Preston Lodge High School

S2 Course Choice Booklet

S3 and S4 Courses

S3 Session 2009-2010
S4 Session 2010-2011

Download this Booklet at www.prestonlodge.net - school info tab
ART AND DESIGN

BUSINESS EDUCATION AND COMPUTING

BUSINESS MANAGEMENT 15 & 16
ADMINISTRATION 17 & 18
BUSINESS 13
COMPUTING 14

CRAFT DESIGN AND TECHNOLOGY

PRODUCT DESIGN (CRAFT AND DESIGN 19
GRAPHIC COMMUNICATION 20
CRAFTWORK ENTERPRISE 21
PRACTICAL CRAFTSKILLS (WOOD) 22

DRAMA 23

ENGLISH 24

GEOGRAPHY 27

GUIDANCE - CORE

S3 PERSONAL AND SOCIAL EDUCATION 28
S4 PERSONAL AND SOCIAL EDUCATION 27

HISTORY 28

HOME ECONOMICS

HOME ECONOMICS 32
HOSPITALITY 33
PUPIL SUPPORT AND HOME ECONOMICS 34

MATHEMATICS 35

MODERN LANGUAGES

FRENCH 37
GERMAN 38

MODERN STUDIES 39

MUSIC 40

PHYSICAL EDUCATION 42

RELIGIOUS AND MORAL EDUCATION

RELIGIOUS STUDIES 46
RELIGIOUS AND MORAL EDUCATION 47

SCIENCE

BIOLOGY 48
CHEMISTRY 50
PHYSICS 52
INTRODUCTION

Towards the end of second year (S2) preparations have to be made for the next stage of a pupil’s secondary education. This stage will cover S3 and S4, and will take most pupils up to the age of 16, and the end of compulsory education.

The end of S2 is an important time when teachers, pupils and parents must together decide on the kind of education that should be followed in S3 and S4. This will require keeping in mind what pupils know of themselves, their hopes for the future, what teachers know about them and the educational challenge facing them as well as the pictures pupils have painted of themselves in their first two years.

Before choosing a subject it is important that pupils consult with their Guidance teacher to ensure that they have not missed out any subject, which may be required for entry to a career which they have in mind. Each pupil will be given the opportunity to discuss their choices with a member of the Guidance staff. Time will be spent in Social Education classes helping pupils to make informed and realistic choices. During this period, Careers Advisers will also visit the Social Education classes to give advice.

<table>
<thead>
<tr>
<th>TIMELINE OF IMPORTANT DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday 26 January</strong></td>
</tr>
<tr>
<td><strong>Tuesday 3 February</strong></td>
</tr>
<tr>
<td><strong>Wednesday 18 February</strong></td>
</tr>
<tr>
<td><strong>Friday 13 March</strong></td>
</tr>
<tr>
<td><strong>Wednesday 1 April</strong></td>
</tr>
<tr>
<td><strong>Thursday 2 April</strong></td>
</tr>
</tbody>
</table>

Once the blue final choice forms are returned, we will inform pupils if we are unable to provide a match to their 1 - 5 choice plus reserve. These pupils may have to choose an alternative subject(s).
STANDARD GRADE

The Standard Grade system is certificated by the **Scottish Qualifications Authority** (SQA). Generally, Standard Grade courses in a subject will be available at 3 levels: Foundation, General and Credit. The 3 levels give national recognition to all ability levels, providing relevant courses with appropriate demands and offer a real challenge to all pupils. Standard Grade courses will be taught in mixed classes of General/Credit (G/C), Foundation/General (F/G) or Foundation/General/Credit (F/G/C). The 3 levels of the course within a subject contain overlapping syllabuses in most subject areas.

ASSESSMENT

Throughout the Course

Various forms of assessment will be used throughout S3 and S4, e.g. homework, self check tests, end of topic tests, practical work and projects. In most subjects a formal examination, testing long-term recall, will be set in S3 but all subjects will be so tested in S4.

Final Certification

Assessment of Standard Grade courses will involve both internal **assessment** by the school during the course, and **external assessment** by the Scottish Qualifications Authority at the end of the course. Internal assessments are subject to a moderation process carried out by the Scottish Qualifications Authority, to help ensure common standards of marking across different schools.

In each subject a number of **elements** or skill areas will be identified and each will be assessed separately. These elements are indicated under each subject entry in this booklet, with the internal assessment being highlighted with an asterisk.

The final certificate will indicate an overall grade on a 1-7 scale. The certificate will also include a profile of the pupil’s performance in each of the assessable elements or skill areas of the course, again recorded on a 1-7 scale.

PRESENTATION

Towards the end of the 2 year courses, a recommendation will be made for most subjects that pupils sit either the Credit examination (assessing Grades 1 and 2) and the General examination (assessing Grades 3 and 4) or the General examination (assessing Grades 3 and 4) and the Foundation examination (assessing Grades 5 and 6). These recommendations will be communicated to parents and they will be given an opportunity to contact the school if they wish to discuss any aspect of these recommendations.

In other subjects, Art for example, all pupils will sit the same examination, whereas Biology, Physics and Chemistry, are assessed at General and Credit levels only.
NATIONAL QUALIFICATIONS

The National Qualifications system is also certificated by the SQA. A range of courses from Access through to Intermediate can prepare pupils for appropriate progression to S5 courses at Intermediate 1, Intermediate 2 or Higher Grade levels.

Access 3       - equivalent to performance at Standard Grade Foundation level.
Intermediate 1  - equivalent to performance at Standard Grade General level.
Intermediate 2  - equivalent to performance at Standard Grade Credit level.

National Qualifications courses consist of a number of Units of study and a final assessment (Intermediate courses only).

ASSESSMENT

Throughout the Course

Various forms of assessment will be used throughout S3 and S4, e.g. homework, self check tests, end of Unit tests (NABs), practical work and projects. In most subjects a formal examination, testing long-term recall, will be set in S4 (prelim exam).

Final Certification

Assessment of National Qualifications courses will involve both internal assessment by the school during the course of Units, and external assessment by the Scottish Qualifications Authority at the end of the course (Intermediate courses only). Internal assessments are subject to a moderation process carried out by the Scottish Qualifications Authority, to help ensure common standards of marking across different schools.

The final certificate will indicate a pass (Access courses) or a pass and overall grade on an A-C scale (Intermediate courses only).

PRESENTATION

A successful award in National Qualifications courses requires all Units to be passed. For Intermediate courses, pupils also require to successfully complete the final external assessment by the Scottish Qualifications Authority. Pupils will, therefore, normally only be presented for the final assessment if they have successfully passed all of the Units.
LEARNING SUPPORT

Pupils who have experienced problems in learning in S1 and S2 continue to be monitored by the Support for Learning Department throughout S3 and S4. Support staff give advice to teachers on catering appropriately for pupils with learning difficulties and, where possible, work alongside subject teachers to help meet individual pupil needs. As far as staffing allows, direct support is provided for S3 and S4 pupils with specific learning difficulties or special educational needs.

SPECIAL EXAMINATION ARRANGEMENTS

The Scottish Qualifications Authority permits a range of special examination arrangements for pupils with specific learning difficulties. These pupils tend to have particular problems with reading and/or written communication.

The types of special arrangements vary from the allocation of extra time to the provision of a reader or scribe for examination papers. Arrangements can apply to internal as well as external assessments.

The Support for Learning staff co-ordinate requests to the Scottish Qualifications Authority for special arrangements. Requests are placed only after full consultation with teachers, pupils, parents and the school’s Educational Psychologist.

THE CAREERS ADVISER

The Careers Adviser, Gill Pert, is available to consult in school if pupils need information about jobs, training or college and university courses. ‘Drop-in’ lunchtime clinics are held in the school for all year groups (see posters in library and Learning Zone for dates). Pupils can also request an individual interview from S4 onwards. When not in school, the Careers Adviser can be contacted, by pupils or parents, at the Career Development Centre, Musselburgh (open all year). The telephone number is 0131 665 3120.

HOMEWORK POLICY

The general policy of the school is that homework - or home study - is an integral part of the learning process. Subject departments have set out their own individual homework policies. These are in line with the school’s guidelines, namely that homework should be:

- regular in its frequency
- appropriate for the client group
- used to reinforce learning in that subject area

Departmental homework policies are held within the school and specific subject policies can be made available on request.
Aims of Homework

Homework is an important feature of school life. It can make a meaningful contribution to the pupil’s learning experiences through reinforcement or review of classroom learning or even extension of that learning experience. It can also help promote good home-school links through making parents aware of the nature of the work being done by their children in the classroom.

The specific purposes of homework are:

- to reinforce and consolidate work done in school
- to provide a link between home and school, giving parents the opportunity to be involved with their children’s learning
- to give class teachers additional feedback on individual student progress
- to develop good study habits
- to help take advantage of learning contexts outside the classroom, for example through investigations and other forms of research, thus extending the learning process
- to prepare for school assessments and examinations

Forms of Homework

Homework can take various forms and the type of homework will vary from subject to subject.

Homework may be in the form of written exercises for return to the class teacher. Pupils may also be asked to undertake the reading or preparation of materials in preparation for future lessons or assessments. It may take the form of revision of work done in class and it may well take the form of general reading. The development of the reading habit is a benefit to all subjects and not just English.

As a general rule, teachers try to avoid the practice of setting as homework the completion of unfinished class work, but there may well be justification for this type of homework where a pupil has failed to finish class work as a result of inattentiveness in class.

Frequency of Homework

The amount of time spent on homework will vary from child to child and will depend upon year stage. Equally the type and amount of homework issued will vary from subject to subject. However the general policy of the school is that homework should be given out regularly. The amount of homework issued will take account of the year stage and ability level of pupils.

It is important for pupils that the homework habit is developed from the first year in school with pupils spending some time each school-day evening on school work. The time spent should be expected to increase through the different year stages, with the most senior pupils
applying themselves regularly and consistently to private study at home for a considerable part of each school-day evening and over parts of the weekend.

As a general guideline pupils in S3 and S4 should expect to do around 10 hours of homework per week. These hours should be spread throughout the week.

It is difficult to rationalise approaches to the issuing of homework so that the overburdening of pupils at particular points is avoided. While departments are expected to issue reasonable amounts of homework, they will try to ensure wherever possible that at least one week’s notice is given in the case of major homework assignments and also allow a reasonable amount of time for the completion of other homework.

All departments are happy to help pupils consider how best to organise their learning. Increasing attention will be paid to such planning, organising and managing of homework, as the pupils move through school. The Social Education programme will make a contribution by looking at ’Study Skills’ which helps pupils to plan, to organise and to manage their homework tasks.

**Parental Support**

The following may be regarded as general guidelines for parents:

- Parents should be aware of the school’s homework policy - more details may be had from the school in relation to specific subjects.
- Parents should take an interest in homework assignments and, where appropriate, offer support.
- Parents should review completed assignments, discuss mistakes and areas of improvement.
- Parents should ensure quiet study time in the evenings by selecting sensible domestic time slots.
- Parents should ensure a work surface in a quiet place is available where homework can be carried out.
- Parents should communicate with the school if the pupil appears not to be having homework or has difficulty.
MAKING CHOICES FOR S3 AND S4

The subjects available for study in S3 and S4 are described in this booklet.

In S3 and S4, pupils will study English Language, Mathematics and a second Language. They will be able to choose five further subjects from a wide selection of subjects found on the choice sheet. In addition, all pupils will have one period per week of Social Education, RME and PE.

Pupils are to complete the option form indicating the subjects they wish to study. It is important that they put these subjects in order of preference from 1 (most preferred) to 5, plus a reserve of number 6. Pupils are encouraged to choose a broad and balanced programme of study.

Allocation of places is dependent upon the pupils order of preference, but is subject to available staffing and accommodation.

At the end of S2, teachers will direct pupils towards the level of study that would seem to be the most appropriate as a starting point. It is important that recommendations from teachers are taken into account. The aim is that in S3 and S4, pupils will find the level at which they are best able to achieve success.

Pupils are encouraged to consult their subject teachers before making their choices. While Standard Grade and National Qualifications cater for all abilities, pupils' aptitudes for different subjects will vary.

Pupils who have problems making a choice should arrange to see their Guidance teacher.

Printed on the back of this booklet is a detailed course choice sheet. This should be retained as your record. Please read the instructions on this sheet carefully with your son/daughter prior to completing it.

The loose course choice sheet should be completed and returned to the register teacher.

Special note regarding certificate courses in CDT, Home Economics and Physical Education

Pupils choosing certificate courses in these subject areas must be prepared to participate in each lesson. In both CDT and Home Economics this involves bringing money from time to time as directed by the department for materials; in Physical Education this involves bringing appropriate kit each day when Physical Education is on their timetable. Further details can be found in the appropriate departmental subject course entries.
DEPARTMENT: Art & Design

SUBJECT: Art & Design

LEVELS OF STUDY: NQ - Intermediate 1

Aims of Course

- To help pupils to express visually their own ideas and feelings
- To gain skill in the use of a range of media and materials
- To tackle and solve a range of practical design problems in two or three dimensions using professional design methods and to present them in a clear and coherent way
- To encourage confidence, analysis and informed opinion in our pupils with regard to the work of expressive artists and professional designers
- To be honest and constructive when evaluating their own work.

Course Content

Design, Activity (practical) - Folio Presentation 3 x A2 sheets of work
Expressive Activity (practical) - Folio Presentation 3 x A2 sheets of work
Art & Design Studies (written) - One Written Essay - 300 words max.

Course Assessment

Internal and external. Evidence of art work required by SQA.
DEPARTMENT: Art & Design

SUBJECT: Art & Design

LEVELS OF STUDY: NQ - Intermediate 2

Aims of Course

- To help pupils to express visually their own ideas and feelings
- To gain skill in the use of a range of media and materials
- To tackle and solve a range of practical design problems in two or three dimensions using professional design methods and to present them in a clear and coherent way
- To encourage confidence, analysis and informed opinion in our pupils with regard to the work of expressive artists and professional designers
- To be honest and constructive when evaluating their own work.

Course Content

Design, Activity (practical) - Folio Presentation 3 x A2 sheets
Expressive Activity (practical) - Folio Presentation 3 x A2 sheets
Art & Design Studies (written) - Research Folio + 1 hour written exam in May.

Course Assessment

Internal and external. Evidence of art work required by SQA.
Aims of Course

To help pupils express visually their own ideas and feelings, using a selection of techniques and materials. To give pupils the opportunity to tackle practical design problems, by investigating, researching and presenting 2-dimensional or 3-dimensional solutions. To encourage pupils to develop ideas and opinions on their own work and on the work of others, particularly that of artists and designers.

Course Content

Will cover three main areas:

- Design Activity
- Expressive Activity
- Art & Design Studies

Assessment

Internal.

General Comments

This course should only be taken on the recommendation of staff. This course could lead to Intermediate 1/2 in S5/6, and will be dependent on S3 performance of pupil.
DEPARTMENT: Business Education and Computing

SUBJECT: Business

LEVEL OF STUDY: NQ - Access 3

(Pupils taking this course should NOT take Standard Grade Administration or Business Management as there is an overlap in content.)

Aims of the Course

To develop skills in information communication technology and administration.

Course Content

- Using a Keyboard
- Using a Computer in Business
- Office Practice or Working in Business Enterprise

Performance criteria

Using a Keyboard – 2 assessments
- Good working practices
- Produce text using an alphanumeric keyboard

Using a Computer in Business – 3 assessments
- Identify and describe the uses of common business programs
- Input, edit, save and print from existing computer files
- Identify equipment used in a computer system and demonstrate good working practices

Office Practice – 4 assessments
- Self-assessment regarding personal suitability for an occupation
- Health and safety regulations and safe working practices
- Main features of work station
- Carry out a series of tasks - telephones, reception area, filing, photocopying, incoming and outgoing mail

Working in a Business Enterprise – Multi-task assessment covering the following areas:
- Self assessment
- Types of business enterprise
- Stages of the planning process
- Customers
- Market research
- Promotion
- Sources of advice and assistance
- Health and safety
- Tasks involved in successful operation of business enterprise
- People involved in the operation of business enterprise
- Rules and procedures
DEPARTMENT: Business Education and Computing
SUBJECT: Computing Studies
LEVEL OF STUDY: Standard Grade - Foundation/General/Credit

Aims of the Course

The course aims to help the student develop a knowledge and understanding of the uses of computers, how they operate, and their effect on the individual and society. It will also develop the ability of the student to apply this knowledge and understanding in order to find solutions to problems. Students will further develop their practical abilities in the use of computers and computer software and use this to solve practical problems. The student should develop an interest in, and confident attitude towards using computing technology now and in the future. Finally, the course aims to provide a suitable basis for further study of the subject.

Course Content

- Computer Applications covering General Purpose Packages (GPP) including word processing, database, spreadsheet, graphics, Desk Top Publishing, Presentation and Multimedia, Web Page creation and expert systems
- Industrial and Commercial Applications including automated systems, robotics, commercial data processing, electronic communication and the internet
- Computer Systems, using PC systems, both stand alone and as part of a network, looking at both hardware and software
- Computer Programming using the language Visual Basic
- There will also be a number of projects to complete, both programming and GPP which will provide much of the internal assessment for practical skills

Course Assessment

Elements | Final Assessment
--- | ---
Knowledge and Understanding | Examination papers set and marked by SQA 20%
Problem Solving | Examination papers set and marked by SQA 40%
Practical Skills* | Project and practical class work marked by the teacher and moderated by SQA 40%

General Comments

All practical work will be completed using PC systems. Each pupil will have individual access to a system and the computer network by arrangement. Standard Grade pupils are allowed access to the department outwith normal class times. The department will be offering Higher Still courses in S5/6 both in Computing and Information Systems. These will be offered at Intermediate 1, Intermediate 2 and Higher levels. This is also a basic course for pupils intending to make the computing industry their career. Also the subject gives a range of transferable skills which can be used in many other areas of work.

* Internally assessed
Aims of the Course

Business Management is a dynamic and stimulating course designed to provide students with the skills and techniques needed in the successful management of all types of organisations. The skills required in, for example, the management of an engineering firm, can be equally applied to any other business.

Course Content

The course is divided into 3 main areas:

**Business in Society**

Encompasses the contribution businesses make to society, types of business organisations, the role of the entrepreneur, business objectives and the changing nature of business. Contains also: parties with a vested interest in business and sources of finance for business.

**Business Activities**

Encompasses marketing and market research, human resource management (including employee legislation), various types of production within organisations.

**Information in Business**

Encompasses financial information and its uses and computer software relevant to business.

Course Assessment

Written short responses covering areas: Business in Society, Business Activities and Information in Business. (May be supplemented with oral evidence, if required).

Three learning outcomes required for each of the areas mentioned above.
DEPARTMENT: Business Education and Computing

SUBJECT: Business Management (NQ - Intermediate 2)

LEVEL OF STUDY: Pupils will be allocated the appropriate level of study by the department.

Aims of the Course

Business Management is a dynamic and stimulating course designed to provide students with the skills and techniques needed in the successful management of all types of organisations. The skills required in, for example, the management of an engineering firm, can be equally applied to any other business.

Course Content

The course is divided into 2 main areas:

Business Enterprise

The role of business enterprises in contemporary society. This includes areas such as stakeholders, types of business, sources and uses of information and IT in a business context.

Business Decision Areas

Involves decision-making marketing, human resource management (including employment legislation) and methods of production.

Course Assessment

Business Enterprise has 4 learning outcomes relevant to areas studied. Business Decision Areas has 4 learning outcomes relevant to areas studied. There is, in addition, an external examination comprising of a case study and extended response questions.

General Comments

Pupils considered fit to undertake this subject at this level are likely to be the managers of the future. Isn't it a good idea, then, to learn these skills at the earliest stage - in school?
Aims of the Course

Administration is a vocational course, designed to help gain employment in an office environment or progress to a further or higher education. Study of this course will give transferable skills which would help you in any chosen area of study.

Course Content

The course consists of two units:

Information Technology for Administrators

This unit includes using information technology to solve business problems and presenting solutions using spreadsheets, flat databases and word-processing. In addition, students are expected to acquire problem solving skills to provide the required information.

Presenting and Communicating Information

This unit includes using information and communication technology to present and communicate information. Candidates are required to use the internet to search for and extract information, use ICT to present and communicate information and use presentation software to present and communicate information.

Course Assessment

Learning Outcomes pertain to the following areas:

- Administrative Services
- Information Technology for Administrators
- Presenting and Communicating Information

General Comments

Very useful skills for ALL in the age of Information Technology
DEPARTMENT: Business Education and Computing

SUBJECT: Administration (NQ - Intermediate 2)

LEVEL OF STUDY: Pupils will be allocated the appropriate level of study by the department.

Aims of the Course

Administration is a vocational course, designed to help gain employment in an office environment or progress to a further or higher education. Study of this course will give transferable skills which would help you in any chosen area of study.

Course Content

The course consists of two units

**Information Technology for Administrators**

This unit includes using information technology to solve business problems and presenting solutions using spreadsheets, flat databases and word-processing. In addition, students are expected to acquire problem-solving skills to provide the required information.

**Presenting and Communicating Information**

This unit concentrates on the use of information and communication technology to present and extract information. Candidates are required to use the internet to search for and present information, use ICT to present and communicate information and use presentation software to present and communicate information.

Course Assessment

Learning Outcomes pertain to the following areas:

- Administrative Services
- Information Technology for Administrators
- Presenting and Communicating Information

*In addition there is an external examination.*

General Comments

Very useful skills for ALL in the age of Information Technology.
Aims of the Course

This course replaces Standard Grade Craft and Design. It aims to allow pupils to use their practical skills in creative ways and also allows them to learn how to go about designing the objects which people buy and use in everyday life.

The course is aimed at pupils who want to be creative and make products which are their own design. The course develops an understanding of the design and manufacture of products in the wider context of industry rather than just in school. It involves a mixture of designing and making of items over third and fourth year.

Only pupils recommended for Product Design should choose this course. (Pupils who have chosen Product Design are also free to choose Practical Craft Skills if they wish to improve their practical skills.)

Course Content

The three units include the following topics: Product Evaluation, Producing a Design Specification, Developing Design Proposals, Manufacturing Products. These are covered by a folio of work and by making a number of models, mostly in wood. Pupils also complete a 'Design Assignment' in February/March of fourth year as part of the final assessment.

Course Assessment

The course will be assessed both internally and externally in fourth year. It will consist of:

- Unit assessment internal
- Design Assignment external
- Examination external

General

Product Design progresses from Intermediate 2 in third and fourth year to Higher and possibly Advanced Higher in fifth and sixth years. Exceptionally good pupils may be able to attempt Higher at the end of fourth year.
DEPARTMENT: Craft Design Technology
SUBJECT: Graphic Communication
LEVEL OF STUDY: NQ - Intermediate 2

Aims of the Course

This course replaces Standard Grade Graphic Communication. Only pupils who have been recommended for this course should choose it.

The Course will:
- Develop skills in the use of a range of graphic materials both manual and computer based.
- Develop the ability to use manual and computer graphics to communicate ideas in an interesting, meaningful and creative way.

Course Content

The key areas include:
- Graphic Abilities - ability to sketch, draw, illustrate, display, present and model by manual and computer techniques.
- Graphic Abilities - knowledge and understanding of manual and computer graphics; ability to read, interpret, analyse, select and organise graphic material.
- Computer Aided Graphics Folio - each pupil prepares a folio of Computer Aided Graphic work.

Assessment

The Course will be assessed both internally and externally:
- Unit assessment internal
- CAG Folio internal
- Examination external

General

The course progresses from Intermediate 2 in third and fourth year to Higher and possibly Advanced Higher in fifth and sixth years.
DEPARTMENT: Craft Design Technology

SUBJECT: Craftwork Enterprise

LEVEL OF STUDY: NQ - Access 3

Aims of the Course

This course is intended for pupils who may experience difficulty with the degree of accuracy and care required by Practical Craft Skills. The course develops skill and knowledge in the use of hand and machine tools and gives pupils the opportunity to experience enterprise through craftwork and the manufacture of artefacts.

Course Content

The course consists of three units, Working with Craft Tools, Practical Craft Skills and Craftwork Enterprise. In each unit pupils will make at least two woodwork jobs which will allow them to gain knowledge and skills in the use of tools and materials. The third unit introduces enterprise and encourages awareness of the advantages of teamwork and cooperation.

Assessment

The Course will be assessed internally using observation checklists of practical work and examination of pupil logbooks to assess knowledge of tool recognition and use.
DEPARTMENT: Craft Design Technology

SUBJECT: Practical Craft Skills (Wood)

LEVEL OF STUDY: NQ - Intermediate 1/2

Aims of the Course

This course replaces Standard Grade Craft and Design. It aims to allow pupils who would have difficulty being creative to develop practical skill in woodwork.

This is mostly aimed at developing practical skills to help pupils who are likely to leave at the end of fourth year and look for a job. The course consists purely of woodwork with no design or folio work. Pupils will make a number of woodwork items during third and fourth years. The accuracy and quality of their work will determine whether they achieve Intermediate 1 or 2.

The course does require an ability to measure with some accuracy. Any pupils who are not recommended to attempt the course should choose the Access 3 Practical Skills Course which is less demanding.

Course Content

Within the three units pupils will make a number of items in wood using a range of hand and machine tools to cover the requirements of each unit. In addition to the units each pupil will make an item as a final project.

Course Assessment

The course will be internally assessed in fourth year and may be moderated by the SQA.

<table>
<thead>
<tr>
<th>Units</th>
<th>Final Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>internal</td>
<td>internal</td>
</tr>
</tbody>
</table>

General

Pupils who achieve Intermediate 2 in Practical Craft Skills in fourth year can progress to Product Design at Intermediate 2 in fifth year if desired.
DEPARTMENT: Drama

SUBJECT: Drama

LEVELS OF STUDY: NQ - Intermediate 1 and 2

Aims of the Course

Students will have opportunities to:

- Explore relationships, social attitudes and issues
- Explore and use language, movement and theatre as a means of expression and communication
- Acquire a range of theatre production skills
- Develop devising skills and contribute to a presentation
- Increase interest in and knowledge of theatrical performance

Course Content

Unit 1: Drama Skills – basic drama skills, focusing on devising
Unit 2: Theatre Production – Learning, understanding and using theatre arts
Unit 3: Production Skills – Staging a published piece of theatre to an audience

Course Assessment

1. Unit 1 and 2 will be assessed internally, based on participation in class and folio content. The level of study will be determined by these assessments by the end of S3, which relates directly to which exam level the pupil will sit in S4.
2. Unit 3 will be externally assessed. This will be based on practical performance piece and a written exam.

General Comments

Further Study

Grade A/B in Intermediate 2 and Grade A/B or Credit English = Higher Drama in S5/6

Additional Information

The skills gained on this course will enhance and develop social, organisational, decision-making and evaluating skills. An integral part of learning and teaching for this course requires pupils' practical work to be recorded and evaluated in order to improve performance and attainment.
DEPARTMENT: English
SUBJECT: English
LEVELS OF STUDY: Standard Grade - Foundation/General/Credit

Aims of the Course

Through the core study of different types of imaginative literature the Standard Grade English course aims to develop the students' abilities in Reading, Writing, Talking and Listening. Students will participate in a range of activities and gain experience in writing for varied purposes. They will be encouraged to take responsibility for their own learning and will be set targets appropriate to their own level of achievement.

Course Content

- Literature studies involving a variety of activities in Reading, Writing
- Talking and Listening
- Folio preparation and redrafting opportunities
- Close Reading activities

Course Assessment

Elements Final Assessment

Writing Two Folio pieces submitted in March of S4 for SQA assessment plus examination set and marked by SQA.

Reading Three Folio pieces in response to Literature submitted in March of S4 for SQA assessment, and SQA examinations in Close Reading. Selection of folio pieces will be made by the student under the teacher's guidance.

Listening and Talking* Assessed by class teacher in 2 main areas - group and individual work. Grade appears on certificate. Assessment is externally moderated from time to time by SQA.

General Comments Further Study

Standard Grade 1/2 Higher Grade English in S5
Standard Grade 3 Intermediate 2 English in S5
Standard Grade 4 - 6 Intermediate 1 English in S5

* Internally assessed
All English courses follow the same framework and cover similar key skill areas. However, individual courses are differentiated in terms of the level of difficulty presented by the literature texts and the level to which pupils are expected to perform.

**Aims of the Course**
- To extend the student's competence in language
- To offer more advanced study of literature
- To develop more sophisticated language handling skills
- To develop the student's ability to express opinions and ideas in a structured and critical way.

**Course Content**

Students will be given an opportunity to show their competence in 3 areas of study:

**Unit 1 Language Study** (which includes essay writing and interpretation skills).

**Unit 2 Literary Study** (which includes responses to literature and Textual Analysis of Literature).

**Unit 3 Personal Study of Literature** (which is a detailed study of text of the student's choosing. Although some teacher support will be given this is essentially an independent study).

In addition, pupils will complete a module in Communication, requiring either participation in a group discussion or an individual presentation.

**Course Assessment**

Assessment is both internal and external. In order to be awarded Intermediate 2 English, students have to achieve a pass in each of three units as well as a pass in the external assessment.

**External Examination** - this is made up of 2 papers.

- Paper 1 Interpretation
- Paper 2 Two Critical Essays

**Further Study**

- Grade A/B in Intermediate 2 Higher English in S5
- Grade C in Intermediate 2 Higher English in S6
Aims of the Course

Through the core study of different types of imaginative literature, the Access course aims to develop students' abilities in Reading, Writing, Talking and Listening. Students will participate in a range of activities and will be encouraged to take responsibility for their own learning. They will be set targets appropriate to their achievement.

Course Content

- Literature studies involving a variety of activities in Reading, Writing, Talking and Listening
- Preparation for internal assessments, including opportunities for redrafting.
- Close Reading activities
- Learning and Study skills

Course Assessment

To gain an award in Access 3 English students must complete 3 mandatory units. All assessment is internal.

Unit 1 Language
Students must achieve a pass in
- A Close Reading exercise
- A piece of writing, creative, functional or personal

Unit 2 Literary Study
Students will study a variety of literature texts and must produce 2 literature essays in response to the texts studied. Responses may be spoken or written.

Unit 3 Personal Study
Students must produce and pass a review either of literature or an aspect of language.

Further Study

Successful completion of all 3 units at Access 3 would prepare students to follow Intermediate 1 Units in S5
DEPARTMENT: Geography
SUBJECT: Geography
LEVELS OF STUDY: Intermediate One and Two

Aims of Course

Always up-to-date, always relevant - the cool way to study the world’s hot spots!

Geography is important because it develops a broad understanding of all of the major issues affecting the modern world. The course is wide ranging and seeks to challenge and stimulate students. As a subject Geography has proved to be excellent and suitable for a wide range of employers as well as a wide range of courses in further education, and is accepted for entry into both science and arts faculties at university.

Course Content

The key areas include:

- Landscape Studies
- Weather and Climate
- Changing Countryside
- Industrial Change
- Settlement
- World Population
- Environmental Issues
- Trade, Aid and Resources
- Map skills

These are organised in three main sections:

- Physical Environments
- Human Environments
- Environmental Interactions

Course Assessment

Written tests
Final Assessment
Internal assessments
External examination set and marked by SQA

General Comments

The course provides a sound basis for further study at Higher Still and Advanced Higher levels. We offer a range of levels of study such as Intermediate in fifth and sixth year, which allow challenging and rewarding courses which are flexible and also enable all pupils to maximise their qualifications in Geography.
DEPARTMENT: Guidance

SUBJECT: S3 Personal and Social Education

LEVELS OF STUDY: No formal qualification

Aims of the Course

The course has been designed to continue to develop skills beginning in S1 via personal health and curricular issues. Through a variety of topics we aim to

- Develop self awareness, self esteem and confidence by increasing opportunities for self assessment and self development
- Assist in developing skills to clarify personal attitudes and values
- Develop skills for interpersonal relationships

Course Content

Personal
  Relationships
  Own physical and emotional development
  Personal safety

Health
  HIV/AIDS
  Sexual Health
  Alcohol/Drugs awareness

Curriculum
  Exam technique
  Review of exam performance
  Investigating career choices

Assessment

There is no formal assessment although self assessment/course evaluation takes place at end of the year.

General Comments

Although the year’s course is topic based a degree of flexibility exists to enable us to deal with issues which may arise during the session.
DEPARTMENT: Guidance

SUBJECT: S4 Personal and Social Education

LEVELS OF STUDY: No formal qualification

Aims of the Course

We aim to build on developing skills while introducing young people to the world of work through Work Experience. To prepare students for choices available post S4.

Course Content

Curricular
- Preparation for Prelims/SQA exams
- Study techniques

Personal/Health
- Alcohol awareness
- Personal Safety

Vocational
- Work Experience
- Employment choice/job market
- Further/Higher Education
- Preparation of Curriculum Vitae
- Application form familiarisation

Assessment

Pupils who take part successfully in Work Experience will be recognised by achieving a Scottish Vocational Qualification in Work Experience at Access 3. This is awarded and recorded on their SQA certificate.

General Comments

As for S3, the course is topic based but does give flexibility to deal with other issues if necessary. The preparation and follow up for Work Experience takes place from June until October. The Work Experience placement takes place Monday to Friday during the school session.
DEPARTMENT: History

SUBJECT: History

LEVELS OF STUDY: Standard Grade - Foundation/General/Credit

Aims of the Course

The Standard Grade History course aims to develop pupils' skills of selecting and evaluating evidence, and to make their own judgments based on that evidence. It is also designed to make pupils aware of the variety of factors which have helped shape the world in which they are living, i.e., their national and international heritage. The course also seeks to develop pupils' ability to empathise with people living in other periods and to respect views differing from their own.

Course Content

The key areas include:

- Britain 1880 - Present with particular emphasis on Scotland. Topics include Women's Rights, Housing and Health.

- International Co-Operation and Conflict 1890-1920 - the study of World War One.

- People and Power - Germany 1918-1939 - The rise to power of Adolf Hitler and life in Nazi Germany.

Course Assessment

Elements Final Assessment

Knowledge and Understanding Examination papers set and marked
Enquiry Skills by SQA

General Comments

Students will be expected to complete homework on a regular basis. I.T. will be a feature of this course as will group work. There will be an opportunity to take part in out-of-school activities, e.g., Drama Workshops.

History is particularly useful for careers in Law, Medicine, Journalism and Teaching. The development of analytical skills is a major feature of History and this is of value for courses in higher education as well as for life skills.
Aims of the Course

This new course helps pupils to find out more about three important periods in history. It also allows them to develop the skills needed to be an ace historian. (The pupil then can move onto Intermediate 1 work in S5 - or attempt the S4 Foundation Exam)

Course Content

- Life in Scotland and Britain 1880 to 1990
- World War One 1914 - 1919
- Life in Germany 1919 - 1939
- An Investigation on our Local Area eg World War Two or Womens Lives

Course Assessment

Elements

Deciding
Contrasting
Organising/Presenting

Examinations will be at the end of many topics.
No external examination
The Investigation will count as part of the final grade

General Comments

There will be a link with 'Life Skills' courses! Homework will be given on a regular basis.
DEPARTMENT: Home Economics

SUBJECT: Home Economics

LEVELS OF STUDY: Standard Grade - General/Credit

Aims of Course

To provide a sound basis of knowledge and skills which will stimulate and sustain an interest in, and enjoyment of, all aspects of Home Economics. To provide meaningful experiences and opportunities for personal fulfilment in creative, sensory and manipulative skills in food preparation and textile studies.

Course Content

The key areas include:
- Food Preparation
- Health and Hygiene
- Nutrition
- Colour and Design
- Textile Studies
- Family Living
- Human Development
- Shelter and the Environment
- Management of Resources
- Management of Expenditure

Course Assessment

Elements
- Knowledge and Understanding
- Handling Information
- Practical and Organisational Skills*

Final Assessment
- Examination papers set and marked by SQA
- Examination papers set and marked by SQA
- Two investigations marked by teacher and moderated by SQA

General Comments

Pupils studying this subject should be prepared to take part in the practical work and contribute towards the cost of consumables. After the first written assessment in October, General Level pupils whose strengths lies in practical skills may be advised to follow an Intermediate 1 course in Health and Food Technology or Hospitality. This is equivalent to a General Level at Standard Grade. The course is particularly suited to boys and girls who wish to follow a career in the food industry and the "caring" professions. Further study is available in S5/S6 in the form of Intermediate 2/Higher Grade, in Health and Food Technology or Intermediate 2 Practical Cookery in Hospitality.

* Internally assessed
DEPARTMENT: Home Economics
SUBJECT: Hospitality
LEVELS OF STUDY: NQ - Intermediate 1/Access 3

Aims of the Course

This course introduces the pupils to various cooking methods, basic food preparation skills and food hygiene necessary for the food industry. Designed to motivate pupils in all aspects of food preparation, it includes social skills, health, hygiene and cooking for individuals (e.g. the elderly, toddlers).

Course Content

The course consists of four units:

- An Introduction to Food Preparation Techniques - skills based unit concentrating on food preparation skills used in catering.
- An Introduction to Cookery Processes - unit covering all the cookery processes necessary for the food industry.
- Food Hygiene for the Hospitality Industry - this unit looks at food hygiene and works towards the pupils being better informed of the working environment of commercial kitchens.
- Organisations of Practical Skills - pupils are expected to produce food hygienically, economically and to a set time plan.

Course Assessment

Practical skills and activities are continuously assessed using a checklist to cover all the learning outcomes of each unit.

Written/oral assessments will be kept to a minimum and used when appropriate to a learning outcome. The units may be verified by SQA.

The final assessment is a two hour practical examination. The pupils have to plan, prepare and serve a two course set meal for four people. The final examination may be verified by the SQA.

General Comments

As this is a practically based course, it will suit pupils who would enjoy experience in food and eating for health, but is ideally suited to those who wish to pursue a career in the hospitality industry. To help cover the costs of food and containers a charge of £1.20 per dish will be made. This sometimes means two dishes per week.
DEPARTMENT: Pupil Support

SUBJECT: Life Skills

LEVELS OF STUDY: ASDAN units (Award Scheme Development and Accreditation Network)

Course Assessment

100% internal
Working toward bronze and silver awards of two years.

Cherry picking relevant credits from 12 modules:

- Information Handling
- The Community
- Sport and Leisure
- Home Management
- The Environment
- Number Handling
- Health and Survival
- World of work
- Technology
- The wider world
- Expressive Arts
- Beliefs and values

IMPORTANT: Students will be advised if they have been nominated for this course.
DEPARTMENT: Mathematics

SUBJECT: Mathematics

LEVELS OF STUDY: NQ - Access 3/Intermediate 1/General/Credit

Aims of Courses

The aim of each mathematics course is to ensure that pupils are numerate and able to cope confidently with everyday mathematics in the real world. They should be able to organise, tackle and solve problems confidently and with some skill and be able to plan a course of action to solve any problem and evaluate their actions. Each course introduces concepts and processes that model the world we live in and problems are set in context where possible. All courses involve the use of mathematical technology, graphic calculators and computer software.

Course Content

The key areas include:

- Numeracy, mental and non calculator calculations
- Decimals, fractions and percentages
- Ratio, proportion and variation
- Perimeter, area and volume
- Evaluating, simplifying and manipulating algebraic expressions
- Solving equations and inequations
- Properties of shapes
- Mathematical modelling
- Communicating information
- Statistics and data analysis
- Probability

Course Assessment

Standard Grade Credit/General

<table>
<thead>
<tr>
<th>Elements</th>
<th>Final assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>SQA external exam</td>
</tr>
<tr>
<td>Reasoning and enquiry</td>
<td>SQA external exam</td>
</tr>
</tbody>
</table>

(Two exam papers per level, 1 calculator and 1 non calculator)
NQ Intermediate 1 (Units 1, 2 and 3)

Unit assessments (1 per unit)  Internal assessment
Final assessment:             SQA external exam*
(*2 papers, 1 calculator, 1 non calculator)

NQ Access 3 (Units 1, 2 and 3)

Unit assessments (1 per unit)  Internal assessment

General Comments

Possible course progression from S4 into S5/6 is shown below:

<table>
<thead>
<tr>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG CREDIT</td>
<td>→ HIGHER</td>
<td>→ ADVANCED HIGHER</td>
</tr>
<tr>
<td>SG GENERAL</td>
<td>→ INTERMEDIATE 2</td>
<td>→ HIGHER</td>
</tr>
<tr>
<td>NQ INT 1</td>
<td>→ INTERMEDIATE 2</td>
<td>→ HIGHER</td>
</tr>
<tr>
<td>NQ ACCESS 3</td>
<td>→ INTERMEDIATE 1</td>
<td>→ INTERMEDIATE 2</td>
</tr>
</tbody>
</table>
DEPARTMENT: Modern Languages

SUBJECTS: French

LEVELS OF STUDY: Standard Grade - Foundation/General/Credit

Aims of the Course

To build on the language learned in S1 and S2. To enable pupils to communicate in the foreign language through speaking, reading, listening and writing. To prepare pupils ultimately for the Standard Grade examinations.

Course Content

The course is topic based, covering the following areas:

S3  ▪ Describing personalities
    ▪ Feeling Ill/Health
    ▪ Jobs and Professions
    ▪ Pocket Money and Helping in the Home
    ▪ Leisure and Television

S4  ▪ Past Holidays and Lost Property
    ▪ My Town/Region
    ▪ Making Arrangements
    ▪ Making a Booking (Hotel/Campsite)
    ▪ School and Future Plans
    ▪ Accidents and Emergencies

Course Assessment

Elements
Listening
Reading (double weighted)
Speaking (double weighted)

Final Assessment
Examination papers set and marked by SQA
Examination papers set and marked by SQA
Assessed by teacher and moderated by SQA
1 prepared talk
1 conversation
1 role-play

Writing
Folio of 3 pieces of work marked by SQA

General Comments

The learning of a foreign language will raise the pupils’ awareness of how language works, with immediate benefits in the use of their mother tongue, and long-term benefits in the ability to learn another language later in life.

The ‘opening up’ of Europe has given the learning of a foreign language a place of unprecedented importance and has made it a valuable tool in the world of work.
DEPARTMENT: Modern Languages

SUBJECTS: German

LEVELS OF STUDY: Standard Grade - General/Credit

Aims of the Course

To learn a new foreign language and build on language learning skills acquired in S1 and S2. To enable pupils to communicate in a second foreign language through speaking, reading, listening and writing. To prepare pupils ultimately for the Standard Grade examinations.

Course Content

The course is topic based, covering the following areas over 2 years:

- Personal Descriptions and Characteristics
- Feeling Ill
- Jobs and Professions
- Pocket Money and Helping in the Home
- Leisure and Television
- Past Holidays and Lost Property
- My Town/Region
- Making Arrangements
- Making a Booking (Hotel/Campsite)
- School and Future Plans
- Accidents and Emergencies

Course Assessment

<table>
<thead>
<tr>
<th>Elements</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Examination papers set and marked by SQA</td>
</tr>
<tr>
<td>Reading (double weighted)</td>
<td>Examination papers set and marked by SQA</td>
</tr>
<tr>
<td>Speaking (double weighted)</td>
<td>Assessed by class teacher and moderated by SQA</td>
</tr>
<tr>
<td></td>
<td>1 prepared talk</td>
</tr>
<tr>
<td></td>
<td>1 conversation</td>
</tr>
<tr>
<td></td>
<td>1 role-play</td>
</tr>
<tr>
<td>Writing</td>
<td>Folio of 3 pieces of course work marked by SQA</td>
</tr>
</tbody>
</table>

General Comments

The learning of a foreign language will raise the pupils’ awareness of how language works, with immediate benefits in the use of their mother tongue, and long-term benefits in the ability to learn other languages later in life.

The ‘opening up’ of Europe has given the learning of a foreign language a place of unprecedented importance and has made it a valuable tool in the world of work.
Aims of the Course

The Standard Grade Modern Studies aims to develop pupils’ ability to gather information and to make judgments based on that information about the world and society in which they live. By understanding the interactions between political, social and economic factors in contemporary society they will be encouraged to become tolerant, responsible, reasoning and active participants in society.

Course Content

The key areas include:

- Living in a Democracy - UK
- Changing Society - UK
- Ideology - USA
- International Relations - UN - European Union - NATO

Course Assessment

Elements Final Assessment
Knowledge and Understanding Examination
and Enquiry Skills

General Comments

Students will be expected to complete homework on a regular basis. A general interest in the media and current affairs will be beneficial. There may be an opportunity to take part in out-of-school visits.
DEPARTMENT: Music

SUBJECT: Music

LEVELS OF STUDY: Standard Grade - Foundation/General/Credit
NQ - Intermediate 2

Aims of the Course

To experience music of contrasting styles through performing, listening and inventing.

Course Content

- Performing as a soloist (instrument 1)
- Performing as a soloist or in a group (instrument 2)
- Create or invent music
- Record performances
- Listen to and comment upon contrasting styles of music.

Course Assessment

<table>
<thead>
<tr>
<th>Elements</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solo Performance</td>
<td>Visiting examiner in February/March of year of examination</td>
</tr>
<tr>
<td>Listening</td>
<td>Examination papers set and marked by SQA</td>
</tr>
<tr>
<td>Group Performance*</td>
<td>Recordings assessed by teacher and moderated by SQA</td>
</tr>
<tr>
<td>Inventing*</td>
<td>Recordings assessed by teacher and moderated by SQA</td>
</tr>
</tbody>
</table>

General Comments

The course provides a useful foundation for continuing study at Higher Grade and also provides an enjoyable and stimulating experience for pupils who have an interest in music. Students will be able to use the latest music software to play their music directly on to computer, which then creates a score of their invention. Pupils, who are clearly credit level, especially those with particular skills on 2 instruments, may opt/or be recommended for an Intermediate 2 course.

* Internally assessed and externally moderated.
DEPARTMENT: Music

SUBJECT: Music

LEVELS OF STUDY: NQ - Access 3

Aims of the Course

Access 3 Music aims to provide students with the opportunity to participate in solo and/or group performing, acquire understanding of musical concepts through inventing and develop in students the skills and insights, which are an intrinsic part of the full enjoyment of music.

Course Content

Students are required to meet performance outcomes in Performing, Inventing and Listening.

- Performing - Students will have opportunities in class to select and perform music solo and/or in a group from a range of styles and periods.

- Inventing - Students will have opportunities in class to develop the ability to create a well structured composition of compositions with evidence of originality, creativity, planning and good use of compositional techniques.

- Listening - Students will have opportunities to develop an awareness of relevant concepts as they occur in music in different styles.

Students must also opt for one of the following extension units:

- Performing Extension - students will have the opportunity in class to select and perform music solo and/or in a group from a range of styles and periods on a second instrument

- Music Technology - Students will have the opportunity to develop skills in music technology through setting up and operating a guitar amplifier and PA system. In addition they will learn to use a stereo system in order to record CDs and live audio

Assessment

Assessment is internal and ongoing. Students must achieve a pass in all 4 units to be awarded Access 3 Music.
DEPARTMENT: Physical Education

SUBJECT: Physical Education (Core)

LEVEL OF STUDY No formal qualification

Aims of the Course

To build on the expertise already gained in S1/S2 and allow for more flexibility specialization and to cater for the needs of all pupils.

Course Content

Pupils will be given a choice from traditional and alternative sports in a variety of activities. They will have an emphasis on improving their practical performance. They will have an element of choice regarding the activities in which they wish to specialize, but they should attempt to include a wide variety of categories within their choice.

- Outdoor team (rugby, football, hockey, cricket)
- Indoor team (basketball, volleyball, football, hockey)
- Racquet sport (badminton, table tennis, tennis)
- Individual sport (fitness training, athletics, aerobic) dance, swimming, water aerobics.
- Alternative Sports (Muay Thai, Archery, Problem Solving)

Activities will be offered in different blocks according to staff expertise, availability of facilities and seasonal variations.

Assessment

Although essentially practical pupils will need to satisfy the LO’s appropriate to the activity being studied to fulfil the requirement in achieving, coaching or sporting awards.

General Comments

Pupils are reminded that they should always bring appropriate kit for the activity and be aware of the fitness demands of their chosen activity. Opportunities for participation in extra-curricular, as well as curricular activities e.g. inter house games, are available to all pupils regardless of ability.
DEPARTMENT: Physical Education  
SUBJECT: Physical Education  
LEVELS OF STUDY: NQ - Intermediate 1

**Aims of the Course:**

- To develop performance through participation in selected physical activities.
- To develop knowledge and understanding of performance through a study of the processes and related concepts involved in its analysis and development.
- To contribute to each individual’s personal and social development.

**Course Content**

- Performance: 2 activities
- Analysis & Development of Performance: Topics are Preparation of the Body, Skills and Techniques & Structures and Strategies through studying an Activity.

**Course Assessment**

- Performance: 2 activities assessed internally with external moderation (50% of Course award)
- Analysis & Development of Performance is assessed by a Question Paper, which is marked out of a total of 60 marks (accounts for 50% of course award).

**General Comments**

Homework will be given on a weekly basis and all deadlines must be met.
DEPARTMENT: Physical Education
SUBJECT: Physical Education
LEVELS OF STUDY: NQ - Intermediate 2

Aims of the Course:
• To develop performance through participation in selected physical activities.
• To develop knowledge and understanding of performance through a study of the processes and related concepts involved in its analysis and development.
• To contribute to each individual’s personal and social development.

Course Content
• Performance: 2 activities
• Analysis & Development of Performance: Topics are Preparation of the Body, Skills and Techniques & Structures and Strategies through studying an Activity.

Course Assessment
• Performance: 2 activities assessed internally with external moderation (50% of Course award)
• Analysis & Development of Performance is assessed by a Question Paper, which is marked out of a total of 60 marks (accounts for 50% of course award).

General Comments
Homework will be given on a weekly basis and all deadlines must be met.
DEPARTMENT: Physical Education

SUBJECT: Physical Education

LEVELS OF STUDY: NQ - Access 3

Aims of the Course:

The development of performance is the prime focus of the Access 3 Course. Practical experiential learning provides the opportunity for personal fulfilment through the development of performance, along with the knowledge and understanding required to achieve this.

- To develop performance through participation in selected physical activities.
- To develop knowledge and understanding of performance through its analysis and development.
- To contribute to each individual's personal and social development.

Course Content

Will cover 2 main areas

- Performance (in 4 activities internally assessed and externally moderated).
  - Analysis & Development of Performance candidates are required to observe and reflect upon performance, then apply simple analysis techniques using a key concept from preparation of the body, Skills and Techniques, structures and Strategies

Course Assessment

- Internal

General Comments

This course should only be taken on the recommendation of staff. This course could lead to Intermediate 1/2 but will depend on the S3 performance of the pupil.
DEPARTMENT: Religious and Moral Education

SUBJECT: Religious Studies

LEVELS OF STUDY: Standard Grade - Foundation/General/Credit

Aims of the Course

The Standard Grade Religious Studies course explores questions about religion and belief as represented in both the pupils own society, with its various groups, history and traditions, and in the wider world. The course also examines moral issues such as relationships, poverty, suffering, death, war, abortion, crime and genetic engineering.

Course Content

- A Study of Christianity
- A study of Hinduism
- Issues of belief
- Issues of morality

Course Assessment

<table>
<thead>
<tr>
<th>Elements</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Examination papers set and marked by SQA</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Examination papers set and marked by SQA</td>
</tr>
<tr>
<td>Investigation</td>
<td>Investigation chosen by pupil, marked by teacher and</td>
</tr>
<tr>
<td>moderated by SQA</td>
<td></td>
</tr>
</tbody>
</table>

General Comments

The skills and attitudes developed within this subject are of great relevance in the world today and make a significant contribution to the following areas: self knowledge, social competence and the developing of mature emotional and moral attitudes. The course develops skills such as the selection and evaluation of material, weighing up of evidence and the reaching of conclusions. The course provides a sound basis for further study of the social sciences as well as careers in the caring professions, nursing, medicine, law and psychology. Standard Grade Religious Studies is of use to students considering a career in teaching.

Note

At no time are pupils compelled to follow any particular religious tradition or stance for living. However, pupils will be encouraged to reflect upon their own search for meaning in life and draw their own conclusions.
DEPARTMENT: Religious and Moral Education

SUBJECT: Religious and Moral Education


Aims of the Course

Focuses on the questions of meaning, value and purpose in life and our experience in relation to these questions. The course enables pupils to fulfil the national requirements for RME in secondary schools and at the same time gaining skills in working with others, citizenship. Certification is at either Access or Intermediate 1 level.

Course Content

The course gives pupils the opportunity to explore beliefs and the effect these beliefs have on action.

Course Assessment

Pupils complete learning outcomes and a short project. Work is marked by teachers and moderated by SQA.

General Comments

This course serves to cultivate responsible social and moral attitudes thus helping pupils to develop knowledge of themselves and the world around them. Religious and Moral Education is about forming a code of behaviour which is characterized by respect for others, sensitivity to feelings and personal and social responsibility.

This course may lead further units being taken in S5 at Intermediate 2 should a pupil wish.
Aims of the Course

The course aims to give students a general understanding of living things and their environment. If you are interested in how the body works, how diseases are spread and cured, how animals and plants interact, how information is passed on from one generation to the next, then study Biology. Biology covers a huge range of disciplines and in Standard Grade you'll get a taste of some of the main ones.

Course Content

There are seven key areas of study:

- The Biosphere: relationships between living things and their environment
- Cells: the basic building blocks of life and how they work
- Animal Survival: how humans reproduce, feed and maintain water balance
- The World of Plants: the benefits we gain from plants and how they live
- Inheritance: how characteristics are passed down through generations
- The Body in Action: the working of the human body, dealing with health and sport
- Biotechnology: biology in industry, such as baking, brewing and genetic engineering

Course Assessment

<table>
<thead>
<tr>
<th>Elements</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Exams set and marked by SQA</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Exams set and marked by SQA</td>
</tr>
<tr>
<td>Practical Abilities</td>
<td>Techniques and investigations internally assessed</td>
</tr>
</tbody>
</table>

General Comments

Standard Grade Biology forms a basis for further study at Intermediate 2 Biology and Higher Biology or Human Biology. Biology is a useful qualification for many careers including medicine, dentistry, agriculture, forestry, brewing and nursing.
DEPARTMENT: Science

SUBJECT: Biology

LEVEL OF STUDY: NQ - Access 3 / Intermediate 1

Aims of the Course

To help students understand how their body works and the importance of health and fitness.
To help students to understand the importance of their environment and, in particular how to
grow and care for plants. To develop understanding of the importance of biology in industries
such as brewing and pharmaceuticals.

Course Content

There are three key areas of study:

- Health and Technology: the importance of diet, exercise and good habits for
  maintaining a healthy body; knowledge of health issues and how to deal with them.
- Growing Plants: developing knowledge of how we rely on plants and learning about the
  commercial production of plants and plant products
- Biotechnological Industries: studying dairy industries, brewing, detergents and
  pharmaceuticals (medical drugs)

Course Assessment

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Unit tests (NABS)</td>
<td>Exam set and marked by SQA</td>
</tr>
<tr>
<td>Practical technique tests</td>
<td></td>
</tr>
<tr>
<td>Investigation Report</td>
<td></td>
</tr>
</tbody>
</table>

Students who pass all end of Unit tests but do not complete the external exam or fail it
will be awarded an Access 3 certificate.

General Comments

Pupils who pass at Intermediate 1 level can then study for Intermediate 2 in S5.
DEPARTMENT: Science
SUBJECT: Chemistry
LEVELS OF STUDY: Standard Grade - General/Credit

Aims of the Course

The course is designed for a wide ability range of pupils, though places are awarded on the basis of performance in Science in S1 and S2. It contributes to the general education of pupils by making them aware of applications of Chemistry in everyday life. The course should develop positive pupil attitudes via knowledge and understanding, problem solving skills and practical work. Chemistry can provide a foundation for a science-based career.

Course Content

The key areas include:

- Chemical Reactions
- Atoms and the Periodic Table
- Bonding
- Fuels
- Acids and Alkalis
- Electricity from Chemicals
- Metals
- Plastics
- Fertilisers
- Carbohydrates

Course Assessment

Elements                           Final Assessment
Knowledge and Understanding        Examination papers set and marked by SQA
Problem Solving                   Examination papers set and marked by SQA
Practical Abilities*              Practical techniques and investigations
                                  marked by teacher and moderated by SQA

General Comments

The study of Chemistry involves qualities important for a diversity of non-scientific professions as well as scientific ones. Chemistry at Standard Grade will provide a basis for further study at Intermediate, Higher and Advanced Higher Chemistry.

*Internally assessed
DEPARTMENT: Science
SUBJECT: Chemistry
LEVELS OF STUDY: NQ - Access 3/Intermediate 1

Aims of the Course

The course is being introduced to S3/S4 for pupils who wish to study Chemistry at a level broadly equivalent to Foundation level and who are unable to choose Chemistry at General/Credit level.

The course aims to give pupils knowledge and understanding of modern chemical facts and to develop problem solving and practical skills.

Course Content

The course consists of 3 units: Chemistry in Action (where elements, compounds, solutions, acids/alkalis and acid rain will be studied); Everyday Chemistry (where metal reactions, corrosion, clothing materials, fuels and plastics will be studied); Chemistry and Life (where reactions in plants, pollution, food types, substances harmful to health will be studied).

Course Assessment

Each unit is assessed within the school by small tests during the course at Access 3* level and by a larger test at the end of the units at Intermediate 1 level. These tests cover knowledge and problem solving. Practical work is assessed by the successful completion of one practical experiment in Unit 1. There is no final examination for Access 3 but at Intermediate, there is an external exam.

General Comments

Homework is an important part of the course and will be given regularly. Regular study is needed for end of unit tests. To gain the award of the course, the pupil must achieve all the component units of the course.

The course should easily be covered in two years of study. Steady progress, a willingness to learn and regular attendance are needed throughout the course.

* Internally assessed
Aims of the Course

The course aims to contribute to pupils' general education by helping to make sense of the physical environment through scientific enquiry and to provide a suitable basis for further study in Physics.

Course Content

The course consists of the following seven units:

- Introduction to the course using the physics of the telecommunication industry.
- Grounding in the theory and practice of electricity, its uses, generation and relevant safety considerations.
- Study of the many "non-invasive" diagnostic and treatment techniques used in health care and developed by medical physics.
- Examination of the basics of digital electronics, the components used and their applications.
- Study of how objects move under the theme of transport.
- Extensive examination of different energy sources and the technology of its conversion to electricity.
- Revision and extension of a number of previous ideas under the theme of space.

Course Assessment

<table>
<thead>
<tr>
<th>Elements</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Examination papers set and marked by SQA</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Examination papers set and marked by SQA</td>
</tr>
<tr>
<td>Practical Abilities*</td>
<td>Combination of experimental investigation and experimental techniques. Marked by teacher and moderated by SQA</td>
</tr>
</tbody>
</table>

General Comments

The course provides a base for both further study and for careers in industry. Intermediate, Higher Grade and Advanced Higher courses in Physics are available in S5/6.

* Internally assessed
DEPARTMENT: Science

SUBJECT: Physics

LEVELS OF STUDY: NQ - Access3/Intermediate 1

Aims of the Course

The course aims to contribute to pupils’ general education by helping to make sense of the physical environment through scientific enquiry and to provide a suitable basis for further study in Physics.

Course Content

The course consists of six half units:

- Introduction to the course using the physics of the Telecommunication industry
- Continue your study of Practical Electricity including the safe use of Mains Electricity
- Study several types of Radiations including Light and Gamma rays
- Investigate how Sound and Music is made and transmitted
- Study aspects of Movement
- Examine the basis of Digital Electronics

Course Assessment

Each unit is assessed in two ways:

- A unit test must be passed
- An experiment is completed and a report produced OR a report on the impact of this area of Physics has a society

Passing all unit assessments lead to an Access 3 course award

For an Intermediate 1 course award, a final examination, set and marked by SQA must also be passed

General Comments

Pupils who pass at Intermediate 1 level with grade A can then study for Intermediate 2 in S5.