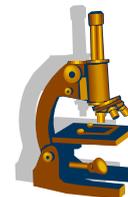
- Further develop an understanding of scientific issues and relevant applications of their chosen science, including the impact these could make in society and the environment
- Further develop scientific inquiry and investigative skills
- Further develop scientific analytical thinking skills
- Further develop the use of technology, equipment and materials, (safely) in practical scientific activities
- Further develop planning skills
- Further develop problem solving skills
- Continue to use and understand scientific literacy in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- Further develop the knowledge and skills for more advanced learning in their chosen science
- Further develop skills of independent working

## Biology

### What will I study?

The course consists of 3 units:

**Cell Biology** - The unit covers the key areas of: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.



**Multicellular Organisms** -The unit covers the key areas of: cells, tissues and organs; stem cells and meristems; control and communication; reproduction; variation and inheritance; the need for transport; effects of lifestyle choices on animal transport and exchange systems. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

**Life on Earth** - The key areas covered in this unit are: biodiversity and the distribution of life; energy flow through ecosystems; techniques used to study organisms and the environment; adaptation, natural selection and the evolution of species; behaviour and ethical issues in food production and the environment.

## Chemistry

### What will I study?

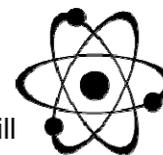
Having secured a firm understanding of the key areas covered in S3, the course in S4 will concentrate on developing the pupil's knowledge and understanding of:

**Nature's Chemistry** - the unit covers the key areas of fuels, hydrocarbons, homologous series, everyday consumer products plants for products and energy of fuels. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.



**Chemistry in Society** - the unit covers the key areas of metals and alloys, materials, properties of plastics, fertilisers, nuclear chemistry and chemical analysis. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

# Physics



## What will I study?

Having secured a firm understanding of the key areas covered in S3, the course in S4 will concentrate on developing the pupil's knowledge and understanding of:

**Electricity and Energy** - The unit covers the key areas of energy transfer, heat generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

**Dynamics and Space** - The unit covers the key areas of kinematics, speed and acceleration, relationships between forces, motion and energy, space, satellites and cosmology. Pupils will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

## Assessment

National 3 and National 4 have no exam. All units are internally assessed on a pass or fail basis and verified and certificated by SQA.

To gain National 5, pupils must pass all units and the course assessment (assignment and question paper). The National 5 course assessment will be marked by SQA and graded A to D.

## Progression

Progression is as follows: National 3>National 4>National 5>Higher> Advanced Higher

# Social Subjects

## Geography

### National 4 and 5 Course outline

This course develops a range of cognitive and practical skills. Geography encourages active learning, including fieldwork, in the process of developing an understanding of geographical issues.

#### **Pupils will develop a range of skills, including:**

- The use, interpretation and evaluation of information from a range of sources
- Techniques to interpret and explain geographical phenomena
- Ability to use a range of maps, including OS maps
- Literacy skills - through reading a range of texts and writing in a variety of forms
- Numeracy skills - through evaluation of numerical, graphical and statistical information
- Research skills - finding and interpreting appropriate information
- Fieldwork skills - collecting, evaluating and analysing data

#### **Geography Unit 1: Physical Environments**

Pupils will develop knowledge and understanding of the processes and interactions at work within physical environments. Key topics include:

- Location of landscape type
- Formation of key landscape features
- Land use management and sustainability
- Weather and climate

Pupils will study landscape types based in Scotland and the UK: glaciated upland and coastlines.

#### **Geography Unit 2: Human Environments**

Pupils will develop knowledge and understanding of the processes and interactions at work within human environments. Key topics include:

- Contrasts in development
- World population distribution and change
- Issues in changing urban and rural landscapes
- Pupils will study two case studies: a developed country and a developing country

#### **Geography Unit 3: Global Issues**

Pupils will develop knowledge and understanding of significant global geographical issues and the strategies adopted to manage them. Two topics studied are:

- Climate change and environmental hazards

#### **Conditions of Award**

National 4: The pupil must pass all outcomes in each of the 3 units at National 4 level. In addition an internally verified Added Value Unit assessment must be passed.

National 5: The pupil must pass all outcomes in each of the 3 units at N5 level. In addition an externally verified Course Assessment must be passed.

# ***History***

## **What are the benefits of studying this course?**

History opens up the world of the past for pupils. The purpose of History is to provide pupils with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three units of the course which cover Scottish, British, European and World contexts in a variety of time periods, including Medieval, Early Modern and Later Modern.

The main aims of this course are to:

- Develop pupils' conceptual understanding and foster their ability to think independently
- Enable pupils to acquire breadth and depth in their knowledge and understanding of historical themes
- Develop pupils' skills of explaining historical developments and events, evaluating historical sources, and drawing conclusions
- Develop pupils' imagination and empathy with people living in other periods
- Encourage pupils to debate issues and, on the basis of evidence, form views and respect those of others
- Foster in pupils an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest

## **What will I study?**

### **Course Outline:**

#### **Historical Study Unit 1: Scottish**

##### **The Era of the Great War, 1910–1928**

Scotland in 1914

The Home Front – Scotland During the War

Scotland After the War

Scots on the Western Front

Political Change during the War

#### **Historical Study Unit 2: British**

##### **The Atlantic Slave Trade**

The Triangular Trade

The Captive's Experience and Slave Resistance

Britain and the Caribbean

The Abolitionist Campaigns

#### **Historical Study 3: European and World**

##### **Red Flag. Lenin and the Russian Revolution, 1894–1921**

Imperial Russia – Government and People

1905 Revolution – Causes and Events

February Revolution – Causes, Events and Effects

### **Added Value Research Unit:**

**The pupil will research and use information relating to a historical theme and question, by:**

- Choosing, with support, a historical theme and question for study
- Selecting and organising relevant evidence
- Responding to the question by describing and explaining, in a basic way, the key features of the answer
- Evaluating the usefulness or reliability of at least two relevant historical sources which have been collected
- Presenting their findings to show evidence of the skills they have used and knowledge they have acquired, and briefly commenting on the importance or relevance of this question to an understanding of the world today

### **Assessment**

**National 4:** pupils have to pass 3 internally assessed units on a pass/fail basis.

Pupils will also have to pass the Added Value Unit assignment.

**National 5:** pupils have to pass 3 internally assessed units.

Pupils sit an externally assessed course assessment which has two components:

- A question paper (75%)
- An assignment (25%)
- The course assessment is graded A – D.

### **Possible Progression Routes:**

Within school progression is as follows: National 3 > National 4 > National 5 > Higher.

## ***Modern Studies***

### **What are the benefits of studying this course?**

Modern Studies opens up the world of contemporary society for pupils. The purpose of Modern Studies is to develop pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, pupils will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the course units which focus on the democratic political system in the UK, social issues in the UK, and international issues.



Through the Modern Studies course, pupils will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across units. It will develop the skills to help pupils interpret and participate in the social and political processes they will encounter now and in the future.

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

The main aims of Modern Studies are to enable pupils to:

- Engage as active and informed members of society and local and global citizens
- Have an appreciation of the changing nature, of modern society
- Understand and respect human and legal rights and responsibilities as well as democratic modes of government
- Understand the democratic process and the ways in which people are informed about and participate in society
- Have an awareness of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- Be aware of different views about the extent of state involvement in society
- Be aware of the nature and processes of conflict resolution at all levels

The Modern Studies course contributes to general education and the wider curriculum. It will help create informed and active citizens by helping pupils to develop a greater understanding of democratic political and social institutions and processes. Pupils will develop skills which are transferable to other areas of study and which they will use in everyday life.

### **What will I study?**

#### **Democracy in Scotland and the UK**

Knowledge and Understanding of:

- The UK political system (including Scotland)
- Democratic rights and responsibilities
- Prime Minister, Executive and Parliament
- Participation in politics, the media and pressure groups

Evaluation skills: the use of evidence to detect bias and exaggeration.

#### **Social Issues in the UK**

Knowledge and Understanding of:

- Features of social inequality
- Causes of social inequality
- Consequences of social inequality
- Responses to social inequality

Evaluation skills: the use of evidence to make decisions.

#### **International Issues**

Knowledge and Understanding of:

- The socio/economic and political system of the USA
- Causes of inequalities in the USA
- Consequences of inequalities in the USA
- Responses to inequalities in the USA

Evaluation skills: the use of evidence to reach conclusions.

#### **Modern Studies Course Assignment – Investigation**

Research project will require:

- Selection of a topic from one of the three sections of the syllabus (above)
- Use at least two sources of information
- Gathering and organisation of relevant information
- Evaluation of information gathered
- Presenting investigative findings with evidence of sources used and knowledge and understanding of topic

#### **Assessment**

- National 4: Pupils have to pass 3 internally assessed units on a pass/fail basis. Pupils will also have to pass the Added Value Unit assignment.
- National 5: Pupils have to pass 3 internally assessed units. Pupils sit an externally assessed course assessment which has two components:
  - A question paper (75%)
  - An assignment (25%)
  - The course assessment is graded A – D.

#### **Possible Progression Routes:**

Within school progression is as follows: National 3 > National 4 > National 5 > Higher > Advanced Higher.

## Support for Learning

Support for Learning staff work together with colleagues in subject areas, to support pupils with their coursework. The type and level of support offered is dependent on individual needs: e.g. support with homework, support with classwork, alternative arrangements, assistive technology, additional resources and materials, prompts and general advice. Pupils are closely monitored from S1, to ensure the correct level of support is offered by S4.



In S4 pupils with additional support needs are given flexibility in the number of courses they choose. Some pupils will be considered for Tutorial Support, which is delivered within the Support for Learning department, others will be provided with in class support. Tutorial time is available to prepare pupils for assessments and examinations. This time also supports pupils to develop their numeracy and literacy skills.