



St Thomas of Aquin's  
R.C. HIGH SCHOOL

# BGE PERSONALISATION & CHOICE

S2 into S3  
COURSE INFORMATION

# Contents

This booklet contains information on each of the subjects available to our learners during the third year of their secondary BGE learning journey (S3).

The information is divided into three sections:

- An outline of the learning experiences during S3
- An outline of S4 courses that pupils can progress to from their S3 learning
- Examples of possible opportunities for career areas.

For further information on courses, please visit the relevant section within the SQA website

[Scotland's National Qualifications \(NQ\) - An overview - SQA](#)

For further information on careers, please visit the relevant careers page of My World of Work

[5 tips and a video to help you decide on your option choices | My World of Work](#)

[Our Option Choices tool and video will help you find your future job | My World of Work](#)

*Please click on the course name to take you direct to the information page.*

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## S3 Art & Design

### S3 Course Overview

Throughout S3 our learners work towards level 4 experiences and outcomes to prepare for the appropriate National Qualification in S4. The S3 course has an integrated approach to learning and includes a mix of practical learning and knowledge and understanding. It consists of two main areas: Design and Expressive. Within each of these projects learners expand upon their media handling skills, using equipment and materials expressively in 2D or 3D. Creative use of technologies is encouraged to present their work in a more personalised way when researching and developing ideas.

Learners develop an understanding and appreciation of artists' and designers' working practices as well as develop knowledge of the social and cultural influences on art and design work.

#### S3 Design Project – Fashion/Costume Headpiece and Felt making

Learners will build on their knowledge of using a design brief and develop personal and creative responses to this brief. Learners will express opinions and experiment with a range of techniques such as paper construction and felt making to help develop ideas.

#### S3 Expressive Project – Self Portraiture and Painting

Learners will further develop and improve their skills in a range of media though drawing and painting. They will develop expressive art works that explore the theme of Identity.

The course is mainly practical based, supported by teacher-led discussion, a combination of individual work and cooperative group work. Learner's art and design work are collated into personalised folio. Various formative assessment strategies are used to give learners the opportunity to demonstrate and improve their knowledge, practical skills and skills for learning, life and work.

### Assessment

Assessment in Art and Design will focus on learners' skills and abilities to express themselves. Ongoing formative assessment will take place in the classroom. More formal learners' conversation will take place at key points during the S3 course. This is an opportunity for learners to discuss with staff what their strengths and weaknesses are within the key areas of: *skills, creating, presenting, evaluating and appreciating*. Learners can identify and record in their iPad/OneNote next steps in their learning journey towards National Qualifications.

## S4 LEARNER PROGRESSION PATHWAY FOR ART & DESIGN

Creativity is the focus of the Art & Design courses in S4 where learners can study National 3 – 5. Learners develop knowledge of art and design practices by studying artists and designers and their work. They also develop an understanding of expressive and design processes.

### National 5 Art & Design - Course description & assessment outline

The course integrates investigative and practical learning, and knowledge and understanding of art and design practice. In the course, candidates draw upon their understanding of artists' and designers' work and practice. They follow art and design processes to develop their own creative work. They also reflect on and evaluate their creative processes and the qualities of their expressive and design portfolios.

The course comprises two areas of study:

**Expressive** - this part of the course helps learners plan, research and develop creative expressive work in response to a theme/stimulus. Learners develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research, and use this to produce a single line of development leading to a final piece. Candidates reflect on and evaluate their creative process and the visual qualities of their work.

**Design** - this part of the course helps candidates plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice.

Pupils select a design brief and compile a variety of 2D/3D investigative material and market research, and use this to produce a single line of development leading to a design solution. Candidates reflect on and evaluate their creative process and the aesthetic and functional qualities of their work

## Assessment

**Expressive Portfolio (100 marks)** - the purpose of this portfolio is to assess candidates' ability to integrate and apply practical art skills and their knowledge and understanding of art practice across the course.

**Design Portfolio (100 marks)** - the purpose of this portfolio is to assess candidates' ability to integrate and apply practical design skills and their knowledge and understanding of design practice across the course.

The folios are sent to SQA for external marking.

**Question Paper (50 marks)** – this is designed to allow learners to demonstrate their knowledge and understanding of art and design practice in an extended-response format in a question paper.

## National 3 & 4 Art & Design - Course description & assessment outline

The purpose of this course is to provide a broad practical experience of art and design and related critical activity. The course provides opportunities for learners to be inspired by experimenting with how they can visually represent their personal thoughts and ideas and create imaginative expressive and design work. In the course, learners will experiment with using art and design materials, techniques and/or technology in creative and expressive ways. They will develop their critical thinking skills as they develop and produce their own creative work and develop their understanding of art and design practice.

## Assessment

The course is comprised of two units and an added value unit for National 4:

**Expressive Activity** - evidence will be required to show that the learner can produce observational drawings, studies and expressive development work in 2D and/or 3D formats in response to given stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

**Design Activity** - evidence will be required to show that the learner can produce creative ideas in response to a given design brief. Learners will produce investigative studies and market research and will use this to develop their design ideas. Knowledge and understanding of designers and design practice will also be assessed.

**Added Value Unit N4:** Learners will draw on, extend and apply the skills they have learned during the course. This will be assessed through a practical activity, which involves producing one piece of expressive art and one piece of design work. The practical activity will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

## Future Career Pathways – Art & Design

Architect, Interior Designer, Landscape Architect, Illustrator, Graphic Designer, Costume Designer, Props Maker, Jewellery Designer, Games Designer, Digital Designer, Visual Merchandiser, Photographer, Art Therapist, Museum Conservator, Visual Effects Animator, Restoration Artist, Furniture Designer, Car Designer, Visual Artist.



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## S3 Biology

### Course Overview

This course covers the following units and topics:

1. **Scrub School** – Muscle and skeleton, Cells and mitosis, Hormones and diabetes, Lungs and diffusion.
2. **Wildlife SOS** – Conservation, Animal behaviour, Human Impact, Reproduction.
3. **Apocalypse** – Micro-organisms, Infectious diseases, Immune system, Antibiotic resistance, Natural Selection.

#### Useful Resources

The S3 Biology course gives a foundation in all key areas of Biology needed for National 4 and 5 Biology. Biology is a very knowledge dense subject which requires a high level of student engagement and determination to be successful. Luckily, there are many resources which will help you succeed:

- Your class work, Microsoft Teams and teacher.
- Key questions (model answers on Teams).
- Online Revision Guides: These are excellent on-line resources which include some printable revision notes.  
BBC Bitesize: [BBC Bitesize links](#)

#### Recipe for Success!

To succeed at S3 Biology you must do the following things:

- ✓ **Get your key questions** – complete these and get these checked!
- ✓ **Learn the facts** – get a friend to quiz you, re-write sections of notes from memory, makes flash cards, do whatever it takes to get the knowledge into your head.
- ✓ **Apply the knowledge** – try as many exam-style questions as you can. This will test your understanding of what you think you know, and your ability to apply what you have learned to new or difficult contexts.
- ✓ **Learn from your mistakes** – make a list of the things that you are getting wrong and see your teacher.

#### Assessment

The S3 course is assessed in three elements. Your performance will determine whether you are presented at National 4 or National 5 at the end of S4.

1. **End of unit tests:** You will get a test at the end of each of the three units.
2. **Added Value Unit:** You will complete this important piece of coursework on a topical issue in Biology and its impact on society/the environment.
3. **S3 Exam:** You will complete an S3 exam that covers everything you have studied in Biology.

## S4 LEARNER PROGRESSION PATHWAY

### National 5 Biology - Course description & assessment outline

The National 5 Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the study of living things. Learners will begin to examine the relationships within and between all living things. Starting at the cellular level we learn about the different reaction pathways and how they support life. Next, we look at how those individual cells combine to create whole organisms with plants, animals and humans taught. The final unit examines how animals and plants interact to create whole ecosystems and how these interactions drive evolution.

Skills developed will include research skills, practical skills, investigative skills, communication skills, numerical skills and problem solving skills.

Units of study are:

1. **Cell Biology:** The Unit covers the key areas of cell structures, cell transport, DNA and protein synthesis, enzymes, genetic engineering and respiration.
2. **Multicellular Organisms.** The Unit covers the key areas of cell division, control and communication, reproduction, genetics and inheritance. Dissections will help explore organ systems in both animals and plants.
3. **Life on Earth.** The Unit covers the key areas of ecosystems, distribution of organisms, photosynthesis, energy in ecosystems, food production and evolution.

## Assessment

There are two components to assessment for this course:

- 1 exam consisting of 25 Multiple choice questions and short answer questions worth 75 marks. (100 total)
- 8 hour Assignment, max. 90 minutes reporting findings, 20 marks scaled to 25.

## National 3 & 4 Biology - Course description & assessment outline

The National 3/4 Biology course offers a broad and up-to-date selection of concepts and ideas relevant to the study of living things. Learners will begin to examine the relationships within and between all living things. Starting at the cellular level we learn about the different reaction pathways and how they support life. Next, we look at how those individual cells combine to create whole organisms with plants, animals and humans taught. The final unit examines how animals and plants interact to create whole ecosystems and how these interactions drive evolution. Skills developed will include:

- Research skills
- Practical skills
- Investigative skills
- Communication skills
- Numerical skills
- Problem-solving skills

Units of study are:

1. Cell Biology: The Unit covers the key areas of cell structure, DNA, photosynthesis, cell division, enzymes, micro-organisms and therapeutic use of cells
2. Multicellular Organisms. The Unit covers the key areas of health, disease, fertilisation, and risk to embryos as well as propagation and use of plants. Genetic information and homeostasis are also covered.
3. Life on Earth. The Unit covers the key areas of biodiversity, global food production and interdependence, natural hazards, adaptations and the nitrogen cycle.

## Assessment

N3 and N4 Biology are both assessed internally through end of unit tests and a practical report.

N4 Biology also contains an internally assessed added value unit where learners explore and report on a topic.

## Future Career Pathways - Biology

The study of Biology is of benefit to those intending to pursue a career in science, research, physiotherapy, medicinal fields, pharmaceuticals, beauty therapy, environmental studies, lab technicians and animal work. If you've ever looked at a weird plant or cool animal and wondered why it exists, then you should consider studying Biology.



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## S3 Business Education

### Course Overview

This Course is designed to develop learners' basic understanding of the way in which businesses operate and to encourage enterprising attributes. Through the use of practical activities and knowledge of business, learners will be given an insight into what businesses do to remain competitive, customer-focused and successful.

Within the S3 Business Management course students will study entrepreneurial, finance, problem solving and decision making from the 3<sup>rd</sup> and 4<sup>th</sup> level outcomes and experiences.

The Course aims to enable learners to develop

- An awareness of the role of the Entrepreneur
- Learn about different types of businesses that exist e.g., Sole Trader, Partnership and Private Limited Companies
- Business Objectives e.g., aims of the business such as survival, profit maximisation, customer satisfaction etc
- Sources of Finance available to different types of businesses e.g., Government Grants, Bank Loans etc
- Stakeholders and the interest and influence they have on a business e.g., Customers, Employees etc
- Business Environment- Internal and External Factors that impact of the success of a Business
- Management of Marketing e.g., looking at how businesses conduct research to ensure they meet the needs of the customers.

### Assessment

Evidence of progress and achievement will come from a variety of sources including:

- Observing day-to-day learning within the classroom
- coursework, including regular progress tests
- Learning conversations
- Homestudy

#### *Recording and Reporting*

- Pupils will maintain a Pupil Profile Folder where assessments will be filed allowing them to reflect on their learning.
- Pupils will have clearly identifiable next steps to enable them to raise their attainment.
- Pupil attainment will be tracked within the faculty and support put in place where necessary.

## S4 LEARNER PROGRESSION PATHWAY

### National 3-5 Business Management - Course description & assessment outline

The purpose of the course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage entrepreneurial attitudes. It highlights the way in which organisations operate and the steps that they take to achieve their goals.

*The Course aims to enable them to develop*

- Knowledge and understanding of the way society relies on business to satisfy our needs.
- An insight into the systems organisation use to ensure customers' needs are met.
- Enterprising skills and attitudes.
- An insight into how organisations organise their resources for maximum efficiency.
- An understanding of the steps taken by organisations to improve their overall performance.
- An awareness of how external influences like the economy impact on organisation.

#### *Business Management topics*

1. **Understanding Business** –learners will explore issues (such as competitive, political, social, economic and technical) relating to the external environment.
2. **Management of People and Finance** – learners will follow basic theories, concepts and processes relating to the financial and Human Resources aspects of the business.
3. **Management of Marketing and Operations** – learners will look at how marketing can be used to communicate effectively with customers, maximise customer satisfaction, and enhance competitiveness as well as well as looking at processes to produce goods and services.

## Assessment

Evidence of progress and achievement will come from a variety of sources including observing day-to-day learning within the classroom, coursework, including regular progress tests and learning conversations.

Assessment will be in line with SQA Criteria.

Pupils will have clearly identifiable next steps to enable them to raise their attainment.

## Future Career Pathways – Business Education

The study of Business can lead to an array of jobs in the public and private sectors such as: Marketing executive, business manager, accountant, enterprise consultant, financial services, business owner, human resources, quality assurance officer, change manager,



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## S3 Chemistry

### Course Overview

This course covers the following units and topics:

1. **The Atom & Periodic Table** – Structure of the Periodic Table, Elements & their Reactivity, Atomic Structure.
2. **The World of Carbon** – Fuels & Climate Change, Hydrocarbons, Rockets.
3. **Acids & Alkalis** – pH Scale, Making Acids and Alkalis, Neutralisation Reactions, the Chip Shop Vinegar Scandal.

#### *Useful Resources*

The S3 Chemistry course gives a foundation in all key areas of Chemistry needed for National 4 and 5 Chemistry and beyond! Chemistry is a diverse subject and chemists use their knowledge and skills to work on everything from climate change and human health to sustainable fuel and energy. You could help develop a world-changing vaccine. Or invent a technology that will give us endless clean energy. Or become a forensics investigator. Have a look on the Royal Society Education in Chemistry Website for inspiration: <https://edu.rsc.org/future-in-chemistry>

You will build on your knowledge and skills in chemistry from the very start of S3 all the way through to S6 and beyond if you choose to continue the subject. So the subject requires a high level of student engagement and determination to be successful. Luckily, there are many resources which will help you succeed:

- Your class work, Microsoft Teams and teacher.
- Practice problems and past paper questions.
- Online Revision Guides: These are excellent on-line resources which include some printable revision notes. BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zhvycdm>

#### *Recipe for Success!*

To succeed at S3 Chemistry you must do the following things:

- ✓ **Get your key questions** – complete these and get these checked!
- ✓ **Learn the facts** – get a friend to quiz you, re-write sections of notes from memory, makes flash cards, do whatever it takes to get the knowledge into your head.
- ✓ **Apply the knowledge** – try as many exam-style questions as you can. This will test your understanding of what you think you know, and your ability to apply what you have learned to new or difficult contexts.
- ✓ **Learn from your mistakes** – make a list of the things that you are getting wrong and see your teacher.

### Assessment

The S3 course is assessed in three elements. Your performance will determine whether you are presented at National 4 or National 5 at the end of S4.

1. **End of unit tests:** You will get a test at the end of each of the three units.
2. **Added Value Unit:** You will complete this important piece of coursework on a topical issue in Chemistry and its impact on society/the environment.
3. **S3 Exam:** You will complete an S3 exam that covers everything you have studied in Chemistry.

## S4 LEARNER PROGRESSION PATHWAY

From leaves changing colour to baking cakes to household cleaning, chemistry has shaped the modern world in which we live today and has helped us overcome major problems facing humanity, as well as live more comfortable lives. Chemists have developed drugs for otherwise fatal diseases, found effective cleaning agents and formulated long-lasting paint finishes.

### National 5 Chemistry - Course description & assessment outline

Studying chemistry at National 5 develops the ability to pose questions and find answers through experimentation and observation. You will learn to apply your knowledge of Chemistry to new contexts, to experiment, analyse data and problem-solve.

During this course, learners will study the following:

**Chemical changes and structure** - rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

**Nature's chemistry** - homologous series; everyday consumer; energy from fuels.

**Chemistry in society** - metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

### Assessment

There are two components to the assessment structure:

1. Assignment of 1.5 hours reporting with 8 hours research
2. Examination of 2.5 hours  
Section 1 = 25 marks objective questions  
Section 2 = 75 marks restricted and extended response questions

### National 3 & 4 Chemistry - Course description & assessment outline

Chemistry is the study of matter, its properties and the reactions in which it partakes. It studies the new substances that can be formed during reactions and the impact that these substances can have on our environment and society, whether they be good or bad.

- **Chemical changes and structure** - topics include: rates of reaction; energy changes in chemical reactions; the reactions of acids and bases and their impact on the environment; and atomic structure.
- **Nature's chemistry** - topics include: how fossil fuels are extracted and processed; how fuels are used; sources of fuels; the effect of fuels on the environment; how carbohydrates and other plant based chemicals are used in everyday life.
- **Chemistry in society** - topics include: metals and alloys; electrochemical cells; plastics and new materials; fertilisers; radiation and the formation of new elements; chemical analysis for monitoring the environment.

Studying chemistry at National 3/4 develops the ability to pose questions and find answers through experimentation and observation. You will learn to apply your knowledge of Chemistry to new contexts, to experiment, analyse data and problem-solve.

### Assessment

N3 and N4 Chemistry are both assessed internally through end of unit tests and a practical report.

N4 Chemistry also contains an internally assessed added value unit where learners explore and report on a topic.

### Future Career Pathways - Chemistry

Chemistry can open doors to numerous scientific careers, many of which are listed in this document <https://www.myworldofwork.co.uk/my-career-options/industries/chemical-sciences>

Outwith science, chemistry will be beneficial to those careers requiring strong numeracy and problem-solving skills, as well as those industries who prize evidence-based communication skills.



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## S3 Computing Science

### Course Overview

The vast majority of us use computers in our day-to-day lives for everything from gaming and communicating by email or on social media to finding information, paying our bills and shopping. In studying Computing Science you will develop skills in problem solving, using your initiative, creativity and programming. The skills gained will help to prepare you for the world of work, keeping up with advances in technology & computational thinking.

We continue to work on developing your understanding of HTML and JavaScript, looking at computer security, editing graphics/animations. We learn programming in Python (an industry standard language) and we develop your understanding of robotics and databases.

### Assessment

Assessment takes two forms:

Practical assignments – these are carried out at the end of main topic areas

Written assessments via MS Forms – these take place during and at the end of topic areas to assist in the allocation of levels.

Written mid-course test covering all topic areas covered so far.

## S4 LEARNER PROGRESSION PATHWAY

If you take computing in S3 you can progress onto studying National 4 or National 5 Computing. If you are doing well with HTML code, you can also achieve an extra qualification in S4/5 called NPA Web Design and Development. Following on, in S5/6 you can study Games Design and Development.

### National 5 Computing - Course description & assessment outline

The National 5 computing course focusses on the three areas– Web design, Software Development, Database Development and Computer Systems. The course is split between written problem solving and a practical assignment.

You will have deadlines to stick to within in each area, practical problems to solve and new constructs to learn and apply. You will enhance your problem solving, creativity and computational thinking skills through implementation of the four areas of the course.

The National course is great at improving your understanding of the role of computing science in changing and influencing our environment and society.

### Assessment

The National 5 computing course is externally assessed through the final exam in May (69% of your grade) and through the assignment (31% of your grade) which is carried out after the February break. The assignment is completed over 8 hours and is on Web, Database and Software Development. The assignment is open book and you can use all of the work that has been completed throughout the year to help you.

If pupils are excelling at the practical skills in class we also give pupils the opportunity to work through the NPA in Web Design & Development Level 5 to get an extra qualification along with their National 5.

### National 4 Computing - Course description & assessment outline

The National 4 computing course focusses on the three areas – Web design, Software Development, Database Development and Computer Systems. The course is split between written problem solving and practical tasks.

You will have deadlines to stick to within in each area, practical problems to solve and new constructs to learn and apply. You will enhance your problem solving, creativity and computational thinking skills through implementation of the four areas of the course.

The National course is great at improving your understanding of the role of computing science in changing and influencing our environment and society.

## Assessment

The National 4 computing course is internally assessed through completing a website task with a written exercise and a software design and Development task with a written exercise. You will then complete an added value unit where you will choose between a Web or Database task and complete a compulsory Software Development task. The added value unit is open book and you can use all of the work that has been completed throughout the year to help you.

If pupils are excelling at the practical skills in class we also give pupils the opportunity to work through the NPA in Web Design & Development Level 5 to get an extra qualification along with their National 4.

## NPA Computer Games Development - Course description & assessment outline

*This course is specifically for S5 and S6 learners who are looking to broaden their computer science portfolio having successfully completed a course as part of our computing curriculum in S4.* It is designed to introduce learners to skills that are important in the Computer Games industry. The NPAs in Computer Games Development at SCQF levels 5 and 6 introduce learners to the genres, trends, and emerging technologies of the computer games industry.

This qualification covers core areas such as design, media assets and development. Computer programming is also an important part of this qualification the languages that we focus on pupils learning are GameMaker 8, Construct 3 and Unity C#. The other important skills we develop are using blender to create 3D graphics and audacity/Garageband to edit sound effects for games.

The award will improve learners' computational thinking, creativity and problem-solving skills. Learners have a choice of what programming language they would like to use and if they would like to create a 2D & 3D game.

## Assessment

Knowledge and Understanding is assessed by learners using an online assessment portfolio.

**Learners will build up a portfolio of practical evidence for assessment.** The portfolio will be electronic (digital), and learners contribute material to it on an ongoing basis.

This involves following the structure: **Design** – Developing an idea for a game, **Media assets** – create all media assets for a game (sounds, graphics 2D & 3D), **Development** – creating a prototype of a game using a programming language of your choice then testing the game appropriately.

## Future Career Pathways – Computing Science

Computing Science and ICT specialism is found in all career areas. The skills developed within the National 5 Computing course can be easily transferable into any job role in the future.

From IT Support to Games Design companies, Scotland has a national shortage of trained personnel. You could go straight into working at some of these companies with school Computing Qualifications.

Other future pathways could include:

- University Entry: BSc computing or any subject that the pupil wishes to study
- Foundation Apprentices
- Apprenticeships in many areas
- HNC College courses



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## S3 Design and Manufacture

### Course Overview

Throughout S3 learners will be working towards level 4 experiences and outcomes in preparation for the National Qualification in S4. They will be building their skills, knowledge and practical techniques ultimately with the aim of becoming a creative problem solver.

Learners will learn traditional designing and crafting skills through an array of materials and workshop techniques. Additionally, the Design and Manufacture course has been modernised to provide our learners with traditional workshop skills and the manufacturing knowledge, skills and processes that are now fundamental in the commercially manufactured world in which we live in. Currently there is a huge demand for people with skills in designing, manufacturing, and fixing products.

**Design** - Design and Manufacture will develop learners creative and technological abilities by helping them to view the world as a designer, engineer and craftsperson. The course provides learners with an opportunity to design and manufacture products that have a purpose and can be used within the environment in which they surround themselves. As a result of this course, learners can look in depth at the products surrounding them and consider factors that have influenced how the products were designed, manufactured and used and how they may be disposed of in a sustainable and environmentally friendly manner.

**Manufacture** – the course will allow learners to develop their skills in creating functional prototypes using a significant range of hand and machine tools. It will also give learners an insight to the world around us. Learners will typically design and make a range of products that use a variety of materials. Products designed and made may vary depending on skills, ability and effort.

### Assessment

Assessment in Design and Manufacture will focus on learners' skills, abilities and their knowledge and Understanding of Materials and Processes.

Ongoing formative assessment will take place in the classroom. More formal learners' conversations will take place at key points during the S3 course. This is an opportunity for learners to discuss with staff what their strengths and weaknesses are within the key areas of: *skills, abilities and knowledge of Materials and Processes*. Learners can identify and record in their design folio next steps in their learning journey towards National Qualifications.

Based upon progress and achievement of levels, students will then go forward to sit either National 4 or National 5 Qualifications in S4.

## S4 LEARNER PROGRESSION PATHWAY

Based upon progress and achievement of levels, students will then go forward to sit either National 4 or National 5 Qualifications in S4. *Please note that Design & manufacturing is only offered at National 4 & 5 levels. We regret that National 3 is currently unavailable to our learners.*

The Courses are practical, exploratory and experiential in nature. They combine elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. The courses help the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

### National 5 Design & Manufacture - Course description & assessment outline

This course comprises two areas of study which are integrated across the academic session:

**Design** - Learners study the design process from brief to design proposal. This helps them develop skills in initiating, developing, articulating, and communicating design proposals. They gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. Candidates also develop an understanding of the factors that influence the design of products.

**Manufacture** – learners study the manufacture of prototypes and products. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing them to evaluate and refine design and manufacturing solutions. Learners also gain an understanding of commercial manufacture.

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- analysing information
- applying knowledge and understanding of: idea-generation techniques, design factors, graphic techniques, modelling techniques, planning techniques, evaluation techniques. tools, materials, and processes, manufacturing techniques
- knowledge and understanding of commercial manufacture
- knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society

### Assessment

For National 5 the assessment structure comprises of three activities:

1. Design assignment (55 marks)
2. Practical assignment linked to the design component (45 marks)
3. SQA Question paper (80 marks)

### National 4 Design & Manufacture - Course description & assessment outline

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. It helps the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

The aims of the Course are to enable learners to develop:

- skills in the design and manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

### Assessment

The course is comprised of two units and an added value unit for National 4:

**Design** - evidence will be provided by the production, evaluation and justification of design proposals, including a simple specification in response to a brief. Knowledge will also be assessed.

**Materials and Manufacturing** - evidence will be provided by the production and evaluation of simple products in response to given instructions. Knowledge will also be assessed.

**Added Value Unit (N4)** - The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through an assignment requiring application of skills and knowledge from the units to produce an effective overall response to the brief. The response to the brief will include a design folio and model, a prototype or a completed product. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice.

### Future Career Pathways – Design & Manufacture

Career pathways from Design and Manufacture include Product Design, Furniture Design, Industrial Design, Computer Aided Design & Manufacture, Architecture, Engineering, and a variety of trades including Joinery, Plumbing and Electrical trades as well as many others.



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## S3 Drama

### Course Overview

Students will re-visit drama skills already learned and then progress to a combined drama and production skills unit in greater depth allowing students to further work, develop and achieve in all elements of both drama and production skills. This will be in the context of both devised work and published script extracts.

Learning experiences will include the following themes:

- The role of the director
- Audience/Actor relationships
- Types of staging - including e.g. promenade
- Characterisation - in depth detailed character card
- Production process – Research of plays/ themes
- Social and historical context of work
- Casting
- Blocking
- Rehearsing scenes in depth
- Rehearsal activities – hot seating/writing in role/improvisation/character cards
- Line runs
- Role of the Prompt
- Technical and Dress rehearsal
- Technical workshops – lighting, sound, props, set, make up & hair
- Costume

### Assessment

Learners will present a group performance to an audience (scripted extract/devised piece) with theatre arts designed and operated by the group.

There will be informal assessment ongoing across the academic session with a formal assessment of a practical nature in May.

## S4 PROGRESSION PATHWAY

### National 5 Drama - Course description & assessment outline

Building on experiences from their S3 learning, S4 pupils will continue to build on the themes covered across drama and production skills.

#### *Assessment*

The National 5 drama award has two components

- a 60% practical performance exam
- 40% written question paper during the May SQA exam diet

Students can opt to act (or take on a production skill such as lighting, sound, costume, props or hair & makeup) for the practical component. This performance of a script extract in groups, is assessed by a visiting SQA examiner in March/April. 10% of the final mark comes from a short preparation for performance essay evaluating the rehearsal process and final acting concept for the role undertaken.

### National 3 & 4 Drama - Course description & assessment outline

Building on experiences from their S3 learning, S4 pupils will continue to build on the themes covered across drama and production skills.

#### *Assessment*

The assessment structure is similar to that of National 5 however the written question paper is replaced by a course booklet, completed as part of the performance/evaluation at the respective course level studied.

## Future Career Pathways – Drama

Actor, drama therapist, entertainer, play worker, stage manager, camera operator, stagehand, stunt performer



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## S3 English

### Course Overview

Our Broad General Education course in S3 is designed to deliver progress in the Experiences and Outcomes. Pupils will have the opportunity to develop skills in Reading, Writing, Talking and Listening.

The course is designed to ensure that all pupils:

- engage with a broad range of increasingly complex texts
- develop and apply knowledge and understanding of language
- find, use and organise information, including developing critical literacy skills
- use reading and listening strategies to understand, analyse and evaluate texts
- create texts of increasing complexity using more sophisticated language.

Pupils will continue to be taught in mainly broad-banded classes. A review of English S2 classes will take place in June after looking holistically at how pupils are progressing. Changes may be made to S3 classes in August when the S3 English course begins.

#### *Outcomes*

S1-3 pupils could complete, at least, the following outcomes:

- 2 critical essays. Pupils should cover a full range of genres including prose, poetry, drama and a media text.
- Personal writing
- Creative writing
- 1 example of persuasive writing
- 1 solo talk
- 1 group discussion
- Close reading work

Pupils are also expected to cover other types of writing throughout the year allowing them to write in a wide variety of formats such as a report, letter, newspaper report, diary, blog, web-page etc. Writing can be **first draft** only but some opportunities to redraft writing should be given.

#### **Assessment**

Progress will be measured using the CfE Benchmarks and pupils will be assessed in a variety of ways including peer and self-assessment, in addition to teacher assessment of pupil work.

The ability to self-edit work is a key feature of assessment and solo talk, group discussion and presentations to the class may also be assessed by peers to allow pupils to become more familiar with the skills required for success. Close reading exercises also form part of the assessment of progress.

Furthermore, after more formal assessments, pupils are given feedback which includes comments indicating areas they have succeeded in and areas for development. These comments are then recorded in a Pupil Profile which allows pupils to track their progress. Pupils are encouraged to include their own comments about their work in the profile as well as indicate how the skills they have learned are relevant to other subjects. At key points in the year pupils may be asked to reflect on their learning and set themselves targets. The Pupil Profile and more formal pieces of work are kept in a Good Work folder.

### **S4 LEARNER PROGRESSION PATHWAYS**

In S4 pupils will be recommended to sit either National 4 or National 5. This recommendation will be based on whatever option the class teacher feels best suits the needs of the pupil based on previous progress in English. In addition, some pupils may be given the opportunity to complete assessments for National 5 Literacy. Some pupils study National 5 in S4; others study it in S5, having already obtained National 4 in S4. Both ways work: the course is designed to be flexible. National 5 is, for many pupils, a preparation for Higher English, done in either S5 or S6.

## National 5 English - Course description & assessment outline

The course involves developing pupils' skills in reading, writing, talk and listening. Pupils will build on the skills they have already and tackle many tasks which will be familiar to them, such as reading literary texts, writing and group discussion. Some aspects of the course may be new to them, for example the Scottish Text Question (STQ) element. The class teacher will guide them through this.

National 5 is a challenging course and pupils will need to work hard to achieve their best. Teachers are there to offer support and guidance but the motivation to achieve success must come from pupils.

### Assessment

There are two types of assessment:

#### Internal Assessment

In this assessment candidates have to do at least one of the following spoken language activities:

- Take part in a group discussion, or discussion-based activity, to which they contribute relevant ideas, opinions, or information, using detailed language. Candidates must take account of the contributions of others and stay focused on the topic or task.
- Prepare and present a presentation. The presentation must be detailed in content and must be structured in a clear and relevant way. Candidates must answer questions from the audience at some point in the presentation.

The talk assessment is assessed on a pass/fail basis and does not count towards the final grade.

#### External assessment

There are two elements to this – a writing portfolio (worth 30%) and a final exam (worth 70%)

- You will write two pieces, one creative (imaginative or personal/reflective) and one discursive (argumentative or persuasive). Each is worth 15% each of your final mark
- You will receive some support from your teacher but it must be your own work. Your teacher is not allowed to give you a plan or correct eg punctuation errors. That is your job. You may redraft your portfolio pieces.
- It is important that you meet the departmental deadlines for folio pieces as this ensures that the work is your own. Guidance from the SQA states “at all stages of the preparation for and the production of the piece there should be careful monitoring to ensure that it is entirely the candidate’s work. It is important that confidence in the authenticity of a candidate’s work is established before the finished piece is handed in. Where there is doubt over the authenticity of a piece of writing it should not be accepted for portfolio submission.”
- The SQA require folios to fit a template which they provide. It is advised that you make use of this template as early as possible in the writing process.
- The maximum number of words is 1000; suggested minimum is around 500.
- Your portfolio will be sent to the SQA for marking, probably before Easter.

#### *Folio submissions for National 5 and Higher*

The SQA require the English folio for National 5 and Higher to be marked via e-marking. Paper copies of candidates' work will still be sent to the SQA but candidates' scripts will be scanned by the SQA and passed to markers electronically. This, however, does mean that the SQA wish pupils to hand in their work on a template which they have provided. The use of a template means that the work of a pupil will not be missed in the scanning process. The folio is comprised of two essays, which are worth 15 marks each, and accounts for 30% of the final grade. Both essays have to be included on one template.

#### *Exam (worth 70% of the final grade)*

- Paper 1 (worth 30%) is Reading for Understanding, Analysis, Evaluation (U,A,E). This used to be called Close Reading
- In Paper 1, you will read 1 non-fiction passage and answer questions on it.
- You will develop your skills in summarising, comparing, contrasting and analysing to build your confidence in tackling this paper.
- Paper 2 (worth 40%) is Critical Reading. This is the study of literature.
- Paper 2 has 2 parts, each worth 20%
- One part of Paper 2 is the Scottish Text Question (STQ). For this you will study one writer/text from the SQA list of Scottish texts.
- In the STQ exam, you will answer questions on a text or extract from a text. 12 marks will be on the text printed in the exam. The other 8 marks will test your knowledge of the wider text or other works by the same writer.
- One part of Paper 2 is the Critical Essay. You will write one essay on a literary text you have studied. This will not be the same text as your STQ text. You cannot write on the same genre for you essay and your STQ.
- Your teacher may choose to study 2 texts from the SQA list. If so, he/she will explain.

## National 4 English - Course description & assessment outline

The course involves developing skills in reading, writing, talk and listening. Pupils will build on the skills they have already and tackle many tasks which will be familiar to them, such as reading literary texts, writing and group discussion.

The National 4 English Course offers pupils the opportunity to develop and extend a wide range of skills. In particular the course aims to enable pupils to develop the ability to: listen, talk, read and write, understand, analyse and evaluate texts; create and produce texts and apply knowledge and understanding of language across their learning and in their daily life.

### *Assessment*

Pupils will begin the course by preparing for internal assessments which cover both National 4 English and National 4 Literacy, this will minimise the number of assessments pupils have to undertake. Pupils will attempt individual assessments in Reading, Writing, Talking and Listening. Although pupils may be allowed some support in assessments they cannot receive support for the area in which they are being assessed. For example, pupils would not be allowed a reader in the reading assessment. This allows both the English and Literacy assessments to count as one assessment.

Later in the year pupils will work on the Added Value Unit. The Added Value Unit demands pupils analyse two different texts that they have chosen. Pupils will analyse and make notes on the texts using skills they have developed earlier in the course and some new skills. Pupils will then write an essay of 600-700 words (approximately) to demonstrate their understanding of the text.

The study of literature will continue throughout the course to allow some pupils to progress to National 5.

## Future Career Pathways - English

Administrator, Court administrative clerk, advertising, writer, publisher, content designer, editor, teacher, health psychologist, librarian, media researcher, lawyer, manager, PR, TV production assistant, screenwriter, broadcaster, social media manager, research analyst, events manager



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## S3 Environmental Science

### Course Overview

The purpose of the Environmental Science course is to develop learners' interest and enthusiasm for the subject by tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats. It involves using investigative and experimental skills to develop an understanding of scientific principles, economic influences and political action. Environmental Science takes a problem-solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

**Earth resources** - In this unit we cover a range of non-renewable and renewable energy sources and issues arising from their use, as well as impacts of increasing global population on energy supplies.

*Case studies:* oil spill in Alaska, Chernobyl, Fukushima, Three Gorges dam China.

**Living Environments** - In this unit pupils start to learn about connectivity of our natural world. We start by exploring how energy flows through food webs (and so does the pollution) and how disruption to these can have a devastating impact (The Krill Paradox case study). Pupils then move on to learn how different biotic and abiotic factors can affect distribution of living organisms.

*Case studies:* wolves in Yellowstone, red vs grey squirrels in Scotland, toxic algal blooms, The Krill Paradox and Doomsday glacier in Antarctica, deforestation in Borneo.

### Assessment

Evidence of progress and achievement will come from a variety of sources including:

- Observing day-to-day learning within the classroom and outside (fieldwork)
- Coursework, including progress tests
- Learning conversations
- Home study

#### *Recording & Reporting*

All pupil assessments are routinely graded and recorded by the teacher and the results are stored centrally. These results are used by staff to track the progress of the learners and ensure that their need are being met. Pupils also review their own attainment and are encouraged to identify ways to improve their learning. Staff report formally to parents and carers as per the school calendar.

## S4 LEARNER PROGRESSION PATHWAY

### National 3- 5 Environmental Science - Course description & assessment outline

There are three areas of study building on knowledge gleaned from S3 learning.

#### **1. Sustainability**

This unit covers impacts of increasing global population on water, waste and food supplies as well as sustainable approaches to managing these resources. We cover Climate crisis in detail, from the causes to solutions. This culminates in pupils putting on their own climate conference and take on the role of different countries around the world.

*Case studies:* the disappearing Aral Sea, bottling water, modern food production USA.

#### **2. Human impact on biodiversity**

This unit builds on previous knowledge gained in S3 with a focus on human activities which have a positive and/or negative effect on ecosystems, with a focus on species reduction or increase, extinction and loss of biodiversity.

*Case studies:* Missing posters for extinct species, lichens as indicator species.

#### **3. Geosphere**

This unit focuses on relation between rocks, minerals and ores, the role of limestone as a carbon sink as well as examining mining practices.

*Case studies:* mines, what's in your phone.

## Assessment

Evidence of progress and achievement will come from a variety of sources including observing day-to-day learning within the classroom, coursework, including regular progress tests and learning conversations. Pupils will have clearly identifiable next steps to enable them to raise their attainment.

Assessment will be in line with SQA Criteria for the appropriate level of study with National 5 pupils sitting a final exam component during the SQA diet in the summer term.

## Future Career Pathways – Environmental Science

The study of Environmental Science can lead to a wide range of jobs in the environmental sector and renewables: Agricultural engineer, civil engineer, climate scientist, botanist, cartographer, chemist, community development worker, ranger, marine biologist, quantity surveyor.



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## S3 Geography

### Course Overview

The study of Geography introduces candidates to our changing world, its human interactions and physical processes. Learners develop the knowledge and skills to enable them to contribute to their local communities and wider society.

The study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

There are three areas of study across the S3 learning experience:

#### 1. Natural Regions: Alaska, USA

Pupils investigate and describe a natural environment different to their own, in terms of climate, physical features and living things. Pupils also investigate the impact of human activity in this region and consider ways in which these impacts can be managed sustainably.

#### 2. Urban Environments: Dharavi, India and Edinburgh, UK

Pupils learn about two different urban environments and compare the different problems that they each face. They then study the different solutions to the problems of each location. When studying Edinburgh pupils complete a fieldwork investigation to gain a deeper understanding to the coursework studied in class.

#### 3. Glaciation

Pupils will research how different glacial environments around the UK are formed. Land uses, conflicts and management strategies will be considered through a case study of the Cairngorms and Loch Lomond National Parks.

### Assessment

Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom
- observation and feedback from learning activities that takes place in other environments, for example, fieldwork
- coursework, including progress tests
- learning conversations
- home study

#### *Recording and Reporting*

All pupil assessments are routinely graded and recorded by the teacher and the results are stored centrally, these results are used by staff to track the progress of the individuals and ensure that their needs are being met. Pupils also review their own attainment and are encouraged to identify ways to improve their learning. Staff report formally to parents as per the school calendar.

## S4 LEARNER PROGRESSION PATHWAY

### National 3-5 Geography - Course description & assessment outline

The S4 Geography course offers an array of topics which focus on different aspects of Human, Physical and Environmental Geography. Pupils are able to develop their understanding of each topic in a variety of ways e.g. using ICT to make animations of features of coastal erosion, participate in fieldwork, develop their presenting and questioning skills.

There are three units of study across the National course:

**Physical environments:** location and formation of key landscape features (Coastal landscapes and Glaciation) land use management and sustainability in the Cairngorms National Park and Weather.

**Human environments:** contrasts in development between different countries, world population distribution and change, and issues in changing urban and rural landscapes (using case studies in UK and India) Pupils will have the opportunity to compete fieldwork investigating urban issues within Edinburgh.

**Global issues:** natural regions (Tundra and Equatorial rainforest) environmental hazards (Earthquakes, Volcanoes and tropical Storms)

**Skills:** Map and graphical interpretation form a key component across all topic areas.

## Assessment

Evidence of progress and achievement will come from a variety of sources including observing day-to-day learning within the classroom, coursework, including regular progress tests and learning conversations. Pupils will have clearly identifiable next steps to enable them to raise their attainment.

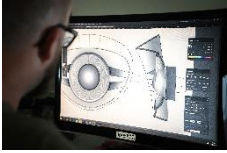
Assessment will be in line with SQA Criteria for the appropriate level of study with National 5 pupils sitting a final exam component during the SQA diet in the summer term.

## Future Career Pathways - Geography

The broad nature of Geography allows pupils to gain a wide set of transferrable skills in the jobs market: Career paths include government, sustainability, education, tourism, planning and development, surveyor, archaeologist, cartographer, climate scientist, ecologist, land management, meteorologist.



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## S3 Graphic Communication

### Course Overview

Graphic Communication learners will be working towards level 4 experiences and outcomes in preparation for the National Qualification in S4. They will be developing subject knowledge as well as a wide range of manual drawing skills and CAD/CAG techniques. They will also be looking at analysing and creating promotional work such as advertising through items such as leaflets and magazine articles.

Graphic communication will help you develop both your creative and technical skills. Our course is constantly evolving to keep up with technological developments in the world. In recent years our course has moved from the desks and drawing boards to focus more on 3D modelling and Graphic Design on the computers. The skills learned in this course are ideal when working with new technologies such as 3D printers and Laser cutters.

The nature of the course allows all learners to follow their strengths but also provide challenge through increased creativity and challenging design briefs.

Graphic Communication is an important tool used widely in the construction, engineering and consumer industries.

**Manual Drawing Unit** - The learner will build their knowledge to understand the variety of drawing types used in Graphic Communication. They will learn how to create and analyse each drawing style and where they are used. They will be learning about Freehand Sketching, Technical drawings and rendering.

**Computer Aided Drawing (CAD), Computer Aided Graphics (CAG)** - The learner will use 3D modelling software to design and create detailed models of everyday items. They will learn about the advantages of CAD/CAG in the design and creation of products.

**Desktop Publishing** - The learner will create promotional work for items they have created in class and other products. They will learn about publication layout, looking at everything from colour theory to font choice.

The course is split into three theme-based units which encourage learners' personalisation and choice. Each unit introduces tasks that develop learners' practical skills. The task extends to suit the learner's ability through differentiation of work set.

### Assessment

A continuous process of discussion of both practical and written work is an essential part of the learning and teaching process. Ongoing formative assessment is used throughout the course. All learners in Graphic Communication carry out a learner's conversation at appropriate times of year. This gives the learner the opportunity to discuss with staff what their strengths and weaknesses are within the course. This allows them to formulate an action plan to move forward within the subject working to the best of their abilities.

## S4 LEARNER PROGRESSION PATHWAY

*Please note that Graphic Communication is only offered at National 4 & 5 levels. We regret that National 3 is currently unavailable to our learners.*

### National 5 Graphic Communication - Course description & assessment outline

The course allows candidates to develop an awareness of graphic communication as an international language and an understanding of how graphic communication technologies impact on society and the environment.

Learners initiate, develop and communicate ideas graphically, and develop spatial awareness and visual literacy through graphic experiences. They interpret graphic communications initiated by others, and use graphic communication equipment, software and materials effectively.

The course also provides opportunities to build self-confidence and enhance skills in numeracy, ICT, planning and organising work tasks, and in working independently and in collaboration with others.

Learners develop skill sin 2D graphic communication and 3D and pictorial graphic communication. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts.



## Assessment

There are two components to assessment:

1. Question paper (80 marks).
2. Assignment (40 marks) - designed to assesses the ability to apply graphic communication skills and knowledge developed and acquired during the course in the context of defined tasks, which require candidates to respond to a problem or situation. This is sent to the SQA for marking.

## National 4 Graphic Communication - Course description & assessment outline

The aims of the Course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

## Assessment

There is no external qualification for this course. There are three mandatory components:

1. **2D Graphic Communication** - learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D graphic spatial awareness.
2. **3D and Pictorial Graphic Communication** - learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D graphic spatial awareness
3. **Graphic Communication Assignment** - Learners will be able to extend and apply their knowledge and skills through the added value assignment. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment. The assignment brief will be sufficiently open and flexible to allow for personalisation and choice.

## Future Career Pathways – Graphic Communications

Graphic Design, Architecture, Advertising, Animation, Multimedia Design, Computer Game Development, Engineering, Web Design and Publishing.



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## S3 History

### Course Overview

History is continuously changing the world around us and historic events have helped to shape our society.

First, pupils will study trench warfare and the impact of the Great War on the people of Scotland. This will include topics such as rationing, propaganda, campaigns for the vote for women, rent strikes and the Defence of the Realm Act. We will also look at conscription and how conscientious objectors were treated at the time.

We then go on to the political landscape of Germany after the First World War and the rise of Hitler. In this unit, we will look at issues such as the Treaty of Versailles and its impact on Germany as well as the creation of a new Weimar Republic. Learners will study the economic problems faced by Germany at this time and the attempts to overthrow the new government.

We will finish the year by looking at the early 1930s and the key events and reasons that enabled Hitler and the Nazis to rise to power during this time.

These units will form part of pupils' Broad General Education and will develop the knowledge and skills which will enable them to progress to National Qualifications in S4.

### Assessment

Evidence of progress and achievement will come from a variety of sources including:

- Observing day-to-day learning within the classroom
- Coursework, including progress tests
- Learning conversations
- Home study

### *Recording & Reporting*

All pupil assessments are routinely graded and recorded by the teacher and the results are stored centrally, these results are used by staff to track the progress of the learners and ensure that their needs are being met. Pupils also review their own attainment and are encouraged to identify ways to improve their learning. Staff report formally to parents and carers as per the school calendar.

## S4 LEARNER PROGRESSION PATHWAY

### National 3- 5 History - Course description & assessment outline

In S4, learners will continue to build on the skills and knowledge acquired during their study of History within the Broad General Education, and specifically from S3.

Pupils will begin by learning about Germany during 1933-1939. They will study the ways in which Hitler and the Nazis consolidated their power over the German people by use of violence, intimidation and threat. Learners will also examine the Nazis' social and economic policies including the formation of the Hitler Youth and the treatment of Jewish people and other minority groups. We will learn about attempts to resist the Nazi regime and the difficulties faced by those who opposed.

We will then go on to look at the Atlantic Slave Trade, 1770-1807, expanding on the brief unit undertaken in S2 History. This unit includes a study of the nature of the British Atlantic slave trade in the late eighteenth century. Learners will examine the impact of the trade on various African Kingdoms as well as changing attitudes towards the trade in Britain, and specifically in Scotland. We will finish by learning about the pressures that led to the abolition of the Atlantic Slave Trade.

### *Assessment*

Evidence of progress and achievement will come from a variety of sources including observing day-to-day learning within the classroom, coursework, including regular progress tests and learning conversations. Pupils will have clearly identifiable next steps to enable them to raise their attainment.

Assessment will be in line with SQA Criteria for the appropriate level of study with National 5 pupils sitting a final exam component during the SQA diet in the summer term.

## Future Career Pathways – History

The study of History can lead to careers in law, publishing, the financial sector, the arts and the media, museums, archivist, curator, government official, teacher, town planner, tour guide, historical writer.



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## S3 Mathematics

### Course Overview

Numeracy and many areas of Mathematics are essential life skills and so our S3 courses are planned in such a way as to best prepare all pupils for their future education and career.

As part of the broad general education all pupils will experience aspects of

- Numeracy
- Finance and Statistics
- Geometry and Measure
- Problem Solving
- Applications

We use a wide variety of teaching approaches and resources to engage pupils fully in the learning experience. Individual, paired and group-work is encouraged through the use of:

- iPads, Clear Desk Activities, Jigsaws, Dominoes, Loop games, Star Stations and Team games
- Graphing software for investigative learning
- Various Smartboard resources for use with a whole class or in teams
- Practical resources for teaching Time, Money, Measurement and Shape
- A variety of co-operative learning strategies

### Assessment

Pupils are assessed continuously throughout the course using various formative assessment methods including teacher, self, and peer assessment. Assessment for Learning methodologies are used daily including clear Learning Intentions, Traffic Lighting and Next Steps. Lesson Revision Starters are used regularly to enable pupils to self-assess.

Formal written assessments take place during the session as follow:

- ✓ Sets 1-3 in November and June.
- ✓ Sets 4-6 various short assessment tasks throughout the session.

## S4 LEARNER PROGRESSION PATHWAY

### National 5 Mathematics - Course description & assessment outline

Using Mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

National 5 mathematics aims to:

- Motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- Develop confidence in the subject and a positive attitude towards further study in Mathematics
- Develop skills in manipulation of abstract terms to generalise and to solve problems
- Allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- Develop candidates' skills in using mathematical language and in exploring mathematical ideas
- Develop skills relevant to learning, life and work in an engaging and enjoyable way.

### Assessment

There are two exam papers for the National 5 course:

**Paper 1** will give candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills, without the aid of a calculator.

These skills are the ones in which the candidate is required to show an understanding of underlying processes. They will involve the ability to use numerical skills within mathematical contexts in cases where a calculator may compromise the assessment of this understanding.

**Paper 2** will give learners an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills. These skills are the ones which may be facilitated by the use of a calculator, allowing more opportunity for application.

## National 4 Mathematics - Course description & assessment outline

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using Mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify, and solve problems, assess risk and make informed decisions. Mathematics has applications in many subject areas, and skills developed in this Course could support progression in this and other curriculum areas.

National 4 Mathematics aims to:

- Motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- Develop confidence in the subject and a positive attitude towards further study in Mathematics
- Enable the use of numerical data and abstract terms and develop the idea of generalisation
- Allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- Develop the learner's skills in using mathematical language and to explore straightforward mathematical ideas
- Develop skills relevant to learning, life and work in an engaging and enjoyable way.

### Assessment

There are 3 units: Numeracy, Expressions & Formulae and Relationships with associated assessments followed by an overall Mathematics test comprising of a 20 minute non-calculator paper and a 40 minute calculator paper.

## National 3 & 4 Application of Mathematics - Course description & assessment outline

The general aim of this course is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. In addition, the Applications of Mathematics has applications in many subject areas, and skills developed in this Course could support progression in this and other curriculum areas.

The Application of Mathematics course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical skills to tackle straightforward real-life problems or situations
- develop the ability to interpret straightforward real-life problems or situations involving Mathematics
- develop confidence in the subject and a positive attitude towards the use of Mathematics in straightforward real-life situations
- apply mathematical operational skills with an appropriate degree of accuracy
- use mathematical reasoning skills to assess risk, draw conclusions and explain decisions
- communicate mathematical information in an appropriate way

### Assessment

This takes place within the three units of the course namely

1. Managing Finance and Statistics
2. Geometry and Measure
3. Numeracy

*All assessments are calculator permitted.*

## Future Career Pathways – Mathematics

Qualifications in Mathematics or related areas, National 4 and 5 Numeracy and Mathematics, Higher Mathematics, Skills for Work courses, National Progression Awards, National Certificate Group Awards - further study, employment, or training.



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## S3 Modern Languages

### Course Overview

S3 learners will continue both French and Spanish from S2, with one major language in three lessons weekly and one minor language in one lesson. This allows all learners to experience the Scottish government entitlement to two languages during the broad general education and prepares all learners for the senior phase curriculum. We aspire for all learners to develop skills in two languages, have the opportunity to apply their skills in real and relevant situations and explore the wider world through their learning.

The S3 course allows for progress to level 4 of the curriculum in the broad general education and prepares learners for National 4 and National 5 in S4. Language learning is driven and informed by learners and develops their curiosity, inquiry and problem-solving skills linked to the world around them. Learners look at a range of topics, including the world of work, making choices for healthy lifestyles, and the rights of young people in French and Spanish-speaking parts of the world. Developing language skills, learners create more complex language, using a range of tenses and extending phrases with connectives and sub-clauses.

Learning a new language enables young people to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Learners reflect, communicate and develop ideas through language. Our curriculum is culturally rich, and we embed culture and global citizenship into all aspects of our learning

Through digital partnerships we provide real and relevant learning and opportunities to engage with and explore the wider world. We develop our language learning through contexts linked across the curriculum to enhance learning experiences, develop skills, and offer opportunities to apply learning in real and relevant ways. Topics covered in S3 include developing as a young adult and talking about my values

- healthy lifestyles
- the world of work
- caring for the environment
- school experiences in French and Spanish speaking countries as compared to Scotland

### Assessment

A range of assessment tools are used including peer assessment, teacher feedback and learning conversations. The S3 course offers opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- apply knowledge and understanding of a modern language

This contributes towards the development of literacy skills and allows learners to reflect on how this relates to their use of English and other languages.

## S4 LEARNER PROGRESSION PATHWAY

### National 3 – 5 Modern Languages - Course description & assessment outline

The S4 course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

The study of a modern language has a unique contribution to make to the development of cultural awareness, providing young people with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

Languages courses develop candidates' knowledge and understanding of a language and cover the contexts of society, learning, employability and culture.

Edinburgh's reputation as an economic powerhouse attracts employers from around the UK and beyond, all looking to find language skills for the city's sectors. Knowledge of a language opens employment opportunities locally.

Spanish is one of the fastest growing languages worldwide. According to the Instituto Cervantes, there are more than 477 million native Spanish speakers, and that number increases to include those who speak Spanish as a second language.

French is a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.

Senior phase language courses provide learners with opportunities to develop their reading, listening, talking and writing skills to help them understand and use one of the following languages:

- French
- Spanish

For native and near-native speakers with a heritage language, we also offer SQA accreditation from National 5 to Advanced Higher in further languages, **not available as taught courses** in S4.

- Italian
- German

### **National 5 French, National 5 Spanish**

The National 5 course provides flexibility, personalisation and choice to enable learners to achieve in different ways and at a different pace. Learners should have achieved the fourth curriculum level or the National 4 Modern Languages course or equivalent qualifications or experience prior to starting this course. The National 5 course offers learners the opportunity to develop detailed language skills the meaningful real-life contexts of society, learning, employability, and culture.

The course also provides learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.

### **National 4 French, National 4 Spanish**

Learners should have achieved the third curriculum level or the National 3 Modern Languages course or equivalent qualifications or experience prior to starting this course. There is no external exam for this course and learners are assessed internally through end of unit tests following SQA guidance.

### **National 3 French, National 3 Spanish**

Learners would normally be expected to have attained the skills, knowledge and understanding of achieving level 2 in the broad general education prior to starting this course. There is no external exam for this course and learners are assessed internally through end of unit tests following SQA guidance.

## *Assessment*

### **National 5 exams**

1. Performance–talking. The purpose of this talking performance is to carry out a spoken presentation and conversation in the modern language
2. Question paper 1: Reading and Writing
3. Question paper 2: Listening

The final question papers give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ✓ understand detailed written language and significant ideas and/or information and supporting details from the contexts of: society, learning, employability or culture
- ✓ extract the main points and details of texts
- ✓ use detailed written language in the modern language
- ✓ apply knowledge and understanding of the modern language

All units for National 3 and National 4 will be internally assessed during S4 using a variety of methods adhering to SQA guidance and quality assurance processes. There will be no final SQA exam at National 3 and National 4.

## **Future Career Pathways – Modern Languages**

Financial and business services, media, creative industries, international law, aviation, renewable energy, electronic & digital technology, life-sciences, education, hospitality & tourism (home or abroad).



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## S3 Modern Studies

### Course Overview

Modern Studies follows a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in Scottish, United Kingdom, and international contexts. Learners develop the skills to interpret and participate in the social and political processes they will encounter in their lives. It is an exciting and fast-moving subject, and a variety of topics are studied.

There are three areas of study across the S3 learning experience:

#### 1. International Issues: Migration

Within this unit, pupils will have the opportunity to investigate and develop an understanding of the political, social and economic causes of migration. Pupils will examine the impact of migration on countries and their governments. Learners will also develop an understanding of the role of the UK government in resolving these issues. Case studies include the migration of people from Hong Kong to the UK and Mexico to the USA.

#### 2. Social Issues: Inequalities

Pupils will learn about social inequality in the UK and will develop knowledge and understanding of the causes and consequences of social inequality with a focus on child poverty in Scotland. Pupils will also consider attempts by government, other organisations and individuals to tackle inequalities. With around one in four children in Scotland living in poverty this provides learners the opportunity to develop awareness and empathy for this issue.

#### 3. Democracy in Scotland and the United Kingdom

Pupils will learn about the rights and responsibilities of individuals in a democracy as well as the role of individuals, political parties and the media in elections and campaigning. Learners will go on to study the role, purpose, aims and methods of trade unions and pressure groups in influencing government.

### Assessment

Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom.
- coursework, including progress tests.
- learning conversations.
- Home study.

#### *Recording and reporting*

- Pupils will maintain a Pupil Profile Folder where assessments will be filed allowing them to reflect on their learning.
- Pupils will have clearly identifiable next steps to enable them to raise their attainment.
- Pupil attainment will be tracked within the faculty and support put in place where necessary.

## S4 LEARNER PROGRESSION PATHWAY

### National 3-5 Modern Studies - Course description & assessment outline

Modern Studies follows a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in Scottish, United Kingdom and international contexts. In S4, pupils will further develop their skills in using a range of sources of information to support and oppose views, giving detailed justifications for decisions and giving detailed support for valid conclusions

There are three units of study across the National courses:

1. **International Issues: World Powers USA** - The study of a world power focuses on the political system of the USA including the role of the President and Congress. Learners will consider the USA's international relations including its political, economic and military influence on other countries. Social and economic issues within the USA are also examined including employment, poverty and in equalities in the criminal justice system.
2. **Social Issues: Crime and Law** - Pupils will learn about the extent and causes of crime in Scotland and the UK. Pupils will investigate the impact of crime on individuals (both victims and perpetrators) and wider society. The work of the police, court system and sentencing are also examined and how effective they are in tackling crime.



3. **Democracy in Scotland and the United Kingdom** - Pupils will learn about the role of MSPs and the purpose and function and of the Scottish Parliament. Learners will understand the representation of women and minority groups and their importance in the democratic process. Pupils will be able to evaluate the key features and strengths and weaknesses of voting systems.

### *Assessment*

Evidence of progress and achievement will come from a variety of sources including observing day-to-day learning within the classroom, coursework, including regular progress tests and learning conversations. Pupils will have clearly identifiable next steps to enable them to raise their attainment.

Assessment will be in line with SQA Criteria for the appropriate level of study with National 5 pupils sitting a final exam component during the SQA diet in the summer term.

### **Future Career Pathways – Modern Studies**

Modern studies pupils often go on to study International Relations, Politics, Criminology or Law. It can lead to a vast range of careers such as: criminal analyst, civil servant, diplomatic service officer, economic development officer, local government, MP/MSP, journalist, social worker, solicitor, teacher.



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## S3 Music

### Course Overview

Music in S3 is a dynamic course providing candidates with a broad practical experience of performing, creating and understanding music. The aim is to provide pupils with the grounding for further musical study during S4 and beyond. During S1-S2 pupils will have worked on a range of classroom instruments (keyboard, guitar, tuned percussion etc.) and during S3 pupils will be encouraged to focus more closely on two instruments and prepare performances on both, reflecting the requirements of National Qualifications taken in S4.

Although beneficial, no extra instrumental tuition is required, performance pieces can be prepared in class. In addition to solo performance, pupils will have opportunities to perform in group ensemble pieces as a class. Pupils will often work independently and in collaboration with others, helping them to plan and organise, to make decisions and to take responsibility for their own learning.

Pupils will also develop skills in writing their own music (composition) and study a range of musical styles and genres through listening, broadly aligning with the requirements of the National 4 course. This includes a range of popular music as well as genres such as jazz and classical music. Although the focus is on music performance, pupils will also use music technology to support the composition element of the course, as well as giving pupils a basic understanding should they wish to study Music Technology in the future.

The course aims to enable candidates to:

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music on two instruments

Skills, knowledge and understanding for the course:

- ✓ skills in listening to music to promote aural perception and discrimination
- ✓ knowledge and understanding of music styles, concepts, notation signs and symbols
- ✓ skills in creating original music using compositional methods
- ✓ reviewing the creative process and evaluating own composing
- ✓ skills in performing music on two contrasting instruments in contrasting styles
- ✓ self-reflection and review of rehearsal and practice skills

### Assessment

A range of assessment tools are used including peer assessment, teacher feedback and learning conversations.

## S4 LEARNER PROGRESSION PATHWAY

### National 3 – 5 Music - Course description & assessment outline

	National 3	National 4	National 5
Performing	Pupils learn to play a variety of short pieces on two instruments (including classroom instruments such as keyboards, guitar, bass guitar, tuned percussion, voice) at ABRSM grade 1 equivalent. Internal assessment	Pupils learn to play a variety of short pieces on two instruments (including classroom instruments such as keyboards, guitar, bass guitar, tuned percussion, voice) at ABRSM grade 2 equivalent. Internal assessment	Pupils learn to play a variety of pieces on two instruments (including classroom instruments such as keyboards, guitar, bass guitar, tuned percussion, voice) at ABRSM grade 3 equivalent. SQA assessment is an 8-minute combined programme to a visiting assessor (60 marks)
Understanding Music	Pupils learn about music history, recognise different styles of music, musical instruments and associated N3 level concepts. Music theory knowledge is also included.	Pupils learn about music history, recognise different styles of music, musical instruments and associated N4 level concepts. Music theory knowledge is also included.	Pupils learn about music history, recognise different styles of music, musical instruments and associated N5 level concepts. Music theory knowledge is also included.

			SQA assessment is a question paper (40 marks)
Composition	A variety of compositional tasks will be undertaken at the appropriate N3 level Internally assessed	A variety of compositional tasks will be undertaken at the appropriate N4 level and internally assessed	Write your own original music, this could be an original song, a piece for a band or solo instrument. The composition and composition review (pupil's evaluation) are assessed by the SQA (30 marks)

### Future Career Pathways - Music

Music technology, music therapy, music teaching, music performing, intellectual property law, music journalism, event management, music publishing, television/radio or event production, form a band, write music for film, radio jingles, games or devices.



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## S3 Music Technology

### Course Overview

The purpose of the National 3 Music Technology Course is to enable learners to develop their knowledge of music technology, and of basic music concepts, particularly those relevant to 20th and 21st century music, through practical learning.

Course Structure: three mandatory units

1. Develop skills and techniques using music technology hardware and software to capture and manipulate audio.
2. The history of popular music (20th and 21st century musical styles and genres) and of related developments in music technology.
3. Learners will develop basic understanding of Music Technology in Context. (Using music technology in sound production.) In this Unit, learners will use music technology skills in a range of straightforward contexts such as live performance, radio broadcast, composing for film, TV themes, adverts and computer gaming.

We use the industry standard program Logic Pro X on mini-Mac computers (as well as Garageband)

Building on skills learned in S1 and S2 on Garageband, we aim to complete a variety of assignments (music technology in context) throughout S3 which could include:

**Sound Design Project** - Pupils select a short (60 second) film clip, strip away the original sound file and complete their own individual sound file. This could include: background music, added sound effects, recorded dialogue and recorded Foley sounds. Pupils will then learn to manipulate and balance these sounds to result in a professional MP4 file.

**Computer Gaming Project** - Pupils select a short (60 second) film clip of a computer game, strip away the original sound file and complete their own individual sound file. This could include: background music, added sound effects, recorded dialogue and recorded Foley sounds. Pupils will then learn to manipulate and balance these sounds to result in a professional MP4 file.

**Radio Show** - Pupils record a short radio show (less than 5 minutes) using downloaded and original sound files to create a top 5 count down radio show. They can record their own voice as the presenter or use previously downloaded tracks.

Genre reports: The history of popular music (20th and 21st century musical styles and genres)

Pupils will produce a number of Genre Reports to demonstrate their knowledge and understanding of the history of popular music e.g. Disco, Blues, Jazz, Rock

### Assessment

National 3 Courses are not graded. Students demonstrate their knowledge and understanding in a variety of different ways. Each assignment will be described step by step in a pupils 'Project Log' which will enable the pupil to reflect and evaluate their decisions and allow the teacher to assess the assignment and the pupils understanding of the following:

- basic skills in using music technology hardware and software to capture and manipulate audio
- basic knowledge of music technology hardware
- knowledge of the main features and functions of music technology software
- application of music technology in creative ways
- awareness of a range of contexts in which music technology can be applied
- basic knowledge and understanding of some 20th and 21st century musical styles and genres, and developments in music technology
- the ability to reflect simply on their own work and the work of others

## S4 LEARNER PROGRESSION PATHWAY

### National 3 – 5 Music Technology - Course description & assessment outline

	N3	N4	N5
Sound Capture and Manipulation	Pupils will develop basic skills in the use of music technology hardware and software to capture and manipulate audio.	Pupils will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio.	Pupils develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio.

		Learners will explore a range of uses of this technology through practical activities. Internal assessment	These skills include using appropriate audio input devices, applying microphone placement techniques, constructing the signal path for multiple inputs, setting input gain and monitoring levels, overdubbing and editing tracks, equalisation, time domain and other effects, and mixing techniques.
Understanding Music 20 <sup>th</sup> century	Pupils will develop a basic understanding of significant 20th and 21st century musical styles and genres	Pupils will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments.	Pupils develop an understanding of aspects of the music industry, including a basic awareness of the implications of intellectual property rights. They also develop listening skills, enabling them to identify a range of genres and styles and their main attributes, and relevant music concepts in the context of 20th and 21st century music. SQA assessment is a question paper (40 marks)
Technology and Production skills	Pupils will use music technology in sound production also reflect, in simple terms, on their own work and that of others	Pupils will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming. One assignment will be internally assessed	Candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, audiobooks and computer gaming. SQA assessment: pupils have to produce and submit 2 assignments with a highly detailed log (60 marks)

## Future Career Pathways – Music Technology

Music technology, music production, music performing, music journalism, event management, music publishing, television/radio or event production, form a band, write music for film, radio jingles, games or devices.



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## S3 Physical Education

### Course Overview

The main purpose of the course is to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. The course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The course will enable learners to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities and will enhance their physical wellbeing. Learners will work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience and responsibility and for working with others.

### Assessment

A range of assessment tools are used including peer assessment, teacher feedback and learning conversations.

## S4 LEARNER PROGRESSION PATHWAY

### National 5 Physical Education - Course description & assessment outline

The aims of the National 5 course are to

- Develop the ability to safely perform a comprehensive range of movement and performance skills
- Understand factors that impact on personal performance in physical activities
- Build capacity to perform effectively
- Develop approaches to enhance personal performance
- Monitor, record and evaluate performance development

The course is comprised of two components:

#### Performance skills

- On-going assessment
- Assessed in a minimum of 2 activities throughout the year

#### Factors Impacting on Performance

- On-going assessment through a learner's log-book
- Demonstrate knowledge and understanding of the Mental, Emotional, Social and Physical factors
- Investigate the effects of MESP factors on performance
- Prepare and implement a development plan to improve performance

**Learner must demonstrate for both units (consistency in):**

- a comprehensive range of movement and performance skills
- working cooperatively with others
- body and spatial awareness
- techniques, compositions and tactics

### Assessment

To gain the award of the National 5 course the learner must pass all of the units as well as the course performance assessment.

#### Component 1 – Portfolio

60 marks available – 50% of overall grade (A-D)

**Section 1** - Understanding factors that impact on performance

**Section 2** - Planning, developing and implementing approaches to enhance personal performance

**Section 3** - Monitoring, recording and evaluating performance development

#### Component 2 – Performance

60 marks available – 50% of overall grade (A-D)

- Performance assessed in two different physical activities listed by the SQA (each performance in marked out of 30)
- Each single performance event is set apart from class learning under challenging, competitive and/or demanding conditions

## National 4 Physical Education - Course description & assessment outline

To achieve the National 4 Physical Education Course, learners must pass all of the required units, including the Added Value Unit. The required units are the same as that for National 5 (described above) however the assessment structure differs. National 4 Courses are not graded and contain an added value unit.

### *Added Value Unit*

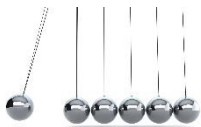
- Internally assessed
- Pupils carry out a performance which will allow them to display challenge and application
- Pupils will record their scores and self-evaluation on specific activity
- Display knowledge of specific factors which may affect performance

## Future Career Pathways – Physical Education

Army officer, coastguard, emergency services, sports coach, leisure centre manager, outdoor activities instructor, physiotherapist, sport and exercise scientist, stunt performer, sport development officer



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## S3 Physics

### Course Overview

Physics is the study of the laws of nature that govern the behaviour of the Universe, from the very smallest scales of sub-atomic particles to the very largest in the Universe. It applies these laws to the solution of practical problems and to the development of new technologies. Physics opens doors to some of the most exciting, cutting-edge, rewarding jobs in the world.

From [cancer treatment](#) to tackling [climate change](#), [gaming](#) to [robotics and artificial intelligence](#), physics and physicists are on the front line, helping to shape the future. At a time when jobs are changing, physics offers a vast and expanding range of career paths.

And it's not only science and technology. What many people don't realise is how valued and respected physics skills and ways of thinking are in other, often well-paid, industries – like [finance and law](#).

For more information click here: [Your future with physics: A guide for young people | Institute of Physics \(iop.org\)](#)

This course covers the following units and topics.

1. **Space school** – Space exploration, Challenges, Structure of the Universe, Exoplanets, Satellites and Cosmology.
2. **Radioactivity** – Types of radiation, Effects, Medical and Industrial uses; Fission and Fusion reactions.
3. **Waves and Sound** – Types of waves and characteristics

### Assessment

The S3 course is assessed using 2 methods:

**End of unit tests** - learners will undergo a test at the end of each of the three units.

**S3 Exam** - learners will complete an S3 exam that covers everything you have studied in Physics.

### Useful Resources

The S3 Physics course gives a foundation in all key areas of Physics needed for progression into National 4 and 5 Physics.

There are many resources that will help you to succeed in Physics:

- Your class work, Microsoft Teams and teacher.
- Free online Physics animations such as: [PhET Interactive Simulations \(colorado.edu\)](#)
- Free Physics apps such as: [phyphox – Physical Phone Experiments](#)
- Online Revision Guides such as BBC Bitesize: [s3 Physics - Scotland - BBC Bitesize](#)

## S4 LEARNER PROGRESSION PATHWAY

### National 5 Physics – Course description & assessment outline

The Physics course builds on prior learning from S1 – S3. After completing the S4 course pupils will be able to progress to a qualification at National 4, National 5 or Higher in S5. Higher Physics is available, alongside Advanced Higher in S6.

#### *What will I learn?*

Pupils will follow a course that will cover a broad range of Physics topics at an appropriate level. The course will consist of 8 short units of work.

- **Kinetic Theory and the Gas Laws** - The relationships between temperature, pressure and volume of a gas
- **Electromagnetic Radiation** - The Electromagnetic spectrum, Reflection, refraction, diffraction
- **Generating and Using Electricity** - Electromagnetism, motors and generators, Alternating and direct current, Electrical power, Electronic systems and components,
- **Vectors and Projectile Motion** - Vectors and scalars, adding vectors and velocity-time graphs, Projectile motion and satellites
- **Nuclear Radiation** - Types, effects and uses of radiation, Fission, fusion and power stations
- **Energy** - Conservation of energy, Types of energy, Heat
- **Space** - The Universe, Radiations and objects from space, Space travel and the impacts of space exploration
- The SQA suspended the **Researching Physics** element during Covid, but this may be reinstated for the 2023-2024 session. This element involves carrying out practical work, library and internet-based research and reporting scientific findings

### Assessment

This consists of a 2.5 hour written exam taking place within the SQA exam diet in the summer term.



If Researching Physics is reinstated – this will be assessed with a 1.5 hour written assignment with 6.5 hours preparation.

### National 3 & 4 Physics – Course description & assessment outline

The Physics course builds on prior learning from S1 – S3. After completing the S4 course, pupils will be able to progress to a qualification at National 4 or National 5 in S5. Higher Physics is an option for S6.

*What will I learn?*

Pupils will follow a course that will cover a broad range of Physics topics at an appropriate level. The course will consist of 6 short units of work.

- **Electricity and Energy** - The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.
- **Waves and Radiation** - The Unit covers the key areas wave characteristics, sound, electromagnetic spectrum and nuclear radiation.
- **Dynamics and Space** - The Unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology.

For all topics, learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

#### Assessment

All units for Nat 3 and Nat 4 will be internally assessed during s4 using a variety of methods. There will be no final SQA exam.

### Future Career Pathways - Physics

*So where do you think choosing physics could take you?*

Could it be to a game studio, designing the next Minecraft? Or to the Met Office, creating computer models to predict climate change? Perhaps into education, to inspire the next generation? Or to a hospital, using physics to help to save lives?

There are thousands of exciting, rewarding physics-related careers to choose from – picking just one is hard. Click here to find out more: [Where physics could take you: Career paths | Institute of Physics \(iop.org\)](#)



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## S3 Practical Cookery

### Course Overview

This is a practical course, supported by related theory. It enables learners to develop Cookery related knowledge, understanding and skills. Throughout S3 learner's work towards level 3 and level 4 experiences and outcomes, developing practical skills and knowledge in food preparation techniques, processes, safe hygienic practices as well as further develop their knowledge of health, food, nutrition, and dietary needs in preparation for the appropriate National Qualification in S4.

#### Unit 1 – Cookery Skills, Techniques and Processes

- ✓ cookery skills, food preparation techniques and the ability to follow cookery processes in the preparation of dishes
- ✓ the ability to work safely and hygienically

#### Unit 2 – Understanding and Using Ingredients

- ✓ apply understanding of a range of ingredients
- ✓ select appropriate ingredients and use them in the preparation of dishes
- ✓ work safely and hygienically

#### Unit 3 – Organisational Skills for Cooking

- ✓ follow recipes and implement a given time plan to produce dishes
- ✓ carry out an evaluation of the dishes
- ✓ work safely and hygienically

#### Unit 4 – Food Hygiene

- ✓ On completion of this unit, Pupils will sit the REHIS Food Hygiene Sense Awareness Certificate.

Much learning takes place during active lessons where the class view teacher-led cookery demonstrations and they are then encouraged to use recipes to complete a cookery task. With theoretical aspects explored through a combination of individual and cooperative group work including design and make projects.

#### Assessment

Various formative assessment strategies are used to give pupils the opportunity to demonstrate and improve their knowledge, practical skills and skills for learning, life, and work. Both written and practical work is evaluated by peer marking as well as by the class teacher. All learners in Practical Cookery carry out a learner's conversation at appropriate times of year. This is an opportunity for pupils to discuss with staff what their strengths and weaknesses are within the key areas of skills, knowledge and practice. Learners can identify and record next steps in their learning journey within their notebook or iPad.

## S4 LEARNER PROGRESSION PATHWAY

### National 5 Practical Cookery - Course description & assessment outline

Learners will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes. Knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed. Learners develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes. Throughout the course, learners develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

The course aims to enable candidates to

- ✓ proficiently 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 the characteristics of ingredients and an awareness of their sustainability
- ✓ develop an understanding of current dietary advice relating to the use of ingredients
- ✓ plan and produce meals and present them appropriately
- ✓ work safely and hygienically

## Assessment

The course assessment has three components.

1. Assignment 18 marks (13 scaled marks)
2. Practical activity 82 marks (62 scaled marks)
3. Question paper 30 marks (25 scaled marks)

The assignment and practical activity is set by the SQA and conducted adhering to strict SQA guidance and moderation. Component 1 and 2 are interrelated and will be assessed using one activity. Candidates will carry out one task – planning and producing a meal – which will provide evidence for both components.

## National 3 & 4 Practical Cookery - Course description & assessment outline

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, it will ingrain in learners the ability to follow safe and hygienic practices in all cookery contexts. It also develops the thinking skills of remembering, understanding and applying and aspects of numeracy.

This course aims 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

## Assessment

The course is comprised of three units and an added value unit for National 4:

1. **Cookery Skills, Techniques and Processes** - cookery skills, food preparation techniques, following cookery processes.
2. **Understanding and Using Ingredients** - develops learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice.
3. **Organisational Skills for Cooking** - develops organisational and time management skills.
4. **Added Value Unit: Producing a Meal (N4)** - learners will carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale. It will require learners to demonstrate their ability to follow safe and hygienic practices throughout.

## Future Career Pathways – Practical Cookery

Baker, butcher, cake decorator, catering manager, chef, food scientist, kitchen porter, restaurant manager, café and restaurant service to name a few. For further information on careers in the Food and Drink and Land Based industries please click the link [Tasty Careers - DYW - Scotland](#)



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## S3 Religious Education

### Course Overview

Religious Education in a Catholic school is compulsory from S1 - S6. S3 pupils will have RE for two periods per week. The Charter for Catholic Schools in Scotland says that Religious Education programmes should “enable young people to develop their understanding of Gospel values and how to apply them to life.” At St Thomas’ we aim to do this through providing a wide and varied curriculum faithful to the Church’s mission to proclaim Jesus Christ as “The Way, The Truth and the Life.” John 14:6

In S3 there are three topics explored across the learning experiences:

1. **Creation** - Creation through art; Genesis 1-2; Interpreting the Genesis creation stories; Catholic attitudes to science; stewardship of creation.
2. **Buddhism - History and Belief:** What is Buddhism? The early life of Siddhartha Gautama; The path to enlightenment; The four noble truths, The eightfold path. **Buddhism in the Modern World:** The schools of Buddhism; meditation; art; festivals’ pilgrimage.
3. **Christianity - History and Belief:** What is Christianity? How did Christianity begin? Constantine and the Council of Nicaea; The Pope; The Reformation. **Christianity in the Modern World:** The Bible; Prayer and publicity; Role of women; Persecution.

### Assessment

Textbook questions are structured to provide access to levels 3-5 of This is Our Faith. Towards the end of the year pupils will complete a formal assessment of a National 4/5 unit called ‘World Religion’ which requires a detailed knowledge of religious beliefs and practices.

#### Recording and reporting

- Pupils will record their work either in jotters or iPads, and assessments will be filed allowing them to reflect on their learning.
- Pupils will have clearly identifiable next steps to enable them to raise their attainment.
- Pupil attainment will be tracked within the faculty and support put in place where necessary.

## S4 LEARNER PROGRESSION PATHWAY

### National 4 & 5 - Course description & assessment outline

In S4 National 4/5 RMPS accreditation can be gained through the Core RE programme of study at St Thomas’. Pupils can gain unit passes in the following areas:

**Morality and Belief** - learners study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

**Religious and Philosophical Questions** – learners study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.

#### Assessment

There is no external assessment e.g., exam. Pupils will have to pass four assessment outcomes to gain a unit pass. Unit assessments will be undertaken at the discretion of the classroom teacher.

## Future Career Pathways – Religious Education

Advocate, community development worker, MP, police officer, counsellor, psychologist, diplomatic officer, forensic analyst, procurator fiscal, priesthood, teaching.



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## S3 TEXTILES

### Course Overview

Throughout S3, our learners work towards level 4 experiences and outcomes to prepare for the appropriate National Qualification in S4. The S3 course has an integrated approach to learning and includes a mix of practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that candidates acquire by successfully completing the course will be valuable for learning, for life and for the world of work.

Learners will develop Textile Skills and Textile Knowledge:

- properties and characteristics
- construction techniques
- understanding of factors that influence fashion/textile choices
- understanding of fashion/textile trends
- the ability to plan and make detailed fashion/textile items
- the ability to select, set up, adjust and use relevant tools and equipment safely and correctly

**S3 iPad Cover Project** - Learners will refresh their sewing machine skills and build upon their knowledge by learning how to problem solve more difficult sewing techniques. Their first project will be to make a protective, quilted iPad cover using straight and top stitching skills, quilting, pinning, tacking, and button sewing skills.

**S3 Repair what you wear T-shirt Project** - Learners will re-purpose and restyle an old t-shirt, shirt or other cotton garment using hand sewing, dyeing and by adding embellishments of polyester and buttons. They will give an old piece of clothing a new look whilst also learning new skills and finding out all about the impact clothes have on our world. They will be specifically learning about different fibres and their fabric properties and how clothes are manufactured.

**S3 Pyjama Project with visit to Edinburgh Fabrics** - This exciting sewing project will teach learners some essential sewing basics and give pupils an introduction to basic dressmaking. Learners will gain the confidence and inspiration to continue to experiment and learn to create many more exciting projects in S4.

Learners will learn how to read and understand a multi-sized sewing pattern including the markings and pattern instructions that accompanies them. They will visit a fabric shop to understand fabric types, widths and choose their own fabric for this project. They will learn how to correctly pin the pattern to their fabric, how to accurately cut it out, sew in straight and curved seams and then how to finish seams, insert a draw string waist band and create a simple hem.

Alongside practical work, learners will study natural fabrics, synthetic fabrics and how they are made, and the environmental implication of textile production. Fabric properties and how to care for textiles at home will also be covered.

### Assessment

The course is mainly practical based supported by teacher-led discussion, a combination of individual work and cooperative group work. Learner's fashion and textile work, as well as written studies are collated into a notebook and folio. Various formative assessment strategies are used to give learners the opportunity to demonstrate and improve their knowledge, practical skills and skills for learning, life and work. Learning conversations will take place at key points during the S3 course. This is an opportunity for learners to discuss with staff what their strengths and weaknesses are within textile skills and textile knowledge. Learners can identify and record in their notebooks and iPads next steps in their learning journey towards National Qualifications.

## S4 LEARNER PROGRESSION PATHWAY

### National 5 Fashion & Textile Technology

The purpose of the course is to develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. Learners will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items.

Learners will develop

- detailed knowledge of textile properties and characteristics
- detailed textile construction techniques, detailed understanding of factors that influence fashion/textile choices detailed understanding of fashion/textile trends
- the ability to plan and make detailed fashion/textile items
- the ability to select, set up, adjust and use relevant tools and equipment safely and correctly
- detailed investigation, evaluation and presentation skills

The course helps candidates develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice. Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

### Assessment

There are three components to assessment:

1. Question paper (30 marks)
2. Assignment 50 marks (35 scaled marks)
3. Practical activity 50 marks (35 scaled marks)

Component 2 and component 3 are inter-related and will be assessed using one activity. Pupils will carry out one task — designing, planning, making and evaluating a fashion/textile item — which will provide evidence for both components.

## National 3 & 4 Fashion & Textile Technology

The Course has four mandatory Units including the Added Value Unit.

**Textile Technologies** - provides learners with the opportunity to develop straightforward knowledge and skills related to textile technologies. This includes knowledge of the characteristics and properties of a range of fabrics and their uses. Learners will have the opportunity to make straightforward fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

**Fashion/Textile Item Development** - provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for straightforward fashion/textile items based on those trends. Learners will plan and make straightforward fashion/textile items, to an appropriate standard of quality, which takes into account fashion/textile trends.

**Fashion and Textile Choices** - provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will justify straightforward fashion/textile items, with a focus on factors that affect fashion/textile choice.

**Making a Fashion/Textile (AU)** - the general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Fashion and Textile Technology Course through the successful completion of a practical activity, which will allow learners to demonstrate breadth and application of skills and knowledge.

### Assessment

There is no external exam for this course and learners are assessed internally following strict SQA guidance and quality assurance measures.

## Future Career Pathways – Textile Technology

Textile Designer, Fashion Illustrator, Stylist, Visual Merchandiser, Fashion Buyer, Clothing Textile Technologist, Wardrobe Assistant, Costume Designer, Trend Forecaster.



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