

# S3 TO S4 OPTIONS BOOKLET

2020-2021

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Dear Parent/Carer,

We have produced a **Learner Pathways Programme** to support you and your son/daughter in making the best and most effective choices as they prepare to embark on their Senior Phase Curriculum.

It is interesting to reflect on a recent curriculum review team's comments as they point out the impact of the pandemic on our collective thinking, highlighting the central importance of an equitable education system which strives to meet the needs, interest and aspirations of all learners:

*Through real-life experience, we have learned the value that each person contributes to our society. We now know for certain that in times of crisis, a shop assistant or care worker are as valuable to us as our law enforcers or medical professionals and this should be reflected in what we value in Scottish schools today. The learning journey of each child is important and should be valued equally within our system.*

Our aim at Holyrood is to provide the best possible Learner Pathway for each and every one of our young people in S3. The **Learner Pathways Programme** is intended to support every young person in making the best and the most aspirational choices for them as an individual. To achieve this, choices must be based on their strengths, their skills, accurate information of levels of achievement in subjects, and their rates of progress within the BGE.

The tracking data will support them and should be used by parents to encourage and engage the young people in honest reflection and discussion about their chosen pathway. The learner must be kept at the heart of this process and must be supported by parents/carers and teachers in reflecting honestly on their strengths and their development needs, as well as their aspirations and ambitions for their future.

We will support each child in preparing for these options and raising their individual aspirations in the following ways:

- **Tracking Report 2** will be issued prior to the Options
- **S3 Learning Pathways Lessons** for all pupils delivered through the S3 teams page
- **Learner Pathways Programme Booklet** providing details of all the options available
- **S3 Virtual Options Evening** with clips from each subject
- **Aspirational Mentor Video's**. These video's are made by 'real people' within our Holyrood Community who come from all walks of life and have varied careers and professions. The video's aim to inform and motivate young people to engage, set realistic goals and take ownership of their learning journey.
- **Options interviews** (one-to -one) with DHT and Pastoral Care Team.

As a Parent/Carer your support and involvement is crucial in ensuring that your son/daughter can make the best choices, build on and progress their abilities and understand the options available to them in and beyond school.

Yours Sincerely,

Mr S Quinn

Depute Head Teacher



## S3 Timeline for the Senior Phase Options – 2020/2021

<b>Week beginning 9 November</b>	<b>S3 Reports</b>	<b>Assessment of progress for far.</b>
<b>Week beginning 11 January</b>	Options Booklet	Options booklet and form issued with key dates for return. All uploaded to school website and teams page.
<b>Week beginning 11 January</b>	S3 option lessons	All S3 pupils will have access to options lesson on teams.
<b>Wednesday 13<sup>th</sup> January</b>	S3 Virtual Options Evening	Detailed information on course choices and procedures
<b>Week beginning 25<sup>th</sup> January</b>	Options interviews	Interviews with pupils to finalise
<b>May TBC</b>	Senior Phase begins	New timetable begins for whole School.



## How Parents can Help – Option Choices

- Have a conversation with your child about the subjects they enjoy and their plans for after school.
- Go through the S3 reports that have been issued and identify areas where your child is doing well.
- Research, with your child, course requirements for college/university if they know what they want to do when leaving school.
- If your child is unsure of what they want to do when leaving then keep option choices very general.
- Ask your child to speak to members of the family that might be able to give them advice on their career choices.
- Have a discussion with your child's pastoral care teacher if you are unsure about some of the choices.
- Attend the 'virtual' options evening and ask have a look at the options lessons uploaded on the school website.
- Choosing options can be difficult but remember we are here for you and your child if you have any questions.

Information and Advice:

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

[www.planitplus.new/schoolzone](http://www.planitplus.new/schoolzone)



# Skills Development Scotland – What do we do?

Our **Skills Development Scotland** team will work very closely with pupils as they move up the school. Pupils will be interviewed, and they will work with pupils to find a positive destination for leaving school.

Caroline and Marianne have provided advice for your options:

- You might be unsure what direction you want your career to take yet – that's fine. It just means you need to keep your options open when you're picking your subjects and keep them quite broad.
- You could choose some subjects which are known as 'facilitating subjects' This means they're asked for more often than others for courses and jobs. These include things like Maths, English, Physics, Biology, Chemistry, History, Geography and Languages.

## What should you avoid

Avoid picking subjects just because...

1. You like the teacher – the teacher may change.
2. There isn't much homework – that will change.
3. Your friends are taking the subject – it might be right for them, but not for you.
4. Choosing a subject without finding out what it involves – it might not be what you expect.
5. Limiting your options by thinking subjects or careers are only for boys or girls.

SDS are based in the library Mon/Tues/Friday

When we return you can make an appointment for a one to one chat.



## Options Choices for Pupils

You are about to move in to the Senior Phase of your secondary education. This will allow you to personalise your timetable and reduce your subject choices.

You will choose 7 subjects (National Qualifications) in S4. You will also have 3 Core Subjects (RE, PE & PSE).

While Maths and English are mandatory (you must take them), you will have a **FREE CHOICE** in the other five subjects (NQ's). You must choose from the subjects that you have followed in S3.

You should look at this as an opportunity to focus and specialise on the subjects you enjoy and need for progression beyond school.

Before you make your choices you will have:

- Outline of each subject with progression routes
- A lesson on option choices
- A virtual options evening.
- Interview with Pastoral Care teacher

This will also all be uploaded to the school website so research this before making your choices.

It's also essential that you discuss your choices with your parents/carers as they will be able to offer advice.

When picking your options please consider the following:

- What subjects do I need for my chosen career/course
- Are you committed to the chosen course? There are high expectations in all subjects and you will be expected to put in maximum effort, complete all homework and attend all possible lessons.
- Is this a subject that you enjoy? If you enjoy the subject then you are much more likely to be motivated to do well.

You need to think about these choices carefully. Do the research and choose subjects that will take you forward on your learner pathway.



## Subject Information Sheets to follow

Languages	English
	French
	Italian
	Spanish
Mathematics	Mathematics
Health & Wellbeing	Physical Education Home Economics
Expressive Arts	Art
	Drama
	Music
	Technical
Religious Education	
Science	Biology
	Chemistry
	Physics
Technologies	Administration Accounts
	Business Computing
	Design & Manufacture Graphic Communications Practical Woodwork
Social Subjects	Geography History Modern Studies



## Potential Courses and Levels Available at a Glance

Course Available	Possible Level of Study				
	National 3	National 4	National 5	Higher	Adv H
Accounting	✓	✓	✓	✓	
Administration & IT	✓	✓	✓	✓	
Art and Design	✓	✓	✓	✓	✓
Biology	✓	✓	✓	✓	✓
Business & Business Management	✓	✓	✓	✓	✓
Chemistry	✓	✓	✓	✓	✓
Computing	✓	✓	✓	✓	✓
Comp – Games Development NPA		Level 4			
Design and Manufacture	✓	✓	✓	✓	
Drama	✓	✓	✓	✓	✓
English	✓	✓	✓	✓	✓
ESOL	✓	✓	✓	✓	
French	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	
Graphic Communications	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓
Health & Food Technology	✓	✓	✓	✓	✓
Home Economics: Practical Cookery	✓	✓	✓		
Home Economics: Cake Craft			✓		
Home Economics: NPA Bakery		Level 4			
Italian	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓
Modern Studies	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓



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Music Technology	✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	
Practical Woodwork	✓	✓	✓		
Physics	✓	✓	✓	✓	✓
RE: RMPS (in S6 only)			✓	✓	
Spanish	✓	✓	✓	✓	✓



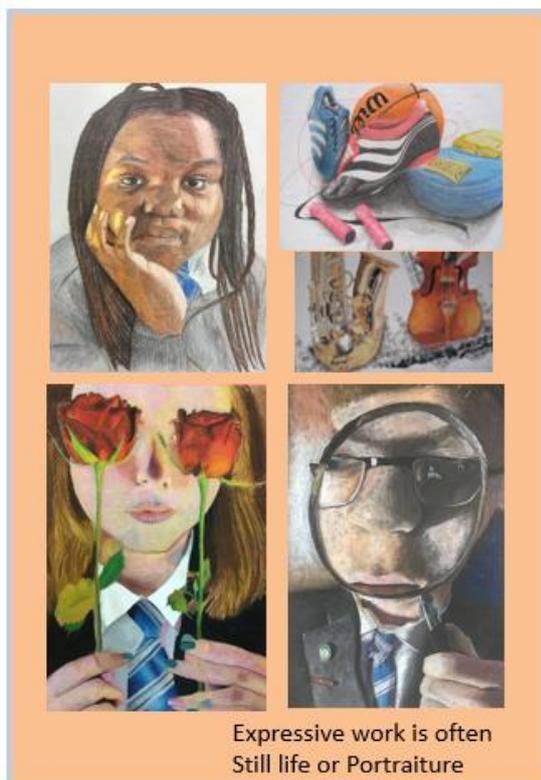
# Art & Design

## Why chose Art & Design?

- You will improve & develop your Artistic skills, in S4 your skills in drawing, painting, design and craft work will show a huge improvement, no matter what level you are starting from.
- Art & Design is a core subject for 'problem solving'. It teaches you to think creatively, whilst developing your observational skills.
- Skills for Life & Skills for Work :Art & Design related industries comprise a healthy and growing sector of employment and business in Scotland today. The skills developed in the study of Art & Design are also transferable and relevant to many other areas of study, employment and society.
- Learning through Art & Design helps you to develop an appreciation of aesthetic and cultural values, identities and ideas.

## Art & Design National Courses

In S4 young people will progress onto sitting National Qualifications at National 4 or 5. The courses are very similar in format. Both course contain 2 elements, Design and Expressive units. See the examples below. Together these make your 'folio' which constitutes your overall end grade.



## Assessment of the Course

**National 4:** assessments will be continuous throughout the year, from the folio work that you complete. There is no external examination for this course.

**National 5:** your folio grade makes 80% of your mark. There is a written SQA Question paper which is worth the remaining 20%. You will research and study the work of other artists and designers throughout the year. This is the information you will write about in response to set questions in an exam paper.

## Progression after S4

Progression routes at the end of S4 are detailed as

A young person achieving National 3 can progress to National 4

A young person achieving National 4 can progress to National 5

A young person achieving National 5 can progress to Higher

## Potential Creative Careers if you continue your Art & Design Studies

If you wanted to study for a degree in Art & Design, you will need a portfolio of your Art work. This is usually produced in S6 and this course at National 4 or National 5 is a great way to start this.

Below is a list of some of the careers that would benefit from having an Art & Design qualification

Professional Artist

Architect

Electronic Imaging

Publishing

Art therapist

Interior Designer

Photographer

Glass Designer

Community Art Leader

Graphic Designer

Textile Designer

Packaging Designer

Illustrator

Theatre/Stage Designer

Jewellery Designer

Animator

Product Design

Fashion Design

Video & Film work

Landscape Architect

Art Historian

Gallery Curator

Visual Merchandiser

Web Designer

Tattoo Artist

You-tuber

Teacher



# Design & Technology

## Design & Manufacture

### Course content

The Course introduces learners to the multi-faceted world of product design and manufacturing. The course combines scientific, mathematical and technological rigour with design and manufacturing creativity and innovation. It is at this interface that the course demonstrates broad options, possibilities and flexibilities in supporting educational growth.

The Course provides pupils with the skills and ability to learn:

- Analyse a brief and create a specification using research methods
- Identify factors that influence design and apply these in a design task
- Develop and communicate design concepts for a design task
- Evaluate an existing product
- Investigate materials for manufacturing tasks in a workshop.
- Prepare for manufacturing tasks in a workshop.
- Plan and implement a manufacturing sequence for a prototype
- Identify
- Review manufacturing processes and a finished prototype

### Pathways to Senior Phase

In S4 pupils will study DM at National 4 or 5 depending on S3 working levels. – successfully completing level 3 BGE

Pupils can choose to study DM at National 5 or at Higher level in S5 depending on S4 performance.

### National Courses

#### National 4

National 4 DM does not have an external exam. You will be required to complete a project known as the Added Value Unit, which consists of a design folio and a fully manufactured prototype.

#### National 5

Courses in National 5 DM consist of three main areas.

An external exam (45%), a Design folio (30%) and a fully manufactured prototype (25%).

Both the design folio and practical model are completed internally during class time.

The design folio is marked externally by the SQA.



The National 5 DM exam is 1 hour 45 minutes long and covers all main topic areas of the course such as Design, Materials and Manufacturing processes.

## Careers

DM is a useful subject in applying for a wide variety of courses at college and university because of the literacy, numeracy and problem solving skills developed as part of the course. Alongside this the practical element of the course allows students to develop high skill levels of craftsmanship and motor skills.

A qualification in DM will open many varied and different career paths, including those in product design, engineering, construction and education.

Some of the careers associated with DM include:

- Product Designer
- Set Design
- Construction crafts
- Furniture design
- Industrial design
- Engineering
- Interior design
- Tool making
- CNC Machining
- Plumbing
- Boat/Ship building
- Cabinet Maker
- Vehicle body repair
- Manufacturing Technology
- and many more....

## Useful Links

Design Technology - [www.technologystudent.com](http://www.technologystudent.com)

BBC Bitesize – N5 Design and Manufacture

Education Scotland – Design and Manufacture



# Graphic Communication

## Course content

### Aims of the Course

- To develop skills in graphic communication techniques, including the use of equipment, materials and software
- Extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, where these apply.
- Develop and understand the impact of graphic communication technologies on our environment

### Course Content

Pupils will be taught various different graphical techniques using both manual and various computer programs. They will combine these skills with design principals to produce creative, innovative solutions to set tasks.

### Skills

- producing simple preliminary, production and promotional graphics
- using standard graphic communication equipment, software and materials
- knowledge of graphic communication standards, protocols and conventions
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

### Pathways to Senior Phase

In S4 pupils will study GRAPHIC COMMUNICATIONS at National 4 or 5 depending on S3 working levels. - successfully completing level 3 BGE

Pupils can choose to study at National 4 or 5 or at Higher level in S5 depending on S4 performance.

### National Courses

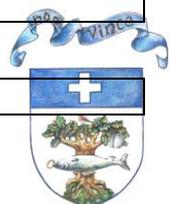
#### National 4

National 4 courses do not have an external exam. You will be required to complete a project known as the Added Value Unit,

#### **National 4 Assessment**

Pupils will complete an added value unit of work folio set within a single context where the learner can demonstrate an application of their skills, knowledge and understanding

#### National 5



Pupils will be assessed equally by means of an examination and the Course assignment  
 The exam will be 67% of course assessment split evenly between 2D/3D Graphic Communication & Pictorial Graphics. **This will be externally marked**  
 In the Course Assignment, will be 33% of course assessment. Marks will be awarded for preliminary graphics, production graphics and promotional graphics. **This will be externally marked**  
 Evidence will include a collection of meaningful graphic items produced in response a given brief, graphic research and development work, and an evaluation of the effectiveness of the final presentation work.

## Careers

Graphic Communications is a useful subject in applying for a wide variety of courses at college and university

- Architecture
- Building surveying
- Gaming industries
- Magazine illustrators
- Multi media industries
- Industrial designers
- Product designers
- Engineering
- Construction

## Useful Links

Design Technology - [www.technologystudent.com](http://www.technologystudent.com)

BBC Bitesize – N5 Design and Manufacture

Education Scotland – Design and Manufacture

# Practical Woodwork

## Course Content:

Practice Joints , Bench skills, Machining Skills , Finishing Techniques

## Aims of the Course

The Practical Woodworking course provides students with an introduction to vocational skills based learning suitable for Students seeking to progress into a Practical / Manufacturing career through Apprentice training or develop these activities as a DIY leisure activity.

- To develop vocational skills that can lead to Apprentice Training opportunities
- Extend and apply knowledge and understanding of processes and materials through practical activities that has Health and safety awareness running through all aspects of this course
- Develop and understand the impact of technologies on our environment .



## Course Content

Pupils will develop skills in manufacturing and machining They will learn to read technical information from drawings and combine these skills to produce artifacts in a safe controlled environment. They will share resources and learn to work as a team

## Skills

- Reading simple technical drawings
- using bench tools and Machining techniques
- knowledge of materials
- applying manufacturing skills,
- knowledge of processes
- knowledge of health and safety in the workshop environment
- Have an ability to follow safe working practices

## Pathways to Senior Phase

In S4 pupils will study woodwork.at National 4 or 5 depending on S3 working levels. - successfully completing level 3 BGE

Pupils can choose to study at National 5 in metalwork in S5 depending on S4 performance.

There is no SQA Higher in this subject area

## National Courses

### National 4

National 4 courses do not have an external exam. You will be required to complete a project known as the Added Value Unit,

#### **National 4 Assessment**

Pupils will complete an added value unit of work set within a single context where the learner can demonstrate an application of their skills, knowledge and understanding

### National 5

Pupils will be assessed equally by means of an examination and the Course assignment  
The exam will be 30% of course assessment split evenly between Materials Processes and Health and Safety. **This will be externally marked**

In the Course Assignment, will be 70% of course assessment. Marks will be awarded for preliminary production of a Project . **This will be externally marked**

Evidence will include a collection of practice joints , unit work featuring Bench skills and Machining and finishing and a final course model.

## Careers

Apprenticeships , Industry training and DIY

- Building surveying
- Joinery



- Cabinet makers
- Building Trades
- Plumbing Trades
- Engineering Trades
- Construction Industries

## Useful Links

Design Technology - [www.technologystudent.com](http://www.technologystudent.com)

BBC Bitesize – N5 Practical Craft Skills

Education Scotland – Practical Craft Skills



# Drama

## National 5

### Unit 1 – Drama Skills

Creative skills to explore an issue, topic or theme will be necessary, and you will be involved in discussing and participating in role-play, research and improvisations.

### Unit 2 –Production Skills

You will study a range of acting and technical skills and take part in two short extracts from plays.

### Unit 3 – Production

Using the skills learned in Units 1 and 2, you will co-operate in a small-scale presentation of play extracts or improvisation.

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## Pathways to Senior Phase

**If pupils achieve a National 5 pass C or above then they can progress on to Higher Drama. The Higher course requires a great deal of commitment from pupils. The following would be a requirement for Higher:**

Willingness to participate, **fully** in **all** activities.

Ability to meet deadlines for written and practical work.

A regular and consistent level of attendance.

Participation in extra-curricular rehearsals and theatre visits

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## Useful Links

<https://www.bbc.co.uk/bitesize/subjects/zrs3kqt>

<https://www.sqa.org.uk/sqa/47390.html>





## Pathways to Senior Phase

In S3, pupils are given an indication of a pathway into the senior phase based on their performance in the three Significant Aspects of Learning: Reading, Writing, Talking & Listening.

This pathway is indicated in S3 tracking and discussed with pupils during Learner Conversations.

## National Courses

The National courses in English build on the broad literacy and language skills pupils have developed in their first three years at secondary. The English course will provide learners with an opportunity to develop skills in listening, talking, reading and writing and apply these skills in a variety of contexts.

Pupils will encounter a wide range of different types of texts in different media and this will allow learners to develop critical thinking skills.

### National 3

National 3 is the appropriate progression for pupils achieving First or Second Level in S3. The National 3 course emphasises communication skills and the ability to understand written and spoken texts.

### National 4

Pupils working at Third Level undertake study at National 4 in S4. Assessment for pupils following this pathway is continuous, in-class, and unit-based with an 'Added Value Unit' in place of a final exam. Students will be assessed on their language and literacy skills.

### National 5

Pupils achieving Fourth Level in English in S3 are recommended to sit National 5. However, level of presentation is determined in discussion with teachers and is dependent on progress and application throughout the year.

The course assessment has four components:

**Component 1:** Reading for Understanding, Analysis and Evaluation (30 marks/1 hour)

**Component 2:** Critical Reading (40 marks/ 1 hour and 30 minutes)

**Component 3:** Portfolio—writing (30 marks)

**Component 4:** Performance—Spoken Language - Achieved/Not Achieved

**SQA Exam: May 2021**



# Home Economics

## Health and Food Technology

### National 5

#### Course Outline

The course allows for candidates to be able to;

- develop and apply knowledge and understanding of the relationship between health, food and nutrition
- research a range of issues which affect consumer choice of food
- develop knowledge and understanding of the stages involved in developing a food product
- develop knowledge and understanding of the functional properties of a range of ingredients in food, and their use in developing food products

This course covers a range of topics including health, nutrition, dietary needs, the functional properties of ingredients and contemporary food issues such as technological and environmental developments. Pupils will plan, make & reflect on food products & consider how contemporary issues affect food choices. It will include some practical cookery (normally 1 dish every other week) which will allow pupils to develop a range of practical food preparation skills and techniques using appropriate tools & equipment as well as develop organisational skills needed to research, plan, prepare & evaluate products & processes.

#### Assessment

- Assignment worth 60 marks
- Question paper worth 60 marks

The overall grade for the course will be determined by the Assignment and Question Paper

#### Progression

Health & Food Technology Higher leads to Advanced Higher

#### Possible Careers Include

Catering, Home Economics Teacher, Nursing, Food Technologist/ Scientist, Retail Management, Social Worker, Designer, Quality Control, Trading Standards, Care Worker, Hotel Management, Environmental Health Officer, Marketing, Product Development, Teacher, and Journalism.

#### Useful Websites

[www.sfdf.org.uk](http://www.sfdf.org.uk)

[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

[www.foodindustry careers.co.uk](http://www.foodindustry careers.co.uk)



# Hospitality Practical Cookery

The aims of the practical cookery award are to enable candidates to be able 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

## Assessment for National 4

- Unit by unit assessment
- Added Value Unit comprises of a 1.5 hr exam, producing a 2 course meal, including a planning booklet.
- Progression onto National 5 Practical Cookery

## Assessment for National 5

### Question paper

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

### Assignment and practical activity

The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing

## Progression

There is no Higher qualification in school.

National 5 Practical Cake Craft

Higher Health & Food Technology (an A/B pass is required at N5)

HNC in Professional Cookery/Hospitality Management at a Further Education College.

## Possible Careers include

Catering, Home Economics Teacher, Food Technologist, Hotel Management and Journalism.



# National 5 Cake Craft

The National 5 Cake Craft aims to enable candidates to:

- acquire knowledge and understanding of methods of cake production
- develop knowledge and understanding of functional properties of ingredients used in cake production
- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

## Assignment and practical activity

The purpose of the assignment is to assess practical application of knowledge and skills from across the course to design and make a cake for a given brief. It will assess candidates' skills in designing, implementing and evaluating a product

## Question Paper

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

## Possible Careers

Pastry chef, baker, entrepreneur, catering, Home Economics teacher



# NPA Bakery Level 4

The National Progression Award (NPA) in Bakery at SCQF level 4 develops practical bakery skills in craft baking, bread making, cake decoration and pastry making. This award is aimed at candidates who are interested in pursuing a career in the bakery or catering industries.

## Assessment

Assessment is continual and good attendance is required.

## Careers

The National Progression Award in Bakery at SCQF level 4 will give you a platform which will allow you to develop appropriate bakery skills in breadmaking, craft baking, pastry and cake decoration, to help you to progress into higher education or employment.

The craft bakery industry currently has a skills shortage, the public are requesting better quality and varieties of breads and flour confectionery made by traditional methods, and there is now a rise in the artisan baker and flour confectioner.



# Modern Languages: French, Spanish and Italian

## Course Outline

Modern Languages in the Senior Phase is a skills based subject focusing on the skills of Reading, Listening, Writing and Talk within the four contexts of Society, Learning, Employability and Culture.

### Society:

Relationships

Everyday life

Health and Well-being

Technology

### Learning:

How to learn

School systems in other countries

School exchanges and gap years

### Employability:

CV writing and interview techniques

Future Plans

During your time in Modern Languages you will have the chance to practise all 4 skills within all 4 contexts. Moreover, through our etwinning projects there are possibilities for linking with pupils in the country of the language you study and often possibilities for taking part in a school exchange. Most recent exchanges have been to Aix-en Provence, France (2018/19) and previously to Merida, Spain (16/17)

Our current link project is with a school in Boadilla del Monte, Spain

## Progression

In S4 pupils will study a Modern Languages at National 3, 4 or 5 depending on S3 working levels.

Pupils can choose to study a Modern Language at National 4 or 5 or at Higher level in S5 depending on S4 performance.

## Assessment & Exam



Modern Languages at National 3 and 4 do not have an external exam. You will be required to complete a project known as the Added Value Unit, along with UASPs in all 4 skills

Courses in National 5 Modern Languages consist of a written Assignment which focuses on an area of choice which has been covered in one of the 4 contexts. The Assignment is written in school under exam conditions and is externally marked by the SQA. Pupils will also complete a Talk Presentation and Conversation with their class teacher.

There is also an external exam for National 5.

The external National 5 Modern Languages exam

consists of a Reading, Listening and Writing paper. The Writing is always based on a job application letter and the Listening and Reading will be taken from across the 4 contexts.

## Possible Careers

As Modern Languages is a skills based subject with a real focus on communication it is a useful subject in applying for a wide variety of courses at college and university because of the literacy, and communication skills developed as part of the course.

Linguists are known for their communication skills which are highly sought after in many businesses and industries. Some of the careers associated with Modern Languages are:

- Translator
- Education
- International Lawyer
- Diplomat
- Journalist
- Communications Manager
- Tour guide/ operator
- Air steward
- Air traffic control
- Pilot
- Fashion designer
- Health- International agencies such as *Medecins Sans Frontieres (MSF)*
- Travel and Tourism Industry
- Accountancy-International communication skills





### Pathways to Senior Phase

In S3, pupils are given an indication of a pathway into the senior phase based on their performance in class assessments.

This pathway is indicated in S3 tracking and discussed with pupils during Learner Conversations.

### National Courses

The National courses in Maths build on the numeracy, algebraic, geometry and statistics skills pupils have developed in their first three years at secondary. The Maths courses will provide learners with an opportunity to develop skills in problem solving, reasoning and functional skills for life.

#### National 3 Applications of Mathematics

National 3 is the appropriate progression for pupils achieving First or Second Level in S3. The National 3 course emphasises functional skills for everyday life, such as money calculations and reading and interpreting charts and tables.

#### National 4 Mathematics

Pupils working at Third Level undertake study at National 4 in S4.

Assessment for pupils following this pathway is continuous, in-class, and unit-based with an 'Added Value Unit' in place of a final exam. Students will be assessed on their number, algebra, statistics and geometry skills. There are units called Numeracy, Expressions and Formulae and Relationships.

This course is a pathway to National 5 in S5 and potentially Higher Mathematics in S6.

Some pupils studying at this level will also embark upon study of National 5 Numeracy Unit.

#### National 5 Mathematics

Pupils achieving Fourth Level in Maths in S3 are recommended to sit National 5. However, level of presentation is determined in discussion with teachers and is dependent on progress and application throughout the year. A strong pass in National 5 is essential for progression to Higher Mathematics.

The course is assessed entirely in a final examination.

Study proceeds through 3 units:

Expressions and Formulae  
Relationships  
Applications.



# Music

## Course content

The Music course has three main elements

### Performing Skills

In this Unit, learners will choose two instruments/voice to develop solo performing skills. Each instrument will be worth 25% and examined by a Visiting Examiner in the March of S4.

### Understanding Music

In this Unit, learners will develop knowledge and understanding of different styles and genres of Music, develop aural recognition of Music concepts, as well as an understanding of musical literacy. This element is worth 35% of the mark.

### Composition

Pupils are required to produce an original piece of music at least one minute in length. Pupils are encouraged to develop their technology skills by using the computer and Sibelius program to help with composition. Pupils must also write a 200-300 word review of their composing process, including decisions, development and self-reflection. This will be sent to the SQA to be externally marked. This element is worth 15% of the mark.

## Pathways to Senior Phase

In S4 pupils will study Music at National 3, 4 or 5 depending on S3 working levels.

Pupils can choose to study Music at National 4 or 5 or at Higher level in S5 depending on S4 performance.

Lots of Universities look favourably on a qualification in Music due to the skills it develops eg. Self-discipline, resilience, communication, collaboration, time management, responsibility and creative thinking.

## National Courses

### Assessment and Exam

#### National 4

There is ongoing assessment for all three elements plus an Added Value Unit. This takes the form of pupils preparing an 8 minute program of music on 2 instruments and making a recording.

#### National 5

- A Visiting Examiner will assess performance, on both instruments, in March of S4.
- Composing will be sent to the SQA in April to be externally marked.
- Understanding Music will be assessed by a written paper taken during the main diet of examinations in May/June.



## Careers

Studying music helps build a wide range of skills including working with others, self-discipline and communication skills whilst helping to build confidence.

There are many careers within music such as:

- Musician
- Singer/Backing Singer
- Composer
- DJ
- Music Teacher
- Music Therapist
- Songwriter
- Music Director
- Music Instructor
- Recording Artist
- Live Music Entertainment
- Music Production
- Artistic Management
- Marketing and PR
- Music Journalism
- Media and Communication
- Live Events Production
- Sound Technology
- Stage Management
- Sound Engineering

## Useful Links

<https://www.bbc.co.uk/teach/ten-pieces>

<https://mymusiconline.co.uk/national-4>

<https://mymusiconline.co.uk/national-5>



# Music Technology

## Course content

The Music technology course has three main elements

### Music Technology Skills

In this Unit, 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.

### Understanding 20th and 21st Century Music

In this Unit, learners will develop knowledge and understanding of 20th and 21<sup>st</sup> century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments.

Learners will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights.

### Music Technology in Context

In this Unit, learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

## Pathways to Senior Phase

In S4 pupils will study Music Technology National 3, 4 or 5 depending on S3 working levels.

Pupils can choose to study Music Technology at National 4 or 5 or at Higher level in S5 depending on S4 performance.

## National Courses

### Assessment and Exam

#### Practical 70%

2 projects using music technology and microphones.

Plan, implement and evaluate creative productions using music technology.

Examples can be- a radio broadcast, audiobook, sound design for film and computer gaming.

#### Question Paper 30%

Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music Listening paper.

Candidates use listening skills to draw on and apply knowledge and understanding of a sample of all the technological terms, styles and genres of music.



## Careers

Studying music technology helps build a wide range of skills including working with others, language and reasoning skills whilst helping to build confidence.

There are many careers within music technology such as:

- Music Producer.
- Music Director
- Media and Event Support Specialist.
- Keyboard and Studio Recording Specialist.
- Music Instructor.
- Studio Engineer.
- Studio Manager.
- Director of Audio/Visual Events.
- Audio and Lighting Technician.
- Owner and Entrepreneur.
- Audio Engineer.
- Recording Artist.
- Multimedia Specialist.
- Mixed Media Assistant.
- Music Technology Specialist.
- Music Industry Program Specialist.

## Useful Links

[BBC resources for National 4 Music Technology](#)

[BBC resources for National 5 Music Technology](#)

[SCHOLAR Scotland online revision materials](#)



# Physical Education

## Course content

Physical Education Courses in the Senior Phase focus on four factors; Physical, Mental, Social and Emotional.

You will study each of the four factors through the following activities:

- Basketball
- Hockey
- Fitness
- Football / Netball
- Gymnastics
- Badminton

In S3 the course is primarily practical based. You will learn to develop skills and fitness in each of the activities. You must pass 2 of the activities in S3 to be able to study at a National level. There will be some written elements to the course in S3 where you will learn about how the four factors impact on your performance. You will also gather information on your performance so that strengths and weaknesses can be identified.

The S4 Physical Education Course is based around the four factors. You will study the following in relation to the factors;

- How to gather information on your personal performance and identifying strengths and weaknesses
- Goal setting
- Developing performance using a variety of approaches
- Carrying out personal development plans (PDPs) in relation to the factors
- Understanding feedback and how it can help you develop performance
- How to monitor and evaluate your PDP and performance

## Pathways to Senior Phase

In S4 pupils will study Physical Education at National 3, 4 or 5 depending on S3 working levels.

Pupils can choose to study Physical Education at National 4 or 5 or at Higher level in S5 depending on S4 performance.

## National Courses



**National 5**

The National 5 Physical Education consists of a written portfolio which focusses on 2 factors. Pupils can choose the activity that they wish to write their portfolio on.

The portfolio is a lengthy piece of work completed over the year and then sent to SQA for marking.

The portfolio is completed in class time under supervision. Section 1 is completed under exam conditions, sections 2 & 3 are completed open book. This equates to 50% of the overall grade.

At National 5 pupils will be assessed in 2 activities of their choice. These can be activities from within the course or any other activity that staff can facilitate and have the knowledge to assess. Each activity is marked out of 30 marks and both equate to 50% of the overall grade.

## Careers

Physical Education is a useful subject in applying for a wide variety of courses at college and university because of the literacy and problem solving skills developed as part of the course.

A career in sports coaching, PE teaching and sports science can be achieved by studying Physical Education.

A number of transferrable skills such as communication, organisation, using initiative and good interpersonal skills can be developed in Physical Education. These skills are attractive to employers from a variety of work places.

## Useful Links

**BBC Bitesize** - [www.bbc.com/bitesize/](http://www.bbc.com/bitesize/)

**SATPE** - [www.satpe.com/](http://www.satpe.com/)



# Religious Education

## Course content

The Religious Education progresses from BGE This is Our Faith curriculum to Senior Phase, This is Our Faith curriculum.

In Religious Education, the learner will be working through experiences and outcomes from the eight strands of faith: *Mystery of God, Revealed Truth of God, Image of God, Son of God, Signs of God, Word of God, Hours of God, and Reign of God.*

Throughout the year the learner will have the opportunity to deepen their personal faith commitment in a variety of whole school faith developments and year group activities, e.g. retreats, mass, hours of reflection.

The units in the S4 Senior Phase are:

- Human Condition
- Mary, Model of Prayer
- Moral issues
- Relationship and Moral Education – Called to Love
- Equality and Inclusion Education
- Celebration of liturgical feasts and festivals- Holy Days of Obligation, Advent, Christmas, Lent , Easter
- Celebration of focus weeks – Vocation Week, Interfaith Week, Catholic Education Week

## Progression

Religious Education is a core subject, taught twice a week from S1 –S6.

The core Learning will foster:

- For the **Christian learner**, promote their knowledge and understanding of the Catholic faith and provide opportunities to deepen faith
- For **learners of other Faiths**, promote an understanding of Christian belief and support reflection on their own faith traditions and spiritual development
- For **all other learners**, promote understanding of religious faith in general, and Christian faith in particular , and support their spiritual development

Pupils can choose to study Religious, Moral and Philosophical Studies (RMPS) at a Higher lever in S6, some exceptions as made at S5. The content of RMPS covers; World Religion, Morality, Medicine and the Human Body and Religious and Philosophical Questions



# Science:

## Biology

### Course content

The Biology course in the Senior Phase is a continuation of the course in S3. The three units are Life on Earth, Cell Biology and Multicellular Organisms

Life on Earth: this part of the course looks at the different components of an ecosystem and the role that abiotic and biotic factors have on biodiversity and the distribution of life. We will also look at human impact and the overuse of chemicals in agriculture.

Cell Biology: there was an introduction to the cell and its components in S3. In S4 the cellular reactions Osmosis, Diffusion, Respiration, Photosynthesis and Protein synthesis will be covered. An extension of Genetic engineering and Mitosis and the introduction of enzyme reactions.

Multicellular Organisms: this part of the course starts with the hierarchal components of life. We will then look at Stem cells both human and plant. Moving onto the working of the human body and how it regulates itself, reproduction in plants and animals, variation and inheritance.

### Pathways to Senior Phase

In S4 pupils will study Biology at National 3, 4 or 5 depending on their working levels and commitment in S3.

#### Moving to S5

N3 in S3 → N4 Science in S5

N4 in S4 → N5 in S5

N5 in S4 → Higher in S5

### National Courses

#### National 3

There is no external exam. To pass good attendance and passing internal assessments.

#### National 4

There is no external exam. Internal assessments and completion of an Added Value Unit (AVU) – enzymes are the requirement.

#### National 5

An external exam that will last for 2.5 hours worth 100 marks. An individually written assignment based on an experiment – enzymes. The exam paper and assignment are both marked externally.

### Careers

Biology is a subject that does not just develop and deepen knowledge but also develops skills in problem solving, literacy, critical thinking and numeracy.

It makes routes within various health sector related careers more accessible, research, teaching, banking, sports and environmental based careers are to name a few that Biology can help you access.



## Useful Links

All powerpoints from lessons are available on the school website.

BBC Bitesize - [www.bbc.com/bitesize/](http://www.bbc.com/bitesize/)

National 5 Biology – Oronsay bed & breakfast - [www.oronsay.org/Nat5.htm](http://www.oronsay.org/Nat5.htm)

SQA papers and answer marking schemes available online [www.sqa.org.uk](http://www.sqa.org.uk)

# Chemistry

## Course content

### Chemical Changes and Structure

Develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment. Focusing on these reactions, work towards the concept of chemical equations. Research atomic structure and bonding related to properties of materials. Topics covered include: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

### Nature's Chemistry

Research the Earth's rich supply of natural resources which are used by each and every one of us. Investigate how fossil fuels are extracted and processed for use. Investigate the chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this; plants as a source of fuels, carbohydrates and consumer products. Topics covered include: homologous series; everyday consumer products; energy from fuels.

### Chemistry in Society

Focus on the chemical reactions, properties and applications of metal and alloys. The chemistry of metals in chemical cells is explored. Through research, compare and contrast the properties and applications of plastics and new materials. Investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and research the use of chemical analysis for monitoring the environment. Topics covered include: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

## Pathways to Senior Phase

In **S4** pupils will study Chemistry at National 3, 4 or 5 depending on S3 working levels.

Pupils can choose to study Chemistry at National 5 or at Higher level in **S5** depending on S4 performance.

Pupils can also choose to study a Skills for Work course in Laboratory Science at level 5 in **S5** depending on S4 performance.

A Higher pass at a grade A or B would allow pupils to progress to Advanced Higher chemistry in **S6**.

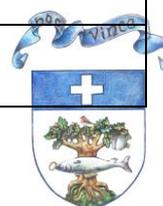
## National Courses

### National 3 and National 4

National 3 and 4 Chemistry do not have an external exam. You will be required to complete a project known as the Added Value Unit, which is usually based on a practical investigation carried out in class.

### National 5

National 5 Chemistry has two parts to the course assessment.



Assignment – written up under exam conditions and based on experimental work carried out in class. Contributes 20% to final grade and externally marked.

Exam – 2 hour 30 minute exam paper assessing the whole course. Contributes 80% to final grade.

## Careers

A chemistry qualification opens the door to a wide range of careers options, both in and out of the lab. There are endless interesting and rewarding science-based jobs available – these can be in research, outdoors or in other industries you might not have thought of. As a chemist you could:

- Fight disease by **discovering new medicines**
- **Protect the environment**
- **Invent** new products and materials, including cosmetics, paints, food and drink, plastics and much more.
- Solve crime using **forensic analysis**
- Inspire others through **teaching chemistry**
- Move into areas you had **never even considered**

Only about a third of chemistry graduates get a job working in a laboratory. Studying chemistry can provide you with a whole range of useful skills that are highly valued by employers in all sectors;

- Scientific and technical knowledge
- Numeracy
- IT and technology
- Communication
- Literacy
- Presentation Skills
- Problem Solving and creativity
- Team work
- Time management and organisation
- Logical thinking

## Useful Links

**BBC Bitesize** - [www.bbc.com/bitesize/](http://www.bbc.com/bitesize/)

**Royal Society of Chemistry** - [www.rsc.org](http://www.rsc.org)

**Faces of Chemistry** – chemistry in real life and in different careers

<http://www.rsc.org/learn-chemistry/collections/faces-of-chemistry>



# Physics

## Course content

In the senior phase, pupils will build on previous learning to develop their skills, knowledge and understanding of physics by taking part in a range of experiments and practical activities. The course is divided into three main topics: Dynamics and space; Electricity and properties of matter and Waves and radiation with minor differences between the various levels.

### *Dynamics and space:*

In this unit, pupils will learn how to describe the motion of objects, develop an understanding of the forces underpinning movement and consider problems of motion from an energy perspective. In addition, pupils will discover our current understanding of the universe, apply the principles of motion to solving problems in space travel and reflect upon the risks and benefits of space exploration.

### *Electricity and properties of matter:*

In this section, learners will study the fundamentals of electricity, explore the characteristics of simple electrical circuits and the properties of input and output electronic devices. This knowledge will be applied in electronic systems to provide practical solutions to real-life problems. Pupils will also investigate temperature, pressure and volume to acquire an understanding of the kinetic theory of gases and the gas laws.

### *Waves and radiation:*

**In this topic**, pupils will investigate the key characteristics of waves, develop their knowledge of the electromagnetic spectrum, its use in a wide range of applications and the properties of light. Pupils will gain an insight into the nature of nuclear radiation and its effect on living things. They will learn how to perform simple dose rate calculations, consider the health implications of nuclear exposure and examine the role of nuclear radiation in the generation of electricity, industry and medical applications.

## Pathways to Senior Phase

In S4 pupils will study **Physics** at National 3, 4 or 5 depending on the level of attainment achieved in S3.

In S5, pupils can choose to study **Physics** at National 4 or 5 or at Higher level depending on S4 performance.

In S6, pupils may opt to study **Physics** at National 5, Higher or Advanced Higher levels depending on progression route.



## National Courses

### National 3 & 4

There is no final exam at National 3 or 4 levels. However, pupils must pass a number of internal assessments including three unit tests and a practical investigation. At National 4 there is also an 'added value' assignment. This requires independent research and is written up under exam conditions.

### National 5

The N5 course assessment takes the form of a question paper comprising 80% of the overall mark and an assignment worth 20% of the total grade. The duration of the written exam is 2.5 hours and consists of a combination of multiple-choice questions and written responses.

The assignment involves carrying out a practical experiment and independent research that is written up under exam conditions. It is recommended that no more than 8 hours is spent on the assignment with a maximum of 1.5 hours allowed for the reporting stage.

## Careers

Physics is highly regarded when making applications for college and university courses because of the high level of problem solving, numeracy and literacy skills developed as part of the subject.

In addition, the broad training inherent in the study of physics means that no matter what career you have in mind, employers will value the combination of core and transferable skills associated with a physics qualification at all levels.

Physicists are often driven by curiosity and work at the cutting edge of science and technology. Qualified physicists find employment in a range of careers and industries including:

- Aerospace and transport
- Communications and computers
- Design and construction
- Electricity and energy
- Engineering and technology
- Sport and computer games
- Television and music
- Law and finance
- Medicine and health
- Environment and meteorology
- Teaching and research

Whatever your intended career, a qualification in Physics can help you achieve it.

## Useful Links

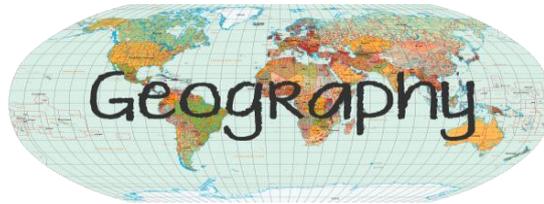
**BBC Bitesize** - [www.bbc.com/bitesize/](http://www.bbc.com/bitesize/)

**Physics –Education Scotland** <https://education.gov.scot/nationalqualifications/resources/physics>

**The Physics Classroom** - <https://www.physicsclassroom.com/>



# Social Subjects



## Pathways to Senior Phase

In S3, pupils are given an indication of a pathway into the senior phase based on their ability in 2 key areas: extended writing and source analysis.

## National Courses

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

As well as gaining an understanding of past events, pupils will develop knowledge and understanding skills. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

### National 3

National 3 is the appropriate progression for pupils achieving First or Second Level in S3. This Course is appropriate for a wide range of learners, who will develop an understanding of aspects of the environmental world.

### National 4

Pupils working at Third Level undertake study at National 4 in S4.

Assessment for pupils following this pathway is continuous, in-class, and unit-based with an 'Added Value Unit' in place of a final exam. Students will be assessed on a range of geographical skills and techniques.

### National 5

Pupils achieving Fourth Level in Geography in S3 are recommended to sit National 5. However, level of presentation is determined in discussion with teachers and is dependent on progress and application throughout the year.

The course assessment is in 2 parts:

**Component 1:** A 2 hour 20 minute exam (80 marks)

**Component 2:** An independently researched assignment written under exam conditions (20 marks)

**The exam content is based on the 4 study areas covered in class:**

Physical Environments

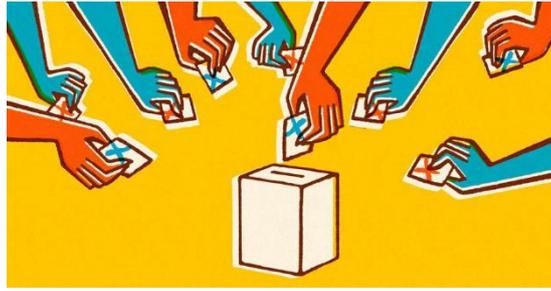
Human Environments

Two Global Issues

Geographical map skills







# Modern Studies

## Pathways to Senior Phase

In S3, pupils are given an indication of a pathway into the senior phase based on their ability in 2 key areas: extended writing and source analysis.

## National Courses

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

As well as gaining an understanding of current events, pupils will develop skills of explaining and analysing social and political issues and developing research and information handling skills.

### National 3

National 3 is the appropriate progression for pupils achieving First or Second Level in S3. This Course is appropriate for a wide range of learners, from those who wish to achieve a greater understanding of contemporary society and their place in it

### National 4

Pupils working at Third Level undertake study at National 4 in S4. Assessment for pupils following this pathway is continuous, in-class, and unit-based with an 'Added Value Unit' in place of a final exam. Students will be assessed on their ability to demonstrate knowledge and understanding and by using information from a limited number of sources.

### National 5

Pupils achieving Fourth Level in Modern Studies in S3 are recommended to sit National 5. However, level of presentation is determined in discussion with teachers and is dependent on progress and application throughout the year.

The course assessment is in 2 parts:

**Component 1:** A 2 hour 20 minute exam (80 marks)

**Component 2:** An independently researched assignment written under exam conditions (20 marks)

**The exam content is based on the 3 historical study areas covered in class:**

Democracy in the UK

Crime and law in society

Society and Politics in the UK



# Support for Learning

At Holyrood Secondary School we strive to offer the highest quality of support for our pupils to ensure they achieve their full potential. With the Pupil at the centre, we offer a high level of personalised support to meet a wide range of needs. Working closely with Pastoral Care and every department in the school, we offer support in a number of ways.

- Additional Assessment Arrangements (AAA)
  - Some pupils may require arrangements for exams depending their specific needs. This can take many different forms including, 25% extra time, using ICT to type answers or using a reader.
  - Arrangements are considered by gathering evidence supplied by Teachers to ensure the arrangement is correct for each subject.
  - In cases where there is a medical diagnosis, a letter from a health care professional will be required.
- 1:1 and small group support
  - Study skills
  - Specific subject tuition
  - Anxiety management techniques
  - Developing exam technique
- ipad accessibility features
  - We regularly train students to use the ipad accessibility features, text to speech, screen overlays, spellchecker are commonly used.
  - Specialist apps are also available to develop a wide range of literacy and numeracy skills.
- Teachers and SfLW
  - We support a number of pupils in class with specialist SfL Teachers and SfLW (Support for Learning Workers).
  - We work with Teachers to deliver differentiated support in classes, allowing pupils to further access the curriculum.



# Technologies

## Accounting

### Course Content

The National 5 Accounting course helps candidates develop skills in communicating essential financial information to various stakeholders and organisations. It combines the practical and theoretical aspects of learning related to accounting, allowing candidates to use information and communications technology (ICT) to complete tasks.

The course comprises two areas of study:

### Financial Accounting

Candidates develop skills, knowledge and understanding to prepare, interpret and analyse financial accounting information by using the relevant accounting concepts and techniques. This information is used by stakeholders to assess their organisation's current financial position.

### Management Accounting

Candidates develop skills, knowledge and understanding of internal accounting information, and are able to prepare this using a range of basic accounting techniques. This information is used by management when making decisions about the future planning and control of their business

### Progression

In S4 **only** National 5 Accounting is offered by the SQA. (There is no National 3 or 4 course available).

Higher Accounting in S5 depending on National 5 performance.

### Assessment and Exam

The National 5 exam is 2 hours long.

The question paper has 130 marks, which represents 72% of the overall marks for the course assessment. Approximately 10% (13 marks) of the paper will assess knowledge and understanding of accounting theory.

There is also an assignment to be completed. This is 2 hours long.



The assignment has 50 marks, which represents 28% of the overall marks for the course assessment. Candidates work through a series of tasks to prepare accounting information and financial statements, drawing on the skills, knowledge and understanding from the course.

## Careers

Studying Accounting will enable you to acquire the skills and knowledge necessary for understanding and taking part in the world of business. Even if you are not planning a career in accounting, this subject helps to improve your personal effectiveness by developing your ability to think logically, work accurately, make decisions and solve problems.

The skills that you develop in Accounting are useful in many careers such as finance, IT consulting, tax planning and management consulting.

Some of the careers associated with Accounting are:

- Accountant
- Actuary
- Bank or Building Society Manager
- Company Secretary
- Health Service Manager
- Investment Banker
- Tax officer
- Credit Manager
- Stockbroker

# Administration & IT

## Course Content

Administration and IT course provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work. There is an emphasis on the development of transferable life skills and the application of these skills.

Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

- skills in using spreadsheets, databases, word-processing, desktop publishing and presentations
- in using technology for electronic communication and investigation



- skills in organising and supporting events
- problem-solving skills in administrative contexts

theory of the tasks (duties) and knowledge associated with the administrative support function in an organisation.

## Progression

In S4 pupils will study Administration and IT at National 3, 4 or 5 depending on S3 working levels.

Pupils can choose to study Administration and IT at National 4 or 5 or at Higher level in S5 depending on S4 performance.

## Assessment and Exam

National 3 and 4 Administration and IT do not have an external exam. You will be required to complete a project known as the Added Value Unit and 3 unit assessments.

Courses in National 5 consist of 2 ICT based papers. Paper 1 the assignment is completed over 3 hours. This paper assesses candidates knowledge of Word, DTP, PowerPoint, Internet, E-mail, E-diary and Theory

There is also an external exam - Paper 2 is completed over 2 hours. The paper assesses the candidates knowledge of Spreadsheets, Databases and Theory.

## Careers

All jobs require knowledge of ICT.

Administrative Assistants

Courts Officer

Teaching

Event's Organiser

Company Secretary

IT Trainer

Travel Consultant

Estate Agent



# Business

## Course Content

The Business Courses in the Senior Phase are as follows: **N3 & N4 Business**

### Business in Action

In this unit learners will carry out activities that will give them an appreciation of how and why business develop and operate in today's society.

### Influences on Business

In this unit learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on a business decision making.

## **N5 Business Management**

### Understanding Business

N5 – Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise.

### Management of Marketing and Operations

Candidates develop their understanding of the importance of effective marketing and operations systems to large organisations.

### Management of People and Finance

Candidates develop their understanding of the issues that large organisations face when managing people and finance.

## Progression

In S4 pupils will study Business at National 3 and 4 or National 5 Business Management depending on S3 working levels.

In S5, depending on performance in S4, pupils can choose to study N4 Business or N5 or Higher Business management.

## Assessment and Exam



In N3 Business you will be required to complete 2 unit assessments.

In N4 you will be required to complete a project known as the Added Value Unit which involves researching an organisation, following a given criteria, and recording evidence of research plus 2 unit assessments.

Both N3 and N4 are internally marked.

Courses in N5 and Business Management consist of a written Assignment which involves researching an organisation and producing a report which is externally marked by SQA.

There is also a 2 hour external exam for National 5

## Careers

There are a number of pathways for pupils to follow with the Business Management qualifications. Some of these include:

Foundation Apprenticeship

Modern Apprenticeship

Graduate Apprenticeship

NQ Accounts/Administration

Business/Law/Marketing

HNC/D Accounts/Administration

Business/Law/Marketing

Degree Accounts/Administration

Business/Law/Marketing

# Computing

## Course content

Computing Science Courses in the Senior Phase focus on four main areas: Programming, Web, Database and Computer Systems.

Software Design and Development: You will develop your programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.

Database Design and Development: In this unit, you will create databases using a range of development tools such as SQL.

Computer Systems: You will develop an understanding of how data and instructions are stored in binary form and basic computer architecture. You will gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.



Web Design and Development: you will create practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Java script.

## Pathways to Senior Phase

In S4 pupils will study Computing Science at National 3, 4 or 5 depending on S3 working levels.

Pupils can choose to study Computing Science at National 4 or 5 or at Higher level in S5 depending on S4 performance.

## National Courses

### National 3 and National 4

Courses at National 3 and 4 Computing Science do not have an external exam. You will be required to complete a project known as the Added Value Unit.

### National 5

National 5 Computing Science consists of a practical assignment which focusses on Web, Database and Software development. This is externally marked by the SQA and contributes about 30% to your overall grade.

There is also an external exam for National 5 which is 2 hours long.

## Careers

Computer Science is a practical subject, where invention and resourcefulness are encouraged. Pupils are expected to apply the academic principles they have learned to the understanding of real-world systems, and to the creation of purposeful artefacts. This combination of principles, practice, and invention makes it an extraordinarily useful and an intensely creative subject, suffused with excitement, both visceral ("it works!") and intellectual ("that is so beautiful").

There are many different sectors in the computing industry and you would usually specialise in a particular area such as computer programming and software engineering, IT support, IT security, systems analysis and design, networks, database administration and web and multimedia.

Some areas of this industry are related to engineering, such as electrical and electronics work.

## Useful Links

**Database** - [national5computing.co.uk/sql/](http://national5computing.co.uk/sql/) [sqlzoo.net](http://sqlzoo.net)

**Web Development** - [www.w3schools.com](http://www.w3schools.com)

**Software Development** - [Visualstudio.net](http://Visualstudio.net)

**BBC Bitesize** - [bbc.com/bitesize/](http://bbc.com/bitesize/)



# Games Development



## Course content

Games Development in the Senior Phase focuses on three main areas - Media Assets, Games Design and Games Development.

**Media Assets** – you will gain an understanding of the different types of media assets required for developing a computer game. Learners will develop basic knowledge and skills that will allow them to identify legitimate methods for acquiring media assets and learn how to plan and produce media assets for use in a game development environment.

**Games Design** - The purpose of this unit is to provide learners with a basic understanding of underlying concepts and fundamental principles involved in computer game planning and design.

**Games Development** - The purpose of this unit is to allow learners to gain foundational knowledge and acquire skills in developing a basic computer game using a game development tool.

## Pathways to Senior Phase

In S4 pupils will study NPA Games Development at SCQF levels 4, 5 or 6 depending on S3 working levels. A National Progression Award is aimed at assessing a defined set of skills and knowledge in specialist vocational areas.

Pupils can choose to study Games Development at level 4,5 or 6 in S5 depending on S4 performance.

## National Courses

### Assessment and Exam

National Progression Awards do not have an external exam. Each of the three units is assessed through a series of tasks and activities. The final assessment involves the creation of a working computer game.

## Careers

The NPAs in Computer Games Development introduce learners to the genres, trends and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing — while also developing employability skills and Core Skills through enterprise activities.

## Useful Links

Scratch - <https://scratch.mit.edu/>

Piskel - <https://www.piskelapp.com/>

Sound Effects - <https://www.bfxr.net>



# Options Form:

Options will be completed on a digital form (due to lockdown restrictions)

The link to the digital Options Form will be shared when the Tracking Report is issued (week Beginning 18<sup>th</sup> January).

The Option form should be completed and returned by 18<sup>th</sup> February.

