

# Currie Community High School



**Moving into the Senior Phase**  
**S4 Handbook**  
*Session 2015-16*



# Currie High School

## S4 Handbook 2015-16



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Dear Parent/Carer

We are approaching an important stage in your child's school career. Over the next few weeks our S3 students will make their course choice for their 4<sup>th</sup> year.

Our S3 students have recently completed a rigorous review of their learning in all subject areas and are currently completing their Personal Profile with their Pupil Support Leaders in Personal and Social Education.

The reviews of learning show that the vast majority of our S3 students are working in and beyond Level 4 in most curricular areas and it is clear that the Broad General Education has given our students an excellent foundation from which they can progress into the Senior Phase. Given the high level of attainment which has already been reached by most of our S3 students, we anticipate that most of them will continue with the eight subjects they selected and studied in S3. There is, however, the option to consider changes to their course.

These options can be summarised:

- a student may continue with all subjects studied in S3
- a student may drop one or two subjects which would be replaced by a Wider Achievement option including supervised study time
- a student may change a subject for one not studied in S3
- a student may choose to study only 5 subjects and be timetabled alongside S5/6

All options will be explored in their individual course choice meeting with their PSL.

### Frequently Asked Questions

1. Will taking a Wider Achievement option which comprises supervised study improve my results in other subjects?

It will not necessarily improve your results in your other subjects. There are many in education who believe, based on previous research, that the more subjects you study the better overall grades you will obtain. On the other hand it is also known that some students have found study time beneficial in assisting them to overcome particular concerns or barriers they were experiencing and so has the potential to be advantageous to their attainment.

2. What are the pros and cons of taking up a subject not studied in S3?

Pros

- You can pick up on a previous interest

Cons

- Since you did not specialise in the new subject in S3 there will be a risk that you will not attain as highly in the new subject in S4. Study at National 5 level in particular is unlikely to be possible, and may have to be deferred until S5.

3. Does the school have a view on the desirability of sticking with the 8 subjects?

Our aim is to open up the curriculum to personalisation and choice and whatever is best for the individual student's aspirations. Most students will stick with eight subjects as they want their work in all curricular areas to be recognised in their portfolio of qualifications, and we enjoy being able to support this. We know from past experience that the majority of our students are capable of studying and succeeding with eight subjects in S4. Last session the majority of our students studied eight Nationals and the school achieved some of its best results ever. It is worth bearing in mind that not all students study 8 subjects at National 5; for many students some of their courses will be studied at National 4, which has no final exam.

4. Are there any advantages of continuing with eight subjects?

- You can attain qualifications in a wide range of subjects, which will give you more choices for what you choose to study in S5 and beyond.
- You keep your options open for career pathways.
- You pick up a broader set of skills, experiences and knowledge.
- You do not need to drop a subject you like.
- You can demonstrate that you have the ambition to undertake a demanding programme.
- You will be well prepared for the demands of study in S5.

5. Are there any disadvantages of continuing with eight subjects?

- You will not necessarily need them all in future for careers.
- For some the demands of unit assessments in eight subjects will be challenging.

6. What is view of Universities, Colleges and Employers?

Increasingly these are interested in a student's portfolio of qualifications at the point of exit from school. However, we believe that many are still looking at the rigour and challenge experienced by the student in any qualification year at school. This will vary depending on the institution and the circumstances.

Some competitive and high tariff university courses specify 5 Highers in one sitting and S4 qualifications are sometimes specified for particular courses at National 5, rarely for more than 2 subjects. Some colleges require particular subjects for their courses. If you think dropping a subject might impact on your future career plans it is important to check the college or university course entrance requirements.

7. What Wider Achievement options are available?

There are a number of 'Wider Achievement' options including Jobs Employment or Training (JET) and the xl (Princes Trust) course. These are detailed in the course choice handbook.

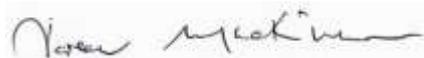
8. What are the benefits of studying only 5 subjects?

This is a good option for students who already have a clear idea about their future plans. For example, a student who wants to study medicine or a student who wants to pursue an apprenticeship in, for example, catering.

All options will be discussed in Personal and Social Education Classes and at individual course choice interviews.

I hope that you and your family find the information given in the booklet useful when you come to decide which subjects would be appropriate for next session. Should you have any questions about this then we will do our best to answer them for you. Please contact individual departments for further information about subjects/courses or your child's Pupil Support Leader with other enquiries.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Doreen MacKinnon', written over a light grey rectangular background.

Doreen MacKinnon  
**Head Teacher**

**LEARNER PATHWAYS IN THE SENIOR PHASE AT CURRIE COMMUNITY HIGH SCHOOL**

<b><u>S4</u></b>		<b><u>S5</u></b>		<b><u>S6</u></b>		<b><u>Positive Destination</u></b>
8 National 5s	→	5 Highers	→	Advanced Highers	→	Higher Education Job
Combination of National 5s and National 4s (8 in total)	→	5 Highers or Combination of Highers and National 5s	→	Combination of Adv Highers and Highers	→	Job Further Education Higher Education
Combination of National 4s and National 5s (between 5-8)	→	Combination of Highers, National 5s, National 4s, College, Work Experience	→	Combination of Highers, National 5s, National 4s, College, Work Experience	→	Job Further Education
Combination of National 4s, National 3s and Wider Achievement opportunities (eg XL, SfL, JET, courses run by external providers)	→	Combination of National 5s, National 4s, National 3s, College, Work Experience	→	Combination of National 5s, National 4s, National 3s, College, Work Experience	→	Job Further Education

Note: There are Wider Achievement opportunities available in all years at every level.

## **The Curriculum at Currie Community High School**

Our aim at Currie Community High School is to provide a curriculum which is inclusive, which challenges and supports our young people to achieve their full potential and is relevant to life in today's world.

All our young people are expected to attain qualifications at the highest level possible and to develop skills and qualities which will serve them well in the complex and fast changing world in which we live. The curriculum is the vehicle through which our young people are supported and challenged to become successful learners, confident individuals, effective contributors and responsible citizens who move into positive and sustained destinations when they leave school.

Underpinning the curriculum is a commitment to learning for sustainability as enshrined in the school's vision and values.

### The Senior Phase S4-S6

The Senior Phase offers our young people the opportunity to extend and deepen their education as they begin to build their portfolios of qualifications. These qualifications will recognise their learning, enable them to continue to develop skills and offer pathways to support positive destinations – whether that is Further Education, Higher Education or Employment.

In planning our Senior Phase we take account of our local context. Attainment levels at Currie are consistently well above national and city averages at every stage and the stay-on rate post 16 is very high, with many students going on to study in Further and Higher Education. It is important that we are able to support these aspirations as well as support those young people who move on to employment including Modern Apprenticeships.

The Senior Phase aims to:

- continue to develop the four capacities and continue to develop each young person's individual potential.
- continue to have opportunities that reinforce students' broader learning and achievements through a range of experiences including Skills for Learning, Skills for Life and Skills for Work.
- have opportunities to maintain and enhance students' literacy and numeracy skills.
- start building their lifelong portfolio of qualifications and receive recognition of achievement, recognising both attainment/qualifications and wider achievement.
- have opportunities to study at as advanced a level as possible with a high degree of rigour.
- be flexible and offer different pathways to the next stage whether in Higher or Further Education, Employment or Training.
- support students to achieve a positive and sustained destination.

In S4, students may take:

- 8 courses at SCQF 3, 4 or 5;
- 5, 6 or 7 courses at these levels, plus additional Wider Achievement options.

We shall always endeavour to provide a learning experience suited to the needs of individual students and, where appropriate and possible within available resources, will allow a student to deviate from the routes set out above.

At the end of S4, students complete another Review of Learning and select 5 courses for S5. At this stage they will be able to choose courses up to and including courses at level 6 (Higher). In S5, we expect all students to have a full timetable.

As students move into S6, a further review of learning takes place in order to consider pathways which will support them into a positive destination post school. In S6, students may have up to 5 hours study time/school service time.

# Vision and Values

## Our Vision Statement:

**‘DON’T LIMIT YOUR CHALLENGES, CHALLENGE YOUR LIMITS’.**

## Our Values:

### Confidence

- To perform to the best of your ability.
- To seize every important opportunity.
- To try something new.
- To accept others and yourself.
- To be enthusiastic and motivated to learn.

### Unity

- Supportive to others
- Unified commitment to improvement.
- Appreciating achievements of all kinds.

### Respect

- For freedom of expression.
- For being safe and making good choices.
- For your own actions.
- For participating in the life and work of our community.

### Initiative

- Mistakes are okay as long as you learn from them.
- Achieve your own goals through developing skills for life, learning and work.
- Show determination, resilience and ambition.

### Equality

- Accept all aspects of social and cultural life regardless of personal belief while developing your own beliefs and values.
- Treat others as you would wish to be treated.
- Show care towards those who may need help.

# **ENGLISH FACULTY**

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## **ENGLISH: NATIONAL 3 and 4**

### **Course Content:**

The course is hard work but students will enjoy the challenge that comes from exploring complex ideas in straightforward fiction and non-fiction and from working more independently. Students will study different types of texts. These could include: a series of poems, a series of short stories, a novel, a play or a film.

### **Assessment:**

The course is internally assessed so students are able to experiment and practise skills without exam pressure.

The course comprises of 3 separate units at N3 and 4 at N4 which students must pass to obtain a pass at this level. These are:

#### Analysis and Evaluation

- This focuses on reading and listening
- Students have to analyse style and ideas of writers
- Part one is reading an unseen passage of text and answering questions on it.
- Part two is listening to an audio clip and answering questions on it.

#### Creative and Production

- This focuses on writing and talking
- Part one is delivering a solo talk or taking part in a group discussion.
- Part two is producing a piece of writing under controlled conditions.

#### Literacy

- This unit asks students to demonstrate their basic literacy skills in the following ways:
- Read and answer questions on a non-fiction text
- Listen to spoken texts and show understanding through answering questions.
- Write clear accurate non-fiction texts of their own
- Present information orally (solo talk or group discussion)
- Parts of this are assessed naturally within the other units. Class teachers will use their discretion with this and assess separately as required.

#### Added Value (National 4)

- This is an independent project, chosen by the students
- They have to demonstrate their language skills by:
- Researching a chosen topic
- Presenting their results in a piece of extended writing and answering questions on it.

### **Homework:**

The variety and amount of homework will be determined by the organisation and nature of the course units.

## ENGLISH: NATIONAL 5

### Course Content:

The course is challenging but students will enjoy the pace and depth of studying texts more thoroughly. They will study two or three different genre of texts, one of these will be from the list of Scottish set texts prescribed by the SQA. These could include: a series of poems, a series of short stories, a novel, a play or a film. They have to be able to write a critical essay on one of their texts, and answer critical questions on the themes, ideas and language of the set text they have studied. Students will also continue to develop their reading skills as they regularly work with challenging non-fiction articles to answer questions which test their understanding, their ability to analyse language and their ability to give an evaluative response.

### Assessment:

There are two internal Unit Assessments to complete:

#### Unit 1: Analysis and Evaluation

- Part one of this is reading an unseen passage of text and answering analytical and evaluative questions on it.
- Part two is listening to an audio clip and answering analytical and evaluative questions on it.

#### Unit 2: Creation and Production

- Part one of this is the delivery of a solo talk or taking part in an in-depth group discussion.
- Part two is producing a detailed written piece under controlled conditions.

### The Exam

This comprises of two papers:

*Paper 1: Reading for Understanding, Analysis and Evaluation (1 hour)*

Students will have to answer a series of questions on an unseen passage.

This is worth 30% of their final grade

*Paper 2: Critical Reading (1 hour 30 minutes)*

Students will answer a series of critical questions about their set Scottish text or texts.

They will then write a critical essay on a text they have studied in class.

This is worth 40% of their final grade.

### The Folio

Students have to produce two pieces of writing for this: one broadly creative and one broadly discursive and this is worth 30% of their final grade.

### Homework:

The variety and amount of homework will be determined by the organisation and nature of the course. Students will have to do reading and written homework on the literary texts studied in class. Critical Essays will need to be prepared for thoroughly. Practice work in Reading for UAE, Critical Questions and folio preparation will also sometimes be set for homework.

# **EXPRESSIVE ARTS FACULTY**

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## **ART & DESIGN: NATIONAL 3 AND 4**

### **Course Content:**

The main elements of NQ courses in Art & Design are Expressive, Design and Art and Design Studies. Candidates undertaking the course are required to demonstrate breadth and balance of experience in each of these areas. This should be achieved by incorporating 2D and 3D work, use of technology, experimentation with various media and related critical activity. Candidates will produce two separate folios of evidence drawn from their best work in Expressive and Design activity. Students are expected to follow a strict Timeline which is distributed at the beginning of the course. Each folio should be presented as a themed, coherent and structured unit displaying skill and creativity.

**Expressive Folio:** The general aim of this Expressive Unit is to develop learners' ability to produce expressive ideas and development work in response to given stimuli. Learners will investigate the things that influenced and inspired artists' work, and develop an understanding of how they have used art materials, techniques and/or technology. Still life and Portraiture are the disciplines followed at CCHS.

In this Unit, learners will be required to provide evidence of:

- a basic understanding of artists' work and the influences on their practice
- a series of observational drawings and studies in response to stimuli
- using a variety of art materials, techniques and/or technology creatively for expressive effect in their work
- presenting facts and opinions about their own work and the work of other artists.

**Design Folio:** The general aim of this Design Unit is to develop learners' ability to develop creative design ideas in response to a given brief. Learners will explore how designers develop and create their ideas. They will consider the design choices and opportunities in the brief before developing their own creative design ideas, showing understanding of basic design issues. Architectural and Fashion design are the options available.

In this Unit, learners will be required to provide evidence of:

- a basic understanding of designers' work and the influences on their design practice
- skills in investigating and researching the requirements of a design brief
- skilled and creative use of design materials, techniques and/or technology developing imaginative design ideas in 2D and/or 3D formats in response to the brief
- ability to present facts and opinions about their own work and the work of other designers.

### **Added Value (National 4):**

**Outcome 1:** Produce an expressive outcome in response to chosen theme or stimuli.

**Outcome 2:** Produce a design outcome in response to chosen design brief.

### **Possible Careers in Art & Design:**

- Visual Artist (painter, sculptor, printmaker, illustrator etc)
- Designer (graphics, product, fashion, costume, jewellery, millinery etc)
- Architect (including landscape, interior etc)
- Photographer (documentary, commercial etc)
- Film-maker/ animator/games designer

## ART & DESIGN: NATIONAL 5

### Course Content:

The main elements of NQ courses in Art & Design are Expressive, Design and Art and Design Studies. Candidates undertaking the course are required to demonstrate breadth and balance of experience in each of these areas. This should be achieved by incorporating 2D and 3D work, use of technology, experimentation with various media and related critical activity. Candidates will produce two separate folios of evidence drawn from their best work in Expressive and Design activity. Students are expected to follow a strict Timeline which is distributed at the beginning of the course. Each folio should be presented as a themed, coherent and structured unit displaying skill and creativity.

### Course assessment structure:

Component 1 — practical portfolio, 160 marks

Component 2 — question paper, 40 marks

**Total marks: 200**

**Component 1: ‘Expressive Folio’, 80 marks.** Marks will be awarded for:

- A selection of investigative research and development ideas in 2D and/or 3D formats which relates to the expressive stimuli
- A resolved piece of Expressive art in either 2D or 3D – normally Portraiture or Still Life
- An Evaluation of their work, describing the things that inspired their work and what influenced their creative choices and decisions

**Component 1: ‘Design Folio’, 80 marks.** Marks will be awarded for:

- A selection of investigative design research and development ideas in 2D and/or 3D formats which relate to the design brief
- A design solution in either 2D or 3D – normally Architecture or Fashion
- An evaluation of their work, describing the things that inspired their work and what influenced their design choices and decisions

**Component 2: ‘Art & Design Studies: Question Paper’, 40 marks**

The purpose of this written exam is to assess learners’ knowledge and understanding of Art and Design practice, and their ability to critically analyse and respond to examples of art and design work. The question paper will have two Sections, Expressive and Design, which are equally weighted.

Candidates will demonstrate:

- The ability to reflect, critically analyse, and evaluate how artists and designers have used materials, techniques and/or technology for visual impact and creative and/or functional effect
- Knowledge and understanding of the influences on Art and Design practice

### Comments:

Candidates are expected to take advantage of the close proximity to the excellent art galleries in Edinburgh including the National Art Collection. This is important in helping learners to develop an appreciation and understanding of Art & Design culture. Membership of the Fine Art Library is recommended – this specialist library is a valuable resource. Much of the necessary research and investigation must occur in the learner’s own time both for written elements and practical outcomes.

### **Possible Careers in Art & Design:**

Please refer to National 3/4.

# **EXPRESSIVE ARTS FACULTY**

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## **DRAMA: NATIONAL 3 AND 4**

### Overview.

National 4 Drama provides opportunities for pupils to progress from National 3 to develop skills in creating and presenting drama. The Course focuses on the development and use of drama and production skills to present drama and is practical and experiential.

As pupils develop practical skills in creating and presenting drama, they will also develop an understanding of cultural and social influences on drama. Pupils will explore and reflect on how the use of self-expression, language and movement can develop their ideas for drama. Pupils will develop thinking skills as they explore, develop and use drama skills.

### **Drama Skills**

In this Unit, pupils will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama. Pupils will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other pupils.

In this Unit, Learners will be required to provide evidence of:

- ideas in response to stimuli
- development of drama skills in order to communicate ideas effectively
- contribution to the planning necessary to devise drama, exploring form, genre, structure and style.
- effective application of drama skills
- Reflection on their contribution to the drama process and that of their peers

### **Drama: Production Skills**

In this Unit, pupils will explore and develop production skills. They will use these skills to enhance drama when presenting. Learners will use problem solving skills in order to generate ideas for presenting drama.

In this Unit, Learners will be required to provide evidence of:

- Responding to stimuli creating ideas for an acting role or production role (lighting, sound, costume, make up, props)
- Research and development of performance concept
- Application of production skills to carry out acting or production role in a performance
- Evaluation of use of production skills

### **Added value unit: Drama: Performance (National 4)**

This unit adds value by introducing challenge and application. Pupils will draw on and extend their knowledge and apply their production skills in a drama performance. The unit will focus on the process and product of learning. The performance will be sufficiently open and flexible to allow for personalisation and choice.

## **DRAMA: NATIONAL 5**

### Overview.

National 5 Drama provides opportunities for pupils to progress from National 4 to develop skills in creating and presenting drama. The Course focuses on the development and use of a range of drama skills and production skills to present drama and is practical and experiential.

As pupils develop practical skills in creating and presenting drama, they will also develop knowledge and understanding of cultural and social influences on drama. We will analyse and evaluate how the use of self-expression, language and movement can develop our ideas for drama. Pupils will develop critical thinking skills as they investigate, develop and apply a range of drama skills.

### **Drama Skills**

In this Unit, learners will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will develop a range of skills as an actor and respond to stimuli, including text. Learners will also learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

In this Unit, Learners will be required to provide evidence of:

- At least two detailed ideas in response to stimuli including text
- development of at least two drama skills in order to communicate ideas effectively
- contribution to the detailed research and planning necessary to devise drama, exploring a range of form, genre, structure and style.
- effective application of more than one drama skill
- Evaluation of their contribution to the drama process and that of their peers

This evidence will be generated in a **Folio** and in a **Recorded Studio Performance**.

### **Drama: Production Skills**

In this Unit, learners will develop a range of production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

In this Unit, Learners will be required to provide evidence of:

- Responding to a range of stimuli creating ideas for an acting role or production role (lighting, sound, make up, props, costume, set)
- Working as part of a Production Team
- Application of production skills to carry out two selected production roles in performance
- Evaluation of use of production skills

This evidence will be generated in a **Folio** and in a **Recorded Studio Performance**

## **Course assessment**

In the Course Assessment, pupils will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a **Performance** and a **Question Paper**. The performance will involve creating and presenting a drama. The question paper will require demonstration of a depth of knowledge and understanding from the Course.

The Performance is worth **60%** of the total mark and has two Sections:

Section 1 – titled “Performance” will have 50 marks

Section 2 – titled “Preparation for Performance” will have 10 marks

The Performance takes place just prior to the SQA exam diet and is in front of an invited audience and Visiting Assessor.

The Question paper is worth **40%** of the total mark and takes place during the main SQA exam diet.

# MUSIC: NATIONAL 3 AND 4

## 3 Units

**Performing Skills**

**Composing Skills**

**Understanding Music**

+

**Added Value Unit - Performance**

### **What skills will I develop?**

- sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- the ability to create original music using straightforward compositional methods and music concepts when composing, arranging or improvising
- knowledge and understanding of the social and cultural factors influencing music
- knowledge and understanding of music and musical literacy by listening to music
- identifying level-specific annotated music signs, symbols, concepts and styles
- understanding the creative process and expressing him or herself through music
- critical and analytical listening skills and evaluation for improvement
- personal creativity and applying music concepts to personal practice

### **What will I experience during the course?**

- Active and independent learning through self and peer evaluations
- A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- Space for personalisation and choice: learners may choose research and presentation methods, musical pieces, composition style
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

### **Assessment**

- To gain National 3 or 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or may be gathered through video or audio recordings, presentations, podcasts, answers to questions and may be stored in an e-portfolio
- The Added Value Unit (Performance) for National 4 will require learners to prepare and perform a programme of music to teaching staff
- National 3 progress on to National 4.
- National 4 progresses onto National 5

# **HEALTH AND WELL-BEING FACULTY**

## **HEALTH & FOOD TECHNOLOGY – NATIONAL 3/4/5**

This National 5/National 4/National 3 course is made up of 3 Units which are all assessed using SQA Assessments.

The Units are:

**Food For Health** - this unit involves mainly nutrition. Students will cover topics such as the functions and sources of nutrients, the Scottish Dietary Goals and Dietary diseases. Students will cook once per week during this unit. It will be assessed using the SQA assessment booklets.

**Food Product Development** - this unit involves learning about the different functional properties of food e.g. the role of sugar in a baked product. Also, students will learn about the Food Product Development stages. The assessment in this unit is produced by the SQA and students will be required to make their own food product.

**Contemporary Food Issues** - this unit involves students learning about 'contemporary food issues' such as Organic and genetically modified foods. Again, the assessment has been produced by the SQA and students will be asked to produce a dish which addresses a particular food issue.

### **NATIONAL 5 ASSESSMENT**

Students need to pass assessments in all 3 units in order for them to be able to sit the final SQA exam. (50 Marks)

Students must also sit an assignment which will be sent to the SQA for marking and this will count towards their final grade. (50 Marks)

### **NATIONAL 4 ASSESSMENT**

Students need to pass assessments in all 3 units in order for them to be able to get the course award.

Students must also complete an Added Value Unit at National 4.

### **NATIONAL 3 ASSESSMENT**

Students need to pass assessments in all 3 units in order for them to be able to get the course award.

National 3 Courses are not graded.

## PHYSICAL EDUCATION: NATIONAL 3 AND 4

### Course Content

The National 3/4 course is made up of two Units and an Added Value Unit at SCQF level 4 (National 4 only).

- Physical Education: Performance Skills
- Physical Education: Factors Impacting on Performance
- Physical Education: Performance (This is the Added-Value Unit) – National 4

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 main aims of the Course are to enable learners to:

Develop the ability to safely perform a range of movement and performance skills in straightforward contexts  
Develop and demonstrate knowledge of factors impacting on performance  
Build capacity to perform effectively  
Develop approaches to enhance personal performance  
Monitor, record and reflect on performance development  
The Course has three Units (including Added-Value Unit):

1. Physical Education: Performance Skills  
Learners who complete the Unit will be able to:  
Demonstrate a range of movement and performance skills in physical activities.
2. Physical Education: Factors Impacting on Performance  
Learners who complete this Unit will be able to:  
Demonstrate knowledge of factors that impact on performance in physical activities  
Develop personal performance in physical activities  
Review the performance development process.
3. Physical Education: Performance Added Value Unit  
The general aim of this Unit is to enable learners to provide evidence of added value for the National 4 Physical Education Course. Learners will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.

Learners who complete this Unit will be able to:  
Prepare for and carry out a performance in a physical activity  
The Added Value Unit is a mandatory Unit of the National 4 Physical Education Course and is also available as a free-standing Unit which will focus on:

Challenge — requiring greater depth or extension of knowledge and skills assessed in other Units  
Application — requiring application of knowledge and/or skills in practical and theoretical contexts  
Learners will integrate, extend and apply the skills, knowledge and understanding they have gained during the Course. These aspects will be assessed through a performance, which will provide evidence of learners' ability to prepare for and carry out a performance in one physical activity. Learners will also be required to identify future development needs.

The context of the assessment must allow learners to experience a more competitive or demanding performance environment, such as a tournament or competition, an athletics event, a swimming gala, or a gymnastic or dance display.

## **PHYSICAL EDUCATION: NATIONAL 5**

### **Course Content**

The National 5 PE Course allow students to participate in a variety of practical performance activities and will study in depth the factors that impact on performance. This is a course that will challenge students beyond the context of sporting performance and will not only develop physical skills will enhance mental, emotional and social skills in relation to all aspects of their sporting performance.

The National 5 course is divided into units and assessment:

### **Units:**

- Performance Skills (ongoing assessment in a minimum of 2 activities)
- Factors impacting on Performance (on going assessment through a written log book)

### **Assessment:**

- Portfolio (40% of overall grade and studies further the factors impacting on performance)
- Performance (60% of overall grade – assessment takes place during a one off performance)

The activities for the units and assessments of Performance may be taken from the following:

FOOTBALL    BADMINTON    SWIMMING    BASKETBALL  
VOLLEYBALL    DANCE                GYMNASTICS    HANDBALL

There will be no final exam at the end of the course. The Portfolio will be externally assessed and will be performed under controlled conditions.

### **Homework:**

Will be set on a regular basis and will mainly be concerned with Analysis and Development of Performance

# **MATHEMATICS FACULTY**

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All learners will study Mathematics during S4. The level of study will be dependent upon their progress through the Broad General Education in S1-S3.

In S4, learners will study Mathematics at one of 3 levels.

## **National 3 Lifeskills**

The National 3 Lifeskills Mathematics Course builds on the principles and practice of the experiences and outcomes of Mathematics and Numeracy.

The course is split into 3 Units (Manage Money and Data; Shape, Space and Measures; Numeracy), each of which is internally assessed by a test. To gain a full course award, learners will have to be successful in all 3 units.

## **National 4 Mathematics**

The National 4 Mathematics Course enables learners to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form.

The course is split into 3 Units (Expressions and Formulae; Relationships; Numeracy), each of which is internally assessed by a test. To gain a full course award, learners will have to be successful in all 3 units, and a further Added Value Unit which assesses breadth and challenge.

## **National 5 Mathematics**

The National 5 Mathematics course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form.

The course is divided into 3 units (Expressions and Formulae; Relationships; Applications), each of which is internally assessed by a test. In addition, there is an external examination taken at the end of the course. To gain a full course award, a student must be successful in all three unit assessments and the external examination.

# **MODERN LANGUAGES FACULTY**

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## **FRENCH/GERMAN: NATIONAL 3/4/5**

### **Course Content:**

These courses offer learners the opportunity to develop detailed language skills in the meaningful real-life contexts of society, learning, employability and culture.

Learners will also have the opportunity to develop understanding of how language works, use different media effectively for learning and communication and use language to communicate ideas and information.

### **Assessment:**

Assessment will be both internal and external and tests the development of skills in:-

- Talking
- Listening
- Reading
- Writing

# SCIENCE FACULTY

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## BIOLOGY: NATIONAL 3/4

### Course Content

The Biology course is an up to date selection of ideas relevant to the central position of life science within our society. The course develops students' interest in, and enthusiasm for, biology through a variety of contexts. Each course contains a unit on the following:

Cell Biology: looks at the structure and uses of cells in different micro-organisms and the biological basis of inheritance.

Multicellular Organisms: looks at the workings of different biological systems in organisms, defence mechanisms and reproduction.

Life on Earth: focuses on the role of organisms within their ecosystems, which includes, adaptations for survival, biodiversity, population growth, behaviour and nutrient cycling.

### Assessment:

Students will be assessed internally (in school) at the end of each unit by a written assessment. Students will also be required to complete a National 4 Added Value Unit Assignment. The purpose of the assignment is to assess the application of skills of scientific inquiry and related biology knowledge and understanding.

### Homework:

Homework will be issued regularly and is an integral part of the course. Activities will include consolidation questions, open response questions and data interpretations. In addition students will be expected to read over and learn the work covered in class as they progress through the course.

### Entry Requirements:

This course is suitable for students who wish to study biology beyond levels 3 and 4 in CFE science. Students should have experience of:

- CFE Level 3 science outcomes.

### Comments:

Future Study within this subject: National 4/5 Biology

## **BIOLOGY NATIONAL 5**

### **Course Content**

The Biology course is an up to date selection of ideas relevant to the central position of life science within our society. The course develops students' interest in, and enthusiasm for, biology through a variety of contexts. Each course contains a unit on the following:

**Cell Biology**: looks at the structure and uses of cells in different micro-organisms and the biological basis of inheritance.

**Multicellular Organisms**: looks at the workings of different biological systems in organisms, defence mechanisms and reproduction.

**Life on Earth**: focuses on the role of organisms within their ecosystems, which includes, adaptations for survival, biodiversity, population growth, behaviour and nutrient cycling.

### **Assessment:**

Students will be assessed internally (in school) at the end of each unit by a written assessment. There will also be a prelim exam in February and a mini-prelim in April

Students will also be required to complete a National 5 Assignment. The purpose of the assignment is to assess the application of skills of scientific inquiry and related biology knowledge and understanding.

The assignment will have 20 marks out of a total of 100 marks. This is 20% of the overall marks for the Course assessment and 80% for the external exam.

### **Homework:**

Homework will be issued regularly and is an integral part of the course. Activities will include consolidation questions, open response questions and data interpretations. In addition students will be expected to read over and learn the work covered in class as they progress through the course. (1 – 2 hours per week will be necessary for this)

### **Comments:**

Future Study within this subject: Higher Biology

## **CHEMISTRY: NATIONAL 3/4**

### **Entry Requirements**

This course is suitable for students who wish to study chemistry beyond levels 3 and 4 in CFE science. Students should have experience of:

- CFE Level 3 science outcomes.

### **Course Description**

The course consists of 3 units of work.

Unit 1 Chemical Changes and Structure

Unit 2 Nature's Chemistry

Unit 3 Chemistry in Society

The chemistry course develops students' interest in, and enthusiasm for, chemistry through a variety of contexts relevant to chemistry's impact on society, namely: utilising nature's resources, chemical analysis, and the development of new and novel applications.

### **Course Content:**

Students studying chemistry will:

- develop scientific and analytical thinking skills in a chemistry context
- develop problem solving skills in a chemistry context
- develop an understanding of chemistry's role in scientific issues
- acquire and apply knowledge and understanding of chemistry concepts
- develop understanding of how chemical products are formed
- develop understanding of relevant applications of chemistry in society

The course will enable students to become scientific literate citizens, while also developing their literacy and numeracy skills. Presentation and ICT skills will also be developed throughout the course. Through the study of chemistry the students will also develop relevant skills for learning, for use in everyday life and across all sectors of employment due to the interdisciplinary nature of science.

### **Assessments:**

Students will be assessed internally (in school) at the end of each unit by a written test. Students will also be required to complete a National 4 Added Value Unit Assignment. The purpose of the assignment is to assess the application of skills of scientific inquiry and related chemistry knowledge and understanding.

### **Homework:**

Regular homework based on the classwork forms an integral part of the course.

### **Comments:**

Students who pass National 3/4 Chemistry can progress to National 4/5 Chemistry the following session. The course also equips students with practical skills and knowledge useful outside school.

# CHEMISTRY: NATIONAL 5

## Course Description

The course consists of 3 units of work.

Unit 1 Chemical Changes and Structure

Unit 2 Nature's Chemistry

Unit 3 Chemistry in Society

The chemistry course develops students' interest in, and enthusiasm for, chemistry through a variety of contexts relevant to chemistry's impact on society, namely: utilising nature's resources, chemical analysis, and the development of new and novel applications.

## **Course Content:**

Students studying chemistry will:

- develop scientific and analytical thinking skills in a chemistry context
- develop problem solving skills in a chemistry context
- develop an understanding of chemistry's role in scientific issues
- acquire and apply knowledge and understanding of chemistry concepts
- develop understanding of how chemical products are formed
- develop understanding of relevant applications of chemistry in society

The course will enable students to become scientific literate citizens, while also developing their literacy and numeracy skills. Presentation and ICT skills will also be developed throughout the course. Through the study of chemistry the students will also develop relevant skills for learning, for use in everyday life and across all sectors of employment due to the interdisciplinary nature of science.

## **Assessments:**

Internally assessed research task, practical task, 3 end of unit assessments and prelim.  
Externally assessed assignment task and final examination.

## **Homework:**

Regular homework based on the classwork forms an integral part of the course.  
(1 to 2 hours will be necessary for this)

## **PHYSICS: NATIONAL 3/4**

### **Entry Requirements:**

This course is suitable for students who wish to study physics beyond levels 3 and 4 in CFE science. Students should have experience of CFE Level 3 science outcomes.

### **Course Content:**

The course is concerned with the application of Physics in the modern world and consists of three compulsory units. Topics dealt with include:

- Waves and Radiation
- Electricity and Energy
- Dynamics and Space

### **Assessment:**

Students will be assessed internally (in school) at the end of each unit by a written test. Students will also be required to complete a National 4 Added Value Unit Assignment. The purpose of the assignment is to assess the application of skills of scientific inquiry and related physics knowledge and understanding.

### **Homework:**

Students will follow a structured homework plan of notes and problems. (Approximately 1.5 hours per week will be necessary.)

### **Comments:**

Students who pass National 3/4 Physics can progress to National 4/5 Physics the following session. The course also equips students with practical skills and knowledge useful outside school.

## **PHYSICS: NATIONAL 5**

### **Course Content:**

The course is concerned with the application of Physics in the modern world and consists of three compulsory units. Topics dealt with include:

- Waves and Radiation
- Electricity and Energy
- Dynamics and Space

### **Assessment:**

Students will be assessed internally (in school) at the end of each unit by a written test.

Students will also be assessed internally on a research task and an experimental report.

An externally assessed assignment task and final exam will also take place at the end of the course.

The assignment task is designed to assess the application of skills of scientific enquiry and related physics knowledge and understanding. This makes up 20% of the final mark with the remaining 80% coming from the external exam.

All students will sit a prelim exam.

### **Homework:**

Students will follow a structured homework plan of notes and problems. (Approximately 2 hours per week will be necessary.)

# **SOCIAL SUBJECTS FACULTY**

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## **HISTORY: NATIONAL 3/4**

### **Course Content:**

- UNIT 1 - The Scottish Wars of Independence 1286 – 1328
- UNIT 2 - The Making of Modern Britain, 1880-1951
- UNIT 3 - Appeasement and the Road to War, 1918–1939

### **Assessment:**

1. The Assignment (an extended piece of writing) is researched, planned and written both in school and at home.
2. Candidates must also pass all learning outcomes in each unit in order to achieve an award.

### **Homework:**

1. Note-taking
2. Document work
3. Preparation for internal assessments of learning outcomes
4. Preparation for Assignment

## **HISTORY: NATIONAL 5**

### **Course Content:**

- |        |   |   |
|--------|---|---|
| UNIT 1 | - | The Scottish Wars of Independence 1286 – 1328 |
| UNIT 2 | - | The Making of Modern Britain, 1880-1951       |
| UNIT 3 | - | Appeasement and the Road to War, 1918–1939    |

### **Assessment:**

1. Students have to sit a final exam at the end of the course.
2. The Assignment (an extended essay) is researched and planned both in school and at home but written up in one hour in school. It is worth 25% of the final mark.
3. Candidates must also pass learning outcomes for each unit in order to achieve an award.

### **Homework:**

1. Note-taking
2. Document work
3. Preparation for internal assessments of learning outcomes
4. Preparation for the Assignment

## **GEOGRAPHY: NATIONAL 4/NATIONAL 5**

### **Course Content:**

Students will undertake 3 units:-

1. Physical Environments – coasts, glaciation and weather studies
2. Human Environments – urban, rural, population and development studies
3. Global Issues – climate change, natural hazards and development and health studies

The principal aim is that candidates develop a detailed understanding of aspects of the contemporary world, of concern to all citizens, by using the concepts and techniques of geographical analysis. In addition, the course enables candidates to develop progressively:-

- an understanding of the ways in which people and the environment interact in response to physical and human processes at local, national and international levels
- an awareness of spatial relationships and an understanding of the changing world in a balanced, critical and sympathetic way
- a life-long interest in, understanding of, and concern for the environment
- a geographical perspective on the major environmental issues facing our world today and in the future and their significance for the natural world, people and industry
- skills of extracting and processing information from geographical data using appropriate techniques and terminology.

### **Assessment:**

National 4: students must successfully complete all internal assessments and a personalised research project. There are no external assessments. Students will be expected to undertake a holistic internal exam as part of the S5/S6 prelim diet.

National 5: students must successfully complete all internal assessments to be eligible for the two external assessments, one of which is based on a personalised research project. Students will also undertake an internally assessed holistic exam as part of the prelim diet in preparation for the final exam in May.

## **MODERN STUDIES: NATIONAL 4/5**

### **The Aim of Modern Studies:**

The aim of the N4/5 course is to engage students with the world around them and develop the skills required to understand and influence it. They are encouraged to question the way the contemporary world works and analyse the relationships between groups of people, governments and their citizens, and countries.

### **Course Content:**

An interesting mixture of topics are used which are based around key concepts. These are **POWER; NEED; IDEOLOGY; PARTICIPATION; EQUALITY; REPRESENTATION;** and, **RIGHTS** and **RESPONSIBILITIES**. These concepts are studied across the following topic areas.

DEMOCRACY IN THE UK / SCOTLAND – the ways in which democracy allow us to participate in the running of the country and how we are represented by those we elect. Participating in a democracy – including influences on voting behaviour, participation in Pressure Group activities, campaigning. How citizens are represented by councillors, MPs and MSPs in local, Scottish and UK Governments, and evaluation of electoral systems are included in this section.

SOCIAL INEQUALITY IN THE UK– Causes/reasons for inequalities that effect some groups in society, groups vulnerable to poverty/health inequality, consequences of poverty/wealth and health inequality for individuals/communities, individual and other factors contributing to health/wealth inequality and evaluation of Government responses to tackle inequalities that affect some groups in society.

INTERNATIONAL ISSUES – WORLD POWERS - Through the study of world powers – eg USA, China – economic, social and political change, and inequality are examined, along with rights and responsibilities and how these have changed/improved in the world power studied. Analysis of the extent to which the world power studied influences international relations. The students spend a lot of time working with sophisticated sources of information, developing their analytical skills. There is also a focus on the high quality presentation of information.

### **Course Assessment:**

At the end of each unit students are assessed through unit assessments. The N5 final written exam assesses their Knowledge and Understanding and Evaluating skills. N4 and N5 students will carry out an Added Value research project, on a topic linked to the course work. N5 students will then write up their findings under timed conditions, with access to a summary of their research findings. Throughout each unit, students will build up a portfolio of exam-style answers, as evidence of meeting each of the outcomes of that course unit. N5 students will also attempt an external SQA exam under timed conditions, assessing all topics.

### **Homework:**

Students are expected to, through class work and homework tasks, complete a portfolio of evidence of achieving each of the N4/N5 course outcomes – these are completed in a flexible way, not under exam conditions. In addition, end of unit assessments will be attempted for each unit under timed conditions as preparation for the exam conditions of the N5 exam. Reading over class notes/topic booklets regularly will prepare students for end of unit assessments. Completing set tasks/questions at home makes sure knowledge and skills outcomes will be successfully achieved, and enables students to contribute effectively to class discussions on course topics.

**Comments:**

Students will initially be assessed at National 4 level, completing N4 assessments and tasks. Upon successful completion of N4 unit assessments, some students will then progress to successfully complete N5 unit assessments. Those students in the N4/5 class with a portfolio of N5 evidence, and a successful prelim exam pass, will ultimately be presented for the N5 exam, and will attempt the timed AVU write-up. Please contact Mr Toal at school if you have any questions.

# **TECHNOLOGY FACULTY**

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## **COMPUTING SCIENCE: NATIONAL 3**

### **Course Content:**

Computing Science provides an understanding of the technologies that underpin our modern digital world and develops transferable skills. It brings together elements of technology, science and creative digital media and has wide-ranging social implications providing an excellent opportunity for cross-curricular learning.

The aims of the Course are to enable learners to:

- ◆ introduce and develop aspects of computational thinking in a range of contexts
- ◆ develop knowledge and understanding of basic facts and ideas in computing science
- ◆ develop skills and knowledge in software and application-based development tools
- ◆ apply skills and knowledge to develop and implement simple digital solutions

The Course is designed for learners who want to learn more about the technological world around them and become skilled in building digital solutions using a variety of software applications. Learners will develop and broaden their technological experience through an increasing awareness of contemporary technologies. They will also develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of study opportunities.

### **Course Structure**

**Building Digital Solutions:** In this Unit, learners will become familiar with the features of development software to build digital solutions such as computer games, animation and other applications.

**Information Solutions:** In this Unit, learners will become familiar with a range of applications, such as databases and web page creation software, or a range of web-based tools, such as blogs, wikis and online documents, to create, share and locate information.

### **National 3 Assessment**

Learners will be assessed by unit assessments comprising of a written element and a series of practical tasks to demonstrate knowledge and skills development.

### **Progression**

- ◆ National 4 Computing Science
- ◆ other qualifications in Computing Science or related areas
- ◆ further study, employment and/or training

## COMPUTING: NATIONAL 4 & NATIONAL 5

Computing science is vital to everyday life - socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry. All learners will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

### Course Content

The course provides an opportunity for students to gain an understanding of the operation and organisation of computer systems and to develop skills in the production of computer programs. This broad based course develops transferable skills that are applicable to a range of activities.

Computing has two areas of study:

- 1 **Information System Design & Development:** This unit develops the understanding of how to develop an information system, by using appropriate development tools such as database, whilst considering factors involved in the design and implementation of this system by describing its purpose, security risk, etc.
- 2 **Software Design & Development:** This unit develops an understanding of how programs work, by drawing on an understanding of concepts in software development and basic computer architecture, by examining coding, etc. From this learners develop short programs using one or more software development environments, whilst producing a detailed report comparing two contemporary software languages, very challenging.

### Assessment

All units will be assessed by a written test and a series of practical tasks to demonstrate skills development. Unit assessments are to be completed. For **National 5** a practical coursework task will be undertaken to demonstrate skills in the two core units of the course and accounts for 40% of your overall grade. At the end of the course there will be a written national exam, which will contribute 60% to the final grade. For **National 4**, successful completion of units and assignment.

### Homework

Written homework will be issued at regular intervals, on a weekly/fortnightly basis. Deadlines for completing practical work will be set and this may involve students using the school's computers in their own time.

### Comments & Entry Requirements

#### **National 4**

The course is interesting and stimulating and a high level of commitment is expected from young people

#### **National 5**

This course is suitable for students who have been working within Level 4

### Progression

- National 5 or Higher Computing Science
- Advanced Higher Computing Science
- NPA Web Design Fundamentals

## DESIGN AND MANUFACTURE: NATIONAL 3

### Course Content:

The Course provides a broad practical introduction to design and to technology. It provides opportunities for learners to gain basic skills in both designing and in communicating design ideas. It allows learners to explore and amend design ideas through model making and testing, in both product design and engineering contexts. The Course provides opportunities to develop and enhance practical creativity, practical problem solving skills, and an appreciation of safe working practices in a workshop or similar environment.

The course aims to develop:

- ◆ skills in producing and interpreting sketches, drawings and diagrams
- ◆ skills in practical model making and construction
- ◆ skills in testing and simple evaluation of models
- ◆ safe working practices in a workshop or similar environment
- ◆ knowledge of basic engineering ideas.

The Course introduces learners to ideas and skills which they may then choose to take forward through further study in the technologies curriculum area.

### Course Structure

**Graphics for Design:** In this Unit, learners will develop skills in producing drawings, sketches and diagrams to support the design process. Learners will use computer-aided and/or manual graphic communication tools and techniques.

**Designing and Modelling:** In this Unit, learners will follow, with guidance, a simple design process. They will make a simple physical model from design drawings, and refine the design based on simple evaluation of the model. Through these activities, learners will develop awareness of sustainability and recycling.

**Constructing and Testing:** In this Unit, learners will develop an understanding of structures and mechanisms by solving simple engineering problems. They will construct (or simulate) and test simple models to demonstrate one or more of strengthening, energy transfer or movement. Learners will draw conclusions based on the test results.

### National 3 Assessment

To achieve the National 3 Design and Technology Course, learners must pass all of the required Units.

### Progression

- ◆ National 4 Graphic Communication
- ◆ National 4 Design and Manufacture
- ◆ Other qualifications in the technologies curriculum area
- ◆ Further study, employment and/or training

## **BUSINESS: NATIONAL 3/4**

The course prepares learners for everyday life, the world of work or further study of business. It is designed to provide learners with opportunities to develop the skills, knowledge and techniques required to successfully organise, co-ordinate and make decisions in a business environment.

### Course content

Learners will develop awareness of how small businesses operate and of the relationship between a business and its customers. This course develops an understanding of how people contribute to business success. As a consequence, learners will be better informed about business and able to make effective contributions to society as consumers, employees or employers. The course involves two mandatory units:

### Business in Action

This unit examines how small businesses operate, how these businesses aim to satisfy customer needs through marketing, production etc. and also the impact that functional departments have on the success or failure of the business.

### Influences on Business

This unit examines the role and importance of stakeholders in the business such as customers and suppliers, and also the impact of internal and external factors which affect the success of the business.

### Assessment

National 3 and National 4 Business are internally assessed. To achieve an award at National 3 learners must:

Pass all National assessments for each of the above units.

To achieve an award at National 4 the learner must *also*:

Complete an added value assignment.

### Homework

Homework will be set weekly and will not exceed 1 hour.

### Entry requirements

There are no entry requirements to either course.

### Progression

National 4 Business Management

Higher Business Management

Further study in other Business-related courses e.g. Administration & IT

Employment

## **BUSINESS MANAGEMENT: NATIONAL 5**

The purpose of the course is to highlight ways in which organisations operate and how they achieve their goals. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts.

### Course Content

The course includes the study of organisations in the private, public and voluntary sectors. The course explores the important impact businesses have on everyday life, and therefore gives learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through improving learners' knowledge of financial management in a business context. National 5 Business Management has three mandatory units:

### Understanding Business

In this Unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces learners to the main activities associated with businesses and other organisations. The Unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

### Management of People and Finance

In this Unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Learners will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

### Management of Marketing and Operations

In this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Learners will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

### Assessment

Business Management involves a combination of internal and external assessment. To achieve an award on the course, the learner must:

- Pass the National Assessments for each of the three areas;
- Complete an externally marked course work assignment worth 30 marks;
- Pass the external written paper worth 70 marks.

### Homework

Homework will be set weekly and will not exceed 1 hour 30 minutes.

### Progression

- Higher Business Management
- Advanced Higher Business Management
- Other Business-related courses such as Accounting or Administration & IT

# **WIDER ACHIEVEMENT OPPORTUNITIES**

## **The Prince's Trust xl Programme**

Prince's Trust xl club within CCHS provides a personal development programme for our students. The club helps to support the students in developing the skills and confidence needed to progress into a positive future.

The xl programme promotes a flexible approach, using relevant, experiential learning to support our students to achieve a range of personal and employability skills and gain qualifications.

The students work together as a group on practical learning projects, which are designed to boost their confidence, improve self-esteem and attainment. These skills and personal qualities can support the students to achieve more, both at school, and in the future.

xl gives the students the following opportunities:

- Develop their own personal growth and engagement in, and through, learning.
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment.
- Prepare themselves for progression into further education programmes, modern apprenticeships and other work based learning.
- Develop their English and Mathematics skills.

Some of the planned activities to support the students' learning are:

Fundraising activities for chosen charities.

Enterprise Activities.

Career Planning.

Community based projects.

Teamwork.

Students can gain the John Muir Award whilst undertaking the xl programme and a Certificate in Personal Development and Employability Skills at SCQF Level 4.

# **JET Programme - JOB + EDUCATION + TRAINING**

JET is a work-based learning programme for Senior Phase High School students.

It entails:

- Weekly work experience placement on a Friday.
- Placement starts September 2015.
- Students work with an employer in Edinburgh and are expected to travel independently to their workplace.
- Students gain experience of the working world.
- Students attend school as normal Monday – Thursday, follow their school timetable, working towards National 4 and 5 Qualifications.
- During the week students also work towards an SQA recognised qualification in Employability as part of the JET Academy.

Students will work towards a SCQF Level 4 award in Employability. This involves completing 3 units:

- Responsibilities of Employment.
- Preparing for Employment – First Steps.
- Building own Employability Skills.

There is also scope to obtain a Work Experience Unit and Steps to Work Award.

A JET Co-ordinator will interview each young person individually to discuss their options for work experience and whether the JET Academy is the right path for them.

## **SUPPORT FOR LEARNING**

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The policy of supporting students' learning will continue throughout S4 if necessary. Support will be given in the manner most appropriate to individual needs and this additional support will be given by the Support for Learning team comprising: Support for Learning Leader, a part time SfL teacher and Pupil Support Assistants.

Support may take the form of:

**Co-operative Teaching:** working with the classroom teacher to support the delivery of an appropriate curriculum that meets students' needs.

**Direct Teaching:** individually or in a group setting. This can be subject based or based around improving key skills: organisation, ICT and study skills.

**Staff Development:** providing all staff with: information relating to particular students and their identified needs; information about appropriate assessment arrangements; opportunities to enhance their existing knowledge and understanding of additional support needs and appropriate corresponding teaching strategies.

**Consultation:** throughout the year, students and staff are welcomed and encouraged to seek advice and support from the ASL team which is specific to their individual or department's development needs.

**Arranging Specialist Services:** meeting weekly with students who have significant support needs; providing a reduced timetable where appropriate; providing Assessment Arrangements; liaising with parents, subject staff, Support for Pupils leaders and outside agencies when required. We also support the move to college, university or employment through Transition meetings, interview support and visits.

### **Assessment Arrangements:**

Certain students may suffer from physical, sensory or specific learning impairments which provide a barrier to performance in examinations.

A.A.s (Assessment Arrangements) seek to remove that barrier without giving an advantage to any candidate. Throughout S4, Support for Learning staff will monitor the trialling of A.A.s for those students with additional support needs. Trialling, evidence gathering and the completion of subject teachers and records are kept by subject departments and this evidence must demonstrate that a "significant" improvement is achieved. It should be noted that evidence must be generated by the current course of study. Candidates must provide written confirmation that they are willing to make full use of such arrangements. The Support for Learning department works closely with the SQA, SQA co-ordinator in the school and all subject teachers to ensure that appropriate arrangements are made for the candidates. These are fully discussed with students and parents prior to requests for A.A.s being finally placed with SQA for implementation in examinations or National Qualification courses.

Support for Learning continues to work with many outside agencies and other professionals such as Psychological Services; Visiting Teacher Services; Mobility Trainers; Speech & Language Therapists; Occupational Therapists; Physiotherapists and other health professionals. In the senior school, organisations can work in partnership with the school to work with students who need an enhanced transition to college or employment.

# **PUPIL SUPPORT**

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**Mrs Sally Barraclough and Ms Annette Duffin – Hermiston House, Pupil Support Leader.**

**Ms Donna Jordan – Kinleith House, Pupil Support Leader.**

**Mrs Kay Scally – Lennox House, Pupil Support Leader.**

All fourth year students are timetabled for one period a week of Personal Development Time with either their Pupil Support Leader or a subject teacher who will take the class for the year. The aims of the programme are outlined below:

- To encourage students to set both long and short term targets and review them to assess progress.
- To develop skills which the student will require on leaving school, for example, financial management.
- To develop skills which the student will require on leaving school, for example, financial management.
- To provide careers advice which gives students a realistic view of the options available to them when they leave school.
- To allow students to discuss and develop their ideas on topical issues.
- To reflect on personal achievements and plan for personal improvement.

The essential elements of the course are as follows:

- **Careers Advice** – as well as having access to the Careers Advisor, outside speakers are invited from Higher Education Colleges, Universities and Employment.
- **Target Setting** – each student is required to complete a review and evaluation of their performance, to set targets and develop action plans. They will then discuss these with their PSE teacher and review them later in the year.
- **Topical Issues** – a variety of topics will be discussed throughout the fourth year including financial management, citizenship, presentation skills and sexual health.