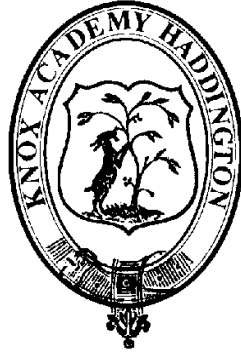


# Knox Academy



## S4 Course Choice Booklet Session 2017-2018



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# INTRODUCTION

For Parents/Carers

The third year is an important and exciting period in our pupils' development during which they choose the subjects they will continue to study in fourth year. For pupils there are often difficult decisions to be made to ensure that they choose the subjects that best match their abilities and talents and enable them to progress towards realising their potential.

The current third year will be presented for the new National Qualifications introduced in response to the Scottish Government initiative Curriculum for Excellence.

This course choice process is designed to ensure a broad and general education and to provide opportunities for pupils to develop skills for learning, life and work. The curriculum has flexibility and choice to meet the diverse needs of all our learners. There is a wide range of subjects available in S4, some of which may be new. Details of all subjects offered are provided within this course choice booklet. It is important that pupils have a good understanding about all the subjects offered before making their choices. Pupils can get further information and advice from their subject and Guidance teachers.

From S1 to S3, our pupils experience a broad, general education and follow courses in all 8 curricular areas: Maths, Languages (English and Modern Languages), Social Subjects, Science, Technologies, Expressive Arts, Health and Wellbeing and Religious and Moral Education.

In S4, greater personalisation and choice is introduced into the curriculum, while breadth of learning is retained. Pupils are encouraged to choose subjects in which they show personal interest or strengths, or which are necessary for a particular career path. Pupils make considered choices from within each of the curricular areas and choose five subjects in addition to Maths and English. In addition to the courses pupils can choose to study at certificated level, **ALL** pupils will engage in the core courses of Physical Education, Personal and Social Education and Religious and Moral Education.

In S4 pupils study their chosen subjects in much greater depth and are presented for qualifications in their certificated subjects at the end of the year at either National 3, 4 or 5 level, or for a few pupils potentially at Higher level.

## Course Choice Timeline

In February, pupils will make a course choice. It is important that this choice is made after discussion with parents and carers, and reflects the realistic choices of learners. The school plans its staffing around the demand for subjects and therefore we need to make this process as accurate as possible at an early stage.

- 20th January S3 Reports Issued
- 24th January S3 Parents' Consultation Evening
- 1st February S3 Parents' Course Choice Information Evening
- 6th February S3 Coursing Pupil Appointments
- 10th February Course Choice Deadline
- 6th June New Timetable begins

## New Qualifications

SQA qualifications are changing. The table below summarises the changes to qualifications which came into effect from 2013-14. Advanced Higher and Higher exams remain but have been revised. National 3, 4 and 5 qualifications replaced Standard Grade and Access 3, Intermediate 1 & 2 qualifications. National Progression Awards are offered at SCQF 4 and 5 and provide qualifications which are equivalent to National 4 and 5.

### What is different?

National 3 and 4 courses will be assessed by teachers and externally moderated. There is no external assessment. National 5 courses have externally marked assignments and external course assessments. As of 2017/18 the SQA has removed the necessity for unit assessments in every National 5 course. However, unit assessments will still be required where teachers are concerned about a candidate's presentation level or progress. Furthermore, many subjects will continue to use exam based end of unit assessments as a means to inform learning and teaching and provide feedback for learners on their progression towards targets.

### Qualifications Hierarchy

|                       |
|-----------------------|
| Advanced Higher       |
| Higher                |
| National 5 and SCQF 5 |
| National 4 and SCQF 4 |
| National 3            |

We hope you find this booklet informative. If you have further questions please don't hesitate to get in touch with the school and ask for the appropriate member of the Guidance team or member of the Senior Management.

## Information for Pupils

### Making Your Choices

You are about to make your initial course choice. "Initial" means that these choices are not final, and you could still change them if there is a good reason for this, equally you may be asked to change them if we cannot meet all your choices. It is important that you think very hard about the subjects you like, or are good at, or that you find interesting. Choosing these subjects will help ensure that you are motivated and enthusiastic about your learning. It will help ensure that you are happy with your personal curriculum as this is more likely to lead to successful learning.

### What Subjects Can I Take?

Everyone will study English and Maths. In addition you will choose a number of other subjects. We would strongly encourage you to choose one subject from each curriculum area and these are detailed on the next page. This means that you will continue to have a broad curriculum.

The school will audit your course choice to ensure it is broad and balanced. However, should you wish to study a more focused course, for example one which includes two or more sciences, social subjects or technology subjects etc. this too will be possible as long as your parent/carer provides their agreement in writing.

It is important that you make choices which **you** are interested in. For example, if you are good at Music or Art you may wish to select subjects which allow you to develop these skills in S4. Choosing a course because your friends are doing it is not a good reason for a course choice! You will make lots of new friends in S4 in addition to keeping your old friends. This is an exciting part of starting S4. It is also important that you know what the entry requirements are if you are considering a specific career choice and/or university entrance. The school library has information about all the Scottish universities and colleges, but you can also research online.

<http://www.planitplus.net/schoolzone/>

<http://www.ucas.com/pupils/coursesearch/>

<http://myworldofwork.skillsdevelopmentscotland.co.uk/>

It is important to note that while every attempt will be made to satisfy individual choice not all subject combinations may be possible and where there is insufficient uptake a course may not run. In addition, where there is a particularly high uptake in any subject we may not have the subject staff, or in some cases sufficient specialist rooms to create classes to accommodate every individual choice made by pupils. All youngsters will have an initial interview with their Guidance Teacher, the outcome of which will be communicated home. Parents are then asked to agree the choice or make an appointment to meet the Guidance Teacher. In a small number of cases and where necessary they will be advised on alternative choices should any of the above circumstances arise.

### Alternative Opportunities

We are committed to providing a curriculum that reflects and meets the needs of all our learners and takes into consideration that young people learn in different ways. We are currently refining and developing a range of alternative courses which are included in the Enhanced Curriculum section of this booklet. These diverse options offer alternative opportunities with an emphasis on practical learning. In addition we are developing partnerships with outside agencies which include; colleges, training providers and employers, with a view to creating alternative pathways into secure positive destinations, post school. These alternative options require to be discussed with pupils, parents and the appropriate Guidance staff, prior to them being included as part of a course choice. If you would like to discuss any of the above options, please contact your child's Guidance Teacher in the first instance.

## S4 Course Choice 2017

| Curriculum Area                                | Course                                  | Level(s) of Study          | Page No                    |
|--|---|----------------------------|----------------------------|
| Language, Communication and Literacy           | English                                 | N3, N4 and N5              | 6, 7 and 8                 |
|  | French                                  | N3, N4 and N5              | 9, 10 and 11               |
| Mathematics, Mathematical Studies and Numeracy | Mathematics – Lifeskills<br>Mathematics | N3, N4 and N5<br>N4 and N5 | 22, 23 and 24<br>25 and 26 |
| Sciences                                       | Biology                                 | N3, N4 and N5              | 34                         |
|  | Chemistry                               | N3, N4 and N5              | 35                         |
|  | Environmental Science                   | N3, N4 and N5              | 36                         |
|  | Physics                                 | N3, N4 and N5              | 37                         |
| Social Studies                                 | Administration & IT                     | N3, N4 and N5              | 38 and 39                  |
|  | Business Management                     | N3, N4 and N5              | 40 and 41                  |
|  | Geography                               | N3, N4 and N5              | 42                         |
|  | History                                 | N3, N4 and N5              | 43                         |
|  | Modern Studies                          | N3, N4 and N5              | 44                         |
|  | RMPS                                    | N3, N4 and N5              | 45                         |
|  | RMPS – Core                             | Core                       | 46                         |
| Technologies                                   | Computing Science                       | N3, N4 and N5              | 30, 31 and 32              |
|  | Design & Manufacture                    | N4 and N5                  | 27 and 28                  |
|  | Practical Woodworking                   | N4 and N5                  | 29                         |
| Expressive Arts                                | Art & Design                            | N3, N4 and N5              | 12 and 13                  |
|  | Drama                                   | N3, N4 and N5              | 14 and 15                  |
|  | Music                                   | N3, N4 and N5              | 16 and 17                  |
| Health and Wellbeing                           | Bicycle Maintenance Programme           |                            | 20                         |
|  | Personal and Social Education           | Core                       | 21                         |
|  | Physical Education                      | N3, N4 and 5               | 18                         |
|  | Physical Education – Core               | Core                       | 21                         |
|  | Prince's Trust Programme                |                            | 19                         |

# COMMUNICATION & LITERACY FACULTY



## English National 3

### Recommended entry

Pupils will have developed some skills in English and Literacy by the end of S3.

### Course Progression

Pupils who complete National 3 can progress on to a National 4 qualification in English or related areas.

### Course overview

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing, in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to carry out new and more challenging tasks in a variety of situations.

This Course is made up of three mandatory Units: Understanding Language, Producing Language and Literacy.

### Assessment

There are three unit assessments in National 3 English.

In the Understanding unit, pupils will demonstrate their skills in Reading and Listening by answering questions to show they can understand, analyse and evaluate simple texts.

Pupils will be assessed in Talking and Writing through the Producing Language unit where they will write a simple piece of work of their choice as well as take part in class or group discussion.

These assessments will also provide evidence for pupils to pass the Literacy unit.

### Homework

Pupils will be given homework by their class teacher. This may consist of a set of questions to help with their reading skills or they may be asked to complete written pieces at home.

### Cost

There is no cost for the course

### Extra-Curricular

There are various clubs running in the English department currently being offered to all year groups.

These include:

Debating Society

Revision Class

FOR FURTHER INFORMATION PLEASE SEE THE COMMUNICATIONS PAGE OF THE SCHOOL WEBSITE

# English National 4



## Recommended entry

Pupils have shown progress in the skills of English and Literacy by the end of S3 or completed National 3 English.

## Course Progression

If a pupil achieves an A-D pass in National 5 English they can progress on to Higher English. Pupils who achieve a D pass may wish to attempt National 5 again in order to improve their grade.

## Course overview

The National 4 English course is structured in a way that mirrors the National 5 course to ensure a smooth progression. English courses offer learners opportunities to develop and extend a wide range of language and literacy skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.

There are three mandatory units and these will be completed along with the study of various literature, including a Scottish text.

Pupils will develop their knowledge of Reading, Listening, Talking and Writing through the Creation and Production unit, Analysis and Evaluation unit and Literacy unit.

## Assessment

There are two unit assessments, as well as an Added Value assignment to complete at the end of the course.

Pupils will be assessed in Reading and Listening through the Analysis and Evaluation unit, demonstrating knowledge of purpose and audience as well as analysis and evaluation skills. Through the Creation and Production unit, pupils will produce a piece of written work that will be assessed as well as contribute to a class or group discussion.

The Added Value Unit at the end of the course will assess a project completed by the pupil who will study two texts of their choice.

## Homework

Pupils will be given homework by their class teacher consisting of a set of questions to help their reading skills.

Homework will also consist of the redrafting of essays for their Portfolio.

## Cost

There is no cost for the course

## Extra-Curricular

There are various clubs running in the English department currently being offered to all year groups.

These include:

Debating Society

Revision sessions

FOR FURTHER INFORMATION PLEASE SEE THE COMMUNICATIONS PAGE OF THE SCHOOL WEBSITE



# English National 5



## Recommended entry

Pupils have shown progress in the skills of English and Literacy by the end of S3 or completed National 4 English.

## Course Progression

Pupils who complete National 5 can progress on to a Higher qualification in English or related areas.

## Course overview

English courses offer learners opportunities to develop and extend a wide range of language and literacy skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.

In particular, the English Course aims to enable learners to develop the ability to:

- Listen and talk, read and write, as appropriate to purpose, audience and context
- Understand, analyse and evaluate texts as appropriate to purpose, audience and context.

The study of literature (including the literature of Scotland) will be a key feature of the course

- Create and produce texts, as appropriate to purpose, audience and context
- Plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- Apply knowledge of language

## Assessment

For National 5 there are two unit assessments, a Portfolio and an examination which consists of two papers. Pupils will be assessed in Reading and Listening through the Analysis and Evaluation unit and will be assessed in Writing and Talking through the Creation and Production unit.

The two exam papers consist of Reading for Understanding, Analysis and Evaluation, and Critical Reading. The second paper involves the study of a Scottish text and the writing of a critical essay on a piece of studied literature.

## Homework

Pupils will be given homework by their class teacher. This may consist of a set of questions to help with their reading skills or they may be asked to redraft Folio pieces at home.

## Cost

There is no cost for the course

## Extra-Curricular

There are various clubs running in the English department currently being offered to all year groups.

These include:

- Revision sessions
- Debating Society

## French National 3



### Recommended entry

Pupils will have shown some development of skills in French by the end of S3.

### Course Progression

Pupils who complete National 3 can progress on to a National 4 qualification in French.

### Course overview

The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English. Through the course pupils will develop communication skills, explore how a modern language relates to their first language and raise awareness of other cultures. They will also develop their ability to apply basic grammatical knowledge.

At National 3 there is more emphasis on spoken language and less emphasis on written work. Learners will develop their knowledge of simple language in the contexts of society, learning, employability and culture.

### Assessment

There are two units in National 3 French. Pupils will develop skills and be assessed in Reading and Listening through the Understanding Language unit.

In the Using Language unit, pupils will have the opportunity to demonstrate their Talking and Writing skills in a modern language.

These assessments will take place at appropriate points throughout the course.

There is no external examination.

### Homework

Pupils may be asked to learn words for short tests.

### Cost

There is no cost for the course

### Extra-Curricular

## French National 4



### Recommended entry

Pupils will have shown some development of skills in French by the end of S3.

### Course Progression

Pupils who complete National 4 can progress on to a National 5 qualification in French.

### Course overview

National 4 Modern Languages Courses develop literacy skills by giving learners opportunities to read, listen, talk and write in a modern language and to reflect on how this relates to English. The course enables learners to understand and use a modern language, to apply their knowledge of a modern language, and to develop planning, research and language skills, including grammatical knowledge. Learners will develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

### Assessment

There are two mandatory units in National 4 French as well as the Added Value Assignment. Pupils will develop skills and be assessed in Reading and Listening through the Understanding Language unit.

In the Using Language unit, pupils will have the opportunity to demonstrate their Talking and Writing skills in a modern language.

The Added Value Assignment will allow pupils to apply the skills they develop as they progress through the course. Pupils are expected to plan and research a topic on which they will be assessed in Reading, Listening and Talking. All assessments will take place at appropriate points throughout the course.

### Homework

Pupils may be asked to learn words and grammar points for short tests, and to produce short pieces of writing in French.

### Cost

There is no cost for the course

### Extra-Curricular

FOR FURTHER INFORMATION PLEASE SEE THE COMMUNICATIONS PAGE OF THE SCHOOL WEBSITE

# French National 5



## Recommended entry

Pupils will have demonstrated secure understanding of skills in French by the end of S3 or completed National 4 French.

## Course Progression

Pupils who complete National 5 can progress on to a Higher qualification in French.

## Course overview

The National 5 French course develops literacy skills by giving learners opportunities to read, listen, talk and write in a modern language and to reflect on how this relates to English. The course provides learners with the opportunity to develop skills in Listening, Talking, Reading and Writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and develop an understanding of how language works. Throughout the course pupils will study various topics within the Understanding Language and Using Language units, based on the contexts of society, learning, employability and culture.

## Assessment

There are two mandatory units in National 5 French as well as an external examination. Pupils will develop skills and be assessed in Reading and Listening through the Understanding Language unit.

In the Using Language unit, pupils will have the opportunity to demonstrate their Talking and Writing skills in a modern language.

The external examination will assess pupils in Listening, Writing and Reading. The assessment of Talking will be assessed at relevant points throughout the course.

## Homework

Pupils will be asked to learn words and grammar points for short tests. They will also be asked to do short pieces of writing and reading comprehension exercises.

## Cost

There is no cost for the course

## Extra-Curricular

FOR FURTHER INFORMATION PLEASE SEE THE COMMUNICATIONS PAGE OF THE SCHOOL WEBSITE

## EXPRESSIVE ARTS FACULTY



### Art and Design National 3&4

#### Recommended entry

It is preferred that pupils should have completed S3 art however pupils can enter this course with only S1&2 experience

#### Course Progression

If a pupil achieves a pass in National 3 Art they can progress into National 4 Art.

If a pupil achieves a pass in National 4 Art they can progress into National 5 Art.

#### Course overview

There are 2 units in the course:

##### Design Unit

In this unit the learner will develop their creativity, problem solving and critical thinking skills and work to resolve design issues and constraints.

They will study designers working practices and the inspiration affecting their work. They will then use this study to plan, research and develop creative design work in response to a design brief. Each pupil is expected to produce a range of investigation work, development ideas and a final piece.

##### Expressive Unit

This unit helps develop the learners' personal thoughts and ideas in visual form.

They will study artists' working practices and the social and cultural influences affecting their work, then select stimuli and produce analytical drawings and studies. Each pupil is expected to produce a range of investigation work, development ideas and a final piece.

#### Assessment

The two units described above are both assessed in school by school staff and are awarded a pass or fail grade.

For National 3 pupils have to complete and pass both the units above.

For National 4 pupils also have to complete and Added Value Unit (AVU) which takes the form of 2 piece of work, one piece of expressive art in response to a theme and a piece of design work in response to a design brief. This will be marked internally by departments and given a pass or a fail

#### Homework

Homework is issued on a weekly basis and pupils are expected to regularly complete practical and written tasks at home

#### Cost

There is a cost of £10 for this course

#### Study Support

Pupils are encouraged to spend time outside of the timetabled day in the Art department where they can work independently on their portfolio work.

Pupils can access the department every lunchtime or after school by arrangement

FOR FURTHER INFORMATION PLEASE SEE THE EXPRESSIVE ARTS PAGE OF THE SCHOOL WEBSITE

# Art and Design National 5



## Recommended entry

Pupils must have achieved a pass at National 4 or  
Pupil must have completed S3 art to a high standard

## Course Progression

If a pupil achieves an A-C pass in National 5 Art they can progress into Higher Art.

## Course overview

There are 2 units in the course:

### Design Unit

In this unit the learner will develop their creativity, problem solving and critical thinking skills and work to resolve design issues and constraints.

They will study designers working practices and the main social and cultural influences affecting their work. They will then use this study to plan, research and develop creative design work in response to a design brief. Each pupil is expected to produce a range of investigation work, development ideas and a final piece.

### Expressive Unit

This unit helps develop the learners' personal thoughts and ideas in visual form.

They will study artists' working practices and the social and cultural influences affecting their work, then select stimuli and produce analytical drawings and studies. Each pupil is expected to produce a range of investigation work, development ideas and a final piece.

## Assessment

The two units described above are both assessed in school by school staff and are awarded a pass or fail grade. In order to pass the course pupils need to pass both these internal units.

To achieve an overall Course Award they must also complete the course assessment which is a portfolio of expressive and design work which is sent away in May and assessed by an external examiner

## Homework

Practical and written homework is issued on a weekly basis and pupils at this level are also expected to work in their own time.

## Cost

There is a cost of £10 for this course in S4.  
£15 in S5/6

## Study Support

Pupils are encouraged to spend time outside of the timetabled day in the Art department where they can work independently on their portfolio work.

Pupils can access the department every lunchtime or after school by arrangement

FOR FURTHER INFORMATION PLEASE SEE THE EXPRESSIVE ARTS PAGE OF THE SCHOOL WEBSITE

## Drama National 3&4



### Recommended entry

These courses are open to all pupils, but preferably pupils who have studied some drama in school in S1-3

### Course Progression

Pupils who pass National 3 can progress into National 4.  
If a pupil achieves a pass in National 4 they can progress into National 5.

### Course overview

#### Drama Skills

By responding to ideas and stimuli for drama, and taking account of historic, social and cultural influences, pupils will develop ideas and techniques to communicate dramatic themes. Pupils will learn how to use voice and movement to portray convincing characters and will work with others when devising pieces of drama. Pupils will learn to evaluate their own work and the work of others.

#### Production Skills

Pupils will explore production roles and develop these skills by interpreting stimuli and generating ideas for a production concept. They will learn to use these skills accurately to enhance performances effectively. A mandatory part of the course is attending and evaluating a theatrical production. Opportunities for this will be arranged by the Drama department.

#### Performance

In this unit pupils will prepare for and participate in a small-scale drama performance. Pupils will develop understanding of social and cultural influences on drama, select and apply skills and knowledge appropriate to their chosen role and carry out their chosen role effectively. There is an option to demonstrate skills in either acting or in a technical role for this unit.

### Assessment

For National 3, units are assessed by school staff and are graded at a pass or a fail. To achieve a course award pupils must pass Drama Skills and Production Skills units before the deadline in May.

National 4 is assessed in the same way as National 3 and in addition pupils must complete an Added Value Unit in Performance assessed by school staff.

### Homework

Pupils will be expected to complete folio tasks for both the Drama Skills and the Production Skills units at both National 3 and 4.

### Cost

There is no cost for the course but pupils are expected to attend a theatre visit, organised by the department, outside school time.

### Extra Curricular

It is recommended that pupils on these courses become involved in the extra-curricular activities on offer in the Drama department, to enhance their skills in performing and their production skills.

FOR FURTHER INFORMATION PLEASE SEE THE EXPRESSIVE ARTS PAGE OF THE SCHOOL WEBSITE

## Drama National 5



### Recommended entry

Pupils who have studied Drama in S3 or pupils who can demonstrate a keen interest in drama.

### Course Progression

Pupils who pass National 5 (A-D) can progress into Higher Drama.

### Course overview

#### Drama Skills

By responding to ideas and stimuli for drama, and taking account of historic, social and cultural influences, pupils will develop ideas and techniques to communicate dramatic themes. Pupils will learn how to use voice and movement to portray characters and will work with others when devising pieces of drama. Pupils will learn to evaluate their own work and the work of others.

#### Production Skills

Pupils will explore production roles and develop these skills by interpreting stimuli and generating ideas for a production concept. They will learn to use these skills accurately to enhance performances effectively. A mandatory part of the unit is the evaluation of a theatrical production. Opportunities for theatre visits will be arranged by the Drama department.

#### Performance Assessment

In this unit pupils will prepare for and participate in a small-scale drama performance from a scripted play. Pupils will develop understanding of social and cultural influences of the drama, select and apply skills and knowledge appropriate to their chosen role and carry out their chosen role effectively. There is an option to be assessed in either acting or in a technical role for this unit.

### Assessment

There are two internal assessments, one for Drama Skills and one for Production Skills. These internal assessments must be passed before the pupil can be entered for the external examinations.

There are two externally assessed examinations for this course.

The Performance Assessment is in March and involves an external examiner coming into school to watch pupils' performances and grade them.

The second is a written examination, of 1 hour and 30 minutes, assessing pupils' ability to create drama and their general knowledge and understanding of drama terminology. This takes place during the exam diet usually in May.

### Homework

Pupils will be expected to complete homework and this will include a variety of written tasks required for their folios.

### Cost

There is no cost for the course but pupils are expected to attend a theatre visit, organised by the department, outside school time.

### Extra Curricular

It is recommended that pupils on these courses become involved in the extra-curricular activities on offer in the Drama department, to enhance their skills in performing and their production skills.

FOR FURTHER INFORMATION PLEASE SEE THE EXPRESSIVE ARTS PAGE OF THE SCHOOL WEBSITE



## Music National 3&4



### Recommended entry

These courses are open to all pupils, but preferably pupils who have studied some music in school in S1-3

### Course Progression

Pupils who pass National 3 can progress into National 4.  
If a pupil achieves a pass in National 4 Music they can progress into National 5 Music.

### Course overview

There are 3 units in the course:

#### Performing Skills

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

#### Composing Skills

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

#### Understanding Music

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

### Assessment

For National 3, all 3 units in the course are assessed by school staff and are graded at a pass or a fail. To achieve an overall course award pupils need to pass all 3 units before the deadline in May

National 4 is assessed in the same way as National 3 but in addition pupils must complete an Added Value Unit (AVU) which means that they have to complete a performance exam, assessed by school staff at the end of the year.

### Homework

There is no formal homework for this course however pupils are expected to practice both their instruments every week outside class time. Pupils should also revise their concept dictionary on a regular/ weekly basis

### Cost

There is no cost for the course.

### Extra Curricular

Pupils following this course are strongly recommended to be involved in the wide range of musical extra-curricular activities on offer in the music department. This will enhance their skills in performing, their musical knowledge and probably their confidence too!

FOR FURTHER INFORMATION PLEASE SEE THE EXPRESSIVE ARTS PAGE OF THE SCHOOL WEBSITE

## Music National 5

### Recommended entry

Pupils must have achieved a pass at National 4  
or  
Pupil must have completed S3 music to a high standard  
or  
Pupil must be grade 3 standard on a musical instrument

### Course Progression

If a pupil achieves an A-D pass in National 5 music they can progress into Higher Music.  
Pupils who achieve a C or a D pass may be recommended for the NPA course instead which is still at Higher level (level 6) but concentrates more on practical skills

### Course overview

There are 3 units in the course:

#### Performing Skills

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

#### Composing Skills

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

#### Understanding Music

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

### Assessment

There are two externally assessed examinations for this course.  
The first take place around February and involves an external examiner coming into school to listen to the pupil perform pieces on both their chosen instruments.  
The second is a formal written examination which takes place during the exam diet usually in May.  
There are 3 internal assessments, one for each of the 3 units and these internal assessments must be passed before the pupil can be allowed to sit the external examinations.

### Homework

There is no formal homework for this course however pupils are expected to practice both their instruments every week outside class time. Pupils should also revise their concept dictionary on a regular/ weekly basis.

### Cost

There is no cost for the course

### Extra Curricular

Pupils following this course are strongly recommended to be involved in the wide range of musical extra-curricular activities on offer in the music department. This will enhance their skills in performing, their musical knowledge and probably their confidence too!

FOR FURTHER INFORMATION PLEASE SEE THE EXPRESSIVE ARTS PAGE OF THE SCHOOL WEBSITE



## HEALTH & WELLBEING FACULTY

### Physical Education National 3, 4 & 5

#### Recommended entry

Pupils will be considered for National 3, 4 or 5 based on their previous level of attainment in this subject and evidence of success in Literacy and Numeracy. Pupils may be moved levels *eg from National 4 to 5 (or from 5 to 4)* throughout the course of the year. This would be based on their performance in assessed units prior to final assessment.

**Pupils must show a genuine interest in this subject and will not be considered if their previous commitment (bringing kit and/or participation) has been an issue.**

#### Course Progression

If National 3 or 4 is achieved S5 can offer the following:

- National 4 or 5 Physical Education
- CSLA

If National 5 is achieved S5 can offer the following:

- Higher Physical Education
- CSLA

#### Course overview

The course has two mandatory units:

*Physical Education: Performance Skills* -The general aim of the unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Learners develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The unit offers opportunities for personalisation and choice in the selection of two physical activities.

*Physical Education: Factors Impacting on Performance* - The general aim of this unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners consider the effects of mental, emotional, social and physical factors on performance, and develop and understanding how to plan for, monitor, record and evaluate the process of personal performance.

#### Assessment

Both National 4 and 5 courses comprise of three internally assessed Units (Factors Impacting Performance Unit and Performance Skills unit) and an Added Value Performance Unit requiring pupils to plan for and carry out a 'one off' performance in a challenging setting – such as a tournament.

The National 5 course has an additional component to the Added Value Unit requiring pupils to submit – for external assessment – a portfolio piece of work documenting their performance development.

#### Homework

Each course will undertake homework relevant to the type of work required by the course assessment criteria.

Theoretical aspects of all courses will be supported by the completion of work provided by the department.

#### Cost

There is no cost for this course.

#### Extra Curricular

There will be provision of revision sessions nearer the time of assessments. Pupils are encouraged to attend revision to enhance chances of a good pass.

There are several extra curricular sports clubs that pupils are also encouraged to attend to enhance their chances of a good practical mark.

FOR FURTHER INFORMATION PLEASE SEE THE HEALTH & WELLBEING PAGE OF THE SCHOOL WEBSITE

### Recommended entry

Pupils who have completed the XL programme in S3 are NOT recommended for this course.

Numbers are limited for this course and pupils will be interviewed before ensuring they have a place.

### Course Progression

The following levels can be achieved in this course:

- Level 3 Prince's Trust
- Level 4 Prince's Trust
- Level 5 Prince's Trust

### Course overview

The emphasis is very much on youth-led learning, essentially this is a programme that can be designed and led by the pupils themselves. Pupils will work together to plan, lead and execute projects, developing a culture of mutual respect and cooperation. The programme aims to provide space for pupils to develop the key 'soft' skills that further education and employers are looking for (*for example; confidence, communication, information handling, adaptable, problem solving, cooperation, team work, respect, negotiation, leadership, mediation, self-motivated, etc.*).

The XL programme offers pupils a broad and balanced course covering five activity areas;

- Personal, Interpersonal and Team Skills
- Active Citizenship
- Entrepreneurship and Enterprise
- Preparation for Work
- Enrichment Projects

### Assessment

As evidence for this award pupils will have a portfolio of work they must collate throughout the year, the complexity of this portfolio along with the level of practical work they have done (*leader or group member*) will determine the level of award (3, 4 or 5).

In addition to gaining a Prince's Trust Award, it is hoped pupils will also get the opportunity to gain a **John Muir Award** and an **SQA Saltire Award**.

### Homework

This course focuses on pupils gaining practical experience. Any theoretical work for the course should be completed in school time – if this is not the case then there may be an expectation for pupils to complete anything needed in their own time.

### Cost

There is no cost for this course.

### Extra Curricular

Pupils will get involved in their local community through project work and through work shadow of their choice during the school day. Pupils can therefore choose to engage further in the project in their own time and are encouraged to do so.

It is hoped pupils will also have a residential experience where they will be challenged physically as well as mentally. Although this is not a compulsory requirement of the course all pupils are encouraged to attend.

# Bicycle Maintenance Programme



## Recommended entry

There is no entry requirement for this course.

Pupils would need some background or interest in riding bikes.

## Course Progression

The following levels can be achieved in this course:

- SQA National 4 Cycle Maintenance
- Progress to an entry level engineering/mechanics at college or bike shop

## Course overview

This course will offer pupils the chance to gain a qualification, training and skills which will enhance their prospects within school, further education and life. They will gain SQA National 4 Cycle Maintenance and be trained in bike ability and learn Personal Development skills.

- **Learning:** SQA National 4/ Personal Development skills
- **Training:** Bike Mobility Training, Road Safety, Partnership Training, Leadership
- **Life:** Communication, Teamwork, Cooperation, Independence, Responsibility, Self-discipline, Business skills, Self esteem

The course also will see pupils leading bicycle proficiency courses in local primary schools and working in partnership with local charities.

## Outcomes

Pupils will be able to progress on to mechanic courses through college and apprenticeships in garages or use these skills within the workplace.

## Assessment

- The pupils will work towards SQA National 4 Cycle Maintenance
- Pupils will record all the work they do through various medium (eg photo, video, blog, worksheets, etc).
- Assessors will record all work and pass on to SQA.
- Pupils will be put through Bike Ability by Cycle trainers and when qualified will lead on Bike Ability within Primary schools.

## Homework

This course focuses on pupils gaining practical experience. Any theoretical work for the course should be completed in school time – if this is not the case then there may be an expectation for pupils to complete anything needed in their own time.

## Cost

To help with the funding of spare parts and replacement tools for the course we are asking for a one off payment of £25 per pupil.

## Extra Curricular

- It is hoped to set up a bike club as part of this course which will see some pupils leading the club.
- There may also be opportunities to go on trips with the bikes, eg Glentress.

FOR FURTHER INFORMATION PLEASE SEE THE HEALTH & WELLBEING PAGE OF THE SCHOOL WEBSITE

## HEALTH & WELLBEING



Each pupil is entitled to learn about what it means to be 'healthy'. Whether it is physically or mentally the CORE programme in the Health & Wellbeing Faculty will provide an opportunity to investigate both.

### Physical Education - CORE

#### Course overview

Every pupil will experience 2 hours of physical activity each week. The aims of Core are to allow pupils to; face new challenges, accept responsibility, become more confident, help and encourage others.

Physical Education provides opportunities to grow:

- physically – to become strong, fit and healthy
- socially – to learn how to co-operate and get on with others
- emotionally – to give you confidence and a sense of achievement

It is important to set down early parameters to be able to make healthy lifestyle choices and as such we only ask pupils to come with appropriate kit and a positive attitude.

Examples of activities are:

athletics, aquatics, basketball, badminton, dance, fitness, football, hockey, rugby, softball, table-tennis, trampolining etc.

### Personal and Social Education – CORE

#### Course overview

All pupils will have 1 period per week in PSE and will build on experiences from S1, S2 and S3.

The work in S4 is closely linked to the ethos of the school, reflecting both our concerns for the individual young person and the importance placed on creating a caring and civilised environment.

Topics reflect the age of the year group and cover;

- Relationships and Sexual Health
- Substance Misuse
- Mental, Emotional and Social Wellbeing
- Planning for Choice and Change.

Where ever possible our partner agencies e.g. Community Police, EL Council, Skills Development Scotland are involved in the delivery of the programme.

Pupils assess their skills, knowledge, behaviour and with support of their teacher, set targets, track progress and organise study timetables to help them with progression in other subjects.

In addition the S4 pupils will also complete a work experience module 'Self in Work'. The satisfactory completion of the work placement and accompanying booklet and diary will result in SQA certification in this module.

FOR FURTHER INFORMATION PLEASE SEE THE HEALTH & WELLBEING PAGE OF THE SCHOOL WEBSITE



## Mathematics National 3 Lifeskills

### Recommended entry

Learners would normally be expected to have demonstrated the skills and knowledge required by the National 2 Lifeskills Mathematics course. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this course.

### Course Progression

If a pupil achieves pass at National 3 Lifeskills they can progress to National 4 Mathematics or National 4 Lifeskills Mathematics.

### Course overview

There are three units in the course:

#### Manage Money and Data

The general aim of this unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

#### Shape, Space and Measures

The general aim of this unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

#### Numeracy

The general aim of this unit is to develop the use of numerical skills to solve straightforward, real-life problems involving money/time/measurement.

This will also include interpretation of graphical data and situations involving probability. In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

### Assessment

There are three internal assessments, one for each of the three units and these internal assessments must be passed before the pupil can gain the course award.

### Homework

There is regular formal homework for this course. Pupils are expected to complete the homework exercises to the best of their ability. Homework exercises are on the school website.

### Cost

There is no cost for the course.

## Lifeskills Mathematics National 4



### **Recommended entry**

Pupils must have achieved a pass at National 3 Lifeskills Mathematics or equivalent.

### **Course Progression**

If a pupil achieves a pass in National 4 Lifeskills Mathematics progression is possible to Lifeskills National 5 Mathematics. The skills developed are related to a range of other subject areas.

### **Course overview**

There are 3 units in the course:

#### Managing Finance and Statistics

The general aim of this unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts. This includes using skills in budgeting as well as skills in organising and presenting data, to explain solutions and/or draw conclusions. The outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

#### Geometry and Measures

The general aim of this unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts. This includes using skills in interpreting and in using shape, space and measures to determine and explain solutions. The outcomes cover aspects of geometry and measurement in real-life situations requiring mathematical reasoning.

#### Numeracy

The general aim of this unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

### **Assessment**

There are three internal assessments linked to the three units.

These internal assessments must be passed before the pupil can be allowed to sit the added value unit. This is an internally assessed written examination.

### **Homework**

There is regular formal homework for this course. Pupils are expected to complete the homework exercises to the best of their ability. Homework exercises are on the school website.

### **Cost**

There is no cost for the course.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE



# Lifeskills Mathematics National 5



## Recommended entry

Pupils must have achieved a pass at National 4 Mathematics or National 4 Lifeskills Mathematics.

## Course Progression

If a pupil achieves a pass in N5 Lifeskills Maths progression is possible to National 5 Mathematics, Core Skills Numeracy (SCQF level 6) and further study, employment and/or training. The skills developed are related to a range of other subject areas.

**There is no progression to Higher Mathematics.**

## Course overview

There are three units in the course:

### Managing Finance and Statistics

The general aim of this unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions. The outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

### Geometry and Measures

The general aim of this unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems. The outcomes cover aspects of geometry and measurement in real-life situations requiring reasoning.

### Numeracy

The general aim of this unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

## Assessment

There is one externally assessed examination for this course.

There are three internal assessments linked to the three units. The course assessment is a written, externally assessed examination.

## Homework

Pupils are expected to regularly complete the homework exercises to the best of their ability.

## Cost

There is no cost for the course.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE

# Mathematics National 4



## Recommended entry

Learners would normally be expected to have demonstrated the skills and knowledge required by the National 3 Lifeskills Mathematics Course.

## Course Progression

If a pupil achieves a pass in National 4 Mathematics, they can progress into National 5 Mathematics or National 5 Lifeskills Mathematics.

## Course overview

There are three units in the course:

### Expressions and Formulae

The general aim of this unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The outcomes cover aspects of algebra, geometry, statistics and reasoning.

### Relationships

The general aim of this unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

### Numeracy

The general aim of this unit is to develop the use of numerical skills to solve straightforward, real-life problems involving money/time/measurement.

This will also include interpretation of graphical data and situations involving probability. In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

## Assessment

There are four internal assessments. These consist of assessment standards from across the three units. These internal assessments must be passed before the pupil can be allowed to sit the added value unit. This is an internally assessed written examination.

## Homework

There is regular formal homework for this course. Pupils are expected to complete the homework exercises to the best of their ability. Homework exercises are on the school website.

## Cost

There is no cost for this course.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE

# Mathematics National 5



## Recommended entry

Pupils must have achieved a pass at National 4 Mathematics.

## Course Progression

If a pupil achieves an A-D pass in National 5 Mathematics, they can progress into Higher Mathematics.

Pupils who achieve a C or a D pass may struggle with Higher and may be advised to study it over two years.

## Course overview

There are 3 units in the course:

### Expressions and Formulae

The general aim of this unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The outcomes cover aspects of number, algebra, geometry and reasoning.

### Relationships

The general aim of this unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

### Applications

The general aim of this unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real life contexts. The outcomes cover aspects of these skills and also skills in reasoning.

The content of each unit is designed to follow a pupil's level of achievement at National 4 Mathematics.

## Assessment

There is one externally assessed examination for this course.

Unit assessments for National 5 will be removed and will no longer be a requirement to achieve an overall course award. Course assessment will therefore be strengthened. The changes will be implemented for National 5 in the 2017/18 session.

## Homework

There is regular formal homework for this course. Pupils are expected to complete the homework exercises to the best of their ability. Homework exercises are on the school website.

## Cost

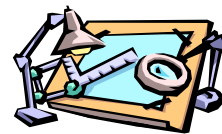
There is no cost for the course.

## Extra-curricular

The department encourages pupils to attend the various revision sessions that are offered.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE

## Design and Manufacture National 4



### Recommended entry

Pupils will have demonstrated progress through previous study.

### Course Progression

If a pupil achieves a pass in National 4 Design and Manufacture, they can progress to National 5 Design and Manufacture.

### Course overview

There are two units in the course:

#### Design

This unit covers the Product Design process from design problem through to final design solution. Building on from the experience pupils have of design work in S1 & S2, pupils will tackle design challenges, which will require them to compile a comprehensive design folio. This folio will include such aspects as identifying needs and creating a specification, researching information, idea generation and development, planning for manufacture and finally carrying out an effective evaluation of their product and other aspects of their work.

#### Materials and Manufacturing

This unit will focus on the practical aspect of turning design ideas into prototypes or fully crafted models. It will concentrate on developing an understanding of materials and the skills and manufacturing techniques required to construct products. Through this approach they will be able to construct ideas in solid materials and be able to evaluate, refine and resolve design & manufacturing solutions.

Students must pass all unit outcomes, by completing two Design and Manufacture projects; a lamp and a pewter casting project.

### Assessment

To pass National 4 students must also complete an Added Value Unit Assessment which is internally assessed. This will involve the design and manufacture of a shelving unit.

### Homework

There are regular formal theory homeworks for this course. These are an integral part of the course and must be completed to the best of a pupil's ability.

### Cost

There is £25 contribution towards the cost of materials.

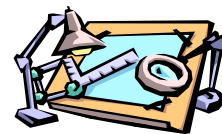
### Extra-curricular

Workshops and classrooms will be available at lunchtimes for the progression of work.

**Please Note: If appropriate to a pupils needs then National 3 course Design and Technology will be offered.**

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE

## Design and Manufacture National 5



### Recommended entry

Pupils will have demonstrated progress through previous study or have achieved a pass at National 4 Design and Manufacture.

### Course Progression

If a pupil achieves a pass in National 5 Design and Manufacture, they can progress to Higher Design and Manufacture.

Pupils who achieve a C or a D pass may struggle with Higher and may be advised to study it over two years.

### Course overview

There are two units in the course:

#### Design

This unit covers the Product Design process from design problem through to final design solution. Building on from the experience pupils have of design work in S1 & S2, pupils will tackle design challenges, which will require them to compile a comprehensive design folio. This folio will include such aspects as identifying needs and creating a specification, researching information, idea generation and development, planning for manufacture and finally carrying out an effective evaluation of their product and other aspects of their work.

#### Materials and Manufacturing

This unit will focus on the practical aspect of turning design ideas into prototypes or fully working product. It will concentrate on developing an understanding of materials and the skills and manufacturing techniques required to construct products. Through this approach they will be able to construct ideas in solid materials and be able to evaluate, refine and resolve design & manufacturing solutions.

Students must pass all unit outcomes, by completing two Design and Manufacture projects; a pewter casting project and a lamp.

### Assessment

In addition to the two units of work, to achieve National 5 students will complete a course assignment (60% of total grade) and an externally assessed written exam (40% of total grade). The assignment will involve the design and manufacture of a shelving unit.

### Homework

There are regular formal theory homeworks for this course. These are an integral part of the course and must be completed to the best of a pupil's ability.

### Cost

There is £25 contribution towards the cost of materials.

### Extra-curricular

Workshops and classrooms will be available at lunchtimes for the progression of work.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE

# Practical Woodworking National 4/5



## Recommended entry

Any pupils who are interested in a practical course working with wood, would be welcome to join this course.

## Course Progression

If a pupil achieves a pass in Practical Woodworking they may be able to progress to other subjects within the department.

## Course overview

There are three units in the course:

### Flat-frame Construction.

Focuses on developing skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery.

### Carcase Construction

Focuses on developing skills in making woodworking joints and assemblies commonly used in carcass construction.

### Machining and finishing.

Focuses on developing skills using common machine and power tools.

## Assessment

To achieve the National 4 course, learners must pass all of the required units, including the Added Value Unit. The Added Value Unit will allow learners to demonstrate the application of skills and knowledge they have developed during the Course. This will be internally assessed.

To achieve the National 5 course, learners must pass all of the required units and a Course assessment.

## Homework

This will consist mainly of the completion of a log book.

Pupils are expected to use lunchtimes to progress work.

## Cost

There is £25 contribution towards the cost of materials.

## Extra-curricular

Classrooms will be available at lunchtimes for the progression of work.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE

## Practical Craft Skills National 3



### **Recommended entry**

Any pupils who are interested in a practical course working with wood, would be welcome to join this course.

### **Course Progression**

If a pupil achieves a pass in Practical craft skills they may be able to progress to Practical Woodworking..

### **Course overview**

There are three units in the course:

#### Working with tools

Focuses on developing skills in the use of woodworking tools. Learners will develop skills in cutting, shaping, fixing and joining materials using a range of craft techniques.

#### Working with Materials

Focuses on developing knowledge and skills in using a range of common tools and equipment used in woodworking. Learners will also learn safe working practices in a practical craft workshop environment.

#### Making an Item.

Focuses on developing a range of practical skills using a range of basic tools and machines for woodworking. Learners will develop the skills to manufacture an item from wood following simple drawings

### **Assessment**

To achieve the National 3 course, learners must pass all of the required units.

### **Homework**

This will consist mainly of the completion of a log book.

Pupils are expected to use lunchtimes to progress work.

### **Cost**

There is £25 contribution towards the cost of materials.

### **Extra-curricular**

Classrooms will be available at lunchtimes for the progression of work.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE

## Computing Science National 3



### **Recommended entry**

Teachers will recommend an appropriate level of course based on some aspects of the Computing Science course which pupils studied previously.

### **Course Progression**

If a pupil achieves a pass in National 3 Computing Science, they can progress to National 4 Computing Science.

### **Course overview**

There are two units in the course.

#### 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.

### **Assessment**

There are two internal assessments. These consist of assessment standards from across the two units.

These internal assessments must be passed before the pupil can gain the course award.

### **Homework**

There is regular formal homework for this course. Pupils are expected to complete the homework exercises to the best of their ability.

### **Cost**

There is no cost for the course.

### **Extra-curricular**

There is a Games Club for S1-S3 and also a Girl's Computing Club.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE



# Computing Science National 4



## Recommended entry

Teachers will recommend an appropriate level of course based on some aspects of the Computing Science course which pupils studied previously.

## Course Progression

If a pupil achieves a pass in National 4 Computing Science, they can progress to National 5 Computing Science.

## Course overview

There are two units in the course.

### Software Development & Design (SDD)

The general aim of this unit is for the learner to develop knowledge, understanding and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop their programming and computational thinking skills by developing, implementing and testing practical solutions and explaining how these programs work. They will also develop an understanding of how data and instructions are stored in binary form, the basic architecture of a computer, and an awareness of different contemporary software development languages/ environments.

### Information Systems Design & Development (ISDD)

The general aim of this unit is for the learner to develop knowledge, understanding and practical problem-solving skills related to the design and development of information systems through a range of practical and investigative tasks. Learners will apply computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal and environmental issues related to one or more information systems.

## Assessment

There are two internal assessments. These consist of assessment standards from across the two units.

In the added value unit the learner will draw on, and extend the knowledge developed in the course through a project. This is assessed internally.

## Homework

There is regular formal homework for this course. Pupils are expected to complete the homework exercises to the best of their ability.

## Cost

There is no cost for the course.

## Extra-curricular

There is a Games Club for S1-S3 and also a Girl's Computing Club.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE

# Computing Science National 5



## Recommended entry

Pupils must have achieved a pass at National 4 Computing Science.

## Course Progression

If a pupil achieves an A-D pass in National 5 Computing Science, they can progress to Higher Computing Science.

Pupils who achieve a C or a D pass may struggle with Higher and may be advised to study it over two years.

## Course overview

There are two units in the course, and a course assignment.

### Software Development & Design (SDD)

The general aim of this unit is for the learner to develop knowledge, understanding and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop their programming and computational thinking skills by developing, implementing and testing practical solutions and explaining how these programs work. They will also develop an understanding of how data and instructions are stored in binary form, the basic architecture of a computer, and an awareness of different contemporary software development languages/ environments.

### Information Systems Design & Development (ISDD)

The general aim of this unit is for the learner to develop knowledge, understanding and practical problem-solving skills related to the design and development of information systems through a range of practical and investigative tasks. Learners will apply computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal and environmental issues related to one or more information systems.

### Coursework Assessment

At National 5 the course assignment is assessed internally and comprises 40% of the overall grade.

## Assessment

There is one externally assessed examination for this course.

There are two internal assessments. These consist of assessment standards from across the two units. These internal assessments must be passed before the pupil can be allowed to sit the external examinations.

## Homework

There is regular formal homework for this course. Pupils are expected to complete the homework exercises to the best of their ability.

## Cost

There is no cost for the course.

## Extra-curricular

There is a Games Club for S1-S3 and also a Girl's Computing Club.

FOR FURTHER INFORMATION PLEASE SEE THE NUMERACY AND TECHNOLOGIES PAGE OF THE SCHOOL WEBSITE



## Biology National 3, 4 and 5

### Recommended entry

The department will place pupils into an appropriate level of course based on their prior attainment.

### Course Progression

These courses can provide progression to other SQA qualifications in Biology, Chemistry, Physics and Environmental Science. They can also allow progression into further areas of study, employment and training.

### Course overview

The courses have three units sharing the same broad themes and unit titles but differ in the depth, challenge and content of the knowledge component and level of difficulty of the skills components. The three units each concentrate on a natural unit of study; the cell, the organism and the ecosystem.

**Cell Biology** – This unit examines the diversity of cells and their internal structure and function. It also explores the biological processes that occur within cells including cell division, photosynthesis, respiration and protein synthesis. It then develops this learning within the current contexts of contemporary biotechnologies.

**Multi-Cellular Organisms** – This unit focuses on the major processes that occur within organisms (physiology), on reproduction (sexual and asexual) and the inheritance of characteristics (genetics). These processes are studied in animals, plants and fungi. The unit finishes with an examination of human physiology – specifically the effects of lifestyle decisions on our health.

**Life on Earth** – The final unit takes an ecological approach and examines many current environmental issues within an informed scientific context. The loss of biodiversity is a major topic, as is energy flow in ecosystems, soil nutrition, agriculture, food security and other human impacts on the environment. There is also an examination of evolution and its role in promoting biodiversity.

### Assessment

Each course has three compulsory, internally assessed units. For each unit, pupils must successfully carry out both practical and written assessments. National 4 has an internally assessed Added Value Unit assessing scientific inquiry, investigation skills, analytical thinking and knowledge and understanding. National 5 has an “assignment”, which assesses scientific inquiry skills and related knowledge and understanding, and an exam; both of which are externally assessed.

### Homework

Pupils will be given homework by their teacher. This may include completion of notes and records of experiments, past paper question booklets and revision for assessments. Frequency: 1 hour per week.

### Cost

There is no cost for the course

### Extra-Curricular

There are revision clubs on for pupils at all levels. These take place both at lunchtime and after school. Pupils can arrange an appropriate time with their teacher.

## Chemistry National 3, 4 and 5



### Recommended entry

The department will place pupils into an appropriate level of course based on their prior attainment.

### Course Progression

These courses can provide progression to other SQA qualifications in Biology, Chemistry, Physics and Environmental Science. They can also allow progression into further areas of study, employment and training.

### Course overview

The courses have three units sharing the same broad themes and unit titles but differ in the depth, challenge and content of the knowledge component and level of difficulty of the skills components.

**Chemical Changes and Structures** - We will build on detailed chemical concepts and use these in analytical applications. We will develop skills and awareness of ethical and environmental issues in a local and international context.

**Nature's Chemistry** - We will build on the understanding of natural resources and associated products to gain knowledge and develop skills. We will apply these skills when considering ethical and environmental implications of the application of chemical knowledge to fuelling and feeding a modern society.

**Chemistry in Society** - You will be introduced to important chemical concepts and apply skills in areas such as the development and use of novel and new materials, including forms of energy generation. Pupils will be required to complete an Added Value unit which draws upon and extends skills they have learned from other units of work.

### Assessment

Each course has three compulsory, internally assessed units. For each unit, pupils must successfully carry out both practical and written assessments. National 4 has an internally assessed Added Value Unit assessing scientific inquiry, investigation skills, analytical thinking and knowledge and understanding. National 5 has an "assignment", which assesses scientific inquiry skills and related knowledge and understanding, and an Exam both of which are externally assessed.

### Homework

This may include completion of notes and writing up experiments carried out in class, answering questions, completing exam-style questions, revision and preparation for assessments. Frequency: 1 hour per week.

### Cost

There is no cost for the course

### Extra-Curricular

There are revision clubs on for pupils at all levels. These take place both at lunchtime and after school. Pupils can arrange an appropriate time with their teacher.

FOR FURTHER INFORMATION PLEASE SEE THE SCIENCES PAGE OF THE SCHOOL WEBSITE

## Environmental Science National 3, 4 and 5



### Recommended entry

The department will place pupils into an appropriate level of course based on their prior attainment.

### Course Progression

These courses can provide progression to other SQA qualifications in Biology, Chemistry, Physics, Geography and Environmental Science. They can also allow progression into further areas of study, employment and training.

### Course overview

The courses have three units sharing the same broad themes and unit titles but differ in the depth, challenge and content of the knowledge component and level of difficulty of the skills components.

**Living Environment** – Involves sampling and identifying living things from different habitats in order to compare their diversity. We will study the factors influencing the distribution of living things and why plants are vital to sustaining life on Earth.

**Earth's Resources** – We will focus on renewable energy sources including the benefits and potential problems. We will study the formation, characteristics and uses of minerals, common rocks and soils and the useful substances which can be extracted from natural resources.

**Sustainability** – Looks at the processes which may contribute to climate change, the possible impact of atmospheric change on the survival of living things and ways to manage the impact.

### Assessment

Each course has three compulsory, internally assessed units. For each unit, pupils must successfully carry out both practical and written assessments. National 4 has an internally assessed Added Value Unit assessing scientific inquiry, investigation skills, analytical thinking and knowledge and understanding. National 5 has an "assignment", which assesses scientific inquiry skills and related knowledge and understanding, and an Exam both of which are externally assessed.

### Homework

Pupils will be given homework by their teacher. This may include completion of notes and records of experiments, past paper question booklets and revision for assessments. Frequency: 1 hour per week.

### Cost

There is no cost for the course

### Extra-Curricular

There are revision clubs on for pupils at all levels. These take place both at lunchtime and after school. Pupils can arrange an appropriate time with their teacher.

FOR FURTHER INFORMATION PLEASE SEE THE SCIENCES PAGE OF THE SCHOOL WEBSITE



## Recommended entry

The department will place pupils into an appropriate level of course based on their prior attainment.

## Course Progression

These courses can provide progression to other SQA qualifications in Biology, Chemistry, Physics and Environmental Science. They can also allow progression into further areas of study, employment and training.

## Course overview

The courses have three units sharing the same broad themes and unit titles but differ in the depth, challenge and content of the knowledge component and level of difficulty of the skills components.

**Electricity and Energy** - We will focus on energy and energy transformation and introduce some electronic systems and components. Pupils will undertake a range of activities, including designing and building electrical and electronic circuits.

**Waves and Radiations** – We will focus on the use of electromagnetic waves and sound waves in medicine and communications and will explore issues surrounding electromagnetic and nuclear radiation.

**Dynamics and Space** – We will explore the relationships involving forces in transport and ideas relevant to the study of the universe, its exploration and what impact space exploration has had on society.

## Assessment

Each course has three compulsory, internally assessed units. For each unit, pupils must successfully carry out both practical and written assessments. National 4 has an internally assessed Added Value Unit assessing scientific inquiry, investigation skills, analytical thinking and knowledge and understanding. National 5 has an “assignment” which assesses scientific inquiry skills and related knowledge and understanding, and an Exam both of which are externally assessed.

## Homework

Pupils will be given homework by their teacher. This may include completion of notes and records of experiments, past paper question booklets and revision for assessments. Frequency: 1 hour per week.

## Cost

There is no cost for the course

## Extra-Curricular

There are revision clubs on for pupils at all levels. These take place both at lunchtime and after school. Pupils can arrange an appropriate time with their teacher.

## SOCIAL SUBJECTS FACULTY

### Administration and IT National 3/4

#### Recommended entry

The Department will place pupils into the appropriate level of course dependent on their prior attainment in the Department and other Social Subjects.

#### Course progression

Pupils can continue to study Administration and IT at National 5.

#### Course overview

The key purpose of the Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations.

There are 3 units in the course:

##### Administrative Practices

This unit will provide an overview of administration in the workplace, allowing candidates to carry out administrative tasks in the context of organizing and supporting small-scale events, according to a simple brief.

##### IT Solutions for Administrators

This unit will develop candidates' skills in the use of spreadsheets, databases and word processing in line with a given task.

##### Communication in Administration

Candidates completing this unit will develop their skills using technology to gather information and then communicate that information using multimedia, desktop publishing and electronic methods.

#### Assessment

There will be regular unit assessment tasks completed throughout the course.

For the Added Value Unit, candidates will organise and support a small-scale event to a given brief making use of current technologies and skills developed across the rest of the course.

#### Homework

Pupils will be given a short piece of homework regularly. This will be based on Past Paper Questions.

#### Cost

There is no cost for the course.

#### Careers

The Course opens up a range of progression routes to further and higher education, including other National Qualifications, National Certificates, National Progression Awards, National Qualification Group Awards, Scottish Vocational Qualifications, Higher National Certificates and Higher National Diplomas. It may also lead to employment and/or training in various industries.

FOR FURTHER INFORMATION PLEASE SEE THE SOCIAL SUBJECTS PAGE OF THE SCHOOL WEBSITE

## Administration and IT National 5

### Recommended entry

The Department will place pupils into the appropriate level of course dependent on their prior attainment in the Department and other Social Subjects.

### Course progression

Pupils can continue to study Administration and IT at Higher. The subject can also aid progression in Higher Economics and Higher Business Management.

### Course overview

The key purpose of the Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations.

There are 3 units in the course:

#### Administrative Practices

Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators.

#### IT Solutions for Administrators

Learners will select the following IT applications — word processing, spreadsheets, databases along with emerging technologies, and will use them to create and edit business documents.

#### Communication in Administration

Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose.

### Assessment

There will be regular unit assessment tasks completed throughout the course.

The Course Assessment for National 5 consists of an Assignment worth 100% of the Course Award.

The assignment will be conducted in 2 stages; stage one, preparing for the event and stage two, follow up tasks relating to the event.

### Homework

Pupils will be given a short piece of homework regularly. This will be based on Past Paper Questions.

### Cost

There is no cost for the course.

### Careers

The Course opens up a range of progression routes to further and higher education, including other National Qualifications, National Certificates, National Progression Awards, National Qualification Group Awards, Scottish Vocational Qualifications, Higher National Certificates and Higher National Diplomas. It may also lead to employment and/or training in various industries.

FOR FURTHER INFORMATION PLEASE SEE THE SOCIAL SUBJECTS PAGE OF THE SCHOOL WEBSITE



## Business Management National 3/4

### **Recommended entry**

The Department will place pupils into the appropriate level of course dependent on their prior attainment in the Department and other Social Subjects.

### **Course progression**

Pupils can continue to study Business Management at National 5.

### **Course overview**

The course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. The skills developed will support learners in becoming more confident, particularly regarding their own future education and place in the world of work.

There are 2 units in the course:

#### Business in Action

This includes how small businesses operate, how they satisfy customer needs and the key functional activities of small business including marketing, operations, human resources and finance.

#### Influences on Business

This unit will enable learners to gain an understanding of how stakeholders and other internal and external forces impact on the success of small businesses.

### **Assessment**

There will be a variety of assessments including summative topic assessments, Case Studies, and Presentations.

### **Homework**

Pupils will be given regular short pieces of homework. These will be based on Past Paper Questions.

### **Cost**

There is no cost for the course.

### **Careers**

Accountant, Banking, Business Advisor, Business Analyst, Events, Economist, Entrepreneur, Finance, Human Resources, Management, Manufacturing, Recruitment, Training, Sales, Promotions, Purchasing, Quality Assurance, PR.

## Business Management National 5

### Recommended entry

The Department will place pupils into the appropriate level of course dependent on their prior attainment in the Department and other Social Subjects.

### Course progression

Pupils can continue to study Business Management at Higher and Advanced Higher. The subject can also aid progression in Higher Economics and Higher Administration.

### Course overview

The course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. The skills developed will support learners in becoming more confident, particularly regarding their own future education and place in the world of work.

There are 3 units in the course:

#### Understanding Business

This unit covers the key objectives and activities of small and medium-sized business organisations; as well as factors that impact on the activities of these organisations.

#### Management of People and Finance

This unit will cover recruitment and selection, training, motivation, legislation and employment relations. It also includes sources of finance, final accounts, job costing and budgeting.

#### Management of Marketing and Operations

This unit will cover market research, the product lifecycle and the marketing mix. It will also cover choice of supplier, methods of production, stocking, and ensuring high quality.

### Assessment

There will be a variety of assessments including summative topic assessments, Case Studies, and Presentations.

### Homework

Pupils will be given regular short pieces of homework. These will be based on Past Paper Questions.

### Cost

There is no cost for the course.

### Careers

Accountant, Banking, Business Advisor, Business Analyst, Events, Economist, Entrepreneur, Finance, Human Resources, Management, Manufacturing, Recruitment, Training, Sales, Promotions, Purchasing, Quality Assurance, PR.

FOR FURTHER INFORMATION PLEASE SEE THE SOCIAL SUBJECTS PAGE OF THE SCHOOL WEBSITE

## Geography National 3/4/5

### Recommended entry

The Department will place pupils into the appropriate level of course dependent on their prior attainment in the Department and other Social Subjects.

### Course progression

Pupils can continue to study Geography at Higher and Advanced Higher. The subject can also aid progression in Higher History and Higher Modern Studies.

### Course overview

There are 3 units in the course:

#### Physical Environments

Learners will develop knowledge and understanding of the processes and interactions at work within the physical environment. Key topics will include location of landscape type; formation of key landscape features; land use management and sustainability; and weather.

#### Human Environments

Learners will develop knowledge and understanding of the processes and interactions at work within the human environment. Key topics will include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

#### Global Issues

Learners will develop knowledge and understanding of significant global geographical issues. Key topics will include: climate change and sustainability; the impact of world climates; environmental hazards; trade and globalization; and development and health.

### Assessment

#### **N3**

Pupils have to obtain all the outcomes in order to pass the course.

#### **N4**

Pupils have to obtain all the outcomes and complete an Added Value Unit, which is internally assessed to pass the course.

#### **N5**

Pupils have to obtain all the outcomes in order to sit the examination. Pupils also need to complete an assignment, and examination which are both externally assessed.

### Homework

Pupils will be given homework and past paper questions throughout the course on the three different units.

As well as the fieldwork day into Haddington, N4 and N5 pupils will be expected to carry out extra work at home towards their added value unit and assignment.

### Cost

There is no cost for the course.

### Careers

Geography is a unique discipline as it draws upon the social and natural sciences. It is therefore accepted as both a social science and a natural science for university entrance giving it a flexibility which does not extend to other subjects. Geographers are employed in a diverse range of jobs including local government, tourism, civil aviation, the military, engineering, business and commerce, environmental protection, energy and renewables, and the civil service.

FOR FURTHER INFORMATION PLEASE SEE THE SOCIAL SUBJECTS PAGE OF THE SCHOOL WEBSITE

## History National 3/4/5

### Recommended entry

The Department will place pupils into the appropriate level of course dependent on their prior attainment in the Department and other Social Subjects.

### Course progression

Pupils can continue to study History at Higher and Advanced Higher. The subject can also aid progression in Higher Geography and Higher Modern Studies.

### Course overview

There are 3 units in the course:

#### Historical Study: Scottish – Mary Queen of Scots and the Reformation

This Unit develops techniques for interpreting and evaluating a range of primary and secondary sources. Pupils will investigate the causes and impact of the Scottish Reformation. Pupils will also investigate the role played by Mary, Queen of Scots and the impact of her reign on Scotland and Britain.

#### Historical Study: British – Changing Britain 1760-1900

This unit develops techniques to explain and present information and draw conclusions about important historical themes and events. Pupils will study the massive social, political, technological and economic changes that took place from the late 18th to the early 19th centuries and contributed to Britain's position as the 'Workshop of the World'.

#### Historical Study: European and World – The Rise of Evil

This unit develops techniques to compare differing historical viewpoints taking into account their content and context. Pupils will look at the failure of the League of Nations to establish trust amongst nations after World War One and how this contributed to the rise of Adolf Hitler and the Nazi Party in Germany. In addition they will study life in Nazi Germany for the young, for women and for the Jewish community.

### Assessment

**National 3** Learners will be required to complete Unit Assessments for all 3 units.

**National 4** Learners will be required to complete Unit Assessments for all 3 units alongside an Added Value Unit which will focus on Research skills. These will be marked internally.

**National 5** In addition to the internal Unit Assessments learners will complete an Assignment and an Examination. Both are externally marked by the SQA.

### Homework

Type: completion of notes, past paper practice questions, essay writing, revision, preparation for assessment and individual research activities.  
Frequency: averaging 1 hour a week.

### Cost

There is no cost for the course.

### Careers

History promotes an individual's ability to assess the usefulness of information, explore an issue from a number of perspectives and reach well-defended conclusions. These skills fit into a wide range of careers where strong literacy and communication skills are valued, including law, teaching, journalism, media, marketing and politics to name but a few.

## Modern Studies National 3/4/5

### Recommended entry

The Department will place pupils into the appropriate level of course dependent on their prior attainment in the Department and other Social Subjects.

### Course progression

Pupils can continue to study Modern Studies at Higher and Advanced Higher.

### Course overview

There are 3 units in the course:

#### Democracy in Scotland and the United Kingdom

Learners will develop a knowledge and understanding of the UK's political structure including the place of Scotland within this structure.

#### Social Issues in the United Kingdom

Learners have a choice of social issues within Scotland and the UK. Contexts for study will focus on crime and the law.

#### International Issues

Learners will develop a knowledge and understanding of a contemporary society and will focus upon recent socio/economic issues within this major world power and a study of its political system.

### Assessment

Learners will be required to complete Unit Assessments for all 3 units alongside an Added Value Unit which will focus on Research skills. These will be marked internally.

Additionally at National 5 level learners will complete an Assignment and an Examination. Both are externally marked by the SQA.

### Homework

Type: completion of notes and independent research. Past paper questions. Revision and preparation for assessment.  
Frequency: 1 hour per week

### Cost

There is no cost for the course.

### Careers

Modern Studies courses lead to many careers including those in the following areas: Arts, Political Sciences; Sociology; Journalism; Criminology; Police Force.

FOR FURTHER INFORMATION PLEASE SEE THE SOCIAL SUBJECTS PAGE OF THE SCHOOL WEBSITE

## Religious Moral and Philosophical Studies (RMPS) National 3/4/5

### Recommended entry

The Department will place pupils into the appropriate level of course dependent on their prior attainment in the Department and other Social Subjects.

### Course progression

Pupils can continue to study RMPS at Higher and Advanced Higher. The subject can also aid progression in other Social Subjects.

### Course overview

There are 3 units in the course:

#### World Religion

This involves the study of the beliefs, values, practices and traditions of one of the major world religions. At Knox we focus on Hinduism or Islam. The study of Hinduism includes their beliefs about God, the purpose and meaning of life and life after death. Islam is the second largest religion in the world and our study focuses on the human condition, the nature of God, beliefs about life after death and The Five Pillars which are the foundation of the Islamic faith.

#### Morality & Belief

In this unit you will explore contemporary moral issues, e.g. capital punishment, abortion or sexual ethics. You will find out the facts about these moral issues, understand different viewpoints and develop your own opinions.

#### Religious and Philosophical Questions (National 3, National 4 and National 5)

This unit involves exploring significant religious beliefs and issues, e.g. arguments against and for the existence of God as well as investigating the origins of life and the universe and the responses of science or philosophy to these questions.

### Assessment

Pupils in N4 and N5 are required to complete a project/assignment on a moral issue of their choice; these can be on a wide range of topics including Euthanasia, Abortion, Animal rights, Capital Punishment and Just War Theory.

National 4 RMPS is internally assessed by staff.

National 5 RMPS is assessed by the SQA through a question paper and the pupil assignment.

Pupils also need to complete an internal assessment on each of the 3 main areas of study.

### Homework

You will be expected to complete notes at home and carry out independent research for your project/assignment.

Set homework will also be issued on a regular basis.

Frequency: 1 hour per week

### Cost

There is no cost for the course.

### Careers

RMPS courses lead to many careers including those in the following areas: Arts, Social Sciences, Religion, Medicine, Nursing, Caring Professions, e.g. Counselling, Law, Teaching, Charities/Non-Governmental Organisations and the Police Force.

FOR FURTHER INFORMATION PLEASE SEE THE SOCIAL SUBJECTS PAGE OF THE SCHOOL WEBSITE

## Core RME

Core RME is at the heart of the curriculum as one of the 4 contexts for learning. The skills we develop in this subject are incredibly beneficial to successful learning across the school. There is a statutory requirement for all pupils in Scotland to attend RME. The purpose of this subject is to examine 'ultimate questions' and to practise skills in literacy, critical thinking, higher order thinking, discussion and reflection. This should enable pupils to deepen their understanding of the world in which we live. Scotland is a diverse nation whose people hold a wide range of beliefs. Religious and Moral Education enables children and young people to explore the world's major religions and to develop their own beliefs and values. In S4 RME pupils cover a wide range of topics including Alternative Beliefs, Human Rights and Hinduism.

Contact Mr R Flood for further details.

# Literacy and Numeracy



## Literacy

The general aim of this unit is to develop the learners' reading, writing, listening, and talking skills in a variety of forms relevant for learning, life and work.

Our ability to understand and use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

Developing skills in reading, listening, writing, and talking allows learners to engage fully in learning and to access the wider world. Learners will develop the ability to understand and respond to ideas and information presented orally and in writing. Learners will also develop the ability to communicate ideas and information orally and in writing. Learners who complete this Unit will be able to:

- 1 Read, understand and respond to straightforward word-based texts
- 2 Listen, understand and respond to straightforward spoken communication
- 3 Write to communicate straightforward ideas and information in formal continuous prose which is mostly technically accurate
- 4 Talk to communicate straightforward ideas and information

These elements will be assessed in the school as part of class work.

## Numeracy



### Course overview

The general aim of this unit is to develop learners' numerical and information handling skills to solve given, real-life problems involving number, money, time and measurement. At this level, real-life problems will be straightforward and set in familiar contexts to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use and how to apply those skills to an appropriate level of accuracy. Learners will then use

their solutions to make and explain their decisions. Learners who complete this unit will be able to:

Use numerical skills to solve given, straightforward real-life problems involving money/time/measurement  
Interpret graphical data and situations involving probability to solve given, straightforward real-life problems involving money/time/measurement

### Assessment

These elements will be assessed in the school as part of class work.



## Pre Vocational Courses

There will be the opportunity to study pre-vocational courses. These usually run one day a week.

Details of courses for 2017/2018 can be found on the school website and by following the link below:

[http://www.eastlothian.gov.uk/downloads/download/1914/skills\\_centre\\_prospectus](http://www.eastlothian.gov.uk/downloads/download/1914/skills_centre_prospectus)

Please tick the box on the Course Choice form if you are interested and/or speak to your Guidance teacher.

## Part Time College Courses

There will be the opportunity to study part-time college courses. These usually run one day a week.

Details of courses for 2017/2018 can be found on the school website and by following the link below:

<http://www.edinburghcollege.ac.uk/>

Please tick the box on the Course Choice form if you are interested and/or speak to your Guidance teacher.

## Work Experience

For pupils thinking of leaving school at the end of S4, there may be the opportunity for Work Experience placements during S4.

Please tick the box on the Course Choice form if you are interested and/or speak to your Guidance teacher.

## Enterprise and Employability

The SQA National Progression Award (NPA) in Enterprise and Employability equips candidates with relevant and transferable skills which can be used in any employment setting, including self-employment.

This NPA may appeal to a wide range of candidates including:

- pupils planning to leave at the end of S4 or winter of S5
- anyone looking to improve their employability and entrepreneurial skills
- trainees of national programmes, preparing them to enter the workforce such as Get Ready for Work and Training for Work programmes

There will be a range of short courses which will build towards the Personal Development Award. Pupils will be involved in the planning of the courses, which will be heavily weighted towards practical projects and group working.

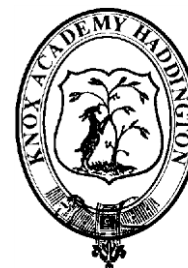
## Volunteering

The Award in Volunteering Skills provides formal SQA recognition of volunteering activity. Through participation in volunteering activities, candidates will develop a range of skills and personal development experiences which will help to prepare them for responsibility, further education and employment.

Candidates learn about the context of volunteering; plan a volunteering placement; review and reflect on their own skills and volunteering experience; and complete an investigative project.

# Knox Academy S4 Course Choice

# SAMPLE



PUPIL NAME.....

CLASS.....

### Subject Options

Listed below are the subjects you will choose from to complete your S4 timetable.

**English and Maths are compulsory for all students**, and have been pre-selected for you.

Please select **five further subjects** and write them down in **ranked order** in the box on the right of the page, plus a reserve. Please **pick your reserve carefully** as there is a chance you will be coursed in to this subject if one of your five choices doesn't run, or can't be timetabled with your other choices.

|  |
|--|
| Administration and IT                      |
| Art and Design                             |
| Biology                                    |
| Business Management                        |
| Chemistry                                  |
| Computing Science                          |
| Design and Manufacture                     |
| Drama                                      |
| Environmental Science                      |
| French                                     |
| Geography                                  |
| History                                    |
| Modern Studies                             |
| Music                                      |
| Physical Education                         |
| Physics                                    |
| Practical Woodworking/ Craft Skills        |
| Religious, Moral and Philosophical Studies |



|             |
|-------------|
| English     |
| Mathematics |
| 1.          |
| 2.          |
| 3.          |
| 4.          |
| 5.          |
| RESERVE 1:  |

|                            |
|----------------------------|
| <b>CAREER ASPIRATIONS:</b> |
|                            |

I am interested in finding out more about (please tick):

- College Courses
- Work Experience
- Pre-vocational courses
- The Academies Programme
- The Prince's Trust Programme
- The Bicycle Maintenance Programme

|   |
|---|
| <p><b>CAREERS INTERVIEW</b> <input type="checkbox"/></p> <p>Your Guidance teacher will tick the box above if they think you should have a meeting with the Careers Adviser prior to finalising your choices.</p> <p>SDS Confirmation.....</p> |
|---|

Pupil Signature..... Date.....

Parent Signature..... Date.....