

Glen Urquhart High School



# Choices

21/22

**Senior Phase Options Booklet**

# Foreword

**Dear Parent/Guardian,**

Please read through this booklet carefully to have a full understanding of the next stage of your child's school education. The Senior Phase is where students gather the qualifications they will need for future educational or employment aspirations. The Senior Phase is also when we will expect students to take on more responsibility and we will offer them opportunities to take on further, more demanding, leadership roles.

In an ever changing world, Employers and Further and Higher Education Institutes expect our young people not only to have an extensive qualifications portfolio but also to have gained valuable skills and experiences outwith their academic lessons. To this end we are continually developing opportunities for our young people to become confident individuals, effective contributors, responsible citizens and successful learners. During session 2021/22 Fifth and Sixth year students will undertake compulsory lessons in Practical Cookery and Financial Education. They will also be able to choose three electives from the electives offered - Additional PE, Beauty Therapy, Computer Coding, Creative Sewing, Digital Photography and Hairdressing. However, if you chose Digital Photography or Computer Coding last session you cannot choose them next session.

Over the next few weeks your child will choose subjects from our Senior Phase Option Form. In many cases they will be following courses which lead to our National Qualifications.

Classes in our Senior Phase will comprise of students from Fourth, Fifth and Sixth year. This allows us to offer an extensive range of courses from Nationals 1 to 5, CfE Highers and CfE Advanced Highers. When possible we also offer a number of National 4 or 5 Skills for Work courses which will be partially delivered by our local partners and make use of courses delivered by UHI, both face to face and virtually. These include Foundation Apprenticeships and Degree Modules as well as SQA Courses. Our Senior Phase will afford us the opportunity to better meet the needs of all our young people.

Session 2021/22 also sees us offer a range of online Highers supported by The Highland Virtual Academy. Online Highers and Advanced Highers will only be offered to S5 and S6 students who have previously displayed the necessary commitment required to gain qualifications delivered in this manner.

Please consider the information offered in this booklet very carefully.

**Joan Nelson**

**Head Teacher**

# Our Aims for You

During your fourth, fifth and sixth year at school, we aim to help you;

- to progress in subjects which you have already studied up to National 4, National 5 level and Higher Grade, as well as to begin the study of other subjects
- to become clearer about your interests, aptitudes and career aspirations
- to develop subject specialist skills, depending on your career aspirations, through as broad a choice of subjects and levels as we can offer
- to help you to develop skills in literacy, numeracy and health and wellbeing which should be considered when making your choices
- to develop an ability to think critically, to plan and organise work and carry it through to completion, to judge the quality of your work and identify ways of improving it
- to develop increasing independence and responsibility
- to develop certain personal qualities, namely: -
  - a respect for yourself and for others
  - a sense of responsibility towards others and to your environment
  - a commitment to learning
  - a sense of belonging to and a willingness to participate in the life of the school and its community

Your Guidance Teacher provides support by helping you to identify your interests, strengths, needs and career aspirations. They will help you choose appropriate courses and levels by considering your attainment last session.

By providing the range of courses and levels we offer, we expect you to accept that you have certain responsibilities relating to yourself, your relationship with others and to the life of the school.

On the next page is a statement of what our expectations of you are in respect of these responsibilities.

# Our Expectations of Senior Pupils

If you are to benefit from the opportunities which we offer you, you must be prepared to accept that you have responsibilities in order to be able to learn effectively.

## We expect you

- to have high, but realistic, expectations of what you will achieve in your courses. We want you to set yourselves challenging, but attainable, targets and not to be satisfied with doing just enough to get by
- to give a commitment to prepare for and attend classes, to contribute fully, to think about your performance, to ask for help as required and to use feedback from teachers about homework and tests constructively in order to improve
- to complete all required work to the best of your ability
- to persevere to achieve your goals
- to take more responsibility for your own studies, making use of opportunities for Private Study and the Library
- to give a commitment to behave appropriately and considerately within and outwith the school and to consider how you can contribute to enhancing the quality of the life of the school
- to set an example to younger pupils by wearing school dress and in your behaviour around the school
- to give a commitment to establish and maintain good relationships with other pupils and staff and to do what you can to create an environment which encourages a willingness to learn among pupils

# Senior Pupil Responsibilities

Senior students are expected to participate in a range of experiences both curricular and extra curricular. Our school and its senior students enter into an agreement at the start of the senior phase. The following outlines our senior phase expectations.

## Attendance

All S4 and S5 students must have a full timetable. In S6, study periods may be allowed by negotiation with the Guidance and Senior Management Teams. Parents are asked to contact the school before 8.40am to inform of pupil absence and reason. The school office will contact parents of absent pupils where we have not been informed; this confirms that parents are aware of the absence. Students who do not attend classes regularly can quickly fall behind with their work and this will seriously affect their chances of success in the SQA examinations. **Such students may not be presented for the final examination in May and, if applicable, may be asked to leave school.** Students are expected to be in attendance at all times throughout the school day.

Students will be expected to take on greater responsibility throughout their senior years at Glen Urquhart High School. Senior school students will be expected to contribute to school life and organisation in the following ways:

## General Duties

Being a role model to younger pupils.

Welcoming and escorting visitors around the school.

## Special Duties

- Contributing to School Assemblies
- Assisting in the Library/Learning Centre
- Helping to organise School Services
- Contributing to School Events
- Publicising School and local Events via notice boards, Facebook
- Helping younger pupils with their work, paired-reading, etc.
- Taking part in the "Buddy System" with younger pupils
- Serving as School Bus Monitors
- Being involved in School Clubs and Societies
- Helping to develop new Community Links and Services, etc.
- Organising Social Events
- Acting as Sports Coaches and Event helpers
- Representing the School at Youth and Education Events

## Senior Pupil Responsibilities continued

Additional responsibilities of the kinds detailed on the previous page take up a small proportion of the school week, perhaps some lunchtimes or 1 to 2 periods per week and, as such, should not interfere with any student's academic pursuits. Such responsibilities will, of course, contribute richly and rewardingly to school life at Glen Urquhart High School and are usually regarded highly in employer or Further Education / UCAS references.

	<b>S5 Student</b>	<b>S6 Student</b>
<b>Senior Pupils' Agreement</b>	Agreed to before return to School in June 2021.	Agreed to before return to School in June 2021.
<b>Attendance</b>	Full attendance at all times. Explanation for all absences required.	Full Attendance at all classes. Explanation for all absences required. Please inform office staff if you are attending a University Open Day. Signing out may be earned after October.
<b>Options</b>	Must have a full, viable and worthwhile timetable of subjects.	Any study requests will be considered on an individual basis – normally 4 subjects expected.
<b>Signing Out of School</b>	None other than pressing necessity or medical appointment. <b>n.b.</b> either notification by parent or appointment card/letter must be shown to office staff on signing out.	None other than pressing necessity or medical appointment. <b>n.b.</b> either notification by parent or appointment card/letter must be shown to office staff on signing out.
<b>Study Areas</b>	Only in-subject study provided.	Study venues to be agreed with subject teacher who will add names to class register for relevant period.
<b>Duties</b>	Normal contribution to school life.	Responsibilities agreed/ formalised.

## Facilities for Private Study in S6

The main areas set aside for Private Study in the High School is the school canteen area. S6 pupils may be allowed some flexible use of study time but only in negotiation with the Head Teacher. Subject bases can only be used if an Advanced Higher or virtual Higher is being followed in that subject and there is prior agreement with the Principal Teacher.

# Guidance on making Subject Choices

Making your subject choices is likely to be the first big decision you will make at school. It might sound scary, but it is exciting too as you are in charge!

The My World of Work choices tool can help you make the decision by exploring where your subject choices can take you.

<https://www.myworldofwork.co.uk/my-career-options/where-can-subject-choices-take-you>

The courses available to Senior pupils are outlined in this booklet to assist you in making your own choices for session 2021/2022. You should discuss your subject choices with your Guidance teacher.

## The following advice will help you;

- If you have a clear idea of your career aspirations, you should check which subjects you must study for, particular courses leading to careers or for going straight into a particular career. These will then determine to a large extent which subjects are followed in S4, S5 and S6
- If you are unsure what you want to do when you leave school, you should keep all your options open and select subjects which will give breadth to your curriculum. You are advised to choose a programme of subjects in which you are likely to achieve success at the highest level
- If you are experiencing difficulty in deciding which subjects to choose, your Guidance teacher will be able to advise you. At each stage of your education when you are considering subject options, you should keep in mind the principle of progression upwards throughout the levels of awards and choose subjects which lead to certification at a higher level than those which you have previously achieved
- To decide whether the best way in which to progress your learning is to continue at school for a further year or whether college courses will offer you a more appropriate progression route
- You should consult the recommended entry levels for the Higher level course of study in each of the subjects which you are considering. These recommended entry levels are identified by the Principal Teacher of each subject, based on professional judgement and experience of what is required to achieve success at that level.

## Advanced Highers

A number of these are offered on a yearly basis using the Highland Virtual Academy for online delivery. Some Advanced Highers are delivered in school and practical subjects are supported in school. If you wish to complete an Advanced Higher please consult the Principal Teacher of the subject to discuss the mode of delivery and the suitability for you.

# Careers Information

Louise Oliver, from Skills Development Scotland, who visits the High School can be contacted out with school on 01397 536301.

Guidance/Support Staff deal with all senior pupils, arranging College and University Application Forms, Careers Interviews, Careers Speaker Visits, etc.

Useful books to consult for information about careers and further education courses are located in the Library or can be obtained from Guidance/Support Staff. Some important resources are listed below:-

- **UCAS Website (about applying to University).**
- **Individual University and College Prospectuses.**
- **PlanIT database – [www.planitplus.net](http://www.planitplus.net).**
- **Careers Information Website - [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk).**
- **CoSHEP (Committee of Scottish Higher Education Principals) **University Entrance Guide.****
- **Skills Development Scotland – [www.skillsdevelopmentScotland.co.uk](http://www.skillsdevelopmentScotland.co.uk).**

You are strongly advised to keep in close contact with Guidance/Support Staff, informing them of your intentions, requests for Careers Interviews, College visits, etc.



# What Are The Qualifications?

This table shows the qualifications.

SCQF Level	National Qualifications		Other Qualifications	Apprenticeships and SVQ'S
1	National 1			
2	National 2	NPA		
3	National 3	NPA		
4	National 4	NPA		SVQ
5	National 5	NPA		Modern Apprenticeship
6	Higher	NPA		Modern and Foundation Apprenticeship
7	Advanced Higher	NPA	HNC	Modern Apprenticeship
8			HND	
9			Degree	Graduate Apprenticeship

NPA = National Progression Award;  
HNC = Higher National Certificate  
HND = Higher National Diploma

In many subject areas there will be multi-level courses. This enables pupils to continue their studies at a level appropriate to their needs.

## Course Choice

Students will be able to take a mix of subjects at different levels. All courses are designed to enable students to progress from one level to the next; the level which students are examined at will be determined by the course they have worked at throughout the year.

## Units, Courses, Assessments and Exams

Each course is made up of units of study. Courses up to and including National 4 are internally assessed. At National 5 and above students will take an external examination provided that sufficient evidence of the appropriate level of performance is available.

Free standing units are available for each subject. Courses completed over two years may include free standing units.



# Course

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# Art & Design



National 5

## Course Rationale

In the expressive arts the majority of activities will involve creating and presenting through a combination of practical and experimental work. Evaluating and appreciating will be used to enhance enjoyment and understanding. Pupils will develop their skills in a wide variety of media, from drawing and painting to 3-D construction and printmaking.

## Course Aims

The course aims to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- develop critical knowledge and understanding of a range of art and design practice
- plan, develop, produce and present creative art and design work
- understand the impact of external factors on artists and designers and their work
- develop creativity, problem solving, critical thinking and reflective practice skills

## Course Assessment

A portfolio of work (200 marks)  
A question paper (50 marks)

## Skills, Knowledge and Understanding covered in this Course

- producing analytical drawings and related investigative studies in response to stimuli
- using visual elements expressively, showing a clear understanding of the subject matter
- producing focused investigative visual and market research for a design activity
- skills in using a range of art and design materials, techniques and/or technology creatively
- developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- describing how artists and designers use materials, techniques and/or technology in their work
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using a range of problem solving, planning and evaluation skills within the creative process

## Progression

This Course or its components may provide progression to:

- Higher Art and Design

**Further details can be obtained from Miss Gordon.**

# Art & Design



## Course Aims

Art and Design features in many aspects of our everyday lives, from the advertising posters we see on our streets to the special effects we see in films. Almost everything we see or touch has been designed to be visually attractive including: mobile phones, clothes, cars, buildings and websites.

The main purpose of this course is to provide opportunities for learners to be inspired and challenged by exploring how they can visually represent their personal thoughts and ideas. Learners will develop their appreciation of art and design work when analysing the external factors influencing art and design practice and practitioners. Learners will also develop and produce creative, original expressive and design work.

Learners will visually explore and develop their thoughts and ideas before exploring how they can best use selected art and design media, equipment and techniques for creative and expressive impact. They will develop their creative problem solving skills and will be encouraged to explore the imaginative use of technologies when developing and producing their art and design work.

## Course Assessment

A portfolio of work (200 marks)

A question paper (60 marks)

## Skills, Knowledge and Understanding covered in this Course

- producing analytical drawings and investigative studies in response to stimuli
- using visual elements expressively, showing clear understanding of the subject matter
- producing focused investigative studies and market research for a complex design activity
- skills in using a range of art and design materials, techniques and/or technology, creatively and expressively
- developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats
- using a range of complex problem solving, planning and self-evaluation skills within the creative process

## Careers in Art & Design

Architecture, Interior Design, Fashion and Textiles, Communications and Media, 3D design, Graphics, Multimedia or Games design, Teaching and Photography.

**Further details can be obtained from Miss Gordon.**

# Biology



## National 5

### Course Rationale

Biology, the study of living organisms, plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology courses should encourage development of skills and resourcefulness which lead to becoming a confident individual. Successful candidates in biology think creatively, analyse and solve problems. Studying relevant areas of biology such as health, environment and sustainability produces responsible citizens.

### Course Units

Unit 1 - Cell Biology

Unit 2 - Multicellular Organisms

Unit 3 - Life on Earth

### Course Assessment

The National 5 course assessment has two components:

A question paper (100 marks)

An assignment (20 marks)

Where a candidate is working towards a National 4 award it will be assessed by end of unit assessments and completion of an assignment.

### Skills, knowledge and understanding covered in this course

- develop and apply knowledge and understanding of biology
- develop an understanding of the impact of biology on everyday life
- develop an understanding of biology's role in scientific issues and relevant applications of biology, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a biology context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a biology context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in biology
- develop skills of independent working

### Progression

This Course or its Units may provide progression to:

- Higher Biology

**Further details can be obtained from Mrs Angus.**

# Biology



Higher

## Course Rationale

The Higher Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems. The course uses an experimental and investigative approach to develop knowledge and understanding of concepts in biology.

## Course Units

Unit 1 - Biology: DNA and the Genome

Unit 2 - Biology: Metabolism and Survival

Unit 3 - Biology: Sustainability and Interdependence

## Course Assessment

This course has three components:

Question paper 1, multiple choice (25 marks)

Question paper 2 (95 marks)

An Assignment (20 marks) scaled to 30 marks

## Skills, Knowledge and Understanding covered in this course

- develop and apply knowledge and understanding of biology
- develop an understanding of biology's role in scientific issues and relevant applications of biology, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a biology context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a biology context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in biology
- develop skills of independent working

## Careers in Biology

Ecology, Nursing, Teaching, Brewing, Forensics, Radiography, Food Science, Laboratory Work, Environmental Science, Occupational Therapy, Veterinary Work, Medicine, Biotechnology, Pharmaceuticals and Research Scientist.

**Further details can be obtained from Mrs Angus.**

# Business with Enterprise



## National 3 & 4

### Course Rationale

This Business (with Enterprise) course aims to educate and inspire young people about the role and importance of business in society. Entrepreneurial activities will enable creative thinking, resourcefulness and team work as well as helping pupils to develop financial literacy, communication, leadership, project management and networking skills.

### Course Aims

Both the National 3 and 4 Business courses aim to enable learners to develop:

- knowledge and understanding of business concepts in a range of contexts
- awareness of the processes and procedures businesses use to ensure customers' needs are met
- enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- financial awareness through a business context
- an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

### Course Units

Unit 1 – Business in Action

Unit 2 – Influences on Business

Unit 3 – Added Value Unit (National 4 only)

### Additional Awards

In addition to achieving either the National 3 or National 4 Business qualification, learners will have the opportunity to gain additional awards in Enterprise and/or Employability skills either through SQA or through the 'Developing Young Workforce' initiative during the year.

### Progression

This Course or its components may provide progression to:

- National 5 Business Management

**Further details can be obtained from Miss Weir.**

# Business Management



National 5

## Course Rationale

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role. These courses are an introduction to the world of business by highlighting the ways in which small and medium size organisations operate and the steps they take to achieve their goals. A combination of practical and theoretical aspects of business is learned through the use of real-life business contexts.

## Course Aims

The National 5 Business Management Course aims to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations manage their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

## Course Units

Unit 1 – Understanding Business.

Unit 2 – Management of Marketing and Operations.

Unit 3 – Management of People and Finance.

## Course Assessment

An externally assessed question paper (90 marks)

A coursework assignment (30 marks)

## Skills, Knowledge and Understanding covered in this Course

- knowledge and understanding of the impact of business activities on society
- decision making - by applying the ideas of ethical and effective business decisions to solve business related problems
- communicating business ideas, opinions and information relating to the effects of internal and external factors on business activity
- knowledge and understanding of how entrepreneurial attributes can help in business development
- understanding how to enhance employability skills
- interpreting business financial data to ensure effective financial management
- analysing the effectiveness of a limited range of marketing activities to enhance customer satisfaction
- evaluating production techniques and a knowledge of existing and emerging technologies in business

## Progression

This Course or its components may provide progression to:

- Higher Business Management

**Further details can be obtained from Miss Weir.**



# Business Management



## Course Aims

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role. Learning Business Management gives you the skills, knowledge and understanding needed to understand contemporary business. You will gain an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

This course aims to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This is achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

## Course Units

Unit 1 – Understanding Business.

Unit 2 – Management of Marketing and Operations.

Unit 3 – Management of People and Finance.

## Course Assessment

An externally assessed question paper (90 marks)

A coursework assignment (30 marks)

## Skills, Knowledge and Understanding covered in this Course

- understand the ways in which organisations in the private, public and third sectors operate
- analyse and evaluate the impact that the external environment has on an organisation's activity
- consider the implications of a range of external factors that affect an organisation's decision making
- deepen awareness of the issues facing organisations in the management of people and finance
- understand relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance
- learn about the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations

## Careers in Business Management

Marketing, Retail and Sales, Finance, Manufacturing, Entrepreneurship, Human Resources, Purchasing, Hospitality and Event Management, Economics and Banking.

Further details can be obtained from Miss Weir.

# Chemistry



## National 5

### Course Rationale

Chemistry is the study of matter at the level of atoms, molecules, ions and compounds. These substances are the building blocks of life and all of the materials that surround us. Chemists play a vital role in the production of everyday commodities. Chemistry research and development is essential for the introduction of new products. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health, textile or manufacturing industries. An experimental and investigative approach is used to develop knowledge and understanding of chemical concepts.

### Course Units

Unit 1 - Chemical Changes and Structure

Unit 2 - Nature's Chemistry

Unit 3 - Chemistry in Society

### Course Assessment

The National 5 course assessment has two components:

Question paper	(100 marks)
An Assignment	(20 marks)

### Skills, knowledge and understanding covered in this Course

- develop and apply knowledge and understanding of chemistry
- develop an understanding of the impact of chemistry on everyday life
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a chemistry context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a chemistry context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

### Progression

This Course or its components may provide progression to:

- Higher Chemistry

**Further details can be obtained from Mrs Angus.**

# Chemistry



## Course Rationale

This course allows candidates to acquire a deeper understanding of the central concepts of chemistry. Chemists play a vital role in the production of everyday commodities. Chemistry research and development are essential for the introduction of new products. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health or manufacturing industries. Experimental and investigative approaches develop knowledge and understanding of chemical concepts, with knowledge of chemical apparatus and techniques being a key course component.

## Course Units

Unit 1 - Chemical Changes and Structure

Unit 2 - Nature's Chemistry

Unit 3 - Chemistry in Society

## Course Assessment

The course assessment has three components:

Question paper 1, multiple choice (25 marks)

Question paper 2 (95 marks)

An Assignment (20 marks) scaled to 30 marks

## Skills, Knowledge and Understanding covered in this Course

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a chemistry context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a chemistry context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

## Careers in Chemistry

Biotechnology, Biochemistry, Chemical Engineering, Forensic Science, Environmental Science, Pharmaceuticals, Food Industry, Manufacture of Plastics, Teaching, Research Scientist and Material Chemistry.

**Further details can be obtained from Mrs Angus.**

# Design & Manufacture



## Course Rationale

This course will introduce you to the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and, its combination with technology, makes it exciting and dynamic. You will learn valuable skills to learning, life and work: the ability to read drawings and diagrams; the ability to communicate ideas and practical details; the ability to devise and develop practical solutions to design problems and the ability to manufacture your design ideas. You will learn about the stages of design from idea to finished product and you will look at manufacturing processes and the properties of materials.

## Course Aims

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

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

## Course Units

- Design
- Materials and Manufacturing

## Course Assessment

Assessed Assignment 1	(55 marks)
Assessed Assignment 2	(45 marks)
A question paper	(80 marks)

## Skills, knowledge and understanding covered in this Course

- evaluating, with guidance, existing products
- using a selected range of research techniques and applying a range of basic idea generation techniques
- writing and simple specification
- selecting and using a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products
- using graphic techniques to visually represent design solutions in simple and straightforward contexts
- using simple modelling and manufacturing techniques to represent design ideas in three dimensions
- contributing to the evaluation of their own design proposals and associated manufacturing practicalities and making suggestions for improvements
- basic knowledge of the impact of design and manufacturing technologies on our society
- basic knowledge of the factors that influence the design and manufacture of products
- basic knowledge of manufacturing processes and the properties and uses of materials

## Progression

This Course or its Units may provide progression to:

- Higher Design and Manufacture

**Further details can be obtained from Ms Walker.**

# Design & Manufacture



## Course Aims

This course allows learners to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and, its combination with technology, makes it exciting and dynamic. The course combines scientific, mathematical and technological rigour with design and manufacture creativity and innovation.

This course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. You will appreciate the importance, to a product, of form, function and performance. You will develop strategies for the evaluation of these attributes, and to refine and resolve their designs accordingly. The course allows consideration of the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use.

## Course Units

- Design
- Materials and Manufacturing

## Course Assessment

A question paper	(80 marks)
An assignment	(90 marks)

## Skills, Knowledge and Understanding covered in this Course

- researching and evaluating existing product types
- selecting and using a range of research techniques and evaluating their usefulness when writing a specification based on function and performance
- applying a range of creative design skills when refining and resolving product design tasks which encompass a range of key design factors
- selecting and using graphic techniques to visually represent design solutions, justifying the chosen selection of techniques
- selecting, using and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions
- planning a manufacturing process and analysing its effectiveness
- selecting and using a range of tools, equipment, software and materials in designing, making and testing models and prototypes
- evaluating their own design proposals and associated manufacturing practicalities and applying suggestions for improvement
- a broad understanding of the impact of a range of design and manufacturing technologies on our environment and society
- critically evaluating a range of factors that influence the design and manufacture of products
- understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials

## Careers in Design and Manufacture

Architecture, Ergonomics, Product Design, Engineering, Metal Working, Exhibition Design, Production Manufacture, Computer Aid Design, Technical Illustration and Manufacturing Technology.

**Further details can be obtained from Ms Walker.**

# English



## Course Rationale

Language and literacy are of personal, social and economic importance. Your ability to use language lies at the centre of the development and expression of your emotions, thinking, learning and sense of personal identity.

You develop skills in listening, talking, reading and writing, which are essential for learning, life and work. You will also learn to use creative and critical thinking skills in order to produce ideas and arguments.

## Course Aims

National 5 English offers learners opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.

## Course Units

- Performance / Spoken Language

## Course Assessment

A question paper: Reading	(70 marks)
Component 1 Question Paper - Reading for Understanding, Analysis and Evaluation	(30 marks)
Component 2 Question Paper - Critical Reading (Essay: 20 marks and Scottish Texts: 20 marks)	(40 marks)
A portfolio: Writing	(30 marks)

## Skills, knowledge and understanding covered in this Course

- listening and talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating detailed texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- creating and producing detailed texts, as appropriate to purpose and audience in a range of contexts
- knowledge and understanding of language

## Progression

This Course or its components may provide progression to:

- Higher English

**Further details can be obtained from Mr Fulton.**

# English



## Course Aims

Language and literacy are of personal, social and economic importance. Your ability to use language lies at the centre of the development and expression of your emotions, thinking, learning and sense of personal identity.

This course gives you the opportunity to develop skills in listening, talking, reading and writing, which are essential for learning, life and work. You will develop your ability to communicate your thoughts and feelings and respond to those of other people.

This course develops skills of listening, talking, reading and writing. As you develop your literacy skills, you will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

## Course Units

Performance / Spoken Language

## Course Assessment

A question paper: Reading	(70 marks)
Component 1 Question Paper - Reading for Understanding, Analysis and Evaluation	(30 marks)
Component 2 Question Paper - Critical Reading (Essay: 20 marks and Scottish Texts: 20 marks)	(40 marks)
A portfolio: Writing	(30 marks)

## Mandatory Skills, Knowledge and Understanding

- listening, talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating detailed and complex texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- creating and producing detailed and complex texts, as appropriate to purpose and audience in a wide range of contexts
- knowledge and understanding of language

## Careers in English

Arts, Social Sciences, Religion, Communications, Media, Languages, Teaching and Classroom Support, Journalism, Customs & Immigration, Law, Civil Service, Broadcasting, Travel & Tourism, Diplomatic Service, Importing & Exporting, Marketing & Sales.

**Further details can be obtained from Mr Fulton.**

# Environmental Science



## National 5

### Course Rationale

Environmental science courses encourage the development of skills and resourcefulness which lead to becoming a confident individual. Successful candidates in environmental science think creatively, analyse and solve problems. Studying relevant areas of environmental science such as the living environment, the Earth's resources and sustainability produces responsible citizens. The National 5 Environmental Science course is practical and experiential and develops scientific awareness of environmental issues. It involves an understanding of scientific principles, economic influences and political action.

### Course Units

Unit 1- Living Environment  
Unit 2- Earth's resources  
Unit 2- Sustainability

### Course Assessment

The National 5 course assessment has two components:

A question paper (100 marks)  
An assignment (20 marks)

Where a candidate is working towards a National 4 award it will be assessed by end of unit assessments and a completion of an assignment.

### Skills, Knowledge and Understanding covered in this Course

- develop and apply knowledge and understanding of environmental science
- develop an understanding of environmental science's role in scientific issues and relevant applications of environmental science, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in an environmental science context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in an environmental science context
- develop practical fieldwork skills in an environmental science context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in environmental science
- develop skills of independent working

### Progression

This Course or its components may provide progression to:

- Higher Biology or Higher Geography
- Higher Environmental Science at UHI

**Further details can be obtained from Mrs Angus.**



# French



## National 5

### Course Rationale

Learning a new language allows you to connect with different people and their cultures. The ability to use language is at the centre of thinking. You reflect, communicate and develop ideas through language. French is the second most popular learned language in the world after English, and is spoken in around 30 countries. These include: Belgium, Canada, Switzerland and many countries in central and north Africa. It is one of the official languages of the European Union.

It is a valuable second language in many different career areas and, of course, is useful when you are on holiday or travelling in France and other French-speaking countries.

### Course Aims

The course offers learners opportunities to develop and extend a wide range of skills through four topics: Society, Learning, Employability and Culture. In particular, the course aims to enable learners to develop the ability to:

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

### Course Assessment

Question paper 1- Reading & Writing	(50 marks)
Question paper 2 - Listening	(20 marks)
A performance - Talking	(30 marks)
Writing Assignment	(20 marks)

### Skills, knowledge and understanding covered in this Course

- reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability and culture
- knowledge and understanding of detailed language required to understand and use a modern language
- applying grammatical knowledge and understanding
- understand detailed written language and significant ideas/information and supporting details from the contexts of: society, learning, employability or culture
- extract the main points and overall purpose of texts
- apply knowledge and understanding of the French language

### Progression

This Course or its components may provide progression to Higher French.

**Further details can be obtained from Mr Nègre.**

# French



## Course Rationale

In this course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate and fit for purpose and they will promote best practice, enabling learners to achieve the highest standards they can. This course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

The study of a modern language has a unique contribution to make to the development of cultural awareness. It provides learners with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

## Course Aims

The purpose is to provide learners with the opportunity to develop and extend reading, listening, talking and writing skills in the modern language and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

## Course Assessment

Question paper 1 - Reading & Directed Writing	(50 marks)
Question paper 2 - Listening	(30 marks)
A performance - Talking	(30 marks)
Writing Assignment	(20 marks)

## Skills, Knowledge and Understanding covered in this Course

- reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability and culture
- knowledge and understanding of detailed and complex language required to understand and use a modern language
- knowledge and understanding required to apply the language skills of translation
- applying grammatical knowledge and understanding

## Progression

This course or its components may provide progression to Advanced Higher French.

## Careers in French

Administration & Management, Arts, Social Science & Religion, Hospitality, Catering & Tourism, Languages, Law, Diplomatic Service, Importing & Exporting, Marketing & Sales, Journalism, Broadcasting and Customs and Immigration.

**Further details can be obtained from Mr Nègre.**

# Geography



## National 5

### Course Rationale

In the 21st century, with growing awareness of the impact of human activity on the environment and scarce resources, the study of National 5 Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

### Course Aims

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Studying Geography will help you to understand topics that affect us all, such as environment, sustainability and the impact of global issues on health and wellbeing. You will learn how to use maps and other data to organise and communicate geographical information. Fieldwork and other practical activities will help to develop your teamwork and leadership skills and give you the opportunity to carry out research on geographical topics.

### Course Units

Unit 1 - Physical Environments.

Unit 2 - Human Environments.

Unit 3 - Global Issues.

### Course Assessment

A question paper (80 marks)

A research based assignment (20 marks)

### Skills, knowledge and understanding covered in this Course

- develop your geographical skills relating to physical environments
- develop a more detailed understanding of the processes and interactions at work within physical environments, including: the location of different types of landscape; how landscape features are formed; land use management and sustainability; and weather
- study some different types of landscape found in Scotland and/or the UK, such as glaciated upland; upland limestone; coastlines of erosion and deposition; and rivers and their valleys
- develop your geographical skills in the context of human environments
- develop an understanding of the processes and interactions at work within human environments
- study and compare developed and developing countries, including topics such as: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes
- develop your skills in using sources of numerical and graphical information in the context of global issues
- develop a more detailed knowledge and understanding of major global geographical issues such as: climate change and sustainability; the impact of world climates; environmental hazards; trade and globalisation; and development and health

### Progression

This Course or its components may provide progression to:

- Higher Geography

**Further details can be obtained from Miss Rees.**

# Geography



## Course Aims

The Geography Course builds upon the principles and practices for the social studies curriculum area and the science curriculum area. This course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

Through the study of Geography and the acquisition of techniques of geographical analysis, learners develop an understanding of aspects of the contemporary world of concern to all citizens. By studying this Course, learners are enabled to develop the four capacities in many respects. For example, learner's horizons are extended and they are challenged to look at the world in new ways. Their confidence grows as they begin to understand more about their sense of identity and learn about different countries and cultures. Learners will build up a framework of geographical knowledge and understanding with which to understand and respond to global issues which can help them develop a sense of responsible citizenship.

## Course Units

Unit 1 - Physical Environments.  
Unit 2 - Human Environments.  
Unit 3 - Global Issues.

## Course Assessment

Question paper 1: Physical and Human Environments	(100 marks)
Question paper 2: Global Issues and Geographical Skills	(60 marks)
Assignment	(30 marks)

## Skills, Knowledge and Understanding covered in this Course

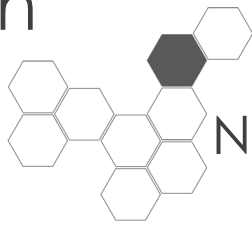
- a wide range of geographical skills and techniques
- an understanding of the complexity of ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues and their significance
- an interest in, understanding of, and concern for the environment and sustainable development

## Careers in Geography

Architecture, Land & Environment, Construction, Hospitality, Catering & Tourism and Teaching.

**Further details can be obtained from Miss Rees.**

# German



## National 5

### Course Rationale

Learning a new language allows you to connect with different people and their cultures. German is widely spoken in Europe, in countries such as: Austria, Belgium, Luxembourg, Switzerland and, of course, Germany. It is one of the ten most spoken languages in the world. Germany is the biggest economy in Europe and the fourth biggest in the world. So, there are plenty of opportunities to use German in a wide range of industries and organisations. It is one of the top five business languages currently in demand in the UK.

### Course Aims

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

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

### Course Units

Unit 1 - Understanding Language.

Unit 2 - Using Language.

### Course Assessment

Question paper 1 - Reading & Writing	(50 marks)
Question paper 2 - Listening	(20 marks)
A performance - talking	(30 marks)
Writing Assignment	(20 marks)

### Skills, knowledge and understanding covered in this Course

- reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability and culture
- knowledge and understanding of detailed language required to understand and use a modern language
- applying grammatical knowledge and understanding
- understand detailed written language and significant ideas/information and supporting details from the contexts of: society, learning, employability, or culture
- extract the main points and overall purpose of texts
- apply knowledge and understanding of the German language

### Progression

This Course or its components may provide progression to:

- Higher German

**Further details can be obtained from Miss Snoek.**

# German



## Course Aims

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate and fit for purpose and they will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

The study of a modern language has a unique contribution to make to the development of cultural awareness. It provides learners with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

## Course Units

Unit 1 - Understanding Language.

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

Unit 2 - Using Language.

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

## Course Assessment

Question paper 1 - Reading & Directed Writing	(50 marks)
Question paper 2 - Listening	(20 marks)
A performance - Talking	(30 marks)
Writing Assignment	(20 marks)

## Skills, Knowledge and Understanding covered in this Course

- reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability and culture
- knowledge and understanding of detailed and complex language required to understand and use a modern language
- knowledge and understanding required to apply the language skills of translation
- applying grammatical knowledge and understanding

## Progression

- Advanced Higher German

## Careers in German

Administration & Management, Arts, Social Science & Religion, Hospitality, Catering & Tourism, Languages, Law, Diplomatic Service, Importing & Exporting, Marketing & Sales, Customs and Immigration, Journalism and Broadcasting.

**Further details can be obtained from Miss Snoek.**

# Graphic Communication



## Course Rationale

Graphic Communication in all its forms is vital to society. It is a means of getting across information visually using graphics. Graphic Communication comes in many forms and various aspects of life including education, industry and commerce. This course is designed to increase your awareness of how graphics are used and to learn about the technology used to create them.

## Course Aims

The aims of the Course are to enable learners to:

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

## Course Units

2D Graphic Communication

3D and Pictorial Graphic Communication

## Course Assessment

A Graphic Assignment (40 marks)

A Question Paper (80 marks)

## Skills, knowledge and understanding covered in this Course

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- producing simple preliminary, production and promotional graphics
- initiating and producing simple informational graphics
- visual literacy by interpreting simple graphic communications
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- applying design skills, including creativity, when developing solutions to simple graphics tasks
- the ability to evaluate work in progress and completed graphics, and applying suggestions for improvement in presentation
- knowledge of colour, illustration and presentation techniques

## Progression

This Course or its components may provide progression to:

- Higher Graphic Communication

**Further details can be obtained from Mr Hay.**

# Graphic Communication



## Course Aims

This course will encourage you to exercise your imagination, creativity and logical thinking. You will develop an awareness of graphic communication as an international language. And, you will appreciate how graphic communication as an activity and graphic technologies by their use, impact on our environment and society.

Communication in all its forms is vital to society. Graphic Communication is a means of passing on information graphically and is used, in various forms, in many aspects of life including education, industry and commerce. This course is designed to make you aware of the use of graphics and to learn about the techniques used to create them.

## Course Units

2D Graphic Communication

3D and Pictorial Graphic Communication

## Course Assessment

A question paper (90 marks)

An assignment (50 marks)

## Skills, Knowledge and Understanding covered in this Course

- develop your creativity and presentation skills within a 2D and 3D graphic communication context
- initiate, plan, develop and communicate ideas graphically, using two-dimensional and three-dimensional graphic techniques
- develop a number of skills and attributes within a 2D and 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics, evaluate the effectiveness of your own and given graphic communications to meet their purpose

## Careers in Graphic Communication

Graphic Design, Product Design, Animation, Illustration, Multimedia Design, Construction, Engineering, Architecture, Surveying, Design and Marketing and many more.

**Further details can be obtained from Mr Hay.**



# History



## National 5

### Course Rationale

The purpose of the course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

### Course Aims

The main aims of the course are to encourage:

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- a detailed understanding of the factors contributing to, and the impact of, historical events
- the skills of investigating historical events and, on the basis of evidence, forming views
- the skills of explaining historical events and drawing reasoned conclusions

### Course Units

Unit 1 - Historical Study: Scottish. (The Impact of the Great War 1914 - 1928)

Unit 2 - Historical Study: British. (The Atlantic Slave Trade 1770 - 1807)

Unit 3 - Historical Study: European and World. (Free at Last? Civil Rights in the USA 1918 - 1968)

### Course Assessment

A Question Paper (80 marks)

An Assignment (20 marks)

### Skills, knowledge and understanding covered in this Course

- develop an understanding of the world by learning about other people and their values, in different times, places and circumstances
- develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others
- an openness to new thinking and ideas, and a sense of responsibility and global citizenship, develop a map of the past and an appreciation and understanding of the forces which have shaped the world today
- acquire discipline-based knowledge and understanding of historical events to help learners function as effective contributors to society, as well as giving them more individual confidence in their learning and working lives
- broaden horizons and challenge the way we look at the world

### Progression

This Course or its components may provide progression to:

- Higher History

**Further details can be obtained from Mr Russell.**

# History



## Course Aims

Studying History provides us with an insight into our own lives and of the society and the wider world in which we live. Through an understanding of the concept of continuity, you can better appreciate change and its significance, both in your own times and in the past. It is also intended to enable you to develop skills in explaining historical developments and events, evaluating sources and drawing conclusions. In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

History contributes to learners' understanding of the society in which they live and work by helping them to develop an appreciation and understanding of the forces which have shaped the world today.

The acquisition of discipline-based knowledge and understanding of historical events is central to helping learners function as effective contributors to society, as well as giving them more individual confidence in their learning and working lives.

## Course Units

Unit 1 - Historical Study: Scottish. (Migration and Empire 1830-1939)

Unit 2 - Historical Study: British. (Britain 1851-1951)

Unit 3 - Historical Study: European and World. (Russia 1881 - 1921)

## Course Assessment

Question Paper 1 (44 marks)

Question Paper 2 (36 marks)

An assignment (30 marks)

## Skills, Knowledge and Understanding covered in this Course

- develop techniques to evaluate a range of historical sources
- develop knowledge and understanding of an area of historical study
- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- an understanding of the relationship between factors contributing to, and the impact of, historical events
- the skills of analysing, evaluating and synthesising historical information
- the skills of researching complex historical issues, drawing well-reasoned conclusions

**Progression** - This course or its components may provide progression to Advanced Higher History.

## Careers in History

Teaching, Arts, Social Science & Religion, Law, Civil Service, Libraries, Museums & Archaeology.

**Further details can be obtained from Mr Russell.**

# Mathematics



## National 5

### Course Rationale

Mathematics is a rich and stimulating subject and plays an important part in everyday life. It uses a universal language of numbers and symbols, letting us communicate ideas in a brief, clear and concise way. Studying Mathematics will improve your reasoning, analytical and problem solving skills. It will also help you think in more creative and abstract ways. This means it gives you many valuable qualities when you go to look for work.

### Course Aims

The course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms in order to solve problems and to generalise
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

### Course Assessment

Question Paper 1

Question Paper 2

### Skills, knowledge and understanding covered in this Course

- understand and use mathematical concepts and relationships
- manipulating abstract terms, simplifying expressions and evaluating formulae
- select and apply skills in algebra, geometry, trigonometry and statistics
- select and apply numerical skills
- use mathematical models
- use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions

Please note there is a significant increase in the level of difficulty from National 4 to National 5 Mathematics.

### Progression

This Course may provide progression to:

- Higher Mathematics

**Further details can be obtained from Mrs Smith.**

# Mathematics



## Higher

### Course Aims

Mathematics is rich and stimulating. It engages and fascinates learners of all ages, interests and abilities. Learning in mathematics develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

This course enables learners to build on their previous mathematical experience in the areas of algebra, geometry and trigonometry and also introduces them to elementary calculus.

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

### Course Assessment

Two question papers;

Paper 1 - Non-Calculator

Paper 2 - Calculator may be used

### Skills, Knowledge and Understanding covered in this Course

- understand and use a range of complex mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof and solve problems
- communicate mathematical information with complex features

Please note there is a significant increase in the level of difficulty from National 5 to Higher Mathematics.

Course suitable for candidates who:

- Have demonstrated an aptitude for National 5 Mathematics
- Are interested in developing mathematical techniques to use in further study or in the workplace

### Careers in Mathematics

Finance, Retail, Computing, Astronomy, Quantity Surveying, Engineering, Science, Medicine, Entrepreneurship, Teaching, Statistics and Research.

**Further details can be obtained from Mrs Smith.**

# Music



## National 5

### **Course Rationale**

The purpose of the course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. This course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music and to develop performing skills on their two selected instruments or on one instrument and voice. Performers must provide a programme of 8 minutes of grade 3 or equivalent at National 5 to be assessed by a visiting external examiner. The course also provides opportunities for learners to develop composing skills over a wide variety of genres and using different technologies, thus broadening their understanding of music concepts and styles. Towards the end of the course, a composing assignment is sent away for external assessment and pupils sit a written/listening exam.

### **Course Aims**

The aims of the course are to enable learners to:

- develop performing skills in solo and/or group settings on their two selected instruments or on one instrument and voice
- perform challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- self-reflect on their own work and that of others

### **Course Assessment**

A Question paper (35 marks)

Practical Exam (50 marks)

Composition Assignment (15 marks)

### **Skills, knowledge and understanding covered in this Course**

This Course will develop learners' ability to:

- develop related knowledge and understanding of music
- work independently or in collaboration with others
- plan and organise
- make decisions and to take responsibility for their own learning
- develop composing skills and broaden their understanding of music concepts and styles
- develop their skills and creative capabilities as a musician
- develop skills of autonomy, interpretation and creativity

### **Progression**

This Course or its Units may provide progression to:

- Higher Music

**Further details can be obtained from Ms Valentine or Mrs Delmonte.**

# Music



## Higher

### Course Aims

This course allows you to develop and consolidate practical skills in performing and creating music, while developing a detailed understanding of a range of music styles and concepts.

Pupils will get the opportunity to perform a variety of challenging music in solo and/or group settings, using their voice or selected instrument(s). Pupils will develop detailed knowledge and understanding of music concepts and musical literacy. Pupils will develop skills in recognising and distinguishing between a wide range of music signs, symbols and music concepts as they perform, create and listen to music.

### Course Assessment

A Question paper	(35 marks)
Practical Exam	(50 marks)
Composition Assignment	(15 marks)

### Skills, Knowledge and Understanding covered in this Course

- develop performing skills on two selected instruments, or on one selected instrument and voice
- perform challenging level-specific music with sufficient accuracy and maintain the musical flow realising the composers' intentions
- through regular practice and critical reflection and evaluation, develop technical and musical performing skills
- experiment with, and creatively use complex compositional methods and music concepts to realise your intentions when creating original music
- critically reflect on and evaluate the impact and effectiveness of your creative and musical choices and decisions
- analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences
- through listening, develop detailed knowledge and understanding of a range of complex music concepts, and music literacy
- identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music

### Careers in Music

Performing, Music Recording, Audio Engineering, Teaching, Sound Operations, Conducting, Music Therapy, Acoustics, Radio Broadcasting, Music Production and Arts Administration.

**Further details can be obtained from Ms Valentine or Mrs Delmonte.**

# Physical Education



## National 5

### Course Rationale

Physical Education gives you the opportunity to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. This course will develop your movement and performance skills in physical activities and understand about factors which might affect your performance. It will help you to develop confidence, resilience, initiative, decision making and team working skills. It is particularly suitable for those who love physical activity and enjoy learning in practical ways.

### Course Aims

The main purpose of the course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving. The main aims of the course are to enable the learner to:

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

### Course Units

Unit 1 - Performance Skills.

Unit 2 - Factors Impacting on Performance.

### Course Assessment

A Portfolio (60 marks)  
2 performances (30 marks each)

### Skills, knowledge and understanding covered in this Course

- Planning and preparation - pre-planning and preparation  
challenges to performance  
warm-up
- Performance - repertoire of skills  
control and fluency  
decision-making  
rules, regulations and etiquette  
controlling emotions
- Evaluation - reviewing performance  
evaluating overall performance

### Progression

This Course and its Units may provide progression to:

- Higher Physical Education

**Further details can be obtained from Mrs Woodhouse or Mrs Fraser.**

# Physical Education



## Higher

### Course Aims

Physical Education provides you with the opportunity to build physical skills, improve aspects of fitness, and maximise your enjoyment of taking part in physical activities. It also has the benefits of developing your confidence, resilience, responsibility and ability to work with others.

This course gives you the opportunity to develop and enhance movement and performance skills and to apply knowledge and understanding to the analysis and evaluation of performance in physical activities. You will develop your thinking skills through planning, problem-solving and analysing performance.

### Course Units

Unit 1 - Performance Skills.

Unit 2 - Factors impacting on Performance.

### Course Assessment

A question paper (50 marks)  
2 performances (30 marks each)

### Skills, Knowledge and Understanding covered in this Course

- develop a broad and comprehensive range of complex movement and performance skills
- select, demonstrate, apply and adapt these skills, and use them to make informed decisions
- develop knowledge and understanding of how these skills combine to produce effective outcomes
- develop consistency, precision, control and fluency of movement
- learn how to respond to and meet the demands of performance in a safe and effective way
- develop knowledge and understanding of the four factors that impact on personal performance in physical activities
- consider how mental, emotional, social, and physical factors can influence effectiveness in performance
- develop knowledge and understanding of a range of approaches for enhancing performance, and select and apply these to factors that impact on your personal performance
- create development plans, monitor these and justify decisions relating to future personal development needs

### Careers in Physical Education

Armed Services, Sports Journalism, Police, Travel & Tourism, Physiology, Personal Training, Teaching, Sports Centre Management, Sports Medicine, Outdoor Pursuits, Fitness Instructor and Health Promotion.

**Further details can be obtained from Mrs Woodhouse or Mrs Fraser.**



# Physics



## National 5

### Course Rationale

Physics is the study of matter, energy and the interaction between them. This entails asking fundamental questions and trying to answer them by observing and experimenting. The answers to such questions can lead to advances in our understanding of the world around us and often result in technological improvements which enhance the lives of all. The study of physics is of benefit, not only to those intending to pursue a career in science, but also to those intending to work in areas such as the health, energy, leisure and computing industries. An experimental and investigative approach is used to develop knowledge and understanding of concepts in physics.

### Course units

- Unit 1 - Dynamics
- Unit 2 - Space
- Unit 3 - Electricity
- Unit 4 - Properties of matter
- Unit 5 - Waves
- Unit 5 - Radiation

### Course Assessment

The National 5 course assessment has two components:

- A question paper (135 marks)
- An assignment (20 marks) scaled to 30 marks

Where a candidate is working towards a National 4 award it will be assessed by end of unit assessments and a completion of an assignment.

### Skills, knowledge and understanding covered in this Course

- develop and apply knowledge and understanding of physics
- develop an understanding of the impact of physics on everyday life
- develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a physics context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics
- develop skills of independent working

### Progression

This course or its components may provide progression to:

- Higher Physics

**Further details can be obtained from Mr Pearson.**

# Physics



## Course Rationale

The Higher Physics course allows candidates to understand and investigate the world in an engaging and enjoyable way. It develops candidates' ability to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions. This can lead to candidates developing an informed and ethical view of complex issues. Candidates develop skills in communication, collaborative working and leadership, and apply critical thinking in new and unfamiliar contexts to solve problems. The course uses an experimental and investigative approach to develop knowledge and understanding of concepts in physics.

## Course Units

Unit 1 - Our Dynamic Universe

Unit 2 - Particles and Waves

Unit 3 - Electricity

## Course Assessment

The course assessment has three components:

Question paper 1, multiple choice (25 marks)

Question paper 2 (130 marks)

An Assignment (20 marks)

## Skills, Knowledge and Understanding covered in this Course

- develop and apply knowledge and understanding of physics
- develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem-solving skills in a physics context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics
- develop skills of independent working

## Careers in Physics

Radiography, Civil Aviation, Engineering, Audiology, Astrophysics, Medical Physics, Banking, Teaching, Research, Electronics and Materials Scientist.

**Further details can be obtained from Mr Pearson.**

# Practical Woodworking



National 5

## Course Rationale

This course will give you a broad introduction to practical woodworking skills. You will learn the correct use of tools and equipment, and a range of materials, processes and techniques. You will be able to read and interpret diagrams, and work safely in a workshop-based setting. You will get to use some creative skills, and plan your activities through to completing a finished product in wood.

## Course Aims

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

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues in a practical woodworking context

## Course Units

Flat-frame Construction  
Carcase Construction  
Machining and Finishing

## Course Assessment

An Assignment - working within 1mm tolerance (70 marks)  
A Question Paper (60 marks)

To gain the course award, pupils must pass all units including the course assessed unit, the National 4 Added Value Unit and the practical projects for National 5.

## Skills, knowledge and understanding covered in this Course

- using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features
- adjusting tools where necessary, following safe practices
- reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features
- practical creativity in the context of simple and familiar woodworking tasks with some complex features
- following, with autonomy, given stages of a practical problem-solving approach to woodworking tasks
- applying knowledge and understanding of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge and understanding of sustainability issues in a practical woodworking context

**Further details can be obtained from Ms Walker.**

# Spanish



## National 5

### Course Rationale

Spanish is useful for both business and travel. Around 400 million people worldwide speak Spanish, especially in South American countries such as Mexico and Argentina. Spain is a beautiful country rich in history and culture, making it a popular holiday destination for British people. Spain is also an important trading partner of the UK. Many companies need employees who are fluent in one or more European languages. So, learning Spanish gives you many options for your future career.

### Course Aims

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

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

### Course Units

Unit 1 - Understanding Language.

Unit 2 - Using Language.

### Course Assessment

Question paper 1 - Reading & Writing	(50 marks)
Question paper 2 - Listening	(30 marks)
A performance - Talking	(30 marks)
Writing Assignment	(20 marks)

### Skills, knowledge and understanding covered in this Course

- reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, and culture
- knowledge and understanding of detailed language required to understand and use a modern language
- applying grammatical knowledge and understanding
- understand detailed written language and significant ideas/information and supporting details from the contexts of: society, learning, employability, or culture
- extract the main points and overall purpose of texts
- apply knowledge and understanding of the Spanish language

### Progression

This Course or its components may provide progression to:

- Higher Spanish

**Further details can be obtained from Mr Nègre.**

# Spanish



## Course Rationale

The purpose of this course is to enable you to develop your ability to use the Spanish language in useful and relevant contexts. The four skill areas are listening, speaking, reading and writing. In addition, the course also provides you with knowledge of Spain and the customs and way of life of the Spanish people. Since the establishment of the Single European Market in 1992, many companies require employees who are fluent in one or more European language.

This course aims to help you develop your reading, listening, talking and writing skills in Spanish, in a variety of contexts. You will encounter a wide range of different types of texts in different media. In addition, the course also provides you with knowledge of Spain and the customs and way of life of the Spanish people.

## Course Aims

The purpose is to provide learners with the opportunity to develop and extend reading, listening, talking and writing skills in the modern language and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

## Course Assessment

Question paper 1 - Reading & Directed Writing	(50 marks)
Question paper 2 - Listening	(20 marks)
A performance - Talking	(30 marks)
Writing Assignment	(20 marks)

## Skills, Knowledge and Understanding covered in this Course

- develop and extend reading, listening, talking and writing skills in Spanish
- develop your knowledge and understanding of detailed and complex Spanish in the contexts of society, learning, employability, and culture
- reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, and culture
- knowledge and understanding of detailed and complex language required to understand and use a modern language
- knowledge and understanding required to apply the language skills of translation
- applying grammatical knowledge and understanding

## Careers in Spanish

Administration & Management, Arts, Social Science & Religion, Hospitality, Catering & Tourism, Languages, Law, Import and Export, Marketing and Sales, Journalism, Broadcasting and Customs and Immigration.

**Further details can be obtained from Mr Nègre.**

# Skills for Work Hospitality



## Course Rationale

Skills for Work Hospitality provides an introduction to the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer. Candidates will also learn about the organisational aims of hospitality establishments and the products and services they provide.

The hospitality sector covers several aspects of employment, including management, reception, accommodation services, employability skills such as customer care, communication or working with others. An awareness of health and safety issues is essential in the Hospitality industry.

## Course Aims

The course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically
- participate in a mandatory work placement for the duration of the course with one of our workplace partners

## Course Units

Unit 1 - Developing Skills for Working in Hospitality.

Unit 2 - Developing Skills for Working in the Professional Kitchen.

Unit 3 - Front of House Operations.

Unit 4 - Hospitality Events.

## Course Assessment

Assessment is a folio of work signed off by partnership personnel and internally assessed work within school.

## Skills, knowledge and understanding covered in this Course

- the aims of hospitality organisations, their products, services and staff roles
- menu planning
- food preparation techniques and cooking
- reception work and customer care skills
- food and drink service
- planning and running a hospitality event

**Further details can be obtained from Mrs Nellan.**

# Skills for Work Travel & Tourism



## Course Rationale

This course will build on the initial skills required for the Travel and Tourism Industry. The course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the Travel and Tourism Industry.

## Course Aims

- this course will enable learners to develop more advanced skills to become effective job-seekers and employees in the Travel and Tourism Industry
- progress through this course will allow learners to develop detailed skills to deal effectively with all aspects of Customer Care and Customer Service in Travel and Tourism
- to enable learners to gain product knowledge to develop skills to deal effectively with customer enquiries for Domestic and Inbound tourism and Excursions within Scotland
- to enable learners to gain detailed product knowledge to develop skills to deal effectively with customer enquiries for Outbound Tourism Destinations from Scotland to the rest of the UK, Europe and the World

## Course Units

Unit 1 - Employability.

Unit 2 - Customer Service.

Unit 3 - Scotland.

Unit 4 - UK and Worldwide.

## Course Assessment

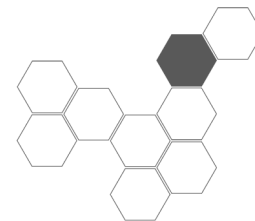
Assessment is completed unit by unit. No external exam.

## Skills, knowledge and understanding covered in this Course

- provide learners with a broad introduction to the travel and tourism industry
- allow learners to experience a range of work related activities in relation to the Travel and Tourism Industry
- encourage learners to develop skills for learning and life as well as work
- build learners' confidence
- encourage learners to take greater responsibility for their own learning and development
- prepare learners for progression to further education, training or employment
- develop customer care skills
- understanding the importance of personal presentation
- develop skills to become effective job-seekers and employees in the Travel and Tourism Industry
- develop a positive and responsible attitude to work and an understanding of the workplace
- develop communication skills
- develop detailed product knowledge and skills to deal effectively with customer enquiries

**Further details can be obtained from Miss Weir.**

# Electives



## **Additional PE**

When students enter the senior phase a major focus is upon personalisation and choice and the development of pupil responsibility. Students will select a series of physical activities to suit their interests and physical activity needs. This will be subject to staffing and facilities available, but an example of activities may include; badminton, basketball, football, fitness, lacrosse and trampoline. **Further details can be obtained from Mrs Fraser/Mrs Woodhouse.**

## **Beauty Therapy**

This course gives learners the opportunity to practice some beauty therapy treatments and explore career opportunities in this industry. Learners will engage in workshops learning massage treatments such as back, neck and shoulder and hand massage. They will also get a chance to learn the steps of a manicure and design some nail art, and finally, learn some principles of face make-up. **Further details can be obtained from Miss Weir.**

## **Computer Coding**

Senior pupils are given an introduction to computer coding. This allows them to develop problem solving skills and a basic understanding of creating a working game / app. The second part of the 10 week course sees the pupils using these new skills to recreate the pseudo-code and make a working game such as PacMan. This elective is fun and inspirational with the hope of providing a possible career window for pupils who wish to explore computer science further. **Further details can be obtained from Mr Hay.**

## **Creative Sewing**

In this course you will have opportunities to choose your own sewing projects which suit your level of experience and interests. This elective is designed to be flexible and individual. Some examples of possible projects include; soft toy making, making a device case, embroidering an existing garment, cross stitch pictures, making a guitar strap, amongst many others. Skill development opportunities covering hand sewing, machine sewing, applique, cross stitch and simple clothes mending. **Further details can be obtained from Miss Gordon.**

## **Digital Photography**

In this course we will be focussing on expanding your understanding of a variety of types of digital photography, including portraiture, street and landscape. You will learn about how to easily improve your photos without using any complex or expensive equipment. There will be opportunities during each lesson to take photographs. You will develop your composition, editing and evaluation skills. **Further details can be obtained from Miss Gordon.**

## **Hairdressing**

This course gives learners the opportunity to practice some beauty therapy treatments and explore career opportunities in this industry. Learners will engage in workshops to develop skills in styling, creative styling, up-do's and working with different hair types. We also have a hair washing facility available in school to practice shampooing and blow drying, which is an optional element of the course. **Further details can be obtained from Miss Weir.**



# S5/S6 Online Higher Courses



**Some other courses may be delivered by alternative providers such as Inverness College UHI and the Highland Virtual Academy, the Highland Council and Eden Court. The application process for these courses is nearing completion and your child should already have been in conversation with our Guidance Team around these alternative courses.**

## **Course Rationale**

The structure of these courses allows pupils to become more independent in their learning and requires commitment from those who undertake the course to be organised, take the initiative for self-study and able to meet the deadlines set. The course will be delivered through a Virtual Learning Environment.

## **Your Study Commitment**

- You are expected to dedicate 6 hours of study to the course each week, reading course materials and relevant text book sections and undertaking any related exercises.
- Students are required to have a plug-in for both Java and Flash on their computer.
- For some courses you are expected to attend compulsory workshops as Unit Assessments and other important units will be undertaken on these days. The workshops will be held at Inverness College.
- The final exam will take place in your school, but the prelim is typically arranged by the alternative provider.

**For further details, contact your child's Guidance Teacher.**

# Notes Page



# Notes Page

