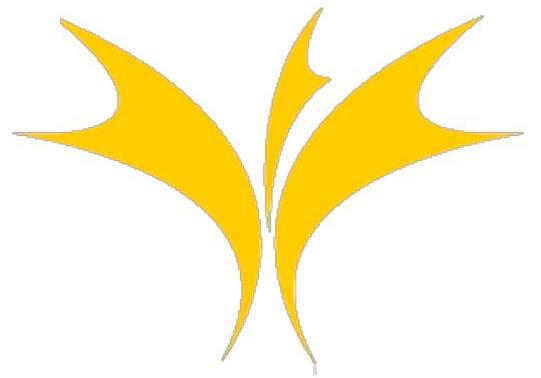




S3 > S4

SENIOR PHASE (PART I)

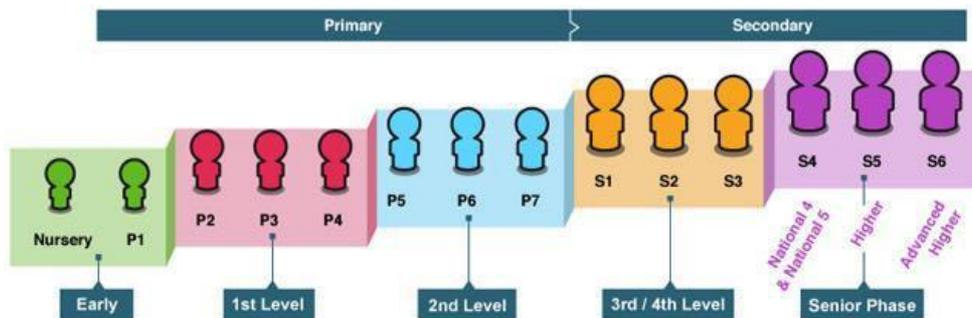


S4 AT BUCKSBURN ACADEMY – The Senior Phase

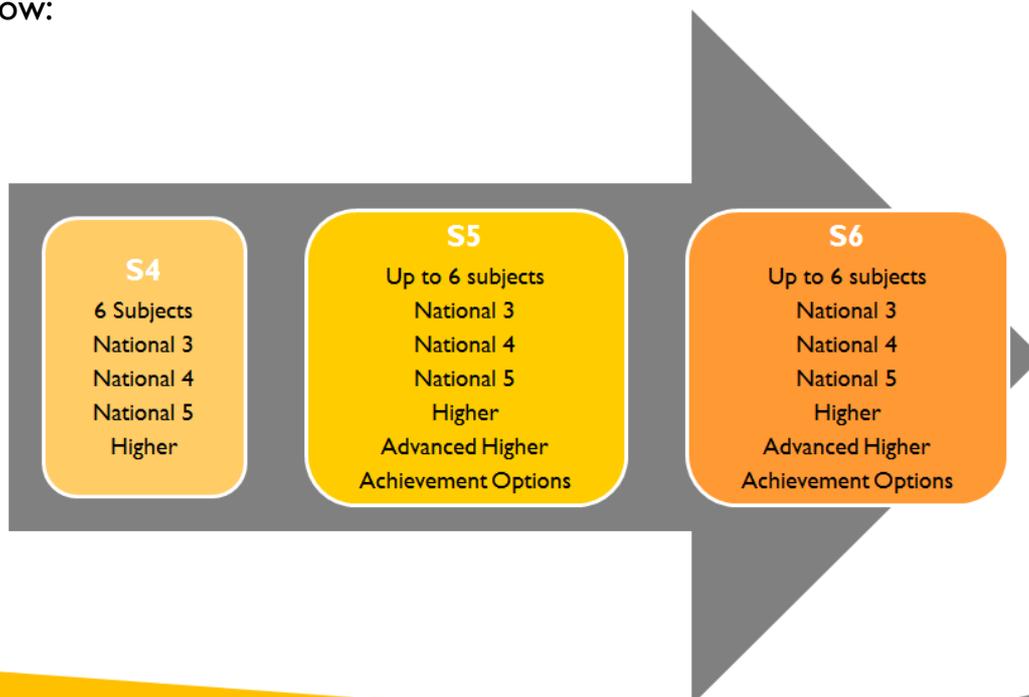
S4 is an important year within Curriculum for Excellence. It is the first year of the Senior Phase as students will progress from the broad and general education of S1 - S3 to make choices to study for the new qualifications called “Nationals”. The Senior Phase at Bucksburn Academy has a clear purpose:

-  To enable all students to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination
-  To further develop the knowledge, skills and qualities to support our students to take a meaningful and worthwhile place in society
-  To further develop the skills for life, learning and work
-  To experience opportunities for personal development and achievement
-  To experience challenge and success
-  To encourage an active and healthy lifestyle
-  To support planning for their future lives, careers and lifelong learning

The Curriculum for Excellence levels from ages 3-18 are set out below:

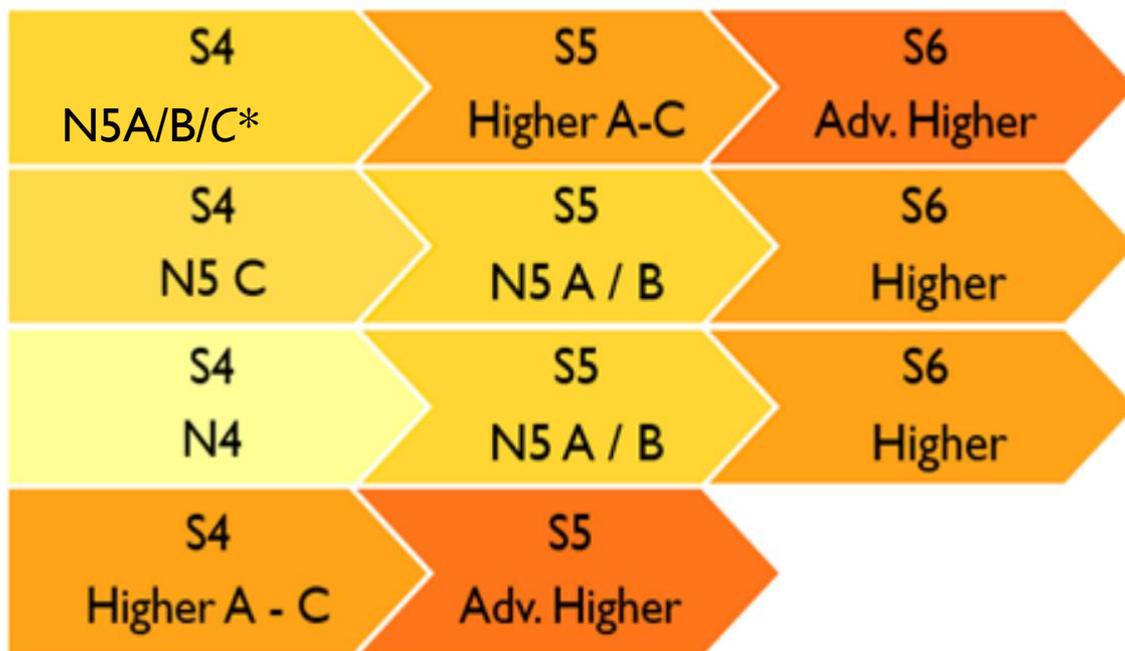


Most students in S4 will study courses at National 4 or 5 levels. In S4, the first year of the Senior Phase, students will study for six courses and up to six courses in each subsequent year as set out below:



In very exceptional circumstances it may be possible for a student who has performed to a very high standard by the end of S3 to enter a Higher level course in S4. This decision would be made following discussion between the school, student and parents/carers.

CfE Progression Routes



N5 C - Subject to consideration of personal circumstances including view of faculty staff, alternative progression routes and the individual's learner journey.*

The next sections contain outlines of the National Courses we will be offering next session. More detailed information on our plans for the Senior Phase can be found on our website at www.bucksburnacademy.org.uk. Further information on the content of the courses we are offering can be found at www.educationscotland.gov.uk/nationalqualifications

M Paul
Head Teacher

National 4/5 English courses build on the skills developed in covering the Levels Three and Four Experiences and Outcomes across Reading and Listening, Writing and Talking. Students will:

- read, analyse and evaluate a range of texts – novels, plays, poetry, media
- create and produce a range of texts for different purposes and audiences
- develop an understanding of language through the study of a range of texts
- analyse the impact of language
- develop an appreciation of Scottish culture and literature by studying Scottish texts

LEARNING AND TEACHING APPROACHES:

These will take account of increased student maturity. Through direct teaching, collaborative, pair and individual work, we aim to develop students' confidence in using language in different contexts and to prepare National 5 students thoroughly for the examination.

Students will study a wide range of texts, not only from literature, but also from journalism and other non-fiction and will be encouraged to write in a variety of forms – personal, imaginative, argumentative and persuasive.

HOMEWORK:

Strict deadlines operate for these courses. Students can expect homework, which may consist of reading, completing assignments, planning or researching for writing tasks, at least once a week.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Portfolio – 30 marks (30%)
- Question Paper 1: 30 marks (30%)
- Question Paper 2: 40 marks (40%)
- Performance – Spoken Language (Achieved / Not Achieved)

National 4/5 French aims to further develop the language previously studied at level 3/4 in S3. Learning a foreign language encourages children and young people to broaden their horizons as they explore the language and its associated culture. In addition, the study of a language plays an important role in the development of literacy skills. The National 4/5 French course builds on the Experiences and Outcomes at level 4 and aims to increase knowledge and understanding of the language. A range of topics is studied within the contexts of:

- Society
- Learning
- Employability
- Culture

We explore cultural aspects of the country whose language students are learning and they will become familiar with and learn to apply the rules of the language.

LEARNING AND TEACHING APPROACHES:

In French students will further develop their skills of Reading, Writing, Listening and Talking. They will extend their vocabulary and they will broaden their knowledge about how the language works, enabling them to understand and use the language at a more advanced level. Activities include paired speaking, collaborative and independent reading of authentic foreign language texts, listening to recordings of native speakers, watching video clips or films, writing for a variety of purposes, use of ICT to create presentations, group and individual work.

HOMEWORK:

Students are expected to take responsibility for their own learning by working regularly at home on the learning of new vocabulary and sentence structures and revising previous work. To reinforce class work students may also have reading, listening or writing tasks to complete.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment (writing) – 20 marks (12.5%)
- Course Assessment: Assignment (talking) – 30 marks (25%)
- Question Paper 1: 30 marks (reading) (25%)
- Question Paper 1: 20 marks (writing) (12.5%)
- Question Paper 2: 20 marks (listening) (25%)

The National 4/5 Mathematics course builds on the content of previous mathematical learning and develops further skills in arithmetic, algebra, geometry and trigonometry. In addition to the mathematical content there will also be a focus on developing key skills, such as problem solving, logical thinking and communication. There are three units to each course described below. The units common to each course will be studied to different depths depending on the level of course.



| Mathematics: National 4 | Mathematics: National 5 |
|--|---|
| Expressions and Formulae (N4/5) | |
| This includes the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae | |
| Relationships (N4/5) | |
| This includes solving equations, understanding graphs and working with trigonometric ratios | |
| Numeracy (N4 only) | Applications (N5 only) |
| This includes solving straightforward, real-life problems involving number, money, time and measurement | Unit 1 Numeracy Unit 2 Finance and Statistics Unit 3 Geometry and Measure |

LEARNING AND TEACHING APPROACHES:

In the Mathematics department a rich and supportive learning environment is provided. This includes learning and teaching approaches such as investigations, individual and group work and opportunities for the use of ICT. We also recognise the importance of the more traditional approaches to the teaching of mathematics and try to strike a good balance between a more rigorous, teacher led approach and opportunities for our students to be involved with more 'active' learning.

HOMEWORK:

Regular homework tasks will be issued which contain questions from across a range of topics. This give students a better opportunity to consolidate class work and identify areas where they need to improve. Timely feedback will be given and they will be provided with resources to support them in making these improvements.

ASSESSMENT APPROACHES:

| | | | |
|--------------------------------|----------------------|----------|-----------|
| N5 Mathematics | Paper 1 (non-calc) | 50 marks | 1h 15 min |
| | Paper 2 (calculator) | 60 marks | 1h 50 min |
| N5 Applications of Mathematics | Paper 1 (non-calc) | 45 marks | 1h 05 min |
| | Paper 2 (calculator) | 65 marks | 2 h |

The National 4/5 Biology course builds on the content of previous scientific learning and in particular upon the CfE experiences and outcomes with a biology focus. In addition to the Biology content students will also develop the key skills of scientific inquiry, investigation and analytical thinking, along with the application of knowledge and understanding in relevant contexts. Students will also develop an understanding of the role of Biology in society and the environment.



The course is divided into three key areas of Biology which will be studied to different depths depending on which course is studied:

| Cell Biology | Multicellular Organisms | Life on Earth |
|---|--|---|
| <ul style="list-style-type: none"> • Cell Structure and transport across cell membranes • DNA, genes and genetic engineering • Proteins • Respiration | <ul style="list-style-type: none"> • Producing new cells • Control and communication • Reproduction, variation and inheritance • Animal and plant transport • Absorption of materials | <ul style="list-style-type: none"> • Ecosystems and distribution of organisms • Photosynthesis • Energy in ecosystems • Food production • Evolution of species |

HOMWORK:

Regular homework will be given to consolidate class work, develop problem solving skills and help with revision.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 20* marks (20%)
- Question Paper: 100 marks (80%)

**The assignment will be scaled to 25 marks to give a weighting of 20%*

The National 4/5 Chemistry course builds on the content of previous scientific learning and in particular upon the Curriculum for Excellence experiences and outcomes with a Chemistry focus. In addition to the chemistry content students will also develop the key skills of scientific inquiry, investigation and analytical thinking, along with the application of knowledge and understanding in relevant contexts. Students will also develop an understanding of the role of Chemistry in society and the environment.



The course is divided into three key areas of Chemistry which will be studied to different depths depending on which course is studied:

| CHEMICAL CHANGES & STRUCTURE | NATURE'S CHEMISTRY | CHEMISTRY IN SOCIETY |
|---|--|---|
| <ul style="list-style-type: none"> Rates of reaction Atomic structure and bonding Formula writing Acids and bases | <ul style="list-style-type: none"> Carbon compounds Energy and fuels Everyday consumer products | <ul style="list-style-type: none"> Metals Properties of plastics Fertilisers Nuclear chemistry Chemical analysis |

LEARNING AND TEACHING APPROACHES:

Chemistry lessons include learning through experiments and investigations, demonstrations, presentations, research, group work, active learning tasks, problem solving and note-taking.

HOMEWORK:

Regular homework will be given to consolidate class work, develop problem solving skills and help with revision.

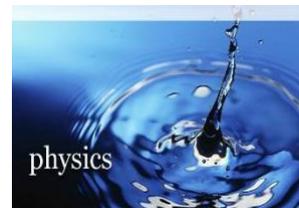
ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
- Question Paper: 100 marks (80%)

Scaling will be used to achieve the weighting indicated above.

The National 4/5 Physics course builds on the content of previous scientific learning and in particular upon the CfE experiences and outcomes with a Physics focus. In addition to the physics content students will also develop the key skills of scientific inquiry, investigation and analytical thinking, along with the application of knowledge and understanding in relevant contexts. Students will also develop an understanding of the role of Physics in society and the environment.



The course is divided into three key areas of Physics which will be studied to different depths depending on which course is studied:

| Dynamics and Space | Electricity and Energy | Waves and Radiation |
|---|--|--|
| <ul style="list-style-type: none"> • Vectors and scalars • Motion Graphs • Acceleration • Newton's Laws • Projectile motion • Space exploration and cosmology | <ul style="list-style-type: none"> • Conservation of energy • Electrical charge carriers and electric fields • Electrical and electronic circuits • Specific heat capacity • Gas Laws and the kinetic model | <ul style="list-style-type: none"> • Wave parameters and behaviours • Electromagnetic spectrum • Light • Nuclear radiation |

LEARNING AND TEACHING APPROACHES:

Physics lessons include learning through experiments and investigations, demonstrations, presentations, research, group work, active learning tasks, problem solving and note-taking.

HOMEWORK:

Regular homework will be given to consolidate class work, develop problem solving skills and help with revision.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
- Question Paper: 135 marks (*scaled to 100*) (80%)

Scaling will be used to achieve the weighting indicated above.

National 4/5 Geography focuses on inspiring pupils to explore the world around them and ready them for the new challenges of living in this modern, evolving society. Students can expect to develop a range of geographical skills and techniques by studying a range of topics across the broad themes of Physical Geography, Human Geography and Global Issues.



| PHYSICAL ENVIRONMENTS | HUMAN ENVIRONMENTS | GLOBAL ISSUES |
|---|--|--|
| Getting to know the land around you, we find out the processes involved in making the physical features found in British landscapes. From steep sided U-shaped valleys to golden sandy beaches – you will develop the skills and techniques to be able to explain erosion at work in Glaciated Uplands and Coastal areas. We also delve into the conflicts that arise when many people are using these landscapes and look at the management and sustainability of these. We also take a look at weather and build an understanding of meteorology and how to deconstruct weather maps. | Within this unit we will look at where people live and why they chose that location. Comparing developed and developing countries you will build knowledge on where countries are and the contrasts in development for a variety of locations. Cases studies include exploring the slums of Mumbai and the changing streets of Glasgow for urban landscapes, as well as the new farming techniques found in British farms and the evolving farming practices of rural India. | For this unit we study two different issues affecting the global population. We explore the worldwide distribution of a range of diseases, with particular attention on the causes, effects of and strategies used to manage; HIV/AIDS, malaria and heart disease. We will also spend time building our knowledge on features of climate change, looking at the causes, effects and strategies to manage this worldwide issue. |

LEARNING AND TEACHING APPROACHES:

Geography lessons are varied and will include activities such as building mapping skills (being able to use grid references), annotating diagrams, using mapping software, class discussion, internet research and working both in groups and independently. Your teacher will set clear targets for you to complete and the work will be at an appropriate level for you.

HOMEWORK:

You will receive homework on a regular basis. This will normally be in the form of exam style questions, revising for assessments or undertaking assignment research.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
- Question Paper: 80 marks (80%)

The purpose of National 4/5 History is to open up the past for learners. History provides learners with insights into their own lives, the society and the wider world in which they live. Students will develop a range of historical skills, knowledge and understanding by studying a range of topics drawn from Scottish, British and European contexts.

Migration and Empire, 1830-1939

This unit focuses on why different groups of people came to Scotland during the period 1830-1939. Why did Irish, Lithuanian, Jewish and Italian people come to Scotland? What jobs did they do? How did they integrate into Scottish society? What problems did they face? It also examines the reasons why so many Scottish people chose to leave Scotland. Why did Scottish people emigrate to Canada, Australia, New Zealand and India? How did they contribute to developing the 'New World'? What impact did these countries of the Empire have on Scotland?

The Atlantic Slave Trade, 1770-1807

An in depth study into Britain's role in the Atlantic slave trade. Key topics include the organisation of the triangular trade, the importance of the slave trade to Britain and the Caribbean and what the life of a slave was like. The arguments for and against the slave trade will be examined with particular focus on the abolitionist campaign.

Red Flag: Lenin and the Russian Revolution, 1894-1921

Students will develop knowledge and understanding of the collapse of monarchy and the rise of Communism in Russia through the turbulent years between 1894-1921. Key topics include the fall of Tsar Nicholas II, the story of the mysterious Rasputin, the emergence of Vladimir Lenin, the rise of the Communist ideology, the February Revolution and the October Revolution.

LEARNING AND TEACHING APPROACHES:

History lessons are varied and active and will include activities such as evaluating historical sources, class discussion and debate, internet research and individual and group tasks. Your teacher will set clear targets for you to complete and the work will be at an appropriate level.

HOMEWORK:

You will receive homework on a regular basis. This might involve finishing off class work, practising exam questions or revising for assessments.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
- Question Paper: 80 marks (80%)

National 4/5 Modern Studies focuses on understanding current social and political issues around the world. Students will build skills in debating controversial modern topics, as well as learn to evaluate information/evidence in order to support and oppose a point of view, use sources to construct detailed arguments and draw their own conclusions from different sources of information. They will gain in-depth knowledge and understanding of the following three units;

| SOCIAL INEQUALITY IN THE UK | DEMOCRACY IN SCOTLAND | THE USA |
|--|---|--|
| <ul style="list-style-type: none"> • Why is there such a huge divide between the rich and poor in the UK? • Is the Government doing enough to tackle poverty? • Should we be giving benefits to those who are out-of-work? • Why is life expectancy in some areas of Glasgow lower than Afghanistan? | <ul style="list-style-type: none"> • Should Scotland go independent? • What are the consequences of Brexit? • What do MSPs do to represent me? • What goes on in the Scottish Parliament? • How does our voting systems work? • How can I get involved in politics? | <ul style="list-style-type: none"> • Can President Biden unite America? • Why are ethnic minorities far more likely to live in poverty in the USA? • What does the Government do to tackle inequalities? • What is the American Dream and is it achievable? • Was Trump a good President? |

LEARNING AND TEACHING APPROACHES:

Modern Studies lessons are varied and will include a range of group and individual activities, class discussion and debate and library and internet research. Your teacher will set clear targets for you to complete and the work will be set at an appropriate level for you.

HOMEWORK:

You will receive homework on a regular basis. This might involve finishing off class work, doing exam skills practice questions, revising for assessments or undertaking research into investigation work.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
Question Paper: 80 marks (80%)

National 4/5 RMPS focuses on developing critical thinking skills in order to engage, in a meaningful way, with the wider world. The world has become a complicated place to be; we face a variety of challenges every day and we should be equipped to engage with the issues. Students will develop knowledge and understanding of the following units:



| BUDDHISM | MORALITY AND RELATIONSHIPS | THE PROBLEM OF EVIL AND SUFFERING |
|---|--|---|
| <ul style="list-style-type: none"> • How do Buddhists worship? • What do Buddhists believe about life after death? • Who was the Buddha? • How does living according to the Noble Eightfold Path affect Buddhists? • What are the Four Noble Truths? | <ul style="list-style-type: none"> • Why do people form relationships with each other? • What are gender roles and how do they shape our society? • What is sexual consent and sexual assault? • Why does equality raise moral issues? • Why can same-sex relationships cause moral issues? | <ul style="list-style-type: none"> • Does freewill exist? • Why did God not stop the Holocaust? • How does evil and suffering challenge the nature and role of God? • Freewill or Determinism? • Why do we suffer? |

LEARNING AND TEACHING APPROACHES:

RMPS lessons are varied and will include activities such as critically examining real life case studies, class debate, internet research, and individual and group tasks. Your teacher will set clear targets for you to complete and the work will be at an appropriate level for you.

HOMEWORK:

You will receive homework on a regular basis. This will normally be in the form of exam style questions by may involve finishing off class work, revising for assessments or undertaking assignment research.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 20 marks (20%)
- Question Paper: 80 marks (80%)



TECHNOLOGIES

NATIONAL 4/5 ADMINISTRATION & IT

National 4/5 Administration and IT will build the skills and knowledge that would be used by decision makers or for supporting management in organisations. This course will be aimed at students attaining the National 5 qualification but will allow students to achieve at National 4 depending on their individual ability.

This course develops real life skills that are essential in every workplace by offering engaging, motivating and relevant learning experiences through a range of theory and practical activities relevant to the world of work.

Coursework will involve you learning to gather information and use technology to prepare, present and communicate your findings effectively and professionally. This will include understanding how modern technologies – web conferencing, blogging and social networking have impacted on the modern workplace. Emerging technologies will be incorporated so as to ensure that the course content remains current.

| ADMINISTRATIVE PRACTICES UNIT | IT SOLUTIONS FOR ADMINISTRATORS UNIT | COMMUNICATION IN ADMINISTRATION UNIT |
|--|--|--|
| Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events. | The purpose of the unit is to develop learners' skills in IT, problem solving and organising and managing information to complete business tasks. Learners will use IT applications to create and edit business documents and it will allow for emerging technologies to be incorporated so as to ensure that its content remains current and relevant. You will undertake organisational tasks that would be required to support small scale projects and events. | Learners will use IT for gathering and sharing information with others in administration-related contexts. They will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in the most effective, efficient and appropriate manner. |

LEARNING AND TEACHING APPROACHES:

Administration lessons are varied and will include activities such as:

- Word Processing, creating and editing Spreadsheets and Databases, using Publisher to create brochures, business cards and certificates and Power Point Presentations – working through a series of booklets.
- You will also be learning about the theoretical side of working in business.

A profile will be kept of your performance in class work, homework and assessments. This will let you keep a record of the areas you are doing well in, as well as setting yourself targets to help you improve as you work through the course.

HOMEWORK:

You will receive homework on a regular basis. This might involve finishing off class work or revising for assessments.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 70 marks (58%)
- Question Paper: 50 marks (42%)

This course will be aimed at students attaining the National 5 qualification in S4 but will allow some students to achieve National 4 depending on their individual ability.

Studying Business and Business Management will allow you to make a positive and practical contribution to any organisation regardless of your career choice. You will develop transferable, enterprising skills and attributes which enhance your employability.

Business Management introduces you to the dynamic, changing, competitive and economic environment of industry and commerce and its effect on society as well as allowing an understanding of the impact on ourselves. Both the Business and Business Management courses will develop skills in communicating and presenting business-related information and will enable you to succeed in life with determination and an ability to think logically. These skills will support you in becoming more confident, particularly regarding your own future education and place in the world of work. Understanding the economic and financial environment in which businesses operate will help you to contribute responsibly to society and by encouraging workings with others, the course will help you to participate effectively in our ever-changing global business environment.

| UNDERSTANDING BUSINESS UNIT | MANAGEMENT OF PEOPLE AND FINANCE UNIT | MANAGEMENT OF MARKETING AND OPERATIONS UNIT |
|--|--|---|
| By looking at real life business situations, students will develop skills, knowledge and understanding relating to the role of business organisations and entrepreneurship in society. Students explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival. | Students will grasp theories, concepts and processes relating to Human Resource Management, allowing them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. They will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses. | Students will gain an understanding how Marketing can be used to communicate effectively with consumers, maximise customer satisfaction and enhance competitiveness. They will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality. |

LEARNING AND TEACHING APPROACHES:

Business Management lessons are varied and will include activities such as:

- Teacher lead demonstrations
- Group work
- Individual work
- Research work

HOMEWORK:

You will receive homework on a regular basis. This may consist of completing an exercise started in class, completing homework booklets, revising for an end of topic test (timed questions), completing past paper questions or undertaking research/investigation work in preparation for the assignment.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 30 marks (25%)
- Question Paper: 90 marks (75%)

Scaling will be used to achieve the weighting indicated above.



TECHNOLOGIES

NATIONAL 4/5 COMPUTING SCIENCE

National 4/5 Computing Science gives students the opportunity to build on the computing skills developed in S1-S3. The areas of study are:

SOFTWARE DESIGN & DEVELOPMENT UNIT

Students will:

- Design programs using pseudo code, flowcharts and structure diagrams.
- Create, test and evaluate programs written in Python.
- Demonstrate code understanding by identifying and explaining the use of programming structures, constructs and standard functions.

COMPUTER SYSTEMS

Students will learn about basic computer architecture and how different types of data is represented, stored and processed within the computer.

At N4 these two topics are combined into one unit of study - Software Design & Development.

DATABASE DESIGN & DEVELOPMENT

Students will:

- Design databases using data dictionaries and wireframes.
- Create, test and evaluate relational databases, comprising of 2 linked tables of data.
- Manipulate databases using SQL commands.

WEB DESIGN & DEVELOPMENT

Students will:

- Design web pages and website using wireframes and site maps.
- Create them using html and css.
- Test and evaluate webpages.

At N4 these two topics are combined into one unit of study - Information System Design & Development.

LEARNING AND TEACHING APPROACHES:

Lessons will be based around using IT to learn about Computing Science. Activities include using online programming learning environments, browsers and text editors and database software packages. Textbooks and booklets will also be used in class. Your teacher will set clear targets for you to meet and the work will be at an appropriate level for you.

HOMEWORK:

You will receive homework on a regular basis. This might involve finishing off class work, revising for assessments, completing past paper questions or undertaking research. This will be a combination of written and practical work.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 50 marks (31%)
- Question Paper: 110 marks (69%)



EXPRESSIVE & PERFORMING ARTS

NATIONAL 4/5 ART & DESIGN

National 4/5 Art & Design focuses on developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts. The Course encourages learners to experiment with using art and design materials to help them gain confidence in their own creative practice and enhance their enjoyment of the arts.

| EXPRESSIVE | DESIGN |
|--|--|
| This area of work helps learners to develop an understanding of the factors that influence and inspire artists' work. They will also consider how artists use art materials, techniques and/or technology in their work. Learners will research and develop their personal thoughts and ideas in 2D and/or 3D formats in response to given stimuli. They will produce observational drawings and studies and develop these expressive ideas and compositions, experimenting with and using art materials and techniques, leading to a final outcome. | This area of work helps learners to plan, research and develop creative design ideas in response to a design brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work. They will experiment with, develop and refine their design ideas using a range of materials and techniques creating a final 3D outcome. |

LEARNING AND TEACHING APPROACHES:

Art & Design lessons are varied and will include many different approaches to learning and teaching such as group work, class discussions, homework, workshops, demonstrations, PowerPoint presentations, internet research and working individually. Learners in consultation with staff are actively involved in planning and identifying a design brief or deciding on the expressive area of study that they want to focus on. They will have the opportunity to experiment and try out similar working methods as the artists and designers they have chosen to study to help develop and enrich their work.

HOMEWORK:

Students should complete 1 hour of homework every week. This could take place during after school supported study. This might involve finishing off class work, researching the work of artists and designers or revising for assessments. Students are encouraged to take their folio of work home on a regular basis so that they can practise and improve on project work.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Design Portfolio – 100 marks (40%)
- Course Assessment: Expressive Portfolio – 100 marks (40%)
- Question Paper: 50 marks (20%)

Scaling will be used to achieve the weighting indicated above.

National 4/5 Drama provides opportunities for students to develop skills in creating and presenting drama. The course focuses on the development of drama skills and in using production skills to present drama.

| DRAMA SKILLS | PRODUCTION SKILLS | PERFORMANCE |
|---|---|--|
| <p>Students will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will develop a range of skills as an actor. They will learn how to respond to stimuli, including text. They will also learn how to portray a character in a range of ways and develop knowledge and understanding of form, structure, genre and style. Students will also learn how to evaluate their progress and that of others. All students will have to act in front of an audience.</p> | <p>This work is based on script extracts where students will be expected to participate in acting and in a production role (lighting, sound, costume, props, and make up). Each student will be involved in developing knowledge and understanding through text materials. Students will evaluate their progress and that of others.</p> | <p>The performance enables students to draw on, extend and apply the skills, knowledge and understanding they have learned during the course. The performance assesses the candidate's preparation and performance of a textual extract through research and development of ideas. The candidate can be assessed in either an acting or a production role.</p> |

LEARNING AND TEACHING APPROACHES:

Students will be encouraged to learn progressively, work co-operatively with others, plan tasks and produce work to deadlines, produce imaginative and creative drama, make links to their existing knowledge and experiences as well as be involved in self-assessment developing their thinking and personal awareness.

HOMEWORK:

You will receive homework on a regular basis. This might involve completing a log of class work, revising for assessments or undertaking research into investigation work.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Performance – 60 marks (60%)
- Question Paper: 60 marks (40%)

Scaling will be used to achieve the weighting indicated above.



EXPRESSIVE & PERFORMING ARTS

NATIONAL 4/5 MUSIC

National 4/5 Music provides a broad practical experience of performing and creating music and develops related knowledge and understanding.

| PERFORMING | COMPOSING | UNDERSTANDING MUSIC |
|--|--|--|
| Learners will develop performing skills in solo and/or group settings on two selected instruments or one instrument and voice. The minimum standard of piece to be performed is ABRSM Grade 2 (or equivalent) for National 4 and ABRSM Grade 3 (or equivalent) for National 5. | Learners will create original music using compositional methods and music concepts creatively. | Learners will broaden their knowledge and understanding of music and musical literacy by listening to music and identifying music signs, symbols and concepts. |

LEARNING AND TEACHING APPROACHES:

Music lessons will be varied, sometimes focusing upon performance where learners will discuss and agree targets with their teacher and work independently during lessons to achieve them. At other times composition or understanding music will be the focus and this will involve using computer software packages, listening to and discussing music and written exercises.

HOMEWORK:

You will receive very little written homework but are expected to rehearse your instruments regularly between classes either at home or within the department after school or at lunch times. You will be expected to prepare accordingly for end of unit assessments.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Performance – 60 marks (50%)
- Course Assessment: Composing Assignment – 30 marks (15%)
- Question Paper: 40 marks (35%)

Scaling will be used to achieve the weighting indicated above.



EXPRESSIVE & PERFORMING ARTS

NATIONAL 4/5 MUSIC TECHNOLOGY

National 4/5 Music Technology allows pupils to develop technical and creative skills through practical learning, and understand the skills and knowledge required by the music industry. Learners will learn to critically reflect on their own work and that of others.

| UNDERSTANDING 20/21 ST CENTURY MUSIC | DEVELOPING MUSIC TECHNOLOGY SKILLS | MUSIC TECHNOLOGY CONTEXTS |
|--|---|---|
| Learners will develop knowledge and understanding of 20 th and 21 st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20 th and 21 st century musical developments. Learners will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights. | Learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities. | Candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, audiobooks and computer gaming. |

LEARNING AND TEACHING APPROACHES:

Music Technology lessons will be varied. Sometimes the focus will be on using hardware and software to capture and manipulate sound and writing session logs. At other times the focus will be on listening exercises, learning to identify different musical genres and effects.

HOMEWORK:

You will receive very little written homework but are expected to keep up to date with coursework and complete unfinished work between classes either at home or within the department after school or at lunchtimes. You are expected to prepare accordingly for assessments, and may need to use department hardware/software to record and edit between classes.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Assignment – 100 marks (70%)
- Question Paper – 40 marks (30%)

Scaling will be used to achieve the weighting indicated above.

National Progression Award in Photography develops knowledge and understanding in practical photography as well as developing skills in problem solving, critical thinking and reflective practice in order to improve their own practice.

| UNDERSTANDING PHOTOGRAPHY | PHOTOGRAPHING PEOPLE | PHOTOGRAPHING PLACES | WORKING WITH PHOTOGRAPHS |
|---|---|---|---|
| Learners will develop knowledge and understanding of camera controls and a range of photographic techniques and processes. They will also evaluate images in terms of technical and creative aspects. | Learners will research images based on people to develop a plan for their own work. Learners will photograph people on location indoors and outdoors, over a minimum of three photo-shoots. | Learners will research images of places indoors and outdoors, justifying their choices. They will prepare a practical plan for three photo-shoots and will photograph locations indoors and outdoors. | Learners will develop a greater depth of understanding of images and how to critique them. They will learn methods of enhancement and discuss their images. |

LEARNING AND TEACHING APPROACHES:

NPA Photography lessons are varied and will include many different approaches to learning and teaching such as group work, class discussions, homework, workshops, demonstrations, PowerPoint presentations, internet research and working individually. Learners will have the opportunity to become involved in practical photography which will encourage the development of self-confidence and self-esteem through a range of practical activities and team working

HOMEWORK:

Pupils will be set practical photography assignments to be completed out with school so that they can open up their creative possibilities.

ASSESSMENT APPROACHES:

The National Progression Award in Photography at SCQF level 4/5 consists of 4 mandatory units at SCQF level 4/5.

Unit Titles

- Understanding Photography
- Photographing People
- Photographing Places
- Working with Photographs

The course will consist of practical cookery and the development of the following:

- Cookery Skills, Processes and Techniques
- Understanding and Using Ingredients
- Organisational Skills for Cooking
- Producing a Meal

LEARNING AND TEACHING APPROACHES:

The development of practical cookery skills and safe and hygienic practices are the main focus in this course. Hence, the majority of lessons are of a practical nature. However, theory lessons will study ingredients, equipment and techniques required to undertake the practical lessons successfully. Teaching approaches will include teacher demonstrations and discussions as well as opportunities for independent ICT research, power point presentations, textbook learning and revision exercises.

HOMEWORK:

Written homework and assignments will be issued and students will be expected to revise for unit assessments.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Practical Activity – 100 marks (75%)
- Question Paper: 30 marks (25%)

Scaling will be used to achieve the weighting indicated above.

Please note that there is a charge associated with this course (**TBC**) to cover the costs of ingredients and containers.

The purpose of this Course is to allow learners to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

Topics of study include:

- Relationships between health, food and nutrition
- Functional properties of food
- Food and consumer choices
- Food product development
- Practical food preparation

The course will appeal to learners who enjoy learning through practical activity and have an ability to link theory to practice.

LEARNING AND TEACHING APPROACHES:

A typical week will consist of a balance of both practical and theory lessons. A wide range of learning and teaching approaches is used in both theory and practical settings. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

HOMEWORK:

Written homework and assignments will be issued on a regular basis and research tasks will also form part of homework. Students will be expected to revise for assessments.

ASSESSMENT APPROACHES:

Course assessment will provide the basis for grading in the course award. The learner will be assessed by a combination of an assignment and a question paper.

Together they will add challenge and application to the course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned.

Course assessment at **National 5:**

- Course Assessment: Question paper - 60 marks (50%)
- Course Assessment: Assignment - 60 marks (50%)
- Please note that there is a charge associated with this course (**TBC**) to cover the costs of ingredients and containers.

PROGRESSION:

Candidates can progress to Higher and Advanced Higher Health & Food Technology.



HEALTH & WELLBEING

NATIONAL 4/5 PHYSICAL EDUCATION

National 4/5 Physical Education focuses on the practical development of performance in selected activities. The course will be centred around the key factors which impact on performance and how positive approaches can help performance development. The course is split into two areas:

| PERFORMANCE: | PORTFOLIO: |
|---|---|
| Students will select and experience a range of different activities that they will develop throughout the course. Two activities will be selected for assessment. | Throughout the course students will complete a portfolio based on an activity of their choice. The portfolio will take the students through areas for development within their own performance. |

During the course there may be an opportunity for pupils who are showing a level of competency to study the Higher course. This would require careful negotiation between the pupil and Faculty Head to ensure that the following key criteria were met:

- Is being coached in a sporting activity out with curriculum time
- Is willing to spend 1hr a week after school or at a lunchtime on course appropriate activity
- Is competent with written English and working toward N5/H English
- Is currently performing at “A/B” band of the Higher Scale.

LEARNING AND TEACHING APPROACHES:

Most of the course will be delivered through practical, experiential tasks. Digital analysis will be used to closely gather information on performances. Students will have opportunities to critically analyse their own and others work.

HOMEWORK:

You will receive homework on a regular basis. This might involve finishing off class work, revising for assessments or undertaking research for portfolio work.

ASSESSMENT APPROACHES:

Course assessment at **National 5:**

- Course Assessment: Performance - 60 marks (50%)
- Course Assessment: Portfolio - 60 marks (50%)



WIDER ACHEIVEMENT

NATIONAL 5 YOUTH ACHIEVEMENT AWARD (SILVER)

As part of the new S4 course choice we will be offering an option of continuing to build on the Bronze Award, working towards Silver - in line with Curriculum for Excellence experiences and outcomes. This course will focus on personal and social development of the young person as well as working towards developing key skills for the world of work such as; confidence, interpersonal, communication and organisation skills.



Through a series of experiences, including make an item, Community Event, Enterprise and Provide a Service, students will set personalised targets to develop their practical and communication skills. The course will promote a more confident approach to skills for work such as letter writing, ICT, money-related matters and producing CVs and interview techniques.

The course will be led by 2 members of staff within the Pupil Support Faculty. Students will be working in school and also out with school. Students will also have the opportunity to discuss with staff about the make-up of the course.

Students will be guided towards this course by their Pupil Support Teacher. Students on this course will be considered for the Silver Youth Achievement Award and are required to have achieved the Bronze Youth Achievement Award previously.

LEARNING AND TEACHING APPROACHES:

There will be a wide variety of Learning and Teaching approaches adopted throughout the course. Students will be required to work independently, work with others as part of a group, use the internet to research and plan work with external bodies and record their progress. Interactive learning and practical work will be a large part of the course.

HOMEWORK:

Homework may be required throughout the year. Students may be asked to plan lessons and activities as part of their Homework.

ASSESSMENT APPROACHES:

Assessments will take different forms throughout the year. Students will be required to keep a Portfolio containing the evidence of both their practical and communication abilities to the set hours required.

For further information please contact your son/daughter's Pupil Support Teacher.