



Stromness Academy

Orkney Offer Course Choice

Information for Pupils and Parents/Carers

2019 - 2020

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Navigate to success

Our vision

Stromness Academy aims to be a positive and purposeful place, of which all in our community are proud to be part. We encourage all our pupils to take responsibility for their learning and to aim high. To support this, we provide a wide range of opportunities to inspire pupils to find their passion, make positive life choices and fulfil their potential – both in and out of the classroom.

We value Orkney's unique location, culture and history, while promoting an understanding and awareness of the wider world. We aim to support all our young people to become confident and valued members of society who are responsible, respectful and resilient.

Our Curriculum Rationale – how we choose what and how we teach

We aim to inspire young people to want to learn, and equip them with the skills and self-motivation to do so effectively. Our curriculum provides breadth and depth, support and challenge. It is flexible to meet individual needs and allow personalisation and choice, along with a rigorous focus on the key areas of literacy, numeracy and health and wellbeing. We aim to prepare young people for modern life and work, in Orkney and beyond. Every pupil should leave us with skills, abilities and qualifications appropriate to their potential, enabling them to move on to a sustained positive destination.

Introduction

On the previous page you will see Stromness Academy's new Vision and Curriculum Rationale. It finishes with the desire that:

Every pupil should leave us with skills, abilities and qualifications appropriate to their potential, enabling them to move on to a sustained positive destination.

I am therefore delighted to present to you this year's Orkney Offer, which once again includes an increased range of courses available to pupils in S4-6, both in school and through our partnership with Orkney College at their Kirkwall Campus and at the Navigation School in Stromness.

We are particularly excited by the offer of Foundation Apprenticeships. These are new qualifications which involve school, college and employers working together to offer young people an excellent preparation for the world of work. They combine learning at school or college with an extended work placement applying that learning in a real workplace. They are continually assessed, so there's no exam, and they are counted as equivalent to a Higher when moving on to further study. They usually take two years, but there is an option to take them in one year if you're prepared to devote more time to it. You can take them in Business Skills, Social Services (Healthcare or Children and Young People) or Information Technology. If these are career areas you are interested in, have a look at the information in the Orkney College Senior Phase Options booklet which you will find on the school website under Info/Course Choice.

Also new this year are courses in Bakery and Horticulture at Orkney College, and the opportunity to take Advanced Higher Music Technology and Higher Engineering Science.

The Orkney Offer is all about increased personalisation and choice in education, with education sites working together to allow young people access to the courses which are right for them. For this reason, at Stromness Academy we give our pupils free choice of courses, and then construct the timetable around those choices; the only fixed choices are that S4 pupils must study English and Maths. We can't guarantee that we will be able to make a timetable where absolutely every subject for every student will fit, but we aim to accommodate as many as possible.

Personalisation is not only about which subjects to take, but also about which level of qualification. The courses in the Orkney Offer are available to every pupil, in every school year. This means that it is perfectly possible for an S4 pupil who has the right skills and abilities to have direct entry into a Higher course. It is equally possible for an S6 pupil to widen their skills by taking a new National 5 course alongside some Highers or Advanced Highers; for instance they might decide to increase their IT skills in readiness for work or university, or brush up a modern language which might be an asset in a future job application.

Across the three Senior Phase years, S4-S6, pupils have 18 slots available into which to put courses, and our Guidance and Careers Staff will be encouraging them to think about all three years when making choices, and to choose courses at the right level, unconstrained by their school year. It should also be noted that it is not always essential to have studied a subject previously; check the individual course pages for information on this. All subject choices

should be discussed with the relevant Principal Teacher, who will sign the choices form to confirm that the subject and level chosen are appropriate.

This booklet explains the process of choosing what to study in Senior Phase and tells you about the subjects on offer. Making choices isn't easy, but there is lots of help available. On the next page, you will find an overall guide to the choices pupils can make. As well as this booklet, pupils have PSE lessons and 1:1 interviews with Guidance Teachers, Library sessions on researching careers information, sessions with our Careers Officer and the "My World of Work" website, which has a wealth of information.

We are keen for parents to also be involved in the process of subject choices. We encourage you to discuss the information in this booklet with your son/daughter and to ensure any queries are raised with their Guidance and/or subject teachers. There are two events in school to support you in this:

Course Choice Information Evening – Thursday 29th November, 5:00-7:00pm

At this event there is a talk in the Stromness Academy Theatre for current S3-5 parents and pupils to explain the option choice process. There is also an exhibition of all the subjects on offer, including those run at Orkney College, with staff on hand to answer questions about the courses.

Parents' Evenings:

S3 – Tues 15th January, 5-7pm

S4 & S5 – Tues 12th February and Weds 20th February, 5-7pm (appointments can be made on either day or both)

Please use this opportunity to raise any questions you have about option choices your child is considering with their subject teachers.

I look forward to seeing many of you at these events, so that home and school are able to work together to help our pupils make the right choices for them.

Jane Partridge
Head Teacher

The Senior Phase Curriculum (S4-6)

During 2017-18, Stromness Academy developed a new Curriculum Rationale in consultation with parents, pupils and staff. This lays out the principles behind the subjects we teach and the way we structure young people's time in school:

*Our curriculum provides breadth and depth, support and challenge. (...)
Every pupil should leave us with skills, abilities and qualifications appropriate to their potential,
enabling them to move on to a sustained positive destination.*

In S1-3, pupils study a broad curriculum, enabling them to acquire a core set of key skills and sample a wide range of subjects to discover where their interests and talents lie. As pupils move into Senior Phase (S4-6) the structure changes from breadth to depth. The focus is on a smaller number of subjects, with greater time devoted to each one. There is also a greater emphasis on acquiring the skills, knowledge and qualifications needed for the pupil's planned destination after school, whether that be further study, employment or training.

In S4-6 pupils study for national qualifications, with room for up to 6 courses per year in their timetable. In line with the Curriculum Rationale, we prioritise personalisation and choice, alongside a focus on literacy, numeracy and health and wellbeing. English and Maths are compulsory in S4; beyond this we give pupils free choice of the courses they wish to take, and build the timetable around their choices. A key principle is:

Right Subject – Right Level – Right Time

Pupils are able to choose the subjects that suit their skills, interests and aims, at the level which suits their ability or the entrance requirements of their planned next step, at *any time throughout S4-6*. In S4, the majority of pupils study at National 5 or National 4 level, but pupils with appropriate ability may take Highers in S4 if they wish. Similarly, in S5-6, the majority of pupils study at Higher or Advanced Higher level, but it is equally possible to take a National 5, for instance to broaden skills or because a newly decided upon career aim demands it.

In **S4**, all pupils study English and Mathematics, plus 4 further subjects of their choice. The "Orkney Offer" means pupils can choose courses taught at other campuses within Orkney, primarily at Orkney College, giving a wide range of options.

Pupils who stay at school for **S5 and S6** take up to 6 further courses each year, appropriate to their planned next steps after school. Most university degrees require 5 qualifications at Higher, with qualifications at Advanced Higher recommended for those aiming at more competitive degrees. All the National 4/5 options available in S4 remain open to S5 and 6 pupils. In addition, there is the opportunity to take a Foundation Apprenticeship, combining work experience with related academic study. Also available are modules from HNC and degree programmes with University of the Highlands and Islands, giving senior pupils a taste of study beyond school level whilst still in school, and a range of Wider Achievement Programmes including work experience and leadership qualifications.

Courses outside of school

Orkney College offer the courses below to Senior Phase pupils. Please see their booklet on the school website under Info/Course Choice for further details.

Foundation Apprenticeships:

Business Skills
Social Services (Healthcare)
Social Services (Children and Young People)
Information Technology

National 4:

Construction Crafts
Early Education and Childcare
Hairdressing
Hospitality
Bakery
Rural Skills
Horticulture
Coastal Navigation
Sport and Recreation

National 5:

Construction Crafts
Early Education and Childcare
Engineering
Psychology
Maritime Skills
Cyber Security with Games Design

Higher:

Care
Early Years Care and Education
Psychology

HNC and/or degree modules:

Computing
Business
Health
Music
Tourism
Archaeology
Historic Landscapes

Courses offered at Kirkwall Grammar School which are not on offer at Stromness Academy may also be taken, subject to this fitting into your timetable; please speak to your Guidance teacher if this is an option you are considering.

Since courses at college or KGS require travel, pupils need to be motivated. Course times are organised to minimise disruption, but travel may have to be completed in your own time and

on public buses, to arrive at college for the beginning of the day, or to get home at the end of the day; for afternoon courses you may have to travel in your lunchtime. You may also miss a lesson for another subject in order to travel, and need to catch up on what you have missed.

Making your choices

To submit your course choices, please use the relevant form at the back of this booklet, which you should submit to the school office. We give free choice of courses, with no fixed columns, and construct the timetable to fit what pupils have chosen. To ensure you are part of this process, your form must be submitted by the deadline:

Current S3 pupils	Friday 1 st March
Current S4 and S5 pupils	Friday 8 th March

Your form must be signed by Principal Teachers, your Guidance Teacher and your parents, so make sure you leave plenty of time to get this done!

Courses at Orkney College

A number of courses are available through our partnership with Orkney College at their Kirkwall Campus. There is a separate brochure on the website with full details. Pupils wishing to select a college course should be aware that due to time constraints college courses will begin at 9am on a Thursday and Friday morning in Kirkwall pupils will be given tickets for public transport and expected to make their own way to the college. Designated buses will return them to school after break. Entrance to these courses will be signed by guidance teachers.

School Based Courses

As part of the senior phase pupils can choose to do one, or more, options that are school based. These opportunities allow pupils to develop other, softer, skills that along with their academic studies will enhance any future applications for work, college or university.

In Class Support

Pupils will spend a minimum of three lessons assisting pupils in lower years in their academic studies. This may be individual one-to-one work such as paired reading or more general support in a S1 or S2 class in a subject in which they feel that have strength. This is very desirable for some future career pathways, such as the health professions or teaching, as well as being rewarding opportunity for pupils to 'give back' to the school. This option should be a considered choice.

Wider Achievement

This is a school based course that will offer some element of choice and will contain at least one lesson of PE. Within this course there will be the option to study for the Sports Leadership Award (see below). There is a cost implication for the Sports Leadership qualification. Other options may include bike or vehicle maintenance; conversational foreign language; communication skills development and practical life skills such as applying for a job or college course, cookery and budgeting.

Sports Leadership SCQF Level 5

This award is a nationally recognised qualification which helps you to develop the skills required to lead groups of people in sporting activities. You will be given the opportunity to develop leadership skills such as organisation, planning, communication and teamwork through the medium of sport. The course will be delivered by PE staff, with support from Active Schools, for two periods a week, throughout the school year; although it is a practical based course students will be expected to keep a log book illustrating the work they have done and demonstrate ten hours of leadership; this could be done out with school in community based sport and within school during class time and Activities. This is a fun and practical qualification with no entrance requirements and no exam to sit!

To be successful in this course you need to be enthusiastic and be willing to give up time to plan, organise and lead sporting activities. This will require good personal organisation, a sense of responsibility and leadership, and the effective planning and organising of sporting events. Good time management skills in order to complete written work and organise events are also required. Please note that there is a fee for this qualification.

Work Experience

Many pupils find that a period of Work Experience a valuable component of their final year or two at school. Some career pathways such as teaching, medicine and nursing require a period of a work based placement. If you think that this applies to you please make sure that you speak to your Guidance teacher. Most work experience placements will take place on the Friday and will run from August until Easter. All pupils in S5 and some in S6 who choose this option will miss one lesson of a curriculum subject on the Friday morning, as well as a core lesson. Although this is unfortunate it is unavoidable if pupils are to experience a full day of work once a week. There will be study time at another point in the week to make up for the subject work that is missed.

The Role of Guidance Staff - note for Pupils

Choosing subjects for S4/5/6 is a very important part of the PSE programme. In the Spring Term, part of the work covered in PSE is devoted to ensuring that you will be well equipped and well informed so that you are able to make the best possible individual course choice for The Senior Phase.

As we move forward with course choice arrangements for The Senior Phase, Guidance staff will work closely with all of you so that you are fully aware of the breadth of courses on offer at Stromness Academy for S4/5/6, as part of The Orkney Offer, as well as the potential progression routes within each subject area.

One of the ways that preparation will be done is through partnership working with our School Librarian, Mrs Sinclair, who works closely with Guidance staff to make sure up to date career related resources are available for you.

We have a Careers Information programme for our S3 pupils, which will include support from our Careers Adviser, Mrs Foubister, and individual careers interviews for all S3 pupils.

Guidance staff will also meet with S3 pupils throughout the process to ensure that you are clear about the options and progression pathways that are available to you through the Senior Phase.

Current S4 and S5 pupils will be supported individually by interviews with Guidance staff, as well as having the opportunity to liaise with Mrs Foubister.

All of the interviews will be part of a planned support programme to ensure that you are as informed and as equipped as possible to make good decisions around your course choice. The programme will include having the opportunity to undertake personal research in the school library. During the research period, you will be able to access information on potential career pathways, including local employment and training opportunities as well as information about further education opportunities available in Orkney. You will also be able to access information about entry requirements for a full range of courses available at colleges and universities in Britain and further afield.

We will look at The Orkney Offer and make sure that you have a good understanding of how this can support individual choice, attainment, skills progression and wider achievement, in a blended way.

We are pleased to have both Mrs Sinclair and Mrs Foubister working with us in this planned way as it strengthens our provision for you.

The role of Guidance teacher is to facilitate the decision making process. The decisions belong to you and your parents/carers.

National Qualifications

The National Qualifications arrangements for the senior phase offer courses at different levels; National 3, National 4, National 5, Higher and Advanced Higher. They are regulated by the Scottish Credit and Qualifications Framework (SCQF) to ensure equivalency.

The diagram shows the relationship between the courses. For example, National 5 is broadly equivalent to Intermediate 2 or Credit Standard Grade.

SCQF Level Current National Qualifications	Old National Qualifications
National 1	Access 1
National 2	Access 2
National 3	Standard Grade (Foundation Level)
National 4 Skills for Work Level 4	Standard Grade (General Level) Intermediate 1 Skills for Work Intermediate 1
National 5 Skills for Work Level 5	Standard Grade (Credit Level) Intermediate 2 Skills for Work Intermediate 2
CfE Higher Foundation Apprenticeship	Higher
Advanced Higher	Advanced Higher

There is some variation subject to subject but National Courses usually have a coursework component and an **external examination** in May/June. More information about each course is contained within the subject pages of this guide.

Financial support for staying on at school

Students of school leaving age can apply to the Education Authority for an Education Maintenance Allowance (EMA) which provides £30 per week, paid direct to the pupil based on household income. Pupils will be given information about the awards and how to apply early in the new term. Further information can be found on

<https://www.mygov.scot/ema/can-i-get-an-ema/>

Courses at Stromness Academy

Accounting N5

Why take this course?

This course will help you to understand and use financial information, allowing you to prepare accounting statements, and to analyse and report on a firm's financial performance.

By studying the course you will:

- develop an awareness of the function which accounting performs in industry and society
- prepare, present, interpret and analyse accounting information
- apply a systematic approach to solving financial problems
- apply information technology in accounting-related tasks

To succeed in this course, you need...

This course will suit you if you enjoy numeracy-based learning, if you pay attention to detail and if you like to apply logical and analytical thinking.

There is no previous preparation for the course which means you need to be willing to complete regular homework in order to cover the material in the time available.

Note: there is no N4 Accounting course.

Course structure and content

The course is comprised of 2 units:

Financial Accounting

- preparation, interpretation and analysis of financial accounting information

Management Accounting

- preparation of internal management accounting information, used by management when making decisions about future planning and control of their business

Course Assessment

Exam (2 hours) – 130 marks

Assignment (in class time, externally assessed) – 50 marks

Where might this course take me?

H Accounting is available as progression from N5.

The course is useful for anyone intending to study any business or accounting/finance course. It will also be useful for those who may be employed in or who aim to start up a small business.

Accounting Higher

Why take this course?

The main purpose of the course is to enable you to understand, and make use of, financial information so that you can prepare accounting statements and analyse, interpret and report on an organisation's financial performance.

The course aims to enable you to:

- understand the importance of accounting in business and society
- develop accuracy in the preparation, presentation, interpretation and analysis of complex accounting information, and apply a systematic approach to solving financial problems
- develop an understanding of a range of sources of finance available to organisations, and of the circumstances in which these sources might be used
- use information technology in relatively complex accounting tasks

To succeed in this course, you need...

The knowledge and skills evidenced by a good pass at National 5 are a good foundation for Higher study in this subject, but they are not essential. It is possible for a motivated and hard-working student (normally in S6) to take this course without previous background in this subject area.

To be able to cope with and perform well in this course, you need to be prepared to work hard in your own time – there are minimum requirements for work completed each week – it is not possible to complete these in class time. If you are considering this course you should discuss the workload implications with Business Studies staff before choosing it.

Course structure and content

The course is comprised of 2 units:

Financial Accounting

- preparation of period-end financial statements for partnerships and public limited companies
- understanding of key financial accounting terms
- calculation and interpretation of investment ratios

Management Accounting

- preparation of sales, production and complex cash budgets and a range of cost statements
- stock valuation calculation
- decision making, for example, in terms of product mix and appraisal of investments

Spreadsheets are accessed across both financial and management accounting.

Course Assessment

Exam (2 hours 30 minutes) - 120 marks

Assignment (in class time, externally assessed) - 60 marks

Where might this course take me?

Accounting relates to many aspects of everyday life, and will therefore give you experiences which are topical and which develop skills for learning, life and work. The course will encourage you to think logically and to apply accounting principles in your everyday life, thereby supporting your personal financial awareness.

H Accounting is particularly relevant if you intend to take any business-related course at college or university. It is also useful for those who may be employed in or who aim to start up a small business.

Administration and IT N4 and N5

Why take this course?

The key purpose of these courses is to develop your administrative and IT skills and, ultimately, to help you to contribute to the effective functioning of organisations in administrative positions.

By studying this course you will:

- develop knowledge and understanding of administration in the workplace
- develop knowledge and understanding of key legislation affecting both organisations and employees
- develop an understanding of good customer care and its benefits to organisations
- acquire organisational skills in the context of organising and supporting events, and more generally

To succeed in this course, you need...

These are practical courses, to maximise your potential good attendance is **essential**. Most of the coursework is carried out on computers, and is often completed within a specified timeframe. It can be difficult to catch up with work missed.

The courses are suitable for you if you are well organised and like to work in a structured environment.

Course structure and content

The courses are comprised of 3 units:

Administrative Theory and Practice

This is a theory-based unit which covers the factors required in an effective administrative function. It includes areas such as strategies for effective time and task management, workplace legislation, team-working and customer care.

IT Solutions for Administrators

Skills in IT are developed during this unit. You will use a range of programs within Microsoft Office to analyse, process and manage information.

Communication in Administration

The practical IT skills developed in this unit will enable you to research and communicate complex information to others.

Course Assessment

Final Assessment N4:

Added Value Unit

Practical IT-based assignment completed in class time.

Final Assessment N5:

Assignment (3 hours) – 70 marks

This is a practical IT-based assignment which is completed in class-time towards the end of the spring term under exam conditions. It is submitted to SQA for external marking.

Exam (2 hours) – 50 marks

A question paper which combines spreadsheet, database and theory tasks – all completed on computer.

Where might this course take me?

- H Admin and IT is available for progression from N5
- The practical and organisational skills acquired in this course are relevant for a wide variety of careers and paths of future study.

Administration and IT Higher

Why take this course?

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. This course is designed for those who are interested in the management aspects of administration and advanced uses of IT.

You will develop a range of skills, including the ability to use a range of functions in – word processing, spreadsheets, databases, desktop publishing and presentation.

The course is a blend of applied, experiential learning and related theory relevant to the world of work. It enables you to work towards industry standards in IT in an administration related context.

To succeed in this course, you need...

It's beneficial to have passed National 5 for Higher study in this subject, however, it is possible for a motivated and hard-working student (usually in S6) to study this course without previous background in this subject area.

This is a practical course, to maximise your potential good attendance is **essential**. Most of the coursework is carried out on computers, and is often completed within a specified timeframe. It can be difficult to catch up with work missed.

Course structure and content

The course is comprised of 3 units:

Administrative Theory and Practice

This is a theory-based unit which covers the factors required in an effective administrative function. It includes areas such as strategies for effective time and task management, workplace legislation, team-working and customer care.

IT Solutions for Administrators

Skills in IT are developed during this unit. You will use a range of programs to analyse, process and manage information.

Communication in Administration

The practical IT skills developed in this unit will enable you to research and communicate complex information to others.

Course Assessment

Assignment – 70 marks

This is a practical assignment which will assess your ability to apply your problem solving and advanced IT skills in the context of a complex scenario. It is completed in class time towards the end of the spring term (in exam conditions) and is marked externally by SQA.

Exam – 50 marks

Written exam (1 hour 30 minutes)

Where might this course take me?

You will be able to utilise the acquired administration and IT related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment.

The ability to use the Office suite of programs effectively will be of benefit to any area of future study.

Art and Design National 4

Why take this course?

Art and Design plays an important role in today's education as creativity, problem solving and an ability to evaluate are amongst the many skills needed in jobs relating to creative industries as well as further art and design study. Communication skills are also developed in this course as you discuss and account for your creative choices and decisions.

To succeed in this course, you need...

This course is demanding and requires imagination, commitment and hard work. During the course, you will be required to show motivation and self-discipline as there is a requirement for planning and self-evaluation. There will be homework in the form of critical assignments and practical tasks. You should be able to be resilient, as constructive criticism and advice from the teacher is a key part in improving the quality of your work.

Course structure and Content

National 4 – Course Structure and Content

This course consists of three mandatory Units, including the Added Value Unit.

Each of the component Units of the Course is designed to provide progression to National 5

Art and Design: Expressive Activity

You will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways. You will also learn about other artists and their working practices.

Art and Design: Design Activity

In this Activity, you will plan, research and develop creative design ideas in response to a given brief. You will develop an understanding of designers' working practices and the factors that inspire and influence their work. You will also experiment with and develop media handling skills when producing your design ideas in 2D and/or 3D formats.

Art and Design Practical Activity-Added Value Unit

This Unit adds value by introducing challenge by applying your practical skills when producing final art and design pieces of work.

Course Assessment

Your course assessment evidence is internally marked in school.

Where might this course take me?

Success at this level may lead to further study at National 5 Art and Design.

Art and Design National 5

Why take this course?

You should enjoy the subject and want to build on your existing skills across expressive and design areas. You may want to begin a period of study in this subject which may eventually lead to Higher level and progression towards art school or college applications. You may want your subject choices to include a creative and practical subject as a contrast to others you have picked.

To succeed in this course, you need...

This course is demanding and labour intensive and requires imagination, commitment and hard work. Ideally, you should have completed the S3 BGE course before choosing National 5. You need to be motivated and self-disciplined as there is a requirement for planning and self-evaluation. There will be regular homework in the form of critical writing and practical tasks and sticking to deadlines is imperative.

Resilience is also important, as the ability to accept and use constructive criticism and advice from the teacher is a key part in improving the quality of your work.

Course structure and Content

The course at National 5 level consists of two portfolios – Expressive and Design plus an external written exam.

Expressive Portfolio

In this section, you will create investigative and analytical drawings in a variety of materials and develop their expressive compositional ideas based on their theme. These ideas will lead to the creating of a final outcome. You will also learn to develop a critical understanding of the work of other artists, historical and contemporary and produce evidence about their studies. Self-evaluation is also important in this unit.

Design Portfolio

In this section, you will develop creative design work in response to a structured design brief. You will investigate your theme and develop your creativity, problem solving and critical thinking skills to resolve design issues within the brief and produce a final outcome. You will also learn to develop a critical understanding of the work of other designers, historical and contemporary and produce evidence based on their study. Self-evaluation is also important in this unit.

Course Assessment

The practical work is separated into two portfolios; an expressive portfolio that is worth 100 marks and a design portfolio that is also worth 100 marks.

The portfolios will be marked externally by SQA and each one will be marked by separate marking teams. The portfolios will require submission of investigation, research and development work. There is an external written paper for National 5 covering questions relating to the work of artists and designers which has a weighting of 20%.

Where might this course take me?

This course may lead to further progression towards Higher Art and Design or Higher Photography. Your skill set developed in Art and Design may benefit other creative career or job paths. Communication skills will also be developed which will help build confidence for presentations, interviews etc.

Art and Design Advanced Higher

Why take this course?

You will choose to study art and design at this level if you are planning an application to an art school course, design course or architecture course. The Advanced Higher coursework evidence can form the basis of your practical portfolio for these applications. This could also be used for applying for a photography course, environmental art or landscape architecture course among many others. This course can also be chosen if you wish to extend your visual and creative skills with a more independent approach and for the pleasure of achieving a large body of personal work. You will choose to work in either the Design or Expressive area.

To succeed in this course, you need...

You would be expected to be secure at Higher Art and Design and be able to dedicate a minimum of 7 periods of your timetable to the subject, in addition to the 5 designated periods in the column. You will need to be able to work independently, as most periods are not teacher led and therefore self-motivation and drive is required. You need to be open to new ideas and ready to explore your enquiry with creativity and imagination over a considerable time frame.

Course structure and Content

If using this course choice for building a portfolio towards art school/college applications, you need to be aware that some Art establishments require an uploaded mini portfolio in the middle of January with the prospect of being invited for a full interview (if appropriate) from February onwards. This deadline needs to be scheduled into your workload.

Advanced Higher Art and Design (Design)

The development of creativity is the main focus of this practical and experiential course. In this course, you will engage in an intensive and personally selected design enquiry. You will investigate and explore the creative opportunities and constraints of a selected design area, taking account of function, target market and aesthetics. You will experiment with using design materials, techniques and/or technology in sophisticated ways when developing and refining creative design ideas and solutions.

Course structure

The Course consists of two mandatory Units, and the Course assessment.

Art and Design (Design): Design Studies

Art and Design (Design): Design Enquiry

Course assessment

Advanced Higher Art and Design (Expressive)

This course has an integrated, personal enquiry-based approach to learning. The Units allow you to respond creatively and to investigate and apply a critical understanding of art and art practice when producing your expressive art work. During this course, you will demonstrate your ability to develop and realise creative expressive lines of visual enquiry. You will select a context and stimuli for learning and produce a range of expressive art work which has been developed and influenced by your in-depth investigation and critical analysis of art and art practice.

Course Structure

The Course consists of two mandatory Units, and the Course assessment.

Art and Design (Expressive): Expressive Studies

Art and Design (Expressive): Expressive Enquiry

Course Assessment is

- a portfolio submission of practical coursework on a maximum of 15 A1 sheets (60%)
- a written critical analysis of an artist's or designer's work and practice(30%)
- a written self-evaluation (10%)

This portfolio is submitted in early June.

Biology National 4 & 5

Why take this course?

Biology, the study of living organisms, plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever.

These courses will be of interest and value to candidates wishing to develop skills, knowledge and understanding of biology. The course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. An experimental and investigative approach is used to develop knowledge and understanding of key areas of Biology.

To succeed in this course, you need...

The correct application and attitude towards study both in theoretical and practical situations. Candidates having followed the S3 Biology course will be at an advantage. Knowledge from the BGE courses are essential stepping stones along with the skills required in application of scientific knowledge and investigative skills.

Good literacy and numeracy skills are essential and will be developed in context throughout the course.

Course structure and Content

Both the National 4 & 5 courses are divided into 3 units but cover different material in each unit.

Cell Biology - A focus on cellular level processes leading to an understanding of the importance and roles of the cell;

Multicellular Organisms - By comparing the processes in multicellular plants and animals, candidates investigate increasing levels of complexity;

Life on Earth - Biodiversity and interdependence are covered, along with the processes leading to evolution as well as food security and ethical issues.

Course Assessment

National 5 course assessment is externally assessed and conducted in two parts:

- a final exam worth 80% of the final grade;
- an assignment worth 20% of the final grade

The question paper assesses the application or extension of knowledge and/or skills in unfamiliar situations, practical and theoretical contexts.

The purpose of the assignment is to assess candidates' ability to apply the skills of scientific inquiry and related biology knowledge and understanding. Candidates will, with support, choose a relevant topic, devise an aim and conduct an experimental study giving an account of the relevant biology.

This allows assessment of skills which cannot be assessed through the question paper; for example, the handling and processing of experimental or fieldwork data, and research skills.

National 4 is assessed internally through standard SQA unit tests and a final assignment, all of which must be passed to achieve the award.

Where might this course take me?

Biology opens up a variety of employment opportunities within Orkney and beyond in, for example, medical and veterinary sciences, sports, genetics, agriculture, fish farming, marine biology, renewable energy, food technology and nature conservation.

National 5 is also the preferred and usual entry route to Higher Biological science courses.

National 4 will give pupils the grounding to be successful in National 5.

Biology Higher

Why take this course?

This Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted.

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

To succeed in this course, you need...

The correct application and attitude towards study both in theoretical and practical situations.

For entry to this Course learners would normally be expected to have attained the skills, knowledge and understanding required by the following National 5 Biology Course.

Good literacy and numeracy skills are essential and will be developed in context throughout the course.

Course structure and Content

The course is divided into 3 units: DNA and the Genome; Metabolism and Survival; Sustainability and Interdependence.

Unit 1 DNA and the Genome

Building on knowledge from Cell Biology in National 5 this unit looks in greater depth at the current knowledge, application and developments in our understanding of the cell. Areas include DNA structure and replication, control of gene expression, cellular differentiation, structure of the genome, mutations, evolution, and genomic sequencing.

Unit 2 Metabolism and Survival

This unit takes a more in depth study of multicellular organisms, their systems and physiological responses to their environments. Areas of study include metabolism in organisms; metabolic pathways and their control, cellular respiration, metabolic rate, strategies for dealing with environmental extremes, enzymes, genetic control of metabolism and the use of micro-organisms in developmental research.

Unit 3 Sustainability and Interdependence

This unit studies and develops ideas of human's interactions and impacts upon the environment, as well as considering the complex interactions of plants and animals with each other.

Main topics in this unit include food production, plant growth and productivity, animal welfare and behavioural indicators, symbiosis, social behaviour, biodiversity and conservation.

Course Assessment

The candidates will be assessed within two question papers and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

The question papers assess the application or extension of knowledge and/or skills in unfamiliar situations, practical and theoretical contexts. Paper one is multiple choice and paper two is limited and extended response questions.

The purpose of the assignment is to assess candidates' ability to apply the skills of scientific inquiry and related biology knowledge and understanding not assessed in the question paper.

Where might this course take me?

Pupils studying Biology will soon appreciate the employment opportunities this opens up to them within Orkney and beyond in, for example, medical and veterinary sciences, genetics, agriculture, fish farming, marine biology, renewable energy, food technology and nature conservation.

Higher Biology is also the preferred and usual entry route to Advanced Higher Biology and other Biological Science courses.

Biology Advanced Higher

Why take this course?

The purpose of the Course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and to provide a useful bridge towards further study of biology.

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

To succeed in this course, you need...

The correct application and attitude towards study both in theoretical and practical situations.

For entry to this Course learners would normally be expected to have attained the skills, knowledge and understanding required by the following the Higher Biology Course or Higher Human Biology Course. Good literacy and numeracy skills are essential and will be developed in context throughout the course. It also requires a secure understanding of chemical structure, bonding and interactions.

Course structure and Content

The course is divided into 3 units: Cells and Proteins; Organisms and Evolution; Investigative Biology.

The Course provides candidates with the opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell.

This understanding of cellular processes is then related to physiological function. At the whole-organism scale, the Course explores how sexual reproduction and parasitism are major drivers of evolution. This allows candidates to develop a deeper understanding of the mechanism of evolution, the biological consequences of sexual reproduction and the biological inter-relationships involved in parasitism. The Course provides a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the candidate has the opportunity to produce an extended piece of scientific work.

Course Assessment

The candidates will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Pupils will have responsibility for ensuring their project is completed on time. They should expect to spend at least 20 hours of their own time on the practical work required for this task. They can anticipate spending a similar length of time of the accompanying written report.

Where might this course take me?

Pupils studying Biology will soon appreciate the employment opportunities this opens up to them within Orkney and beyond in, for example, medical and veterinary sciences, genetics, agriculture, fish farming, marine biology, renewable energy, food technology and nature conservation.

Business/Business Management N4/N5

Why take this course?

The purpose of these business courses is to highlight the way in which organisations operate and the steps they take to achieve their goals. You will use real-life contexts to achieve this.

By studying the course you will develop:

- knowledge and understanding of the ways in which society relies on business to satisfy its needs
- understanding of enterprising skills and attributes by exploring realistic business situations
- financial awareness through a business context
- an awareness of how external influences impact on organisations

To succeed in this course, you need...

For S4 pupils choosing this subject it is beneficial, although not absolutely essential, to have studied Business during S3. This provides a good foundation for further study in S4.

For S5/S6 pupils it is possible to take this course without previous background in the subject area but you will need to be motivated and hard-working. It will be assumed that you will regularly complete homework and keep up with class deadlines.

Course structure and content

The N4 Business course is comprised of 2 units:

Business in Action:

- an overview of how small businesses operate and satisfy customer needs
- an understanding of the key functional activities of small businesses

Influences on Business:

- an overview of stakeholders and internal/external influences on businesses

The N5 Business Management course is comprised of 3 units:

Understanding Business

Management of People and Finance

Management of Marketing and Operations

Course Assessment

Final Assessment N4:

Added Value Unit:

Pupils research a business and prepare a report in which they offer recommendations for the future. The research and writing up of the report are completed in class time.

Final Assessment N5:

Exam – (2 hours) - 90 marks

Assignment (in class time, externally assessed) - 30 marks

Pupils research a business and produce a proposal to improve its effectiveness.

Where might this course take me?

H Business Management is available as progression from N5.

The courses introduce you to the dynamic, changing, competitive and economic environment of industry and commerce. You will be able to relate your learning to the world around you.

Business Management Higher

Why take this course?

Business Management is a subject which is at the very heart of contemporary society. Almost everyone comes into contact with business every day as consumers, employees and employers. What businesses do affects everyone in society and has an impact on how we all live our lives.

By studying the course you will develop and extend:

- knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- understanding of enterprising skills and attributes by providing opportunities to study complex business issues
- understanding of business-related financial matters
- understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations

To succeed in this course, you need...

The knowledge and skills evidenced by a good pass at National 5 are a good foundation for Higher study in this subject. It is, however, possible for a motivated and hard-working student (normally in S6) to take this course without previous background in this subject area.

To do well in this course, you need to be prepared to work hard in your own time. The class have weekly schedules of work which cannot be completed in class. It will be your responsibility to keep up with these by effective use of your study time within and outwith school.

The course requires the ability to write in considerable depth.

Course structure and content

The course is comprised of 3 units:

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

Course Assessment

Written exam (2 hours 45 mins) - 90 marks

Assignment (in class time, externally assessed) - 30 marks

Where might this course take me?

The course will give you an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It will develop your skills in communicating and presenting business-related information, in a variety of formats.

With reference to future study, it is particularly relevant if you are intending to study any business related course or a course with a business component.

Chemistry National 4 and National 5

Why take this course?

National 4 and National 5 Chemistry provide a coherent progression from S3 Chemistry. Students will develop a detailed knowledge and understanding of a variety of topics and practical experiments will allow students to develop an evidence-based approach to their learning. The scientific literacy, verbal and written communication, numeracy and analytical skills developed during this course are transferable across subjects and will be invaluable for life, learning and work.

To succeed in this course, you need...

It would be beneficial for pupils choosing this subject in S4 to have completed the S3 chemistry course. Pupils choosing this subject with no chemistry background will be expected to familiarise themselves with the content covered in the S3 course.

Good literacy and numeracy skills are essential.

Course structure and Content

Unit 1 Chemical Changes and Structure

Chemical changes will be studied in greater detail. Atomic theory and the Periodic table, calculations of quantity, average rate of reactions, isotopes, bonding and chemical formulae, equations, acids, alkalis, and neutralisation.

Unit 2 Nature's Chemistry

This includes the study of carbon compounds such as alkanes, alkenes, cycloalkanes, alcohols, carboxylic acids and esters. This unit looks at physical and chemical properties, structural formulae, uses and associated reactions, including combustion.

Unit 3 Chemistry in Society

This unit covers Metals (conductivity, reactivity, extraction from ores), Plastics and other polymers (addition and condensation polymerisation), Fertilisers (production, percentage mass of elements) and Nuclear Chemistry (radioactivity and radioisotopes in medicine and carbon dating).

Course Assessment

National 4: Pupils are assessed at the end of each unit.

An Added Value Unit (AVU) is required to demonstrate that they can produce a report on a chemistry topic.

To achieve the National 4 award all end of unit assessments must be passed along with the AVU.

National 5: The final exam is worth 100 marks and is 80% of the final grade.

An assignment will be required to demonstrate that pupils are able to produce a report on a chemistry topic. The final submitted assignment currently contributes 20% of the National 5 grade.

Where might this course take me?

The skills developed and knowledge gained are relevant for all students, but are particularly useful for those wishing to study medicine, veterinary medicine, dentistry, engineering, nursing or any profession dealing with the sciences.

Chemistry Higher

Why take this course?

Higher Chemistry provides a coherent progression from National 5 Chemistry. Students will develop a detailed knowledge and understanding of a variety of topics and practical experiments will allow students to develop an evidence-based approach to their learning. The scientific literacy, verbal and written communication, numeracy and analytical skills developed during this course are transferable across subjects and will be invaluable for life, learning and work.

To succeed in this course, you need...

You would normally be expected to have National 5 Chemistry at Grades A-C.

Course structure and Content

This course develops scientific understanding of issues relating to Chemistry, and uses the development of chemical theory to provide you with an extensive set of skills. Through application of a detailed knowledge and understanding of chemical concepts, in practical situations, you will develop an appreciation of the impact of chemistry on everyday life.

Unit 1 Chemical Changes and Structure

Unit 2 Nature's Chemistry

Unit 3 Chemistry in Society

Researching Chemistry

Course Assessment

Each unit currently has a Unit Assessment which must be passed to enable you to sit the final exam. In addition you must demonstrate a level of practical design, ability and understanding along with a good level of scientific communication.

The course assessment has two components:

- Exam paper (120 marks)
- Chemistry related assignment (20 marks).

The question paper will assess your breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA.

The assignment will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding. This will be set, researched and completed within school but is externally marked by SQA.

Where might this course take me?

The skills developed and knowledge gained are relevant for all students, but are particularly useful for those wishing to study medicine, veterinary medicine, dentistry, engineering, chemical engineering pharmaceuticals, forensics, geology, mining, energy, the food industry and the manufacture of plastics. Passing this course with Grade A or B is recommended in order to progress on to the Advanced Higher Chemistry course.

Chemistry Advanced Higher

Why take this course?

Advanced Higher Chemistry provides a coherent progression from Higher Chemistry. Students will continue to develop a detailed knowledge and understanding of a variety of topics. Practical experiments will allow students to further develop an evidence-based approach to their learning. The scientific literacy, verbal and written communication, numeracy and analytical skills developed during this course are transferable across subjects and will be invaluable for life, learning and work.

To succeed in this course, you need...

This course is recommended for pupils who have Higher Chemistry at grades A or B. Strong maths and communication skills are also desirable. A high level of self-motivation and ability to work independently is required to cope successfully with the demands of the course.

Course structure and Content

Advanced Higher Chemistry comprises 3 Units:

- Unit 1 Inorganic and Physical Chemistry
- Unit 2 Organic Chemistry and Instrumental Analysis
- Unit 3 Researching Chemistry (incorporating the project)

The units include practical work which illustrates the concepts being taught and which provides training in a range of laboratory techniques and report writing.

More details about AH Chemistry can be found on the SQA website

Course Assessment

Component 1 — Exam question paper (100 marks)

Component 2 — Project (30 marks)

Where might this course take me?

The skills developed and knowledge gained at Advanced Higher level are relevant for all students and could include;

HND/degree programmes in a chemistry-based course leading to research and development, medicine, law, dentistry, veterinary medicine, engineering, environmental and health sciences, oil and gas exploration, astrophysical chemistry, renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics, cosmetics and education.

Computing Science National 4/5

Why take this course?

Computation is a fundamental part of our world and computational thinking is changing our view of it. This course is designed for students who have a general interest in Computing/IT or want to learn how websites and apps are made.

To succeed in this course, you need...

This course includes theoretical content and practical activities; to succeed you should:

- Be interested in learning more about computers and technology
- Work autonomously during the tasks
- Have a good level in mathematics: when coding you will have to decompose problems in small steps and use arithmetic operators

The knowledge and skills developed in S3 are a strong foundation for national 4/5 study in this subject.

It is possible for a motivated and hard-working student to study this course without previous background in this subject area; however, you need to be prepared to work hard in your own time.

Course structure and Content

Unit 1 - Software Design and Development (National 4/5)

You will research methods of designing programs, learn how to write pseudocode and look at the various constructs used to create program code. Around the world there are millions of people employed by programmers. As the electronics and computing industries continue to expand, many, many more will be needed. You will learn a programming language called Python and use it to solve problems by writing and testing a variety of programs. You will learn about computer architecture (internal computer components) and how computer systems store and process data using binary.

Unit 2 - Information Systems Design and Development (National 4/5)

From companies storing customer and stock data to e-commerce websites, databases are used extensively in computing. Through a series of practical exercises you will learn how to design, create and use databases. You also get creative and learn the skills needed to make attractive websites.

You will research the use of networks in Computing and examine the security risks posed by networks, including the precautions we can take to protect our data against viruses, etc. You will see how biometrics and software protects our identities against hackers.

Course Assessment

Depending on your progress either;

Added Value Unit (National 4)

You apply the skills and knowledge from the other units to solve a Computing Science problem. This means creating a suitable program or app.

There is no exam at National 4.

Or;

Course Assessment (National 5)

You apply the skills and knowledge from the other units to solve a Computer Science problem. This means creating a suitable program or app and keeping a record of progress. This is an assignment worth 50 marks marked externally.

You also sit a SQA exam worth 110 marks. The course will be graded A-D.

Essentials

No specific equipment is required; however, having access to a computer at home is recommended.

Where might this course take me?

Computing skills are required in hundreds of today's jobs. Not only will you acquire hardware knowledge and learn software skills, Computing will improve your ability to problem solve – an excellent attribute that all employers look for.

Computing Science Higher

Why take this course?

Computation is a fundamental part of our world and computational thinking is changing our view of it. This course is designed for students who have a general interest in Computing and Information Science as well as those considering a career in Computing disciplines. You will be required to undertake a substantial amount of planning and background reading.

To succeed in this course, you need...

This course includes theoretical content and practical activities; to succeed you should:

- Be interested in learning more about computers and technology
- Work autonomously during the tasks
- Have a good level in mathematics: when coding you will have to decompose problems in small steps and use arithmetic operators

You would normally be expected to have attained National 5 Computing Science but it may suit pupils who have already sat Highers in other subjects and have not had the opportunity to try Computing Science before and to see if it would be a direction they would like to follow.

Course structure and Content

Unit 1 - Software Design and Development (Higher)

Explain how programs work, drawing on an understanding of advanced concepts in software development and computer architecture

Develop modular programs using one or more software development environments

Unit 2 - Information Systems Design and Development (Higher)

Develop information systems using appropriate development tools

Consider the factors involved in the design and implementation of an information system

Unit 3 - Course Assignment (Higher)

You apply the skills and knowledge from the other units to solve a Computing Science problem. This means creating a suitable program or application and keeping a record of progress.

Throughout the course you will be developing computational thinking and working with:

Software development tools	Python, Java
Application development software and tools	Macro editors, applications that support data handling (MSAccess), presentation, group work, animation, sound, video, graphics and text
Virtual machines and emulators	Digital media devices (scanners, digital cameras etc.)
Web development tools	Script enabled browsers, wire framing software, HTML/CSS editors, JavaScript, php

Additionally, there is an emphasis on the design, testing and evaluation of computing solutions. SCHOLAR and Glow will be used extensively to deliver the course.

Course Assessment

There are internal assessments (practical and written) to achieve each Unit. The Course Assignment will be externally assessed (31%). External assessment (69%) will take the form of a 2.5 hours written paper. The course will be graded A-D.

Essentials

No specific equipment is required; however, having access to a computer at home is recommended.

Where might this course take me?

Computing skills are required in hundreds of today's jobs. Not only will you acquire hardware knowledge and learn software skills, Computing will improve your ability to problem solve – an excellent attribute that all employers look for.

Computing Science Advanced Higher

Why take this course?

Computation is a fundamental part of our world and computational thinking is changing our view of it. This course is designed for students who have a general interest in Computing and Information Science as well as those considering a career in Computing disciplines. You will be required to undertake a substantial amount of planning and background reading.

To succeed in this course, you need...

This course includes theoretical content and practical activities; to succeed you should:

- Be interested in learning more about computers and technology
- Work autonomously during the tasks
- Have a good level in mathematics: when coding you will have to decompose problems in small steps and use arithmetic operators

You are expected to have attained Higher Computing Science.

Course structure and Content

The Course consists of two mandatory Units and a Course assessment. SCHOLAR and Glow will be used extensively to deliver the course.

Software Design and Development (Advanced Higher)

You explore a range of advanced concepts and processes relating to software design and development, including complex algorithms, data structures and high-level programming. You will develop skills in designing, developing, testing and evaluating well-structured, modular programs through practical tasks, using appropriate programming languages in a range of contemporary contexts. Through investigative and practical work, you will gain an understanding of the differences in a range of contemporary software development languages.

You will be required to provide evidence of:

- Skills, knowledge and understanding of software design and development
- Knowledge and understanding of different contemporary programming paradigms

Information System Design and Development (Advanced Higher)

You explore a range of advanced concepts and processes relating to the design and development of complex information systems. You will develop knowledge and understanding of how contemporary information systems are planned, developed and managed, gaining an insight into the application of processes, tools and techniques. You will develop your independent learning skills by investigating and reporting on a contemporary information system, describing its purpose, features and users, technical challenges, application of computational principles, and current areas of research and development, examining its legal and ethical implications, and evaluating its environmental, economic and social impact.

You will be required to provide evidence of:

- Knowledge and understanding of information system project design, development and management
- Knowledge and understanding of the implications of contemporary information system development

Project

The project offers you an opportunity to develop your knowledge of Computing Science at Advanced Higher level and to apply this knowledge to a topic that interests you. You are expected to choose a suitable project topic that is meaningful and appropriate requiring challenge and application. You produce a brief project proposal, discuss it with your assessor and obtain approval to continue.

The project will assess your skills in planning and designing a solution to a problem, implementing and testing a solution, and evaluating and reporting on that solution.

Course Assessment

To gain the award of the course, you must achieve all the component units of the course, complete a project during the course as well as sit the external exam. The external exam is a 2-hour written paper for 60 marks or 40% of the final grade. The project will have 90 marks or 60% of the total grade.

Essentials

No specific equipment is required; however, having access to a computer at home is recommended.

Where might this course take me?

Computing skills are required in hundreds of today's jobs. Not only will you acquire hardware knowledge and learn software skills, Computing will improve your ability to problem solve – an excellent attribute that all employers look for.

Engineering Science National 4 and 5

Why take this course?

Engineering Science provides opportunities for learners to develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems.

The Course is practical, exploratory and experiential in nature. It enables learners to develop knowledge and understanding of key engineering concepts and processes, the ability to apply these to a variety of problems and an awareness of the impact of engineering on society and the environment.

These skills, knowledge and awareness are developed through a range of contexts within the broad discipline of engineering, including mechanical, pneumatic, structural and electronic systems.

To succeed in this course, you need...

The course would suit those who are working toward (or have already achieved) a National 5 in Mathematics. It would be beneficial to have studied Design & Technology in S3 to progress in this course.

Course structure and Content

The main things you will learn:

- How to apply knowledge and understanding of basic engineering facts and ideas
- to understand the relationships between engineering, mathematics and science
- how to apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems
- to communicate engineering concepts clearly and concisely using appropriate terminology
- to develop an understanding of the role and impact of engineering in changing and influencing our environment and society

Course Structure

Engineering Contexts and Challenges

Electronics and Control

Mechanisms and Structures

Added Value Unit (Nat 4)

Engineering Science Course Assessment (Nat 5)

Course Assessment

To achieve a course award in this subject pupils must pass either the Added Value Unit (for National 4) or the Course Assessment (for National 5). All pupils will be expected to pass a range of specified outcomes from the units outlined above. National 5 pupils will sit a final exam worth 60% of the grade with 40% attributed to the Course Assessment.

Where might this course take me?

This Course or its units may provide progression to:

Other qualifications in Engineering Science or related areas

Engineering Science at Higher

Careers in Materials Science, Naval Architecture, Control Systems, Railway Maintenance, Offshore Engineering, Mechanical Engineering, Prosthetics and Orthotics, Electrical Engineering, Building Management, Environmental Engineering, Computing Science, Marine Engineering, Electrical Trades, Energy Engineering.

Further study, employment or training

Engineering Science Higher

Why take this course?

The course is suitable for students who want to develop a deeper understanding of the central role of engineers as designers and problem solvers. You should be able to respond to a broad and challenging exploration of engineering and will have opportunities to conceive, design, implement and control complex engineering systems.

The Course is practical, exploratory and experiential in nature. It enables learners to develop knowledge and understanding of key engineering concepts and processes, the ability to apply these to a variety of problems and an awareness of the impact of engineering on society and the environment.

These skills, knowledge and awareness are developed through a range of contexts within the broad discipline of engineering, including mechanical, pneumatic, structural and electronic systems.

To succeed in this course, you need...

The course would suit those who are working toward (or have already achieved) a National 5 in Engineering Science or Physics. It would be beneficial to have passed National 5 Mathematics to progress in this course.

Course structure and Content

The main things you will learn:

- to develop an understanding of the role and impact of engineering in changing and influencing our environment and society
- How to apply knowledge and understanding of basic engineering facts and ideas
- to understand the relationships between engineering, mathematics and science
- how to apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems
- to communicate engineering concepts clearly and concisely using appropriate terminology

Course Structure

Engineering Contexts and Challenges

Electronics and Control

Mechanisms and Structures

Course Assessment

To achieve a course award in this subject you must pass the Course Assessment and final examination combined. All pupils will be expected to pass a range of specified outcomes from the units outlined above. You will sit a final exam worth 69% of the grade with 31% attributed to the Course Assessment.

Where might this course take me?

This Course or its units may provide progression to:

Other qualifications in Engineering Science or related areas

Careers in Materials Science, Naval Architecture, Control Systems, Railway Maintenance, Offshore Engineering, Mechanical Engineering, Prosthetics and Orthotics, Electrical Engineering, Building Management, Environmental Engineering, Computing Science, Marine Engineering, Electrical Trades, Energy Engineering.

Further study, employment or training

English National 4

This qualification requires pupils to study a wide range of texts, some literary, and some functional. These may be written, spoken, or audio-visual. Pupils will be expected to extract information and meaning from the texts, as well as to comment on some of the language use. They will be asked to produce a variety of texts, including creative and informative writing, speaking as an individual or in a group, or preparing audio-visual presentations. A key part of the National 4 course is the Added Value Unit, in which pupils conduct an investigation into texts of their own choice, preparing a written or spoken report on the analytical work they have done, and responding to questions on their project in an oral assessment.

Course Structure and Assessment

National 4 English consists of four units:

Analysis and Evaluation

This unit is designed to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and make judgements about straightforward texts.

Creation and Production

This unit provides the opportunity to develop talking and writing skills in familiar contexts. Pupils will learn to create and produce straightforward written and spoken texts.

Literacy

This unit is designed to develop the pupils' reading, writing, listening and talking skills in a variety of forms relevant for life, for work, or for further learning. The focus is on understanding and communication. Technical accuracy in writing and speaking will be important.

Added Value Unit

This unit gives pupils the chance to apply their language skills in the investigation and reporting of a topic of their choice.

National 4 is assessed within the school; there are no external exams for this course.

Conditions of Award

To pass National 4, candidates must pass all elements of each of the four units.

English National 5

This qualification requires pupils to study a number of literary texts, and to write analytically about them. In addition to the classroom-based study of texts, pupils are expected to work independently on both creative writing and discursive writing to prepare a folio for assessment. The course also requires that pupils develop and demonstrate their skills in spoken English, individually and in groups. Pupils will be expected to develop analytical skills in reading, watching and listening, and to put these into practice in a variety of contexts.

Course Structure and Assessment

National 5 English consists of two units:

Analysis and Evaluation

This unit is designed to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and make judgements about detailed texts. There is a compulsory element involving the study of Scottish texts.

Creation and Production

This unit provides the opportunity to develop talking and writing skills in a range of familiar and unfamiliar contexts. Pupils will learn to create and produce detailed written texts and prepared talk, in groups and individually.

Assessment

National 5 is assessed by means of both internal and external assessment. Once a candidate has passed the internally-assessed units, their final grade is determined by the quality of their folio, and by their performance in two external examinations: one in Reading for Understanding, Analysis and Evaluation, and another in Critical Reading of texts studied in class.

Conditions of award

To achieve the National 5 English award, learners must pass all elements of the two mandatory units, as well as the external assessment elements.

English Higher

Why take this course?

Higher English is the qualification most university courses will require, and a large number of employers will look for it as well. It offers the chance to study great works of literature – modern and ‘classics’ – as well as teaching a sophisticated appreciation of language and the ability to use it effectively.

To succeed in this course ...

This is a very demanding course, which expects deep and subtle understanding and analysis of texts, as well as an ability to create sophisticated and stylish pieces of writing – some of them under considerable time pressure. The workload is heavy; an ability to work in a self-motivated way out with lesson time and a willingness to engage in independent personal reading is essential to achieve success at Higher. Candidates most likely to succeed at Higher are those who read regularly for pleasure, including literary adult fiction and quality journalism (eg: The Scotsman, The Guardian, The Independent, The Herald...)

Course Structure and Assessment

There are two mandatory units in the Higher course:

analysis and evaluation of detailed and complex texts;

creation and production of detailed and complex texts.

In addition, you prepare a portfolio of work, demonstrating your ability to apply language skills in the creation of texts, to be submitted for external assessment by the SQA.

Course Assessment

You will sit an examination paper, demonstrating your ability to apply understanding, analysis and evaluation skills to the reading of two related non-fiction texts, totalling about 1,500 words. This is assessed externally.

You will sit a second examination paper, demonstrating your skills in critical reading, knowledge and understanding of texts through answering questions and writing an essay.

To achieve the English Higher, you must pass all elements of the two mandatory units, as well as the three external assessment elements.

Please note: SQA are making changes to the assessment of Higher qualifications which will be examined in Summer 2019, following on from changes made to National 5 qualifications to be taken in Summer 2018. These involve removing unit assessments, and changing the final assessment either by extending an existing exam paper or piece of coursework, or by adding in a new exam or piece of coursework. The information included here is the **current** specification; details of the updated specification will be made available to pupils and parents when they are published by SQA; currently this is expected to be April 2018.

Where might this course take me?

It might take you to university, where the communication skills you have learned will be useful for any area of study, from Engineering to Fine Art. It will put you at an advantage when applying for jobs, because it clearly shows prospective employers that you are comfortable with written and spoken language – a key skill in almost any job. It might also lead you to the specialist studies of Advanced Higher English.

English Advanced Higher

Why take this course?

The main reason for taking Advance Higher English is a love of reading and writing, thinking and theorising. However, the guided independent study required by AH English is also an excellent foundation for university study of any subject.

To succeed in this course you need to:

- love reading and discussion
- be able to work independently on a number of projects simultaneously
- be organised and disciplined
- be willing to develop your creative writing skills
- have a solid foundation of analytical skills applicable to language and literature.
- be in possession of a good grade (A or B) at Higher

Course Structure

Advanced Higher English offers you the opportunity to extend your critical understanding of novels, plays and poetry; to develop skills in creative writing; and to engage in a major piece of individual literary research (the dissertation).

The course emphasises literature and your own responses to literature. There is a variety of units to choose from. There are plenty of opportunities for small group discussions, individual research and work-shops. Local and national visits are often possible. Advanced Higher pupils have a dedicated space within the department for study and discussion, and are expected to spend a significant number of their study periods in the English department. The course is intended to be enjoyable, challenging and rewarding, and will provide you with a very useful set of skills for specialised further study of any subject at college or university.

Although the course is tailored to pupils' needs, interests and abilities, serious commitment from you is essential for success.

Course Assessment

You will submit a folio of creative writing, and a dissertation on texts which you have chosen. You will be allocated to a dissertation supervisor from the English staff, whose interests and specialisms match your choice of texts.

The examination consists of a Literary Study in which you will write an essay on texts studied in class, and a Textual Analysis paper, in which you will analyse an unseen text from a choice of genres.

Where might this course take me?

Most obviously, on to a degree course in English Literature at university. However, an AH in English is a great foundation for any course at university, and the advanced communication skills it teaches are in great demand by employers in all sectors.

Further details can be obtained from the Principal Teacher of English (Mrs Hunter), and you should discuss your plans with her before signing up for this course.

Fashion & Textile Technology National 4/5/Higher

Why take this course?

Fashion and Textiles Technology enables learners to develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The Course particularly emphasises the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

To succeed in this course, you need...

You must have a keen interest in fashion and textiles. Ideally you will have had experience of working with textiles both in and out with school. Students will be considered for this course with limited experience however you must show a true willingness to gain new skills.

As this course is based on practical work, good attendance is crucial to maximise your potential. From time to time, you will be expected to work hard in your own time to complete project work.

Course structure and Content

Textile Technologies

This unit develops detailed knowledge and skills related to textile technologies. This includes the characteristics and properties of a range of textiles and their uses. You will have the opportunity to make fashion/textile items, using a pattern and a range of textile construction techniques, using equipment and tools safely and correctly.

Item Development

In this unit you will explore fashion/textile trends and the development process. You will work with given briefs to develop solutions for detailed fashion/textile items based on those trends by planning and making items to an appropriate standard of quality.

Fashion and Textile Choices

In this unit you will develop and apply your knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. You will investigate the fashion/textile choices of different consumer groups and develop solutions for items to meet these needs. You will make and evaluate detailed fashion/textile items, with a focus on factors that affect fashion and textile choice.

Course Assessment

At the end of the course pupils must have completed all units.

National 4 pupils will select an assignment from a given range to produce a fashion/textile item. This will form 100% of the mark and is internally assessed.

National 5 pupils will select an assignment from a given range to produce a fashion/textile item which tests skills, knowledge and understanding developed during the course. This will form 70% of the mark. Pupils will also complete a question paper forming the remaining 30%.

Progression from National 5 would be the Higher Fashion & Textile Technology.

Essentials

Pupils will be expected to contribute to the cost of materials when required.

Where might this course take me?

This course would ideally suit students interested in further study related to the creative industries. However there are a range of transferable skills that can meet many future careers such as teaching.

French/German National 4 or National 5

Why take this course?

Learning a second language is beneficial in a variety of contexts– the most obvious being holidays, making friends, employment, and further study. Learning another language will give you an insight into new ways of thinking. You will develop literacy skills that will help you to understand and use your own language better, and to learn any other language you might one day need.

To succeed in this course, you need...

Usually pupils who take these courses are progressing from the BGE phase at level 3 or 4 for progression to National 4 or 5 respectively.

Course structure and Content

At both levels the courses cover the four contexts listed below. The courses vary not only through the way they are assessed but also through the level of vocabulary and grammatical structure required.

Society – e.g. family and friends, relationships; lifestyles, leisure; food, health

Learning – e.g. school, studying, future plans

Employability and citizenship – e.g. comparing jobs, work experience; money; practical situations (in shops, hotels, at work etc.); environmental issues

Culture – e.g. TV, films, books, music, people and places in French/German-speaking countries; travel, transport and holidays; comparing countries

Course Assessment

Internal assessment National 4

- Understanding Language (tests of listening and reading);
- Using Language (tests of talking and writing).

Internal assessment National 5

- Assignment – a piece of writing in the foreign language (20 marks)

External Exam (National 5) – made up of three components:

Component 1- reading and writing (30 + 20 marks)

Component 2- listening (20 marks)

Component 3- talking (30 marks)

Each skill, reading, listening, speaking and writing has an equal weighting 25% of the overall mark.

Where might this course take me?

Language skills are generally seen as a shortage area in the workforce across the UK. Many employers expect to see a language qualification amongst those offered by a prospective candidate. Progression from National 5 can be to Higher, Advanced Higher and on to University where the language can often be studied alongside a wide variety of other subjects.

French or German Higher and Advanced Higher

Why take this course?

Life in the 21st Century is characterised by increasing mobility for study, leisure, business and trade. The possession of foreign language competence is therefore of great importance as it enables learners to access an increasing range of study and employment opportunities on a more equal footing with their counterparts from other countries.

To succeed in this course, you need...

The Higher course is designed to follow directly from National 5 and the Advanced Higher to follow directly from Higher. The same contexts are covered with a higher degree of sophistication and therefore successful completion of the previous level is usually required.

Course structure and Content

These contexts provide opportunities to examine contemporary issues as listed below:

- **Society** e.g. family structures, global citizenship, impact of the digital age, social influences and pressures.
- **Learning** e.g. university choice, lifelong learning, learning styles and advantages/disadvantages of higher or further education.
- **Employability and citizenship** e.g. planning for the future, career path, equality in the workplace and job opportunities.
- **Culture** e.g. travel, living in a multi-cultural society, traditions, customs and beliefs, literature and media of another country

Course Assessment

Higher:

- **Assignment-** using detailed and complex languages you will produce a discursive essay based on one of the four contexts above (20 marks or 12.5% of total grade)
- **External Exam** – made up of three components:
Component 1- reading, translation and directed writing (reading and translation 30 marks or 25%, directed writing 20 marks 12.5%)
Component 2- listening (30 marks or 25%)
Component 3-talking (30 marks or 12.5%)

Advanced Higher:

- **Internal or Unit assessment** comprising:
Understanding Language (tests of listening and reading);
Using Language (tests of talking and writing).
- **External Exam** – made up of four components:
Component 1- reading and translation (50 marks)
Component 2- listening and writing (70 marks)
Component 3 - portfolio (30 marks)
Component 4 - : talking, with an external examiner (30 marks)

Where might this course take me?

The short answer is 'wherever you like!'

A Higher qualification in a foreign language is well regarded by many university admissions tutors and employers alike. There are many career paths which traditionally require foreign language skills such as:

- Tourist and hospitality industries
- Marketing
- Technology (including IT)
- Financial services
- Media
- Government
- Teaching
- Charity and voluntary work.

Geography National 4 National 5

Why take this course?

By studying Geography you will learn about other places, peoples and cultures. You will study areas in Scotland and the UK as well as in other countries. Environmental and global issues such as renewable energy, conservation of the rainforests, marine pollution, climate change and natural hazards, form an integral part of the course. You will learn about sustainability, your responsibility as a global citizen and also how to improve your map interpretation, reading, writing and thinking skills.

For entry into N4/N5 pupils will usually have studied Geography in S3, although it is possible for a motivated and hard-working student to study this course without having done so. To do well in N4.N5 Geography, you need to be prepared to work hard to complete project work and practice exam questions. Sometimes this will be in your own time as homework. An interest in learning about the environment around you as well as about other places and cultures will help you to succeed.

Course structure and Content

The course is split into three main sections. These are:

Human Environments: International issues such as population growth and control; migration, refugees and asylum seekers; cities, urban and industrial landscapes; shanty towns and their problems (e.g. in Mumbai); Recent changes in farming and the countryside in both developed and developing world countries. This includes topics such as farm diversification, organic farming, biofuels, new technology and GM crops.

Physical Environments: Natural landscapes and the scenery of limestone areas (e.g. The Yorkshire Dales), rivers and their valleys; weather forecasting and the impact of weather systems affecting the British Isles; managing and protecting natural environments, tourism and conservation issues in areas such as Scotland's National Parks (e.g. Cairngorms).

Global Issues: Global climate change, its possible causes and effects; the impact of human activities on natural environments and ecosystems such as Brazil's tropical rainforests and the Arctic tundra.

A variety of resources including electronic presentations, video clips, DVDs, digital and paper maps, atlases, on-line resources and modern text books are used. You will carry out a small amount of local fieldwork but sometimes there may be field trips to other areas.

Course Assessment

All pupils will undertake a research project which forms the coursework assignment and accounts for 20% of the course award. The remaining 80% is assessed by an exam at the end of the course, which at N5 is 2 hours and 20 minutes long.

Where might this course take me?

Geography is a popular subject for study in S5/6 at Higher/ Advanced Higher as well as in higher education. A Geography qualification is readily accepted as one of the entry requirements for a wide variety of other courses and careers and may be recognized as either an arts or as a science based subject by university admissions officers.

Geography Higher

Why take this course?

This course should be of particular interest to students who would like to become more environmentally aware, are interested in sustainability and who enjoy finding out about other places and foreign cultures. Fieldwork, gathering and processing geographical data forms an integral part of the course

Students choosing this course should have a pass in National 5 Geography. Prospective “crash” Higher students will have to show evidence of very good grades in certain other courses, be committed to extra study time and should initially consult geography department staff.

Course Content

The **Physical Environments** unit includes the evolution of natural landscapes and environments. This includes topics such as coastal and glacial scenery, soil forming processes, oceanic currents and world climate patterns.

The **Human Environments** unit looks at our response to the natural environment. This section of the course includes topics such as traffic problems in Edinburgh, urban land use, change in developing world cities such as Rio de Janeiro, the impact of tourism on fragile landscapes such as the Lake District and world population issues (e.g. in China)

The **Global Issues** unit focuses on in-depth study of selected geographical issues. These may include environmental factors involved in the spread of water-borne tropical diseases such as malaria and a study of water supply and river management on China’s Yangtze River.

Map Skills & Decision Making throughout the course we imbed opportunities to build geographical skills and apply theory to solve planning problems and issues of a geographical nature.

Assignment students select a topic and undertake an independent study to investigate a geographical topic or issue of interest to them. Ideally this should involve primary research. At Stromness Academy we offer pupils an opportunity to collect primary data for a river study during a day trip to Hoy. The planning and research are started in class. Students work independently to process their data and then analyse it preparing processed information to assist them with the write up. The write up is completed under exam conditions for 1hr and 30mins.

Course Assessment

External assessment includes 2 exam papers. The first covers the physical and human environment units (1hr 50mins) and the second global issues and decision making (1hr10mins). The coursework assignment or project (worth about 27% of the total course award).

Where might this course take me?

Geography is accepted by universities and colleges as a subject which may fulfil part of the entry requirements for a wide variety of courses. As well as the many degree level geography courses which continue to be popular, geography can be useful for courses in areas such as business management, psychology, architecture, geology and town and country planning.

There are a number of careers where geography provides a useful background. These include advertising, management, the oil industry, surveying, planning, travel and tourism, forestry, agriculture, journalism and nature conservation. In addition, a geographical background is helpful in the interpretation of data generated by geographical information systems (GIS) used by an increasing number of companies and organisations in their day to day decision making.

Geography Advanced Higher

Why take this course?

Advanced Higher provides an opportunity for students who have a particular interest in Geography to further investigate some aspects of it. Candidates will be expected to be secure in their understanding in Higher Geography

Course Content

The course is divided into **three** main sections. Much of the course will depend on individual study and fieldwork. For highly motivated and committed students the course should prove challenging and rewarding.

In **unit one**, students will learn about various geographical fieldwork methods and techniques. This will include field based activities as well as time in the classroom. Some class time will also be devoted to analysis of data gathered in the field, from maps, or supplied by geographical information systems (GIS). This unit includes learning about the analysis and interpretation of geographical data.

In **unit two** candidates carry out a detailed **Geographical Study** which will involve the gathering, analysis and presentation of information collected through personal research. For example, students could research depopulation or transport issues within Orkney, following which they must produce a 3000 word written report about their findings. Work on the Geographical Study must be undertaken on a regular basis throughout the year.

In **unit three** candidates research a current global or local **Geographical Issue** and present their findings in a report of no more than 1800 words. Examples of topics which students might study include the effect of human activities on rainforest or hot desert environments (land degradation), the impact of tourism on fragile landscapes such as the Cairngorms (rural land resources), the link between disease and lack of safe water supplies in developing countries (development and health), the introduction of congestion charging into UK cities or the advantages and disadvantages of improved public transport systems such as Edinburgh's new trams (urban change). This section of the course involves looking at different points of view relating to the chosen Geographical Issue.

Course Assessment

The final grade awarded will be based on each of the three units described above. The written exam at the end of the course will consist of questions which test map interpretation and data handling skills as well as knowledge of fieldwork methods and techniques. It accounts for **one third** of the total available marks.

The Geographical Folio is submitted to SQA for assessment and accounts for **two thirds** of the available marks. This consists of the Geographical Study (40% of total available marks) and the Geographical Issue (just over a quarter of the total available marks). Success at Advanced Higher Geography is therefore highly dependent upon independent learning and on work carried out on an individual basis throughout the session. Candidates will be expected to show an ability to work to a large extent on their own initiative and to consistently meet deadlines. These are skills which will be essential should candidates progress into higher education.

Where might this course take me?

Geography is accepted by universities and colleges as a subject which may fulfil part of the entry requirements for a wide variety of courses. As well as the many degree level Geography courses which continue to be popular, Geography can be useful for courses in areas such as business management, psychology, architecture, geology and town and country planning.

There are a number of careers where Geography provides a useful background. These include advertising, management, the oil industry, surveying, planning, travel and tourism, agriculture, journalism and nature conservation. In addition, a geographical background is helpful in the interpretation of data generated by geographical information systems (GIS) used by an increasing number of organisations in their decision making.

Graphic Communication National 4 and 5

Why take this course?

The Course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy.

To succeed in this course you will need...

Student must have shown a keen interest in technical subjects throughout BGE and have an interest in graphic products and development.

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. Learners will develop an understanding of the impact of graphic communication technologies on our environment and society.

Course Structure and Content

The main things you will learn:

- Produce and interpret pictorial sketches, pictorial drawings and 3D models.
- Produce pictorial and 3D colour illustrations.
- Create pictorial or 3D promotional displays.
- Produce and interpret 2D sketches and drawings.
- Produce preliminary 2D colour designs and illustrations for single-page promotional displays.
- Create 2D promotional graphic layouts.
- Extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply.
- Display knowledge of the impact of Graphic Communication technologies on our environment and society.

2D Graphic Communication

3D and Pictorial Graphics

Added Value Unit National 4

Graphic Communication Course Assessment National 5

This Course or its units may provide progression to:

Other qualifications in Graphic Communication or related areas

Graphic Communication at Higher

Further study, employment or training

Course Assessment

To achieve a course award in this subject pupils must pass either the Added Value Unit (for National 4) or the Course Assessment (for National 5). All pupils will be expected to pass a range of specified outcomes from the 2D Graphic Communication and 3D and Pictorial Graphics sections of the course. National 5 pupils will sit a final exam worth 67% of the grade with 33% attributed to the Course Assessment.

Where might this course take me?

This Course or its units may provide progression to:

Other qualifications in Graphic Communication or related areas

Graphic Communication at Higher

Careers in Advertising, Architecture, Engineering, Construction, Web design, Graphic Design, Marketing, Desk Top Publishing, Animation, Digital Design, Computer Aided Design, Surveying, Multimedia Design

Further study, employment or training.

Graphic Communication Higher

General

This course will be of particular interest to students looking towards careers in Architecture, Engineering, Building Trades, Product Design, Packaging and Promotional Design, Graphic, Interior and Textile Design and Marketing. In addition this course develops knowledge and skills, both manual and computer, that will prove useful to all in a world where graphics is playing an increasing role in communication. Students will study the use of graphics in business and industry while embracing the changes brought about by continuing advances in technology. Within the higher course the emphasis is on the product design process from concept to marketing.

To succeed in this course, you need...

To have passed National 5 Graphic Communication or National 5 Art & Design. To show a keen interest in designing and creating different types of graphic responses to a given brief.

On completing the Course, students will be able to: initiate, develop and communicate often complex ideas graphically and with clarity; interpret often complex graphic communications initiated by others; select and use appropriate graphic communication equipment with skill and confidence, employ software and materials effectively in tasks; and apply knowledge and understanding of graphic communication standards and protocols, where these apply.

In addition, they will have developed: graphic design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; graphic spatial awareness and visual literacy; and skills in constructively evaluating the effectiveness of graphic communications.

Preferred Entry Requirements

A National 5 award in Graphic Communication or Art & Design. It is possible for students that have a particular creative ability to negotiate entry to the Higher course.

Course Structure and Content

The course at Higher Level comprises a final examination and the course assessment. The Course is practical, exploratory and experiential in nature. On completing the Course, you will have developed skills in 2D and 3D graphics, as well as pictorial graphics. You will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information.

2D Graphic Communication

In this unit you will develop your creativity and presentation skills within a 2D graphic communication context. It allows students to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. You will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics.

3D and Pictorial Graphic Communication

In this unit students develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow you to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques.

Across both Units, you will evaluate the effectiveness of your own and given graphic

communications to meet their purpose. You will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

Course Assessment

You must pass the Course Assessment when combined with the final exam to achieve a Higher in Graphic Communication. The Course Assessment is marked out of 50 and contributes 36% of the course award. The final exam is marked out of 90 and contributes 64% of the course award.

Health & Food Technology National 4 & 5

Why take this course?

Health and Food Technology focuses on the physical, chemical, nutritional, biological and sensory properties of food. The subject provides you with the opportunities to study the relationship between health, nutrition, functional properties of food, lifestyle choices and consumer issues. It develops your awareness of how food choices can have a positive effect on your own health, and it will equip you with skills and knowledge that will enable you to become a lifelong informed food consumer. You are encouraged to be creative in preparing and producing food and in evaluating finished products. This is a theory based course and there will be limited opportunities to cook.

To succeed in this course, you need...

Students must have shown a keen interest in Home Economics throughout BGE and have a keen interest in health and finding out about the science and development of food products.

Course structure and Content

Food For Health

This unit looks mainly at nutrition and health. We also investigate the dietary needs of individuals at different stages of life. The knowledge gained in this unit will be put into practice by producing and evaluating food products for different individual needs.

Food Product Development

This unit looks at the functional properties of food and the development of new food products for the food industry. The practical cookery in this unit will be to produce new food products that meet specified needs.

Contemporary Food Issues

In this unit you will develop an in-depth understanding of a range of factors that affect consumers' food choices. You will consider technological developments in food manufacturing and organisations which protect consumer interests. You will also develop knowledge and understanding of food packaging, labelling and how these help consumers to make informed food choices. There is no practical cookery in this unit.

Assessment

At the end of the course pupils must have completed all units.

National 4 pupils will be given an assignment to produce a food product for a given brief. This is internally assessed.

National 5 pupils will be externally assessed on two components.

Component 1 - Assignment - 50% of total mark.

Component 2- Question paper - 50% of total mark.

Progression from National 5 would be the Health and Food Technology Higher.

Essentials

Pupils will be expected to provide suitable dishes/containers for their cookery and pay for the cost of ingredients when required.

Where might this course take me?

This course is an excellent choice for students wishing to study any Health or Sports related courses at college or university.

History National 4 and 5

Why take this course?

By studying History you will develop a better understanding of your own community, your country and the wider world. Not only is history about your heritage and the past, it is a subject which gives you considerable skills which are attractive to employers.

To succeed in this course, you need to:

- **Be interested in history**
- **Be prepared to work hard in class and in your own time.**

Course content and structure

The Atlantic Slave Trade 1770-1807: British

- The Triangular Trade
- Britain and the Caribbean
- The Captive's Experience and Slave resistance
- The Abolitionist campaigns

Wars of Independence 1286-1328 : Scottish

- The succession problem, 1286-1292
- Balliol and Edward 1292-1296
- William Wallace, 1296-1305
- Robert the Bruce, 1306-1328

Hitler and Nazi Germany 1919-1939: European & World

- Weimar Germany 1919-1929
- The rise to power 1929-1933
- Nazi control of Germany
- Nazi social and economic policies

Course assessment

National 4 assessments are assessed internally. National 5 assessments are marked by SQA and comprise a question paper and an assignment.

Where might this course take me?

If studied at university or college, a degree in History can be an impressive and attractive feature on a CV.

Employers value the research, analytical, teamwork and communication skills that history students develop throughout their degree. These skills are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skills set for a student but it also keeps career options open.

History Higher

Why take this course?

History is excellent preparation for Higher education or employment. Not only is history about you, your heritage and the past, but it is a subject which gives you considerable skills which are attractive to employers and which make you a useful citizen. In addition an interest in History will provide a lifelong source of enjoyment.

To succeed in this course, pupils would normally be expected to have attained a secure pass in National 5 History or another Social Subject course at National 5 level, along with a pass in National 5 level English. It is possible for a motivated and hard-working student to study this course without previous background in this subject area. You need to be prepared to work hard in class and in your own time.

Course structure and content

Unit 1- Later Modern British History 1851 – 1951

- The Suffrage campaign to win the vote for women
- Social Welfare Reforms under the Liberals 1906-14
- Social Welfare Reforms under the Labour Party 1945-51

Unit 2- The United States of America 1918 – 1968

- Immigration in the 1920s
- The American economy and the American state: prosperity and poverty during the 1920s
- The Struggle for Civil Rights before and after 1945
- Black Radical Protest

Unit 3- “Bloody crowns” The Scottish Wars of Independence

- Issue 1 Scotland 1249-96: The succession problem and the Great Cause
- Issue 2 John Balliol and Edward I 1292-96
- Issue 3 William Wallace and Scottish resistance
- Issue 4 The rise and triumph of Robert Bruce: 1306-1328

Course assessment

The External Exam: 3 hours

- British, European and World (essays): 44 marks; time 1 hour and 30 minutes
- Scottish history (sources): 36 marks; time 1 hour and 30 minutes
- History assignment (1 hour 30 minutes) Pupils will research a topic from the course. They will write up the essay in exam conditions. It will count for 30 marks.

Where might this course take me?

If studied at university or college, a degree in History can be an impressive and attractive feature on a CV.

Employers value the research, analytical, teamwork and communication skills that history students develop throughout their degree. These skills are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skills set for a student but it also keeps career options open.

History Advanced Higher

Why take this course?

Historical study provides a secure basis for more advanced education. The ability to work individually on open-ended tasks and use reasoned argument to support conclusions are essential features of the course. The course involves a high degree of individual study and commitment - important skills for people going onto Higher Education. Overall, Advanced Higher History develops communication skills and the ability to think critically and creatively and is useful for pursuing careers in fields such as law, journalism, tourism, civil service and business.

To succeed in this course candidates will normally be expected to have gained an A or B pass in Higher History. It is possible for a motivated and hard-working student to study this course without previous background in this subject area. To do well in this course, you need to be prepared to work hard in class and in your own time.

Course structure and content

The Advanced Higher is intended to give pupils the opportunity to acquire depth in the knowledge and understanding of historical themes and topics. They will be required to handle detailed information to analyse events and historical issues. The skills of research, planning, preparation and presentation will be required for a Dissertation on a specific historical issue relating to the Field of Study.

Field of Study: Russia: from Tsarism to Stalinism, 1914–1945

- War and the breakdown of Russian society, 1914 to January 1917
- The February Revolution
- The Provisional Government and the October Revolution
- The international context 1917–24
- The Civil War
- The Soviet state from War Communism to New Economic Policy, 1918–24
- Stalin's struggle for power
- Industrialisation and collectivisation
- The political and social development of the Stalinist state
- The Great Patriotic War

Course assessment

To gain the award of the course the Internal Assessment must be passed as well as the External Assessment:

Exam paper (3 hours)

- 2 essays and source questions which count for 90 marks

Dissertation: 4000 words, worth 50 marks

Where might this course take me?

If studied at university or college, a degree in History can be an impressive and attractive feature on a CV.

Employers value the research, analytical, teamwork and communication skills that history students develop throughout their degree. These skills are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skills set for a student but it also keeps career options open.

Hospitality: Practical Cookery National 4 & 5

Why take this course?

This is a practical cookery course and its main aim is to develop pupil's cookery skills by producing a range of dishes. The skills, knowledge and understanding which will be covered in this Course include:

- Identifying food preparation equipment and their uses.
- Food preparation techniques: blend, whisk etc.
- Cookery processes: baking, stir frying etc.
- Categories of ingredients: herbs and spices, dry ingredients etc.
- Understanding ingredients: effect on health, storage, seasonality.
- Planning, cooking, finishing and serving meals.
- Evaluating dishes.
- Working safely and hygienically

To succeed in this course, you need...

Students who have enjoyed practical cookery in BGE Home economics may consider this course. As this is a practical course, good attendance is essential for success.

Although this is a practical course, written work is essential in order to succeed at National 4 and 5 and students must be prepared to meet this with positivity and hard work.

Course structure and Content

National 4

Unit 1 - Cookery Skills, Processes and Techniques

Unit 2- Understanding and Using ingredients

Unit 3- Organisational Skills for Cooking

Assessment

Added Value Unit: Students produce a two course meal for four people in a restricted time of 1 hour 30 minutes.

National 5

Units are as National 4 (above)

Assessment

The assessment is broken down into 2 elements (Practical & Theory):

- Practical activity (2 hours 30 minutes) : Prepare and present a three course meal for four people to a given brief. This is internally assessed and forms 75% of the mark.
- Pupils will also complete a question paper and planning document forming the remaining 25%.

Essentials

Pupils will be expected to provide suitable dishes/containers for their cookery and pay for the cost of ingredients when required.

Where might this course take me?

Practical Cookery provides vital life skills for students. They will also develop skills in team working, communication, and numeracy, planning and working to strict deadlines. Progression from National 5 would be Professional Cookery at College.

Mathematics National 4

Why take this course?

Mathematics is important in our everyday life. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way. National 4 Mathematics will give you the building blocks necessary or desirable for many careers.

To succeed in this course, you need...

Your knowledge and understanding should be secure at Mathematics level 3. You will be expected to do a regular practice and consolidation of taught topics out with lesson time and you will need resilience and perseverance to cope with the problem solving in the course.

Course structure and Content

Expressions and Formulae

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

Relationships

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

Applications

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

Course Assessment

National 4 is internally assessed. You will be assessed in class for each of the three units when the work is completed. It is a requirement that you pass these in addition to the Added Value exam which assesses the complete course.

Essentials

You need a scientific calculator.

Where might this course take me?

National 4 Mathematics is desirable for many jobs and necessary for apprenticeships. It is the entry requirement for National 5 Mathematics which in turn is necessary if you are interested in marine or science courses, teaching, armed forces, computing, accounting, engineering, the police, nursing and many others.

Mathematics National 5

Why take this course?

Mathematics is important in our everyday life. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way. National 5 in mathematics is necessary or desirable for many careers.

To succeed in this course, you need...

Your knowledge and understanding should be secure at National 4 Mathematics level. You will be expected to do a significant amount of practice and consolidation of taught topics out with lesson time and you will need resilience and perseverance to cope with the problem solving in the course.

Course Structure and Content

Expressions and Formulae

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

Relationships

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

Applications

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

Course Assessment

You will be assessed in each of the three units in class when the work is completed. There will be additional assessments to gauge how you are coping with exam level questions. If you pass these convincingly this would give an indication that you will be able to attempt the exam. The final award depends entirely on the result obtained in the SQA exam which consists of two papers. In Paper 1 no calculator is permitted, it is 1 hour 15 mins and is worth 50 out of the 110 marks in total. Paper 2 is 1 hour and 50 mins and is worth 60 out of the 110 marks in total.

Essentials

You need a scientific calculator.

Where might this course take me?

National 5 Mathematics is an entry requirement for marine courses and teaching and desirable for building, armed forces, computing, accounting, engineering, the police, nursing and many others. A deeper understanding of mathematics is necessary for further study in statistics and science based disciplines. A pass at National 5 Mathematics can open a huge number of doors in your future search for a job or further educational study. A good pass in National 5 Mathematics is necessary for entry into Higher Mathematics.

Mathematics Higher

Why take this course?

A pass in Higher Maths is necessary or desirable for many courses and careers. This is particularly true for Engineering, Technological subjects, Computer and Physical Sciences. It is also important in Medicine, Social Subjects, Accounting, Business, Management and the Merchant Navy. In the current climate of Renewable Energy in Orkney many possible careers associated with this will give our students the opportunity to stay in Orkney.

To succeed in this course, you need...

Your knowledge and understanding should be secure at National 5 Mathematics level. You will be expected to do a significant amount of practice and consolidation of taught topics out with lesson time and you will need resilience and perseverance to cope with the problem solving in the course.

Course Structure and Content

Expressions and Functions

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Relationships and Calculus

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

Applications

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

Course Assessment

You will be assessed in each of the three units in class when the work is completed. There will be additional assessments to gauge how you are coping with exam level questions. If you pass these convincingly this would give an indication that you will be able to attempt the exam. The final award depends entirely on the result obtained in the SQA exam.

Essentials

You need a scientific calculator.

Where might this course take me?

As stated above Higher Mathematics is essential or desirable as part of the entry qualifications for further study in many areas such as Mathematics, Engineering, Science, Computing or Technology. In the current climate of Renewable Energy in Orkney many possible careers associated with this will give the opportunity to stay in Orkney. Higher Mathematics would give you a great advantage when applying for jobs or courses associated with any of these.

Mathematics Advanced Higher

Why take this course?

The Mathematics course at Advanced Higher provides an excellent opportunity for students to improve their Mathematical skills before embarking on a University Course or career, particularly in Mathematics, Engineering, Science, Computing or Technology based subjects. Mathematics Advanced Higher is essential for any student contemplating entering the second year of most of these disciplines. It will also prove useful for students of biological and social sciences, medicine, accounting, business studies and management.

To succeed in this course, you need...

Your knowledge and understanding should be secure at Higher Mathematics level. You will be expected to do a significant amount of practice and consolidation of taught topics out with lesson time and you will need resilience to persevere with the problem solving and rigorous proofs in the course.

Course Structure and Content

Methods in Algebra and Calculus (Advanced Higher)

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

Applications of Algebra and Calculus (Advanced Higher)

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

Geometry, Proof and Systems of Equations (Advanced Higher)

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

Course Assessment

You will be assessed in each of the three units in class when the work is completed. There will be additional assessments to gauge how you are coping with exam level questions. If you pass these convincingly this would give an indication that you will be able to attempt the exam. The final award depends entirely on the result obtained in the SQA exam.

Essentials

You need a scientific calculator.

Where might this course take me?

As stated above Advanced Higher Mathematics is preferable as part of the entry qualifications for further study in Mathematics, Engineering, Science, Computing or Technology based subjects and essential for any student contemplating entering the second year of most of these disciplines.

Applications of Mathematics National 4 & National 5

Why take this course?

This Course will develop skills for learning, life and work, through context and application-led learning. Through real-life contexts, you will acquire and be able to apply mathematical operational skills directly relevant to life and work, and to appreciate the role of mathematical ideas in the world. In addition, you will develop mathematical reasoning skills. You will learn how to draw conclusions, make and justify decisions. National 5 Applications of Mathematics will be accepted as an alternative to National 5 Mathematics for some entry qualifications, including primary education. If in doubt you should check with individual establishments.

To succeed in this course, you need...

National 4 Mathematics or National 4 Applications of Mathematics is necessary for you to study at National 5 level. You will be expected to do a significant amount of practice and consolidation of taught topics out with lesson time and you will need resilience and perseverance to cope with the reading and analysing of information presented in Case Studies.

Course Structure and Content

Applications of Mathematics: Managing Finance and Statistics (National 4 & 5)

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

Applications of Mathematics: Geometry and Measures (National 4 & 5)

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

Numeracy (National 4 & 5)

This Unit develops learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. Some are complex in nature and may be unfamiliar to the learners. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

Course structure and Content

Each of the three units will be assessed in class when the work is completed. There will be additional assessments and case studies to gauge how you are coping with exam level questions. If you pass these convincingly this would give an indication that you will be able to attempt the exam. The final award depends entirely on the result obtained in the SQA exam which consists of two papers. In Paper 1 no calculator is permitted, it is 1 hour 5 mins and is worth 45 out of the 110 marks in total. Paper 2 is 2 hours and is worth 65 out of the 110 marks in total.

If you find Applications of Mathematics at National 5 too challenging then you will have the opportunity to do Applications of Mathematics at National 4. The course follows the same principles as for National 5 Applications of Mathematics but does not have an external exam. You will sit an internal Added Value exam at the end of the academic year and the final grade is pass or fail.

Essentials

You need a scientific calculator.

Where might this course take me?

A pass in any Mathematics course can open a huge number of doors in your future search for a job, apprenticeship or further educational study. National 5 Applications of Mathematics is accepted as an alternative to National 5 Mathematics for some entry qualifications, including primary education and some nursing courses. If in doubt you should check with individual establishments.

You should be aware that National 5 Applications of Mathematics does not lead on to a higher course.

Music Performing National 4 and 5

Why take this course?

The course has an integrated approach to learning and includes a mixture of practical learning, and related understanding of music and musical literacy. In the course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

To succeed in this course, you need...

You need to have a good foundation in two instruments, so that you are able to tackle learning pieces at ABRSM Grade 3. You will be expected to rehearse regularly and perform to classmates each month. To achieve the award, learners must successfully complete course outcomes and the course assessment. Each of the components of the course is designed to provide progression to Higher.

Course structure and Content

The course is based on performing skills, listening skills and composition skills. As you progress you will develop in each of these areas and produce final pieces of work which will be externally assessed.

Course Assessment

There are three assessments in Music:

Performing (50%) - two instruments, a total of 8 minutes at ABRSM Grade 3 (Feb/March)

National 5 students perform their pieces to a visiting examiner;

National 4 students record their pieces.

Composition (15%) – write, record and notate a piece of music (March)

Listening (35%) – complete a listening test based on musical concepts and literacy (May)

Where might this course take me?

Progression from this course would be to Higher Music or HNC Music. Studying Music also develops a range of skills including self-confidence and discipline which are of benefit in study and work in many disciplines.

Music Performing Higher

Why take this course?

The course has an integrated approach to learning and includes a mixture of practical learning, and related understanding of music and musical literacy. In the course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

To succeed in this course, you need...

You need to have developed musical skills in two instruments sufficient to tackle learning pieces at ABRSM Grade 4. You will be expected to rehearse regularly and perform to classmates each month. To achieve the award, learners must successfully complete course outcomes and the course assessment. Each of the components of the course is designed to provide progression to Advanced Higher.

Course structure and Content

The course is based on performing skills, listening skills and composition skills. As you progress you will develop in each of these areas and produce final pieces of work which will be externally assessed.

Course Assessment

There are three assessments in Music:

Performing - two instruments to a visiting examiner, a total of 12 minutes at ABRSM Grade 4 (Feb/March)

Composition – write, record and notate a piece of music (March)

Listening – complete a listening test based on musical concepts and literacy (May)

Where might this course take me?

Progression from this course would be to Advanced Higher Music or a Music degree. Studying Music also develops a range of skills including the confidence to perform in front of an audience and self-discipline in practice, which are of benefit in study, work and life.

Music Performing Advanced Higher

Why take this course?

The Course has an integrated approach to learning and includes a mixture of practical learning, and related understanding of music. In the course you will draw upon your understanding of music styles and concepts as you experiment with using these in creative ways when performing and creating music.

To succeed in this course, you need...

You need to have developed musical skills in two instruments sufficient to tackle learning pieces at ABRSM Grade 5. Candidates for Advanced Higher would normally be expected to have a good pass in Higher Music.

Course structure and Content

The course is delivered in three areas:

Music: Performing Skills (Advanced Higher)

You will develop performing skills in two selected instruments, or on one selected instrument and voice. You will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. You will, through regular practice and critical reflection and evaluation, develop your technical and musical performing skills

Music: Composing Skills (Advanced Higher)

You will experiment with, and creatively use, complex compositional methods and music concepts to realise your intentions when creating original music. You will critically reflect on and evaluate the impact and effectiveness of your creative and musical choices and decisions. You will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

Understanding & Analysing Music (Advanced Higher)

Through listening you will develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. You will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

Course Assessment

Component 1: Performance (50%)

The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of six minutes within the overall eighteen minute programme. You should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice.

Marks will be awarded for melodic accuracy/intonation, rhythmic accuracy, maintaining the tempo and flow of the music, demonstrating musicality through mood and character and tone and dynamics.

Component 2 question paper (35%)

The purpose of the question paper is to test the candidates' knowledge and understanding of music concepts and music literacy.

Component 3: Composition (15%)

Similar to Higher, you will write, record and evaluate your music.

Where might this course take me?

Progression from this course would be to a Music degree. Studying Music also develops a range of skills including the confidence to perform in front of an audience and self-discipline in practice, which are of benefit in study, work and life.

Music Technology National 4 & 5

Why take this course?

This course builds skills in sound engineering, sound recording and production. It is an essential element if you are interested in the recording industries.

To succeed in this course, you need...

There is a lot to learn in this course and most of it will be practical and computer based. You will be taught all concepts needed to be successful. As most pupils are new to the subject we start from the beginning and build up through different projects.

Course structure and Content

You will complete four initial projects:

1. Band comp technicians
2. Multi-track recording
3. Sound for film
4. Radio Advert

These four projects will cover all you need to be able to design your final assignments.

Course Assessment

70% of your final grade is based on two assignments. You will devise, record and edit either:

A full radio show, a multitrack recording or replace the sound in an animation. For National 5, a short written exam will form the final 30% element and will be based on the concepts you learn throughout the year. For National 4, there is in-class assessment throughout the year.

Where might this course take me?

This course is beneficial for those sitting Higher Music Technology or wanting to progress to a sound production course at HNC level.

Music Technology Higher

Why take this course?

This course builds skills in sound engineering, sound recording and production. It is an essential element if you are interested in the recording industries.

To succeed in this course, you need...

There is a lot to learn in this course and most of it will be practical and computer based. You will be taught all concepts needed to be successful. This course builds on National 5 work and an understating of Cubase would be beneficial.

Course structure and Content

You will complete four initial projects:

1. Band comp technicians
2. Multi-track recording
3. Sound for film
4. Radio Advert

These four projects will cover all you need to be able to design your final assignments.

Course Assessment

70% of your final grade is based on two assignments. You will devise, record and edit either:

A full radio show, a multitrack recording or replace the sound in an animation. A short written exam will form the final 30% element and will be based on the concepts you learn throughout the year.

Where might this course take me?

This course is beneficial for those sitting Advanced Music Technology or wanting to progress to a sound production course at degree level.

Photography Higher

Why take this course?

Higher Photography is both a technical and aesthetically based course which requires an interest and enthusiasm for the subject and its processes. It allows you to develop a deeper understanding of how a camera works and how you can produce creative imagery whilst improving and learning technical skills and expertise in digital photography. This qualification will allow you to consolidate and extend creative skills developed through, for example, the National 5 Art and Design Course. It is a fully recognised Higher for University and College applications. Photography careers are critical to a wide range of industries often requiring knowledge of modern imaging technology as well as traditional photographic equipment.

To succeed in this course, you need...

You are required to work independently, meet deadlines, plan, organise and evaluate your work in order to produce a body of work which conveys your chosen theme. The standards and qualities expected for this course are similar to any other higher level course and are therefore demanding of time and commitment.

You should be working at a Higher English level as the literacy demands are considerable and carry weight in the overall assessment.

Course structure and Content

You will plan, develop, produce and present creative photographic work using a range of photographic media, techniques and processes. You will learn to communicate personal thoughts, feelings and ideas in your photographic work. You will analyse the impact of outside influences on photographers and photography. You will use creative and technical problem solving skills and be able to critically reflect on and evaluate your own work and the work of others.

Course Assessment

The course assessment takes the form of two components. There is a one hour written exam which includes a multiple choice section. The second component is the 'Final Project', which will include opportunities for personalisation and choice through research of photographers and practical photography. It will include planning and carrying out a negotiated photography project. You will research and investigate your agreed project topic before producing and presenting your photographic images. You will also be required to evaluate your photographic work and practice.

Essentials

A small number of department digital SLR cameras will be available for use in this course so there is no requirement or necessity for you to buy one. If you already own your own entry level digital SLR camera then you may use this if you wish. This can be discussed with the department in advance. There will be an initial cost for embarking on the course of approximately £25 due to the high printing costs the course incurs. You will also be required to buy and use your own SD card to store your photographic images which will cost approximately £10. A suitable memory stick is also useful to transfer and backup images.

Where might this course take me?

With a career in photography or as part of your skill set you can be creative, follow your passion and see the world in a different way. Freelance photographers benefit from managing their own schedule, working from home or travelling and living abroad. Editing skills gained from this course could see you in a career as a picture editor for product photography or visual publications. Commercial photographers can specialise in helping clients market their products or services, taking pictures of everything for media such as catalogues, advertisements and websites. Photojournalists document people and events for newspapers and magazines. Fashion, Graphic Design, Architecture, Film and Cinematography - whichever your career path you will benefit from looking at the world 'close up'. Though it can be challenging to establish yourself in the business, the constant variety of assignments means you'll never be bored.

Physical Education National 4

Why take this course?

This course is for you if you enjoy Physical Education and want to further improve your performance and your understanding of how this can be done. You will spend time developing your physical skills in a variety of different activities, your fitness, personal qualities such as leadership, resilience and responsibility and your ‘thinking’ skills by being given opportunities to problem solve, make decisions and be creative.

To succeed in this course, you need...

To be successful in this course you need to be enthusiastic and to be playing as much sport as possible; you can do this during lunchtime and extra-curricular activities. The course does involve written work (some of this will be done at home) as you will be collecting data on your performance, analysing this data in order to create a development programme specifically designed for you and carrying out self-evaluation tasks to see if you have improved. Be aware that your school attendance must be good as this work is carried out in a cycle and if you miss some of it then it is hard to catch up; this is also the case if you have any ongoing injury problems which may impact on you taking part in practical work.

Course structure and Content

Each term you will be investigating, developing and evaluating your performance in an activity, probably in handball, basketball, volleyball and badminton. In each activity you will be studying different factors (mental, emotional, social and physical) which have an impact on your performance; this will enable you to develop your knowledge and understanding on performance development.

National 4 Course Assessment

All units of work at National 4 are assessed internally on a pass/fail basis. You will complete two units of work:

1. Performance Skills - You demonstrate a basic range of movement and performance skills in a minimum of two activities before completing an added value performance. In the added value unit you prepare for, organise and take part in an activity of your choice.
2. Factors Impacting on Performance – You complete a log book demonstrating your knowledge and understanding of factors impacting on performance and performance development.

To gain a National 4 Course award you must pass both units of work.

Where might this course take me?

Progression routes for this course are National 5 Physical Education, college courses and careers in the sports and leisure industry. In addition to this, throughout this course you will experience a range of roles and responsibilities. This will help you to develop interpersonal skills and manage your own learning; these skills are important in school, in further education and in life.

Physical Education National 5

Why take this course?

This course is for you if you enjoy Physical Education and want to further improve your performance and your understanding of how this can be done. You will spend time developing your physical skills in a variety of different activities, your fitness, personal qualities such as leadership, resilience and responsibility and your ‘thinking’ skills by being given opportunities to problem solve, make decisions and be creative.

To succeed in this course, you need...

To be successful in this course you need to be enthusiastic and to be playing as much sport as possible; you can do this during lunchtime and extra-curricular activities. The course does involve written work (some of this will be done at home) as you will be collecting data on your performance, analysing this data in order to create a development programme specifically designed for you and carrying out self-evaluation tasks to see if you have improved. Be aware that your school attendance must be good as this work is carried out in a cycle and if you miss some of it then it is hard to catch up; this is also the case if you have any ongoing injury problems which may impact on you taking part in practical work.

Course structure and Content

Each term you will be investigating, developing and evaluating your performance in an activity, probably in handball, basketball, volleyball and badminton. In each activity you will be studying different factors (mental, emotional, social and physical) which have an impact on your performance; this will enable you to develop your knowledge and understanding on performance development.

National 5 Course Assessment

There is no exam at the end of the N5 course. The course is assessed through two practical performances and a portfolio that is sent away to SQA to be marked. You need to complete both of these by Easter 2019. Details of these are provided in the boxes below:

Performance

60 marks (50% of course assessment)

- Assessed in **two** individual performances with each one graded out of 30 marks
- Each performance must be in a different activity to show a broad range of performance skills
- One of these activities can be assessed out with class time (e.g a Netball game in the evening or a swimming gala at the weekend). You need to discuss this with your PE Teacher.
- The other activity must be assessed in a class game at the end of a practical block

Portfolio

60 marks (50% of course assessment)

This is to assess your knowledge & understanding of performance development and is split into 3 sections:

1. Understanding Factors impacting on performance
2. Planning, developing and implementing approaches to develop performance
3. Monitoring, recording & evaluating performance development

This is completed in class (digitally) using the data/logbooks you have completed in one of your practical activities.

Where might this course take me?

Progression routes for this course are Higher Physical Education, college courses and careers in the sports and leisure industry. In addition to this, throughout this course you will experience a range of roles and responsibilities. This will help you to develop interpersonal skills and manage your own learning; these skills are important in school, in further education and in life.

Physical Education Higher

Why take this course?

This course is for you if you enjoy Physical Education, are a competent performer, want to further improve your performance and your understanding of how this can be done. You will spend time developing your physical skills in a variety of different activities, your fitness, personal qualities such as independent learning, leadership, resilience and responsibility and your cognitive skills by being given opportunities to problem solve, make decisions and be creative.

To succeed in this course, you need...

To be successful in this course you need to be enthusiastic and to be playing as much sport as possible; it will be beneficial to you (although not a requirement) if this is both in and out of school. In this course you will be investigating your performance using a cycle of analysis; you will be required to complete written work, carry out independent research and meet deadlines. Students who have passed National 5 PE and English will have developed some of these skills already which will help them to be successful at a Higher level. However, if you are highly motivated and involved in sport out with school you may be able to study this subject without doing National 5 PE. Be aware though that your school attendance must be good as this work is carried out in a cycle and if you miss some of it then it is hard to catch up; this is also the case if you have any ongoing injury problems which may impact on you taking part in practical work.

Course structure and Content

Each term you will be researching, investigating, developing and evaluating performance in an activity. The activities covered will be basketball, volleyball and badminton as we work in line with Kirkwall Grammar School in order to train towards and play in a competition against them. In each activity you will be studying different factors (mental, emotional, social and physical) which have an impact on your performance; this will enable you to develop your knowledge and understanding of personal performance development.

Course Assessment

Performance

60 marks (50% of course assessment)

- Assessed in **two** individual performances with each one graded out of 30 marks
- Each performance must be in a different activity to show a broad range of performance skills
- One of these activities can be assessed out with class time (e.g a Netball game in the evening or a swimming gala at the weekend). You need to discuss this with your PE Teacher.
- The other activity must be assessed in a class game at the end of a practical block

Exam

50 marks (50% of course assessment)

- 2½ hour exam
- Section 1
Questions relate to the mental, emotional, social and physical factors impacting on performance, 32 marks
- Section 2
Questions focus on your experience of creating and implementing a Personal Development Programme, 6-10 marks
- Section 3
Questions based on a scenario, 8-12 marks

Where might this course take me?

Progression routes for this course are Advanced Higher Physical Education, further/higher education courses and careers in the sports and leisure industry. In addition to this, throughout this course you will experience a range of roles and responsibilities. This will help you to develop interpersonal skills and manage your own learning; these skills are important in school, in further education and in life.

Physical Education Advanced Higher

Why take this course?

Advanced Higher Physical Education requires a significant amount of independent research. The National 5 and Higher PE course helped you to develop your research skills and this course will give you the opportunity to develop them further. If you have an enquiring mind and if you have a specialised interest in performance and performance development, then this course is for you.

To succeed in this course, you need...

It is advantageous (not a requirement) to have passed Higher PE and Higher English as you will have already developed some of the skills which will help you to be successful at an Advanced Higher level; you will have an understanding of the 'cycle of analysis', used for performance development, and you will have a sound command of the English language for the written element of the course. To do well in the course though you must really commit to it as you will be required to spend a lot of time actively engaged in researching your sport and the approaches used to develop it. There is an element of decision making; you will decide on the sport you are going to investigate and the approaches you will use for your performance development. Analytical skills will be required to help you with this decision making. Everything you do must be written up in detail, as this is the basis of your project. It is important for you to be organised and have good time-management skills in order to complete the work within the time constraints of the timetable.

Course structure and Content

Throughout the year you will move through a 'cycle of analysis' based on your performance in a sport of your choice. Term 1 will be spent researching high level performance and investigating your performance in order to identify a project proposal, a focus for your performance development. In Term 2 you will set and justify your personal development programme which you will then carry out. Term 3 will be spent analysing and evaluating your personal development programme, post training, and writing up your final project for submission. At some stage during the year your performance will be assessed in one activity of your choice; you will be responsible for the timing of this.

Course Assessment

There is no exam at the end of the AH course. The course is assessed through one practical performance and a project that is sent away to the SQA to be marked. You need to complete both of these by Easter 2020. Details of these are provided in the boxes below:

Performance

30 marks (30% of course assessment)

Assessed in **one** individual performance, in practical exam conditions

Choice of performance contexts, in or out with school

- Performance repertoire, 8 marks
- Control and fluency, 8 marks
- Decision making, 8 marks

Project

70 marks (70% of course assessment)

A 4000 – 5000 word report on research into a topic which impacts on your performance

- Project proposal, 22 marks
- Research, 26 marks
- Personal development record, 4 marks
- Post PDP analysis and evaluation, 18 marks

Where might this course take me?

This course could lead to further study and career options related to physical education such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as Physical Education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Or it could lead to training or employment related to personal training or health promotion.

Physics N4

Why take this course?

In Physics learners will gain a deeper understanding of the world around us and see the contribution that physics has made to improve the quality of our lives. This course helps build on the knowledge of how the world around us works and develops a range of practical based skills. These include planning and recording as well as how to use electronic methods of measurement and how to work with simple electrical circuits.

Physics is about finding out how the universe works. Over the centuries, by using Physics, scientists have gained some knowledge of the workings of the Universe and have used that knowledge to develop civilisation and give us the lifestyle we enjoy today. For example, different methods of electricity generation provide us with the energy needed for our TVs, microwaves, hairdryers, heating systems etc.

The scientific literacy, verbal and written communication, numeracy and analytical skills developed during this course are transferable across subjects and will be invaluable for life, learning and work.

To succeed in this course, you need...

- An interest in physics and the sciences
- The ability to work in a practical situation and follow instructions
- A willingness to adopt new learning methods including web based approaches.

Course Content

The following topics are covered:

- **Electricity and Energy**
- **Waves and Radiation**
- **Dynamics and Space**

Course Assessment

There are a number tests, assignments and investigations which are part of this course. In order to gain an award at N4 physics the 3 unit assessments and an added value unit assignment must also be passed.

Where might this course take me?

This course is a continuation of the S3 physics course. It can lead to study of physics at N5. It also provides fundamental skills and knowledge which are transferrable to the world of apprenticeships and employment.

Physics National 5

Why take this course?

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.

The Course will develop learners' interest and enthusiasm for Physics in a range of contexts. Skills of scientific inquiry and investigation will be developed throughout the Course by investigating the applications of Physics. This will enable learners to become scientifically literate citizens, able to review the science-based claims which they meet.

The National 5 course enables learners to develop confidence in exploring and communicating ideas on scientific phenomena. Learners develop the ability to solve problems and establish relationships in Physics by acquiring a broad knowledge base, practical skills and mathematical skills. Learners practice scientific methods of investigation from which general relationships are derived and explored. The course provides many numeracy, communication, practical and problem solving skills sought after by employers.

To succeed in this course, you need...

Although not essential pupils choosing this course should have preferably studied physics in S3. Pupils choosing this course in S5/6 without previous physics experience will need to undertake an orientation period where they familiarise themselves with the N4 physics course content. Good numeracy and maths skills are essential.

Course structure and Content

The course content includes the following areas of physics:

- Dynamics
- Space
- Electricity
- Properties of matter
- Waves
- Radiation

Course Assessment

All students will complete at least one practical investigation report and at least one short scientific report where they will need to describe a Physics principle in terms of its effect on the environment and society.

Each unit of the course has an end of unit test which assess knowledge of the Key Areas and Problem Solving skills.

The question paper has a total of 135 marks.

Students will also complete a research assignment. For National 5 students this is marked externally and is worth 20 marks.

Where might this course take me?

N5 physics is a prerequisite to study Higher physics. N5 physics is also a qualification which is recognised by industry for apprenticeships and careers in engineering and technology.

Physics Higher

Why take this course?

The purpose of the course is to develop learners' interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. Advances in physics mean that our view of what is possible is continually being updated. This course allows learners to deepen their understanding of the processes behind scientific advances and technological applications thus promotes awareness that physics involves interaction between theory and practice.

To succeed in this course, you need...

National 5 Physics Course (award at A or B grade) and National 5 Mathematics minimum.

Course structure and Content

The course comprises four units:

- **Our Dynamic Universe**
- **Electricity**
- **Particles and Waves**

Course Assessment

Question paper 1 - multiple choice question paper 25 marks

Question paper 2 - 130 marks

Assignment - 20 marks

Where might this course take me?

Higher physics is a premium sought after qualification by employers, universities and industry. It opens the door to further qualifications at University including Science, Engineering, Medicine, Architecture. It allows access to numerous apprenticeships including electrician and electrical engineer.

Physics Advanced Higher

Why take this course?

The purpose of the course is to further develop learners' curiosity, interest and enthusiasm for physics in a range of contexts, bordering on the limits of current knowledge. The skills of scientific inquiry and investigation are developed throughout the course. One of the objectives of the course is to encourage and develop independence of thought and initiative.

The course aims to enable you to:

The relevance of physics is highlighted by the study of the applications of physics in everyday and extraordinary contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. Advances in physics mean that our view of what is possible is continually being updated. This course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

To succeed in this course, you need...

Students should have a pass in Higher Physics preferably at a B grade of above. It is also desirable to have a pass in Higher Maths.

Course structure and content

The course comprises four units:

- **Rotational Motion and Astrophysics**
- **Quanta and Waves**
- **Electromagnetism**
- **Investigating Physics**

Course Assessment

3 Unit assessments

Component 1 – question paper 100 marks

Component 2 – project 30 marks

Total marks 130

Where might this course take me?

Advanced Higher physics is a premium sought after qualification by employers, universities and industry.

It opens the door to further qualifications at University including Science, Engineering, Medicine, Architecture. It allows access to numerous apprenticeships including electrician and electrical engineer. Along with Advanced Higher Maths this is a recommended course for entry to engineering courses at most Scottish Universities.

Practical Metalworking National 4 and 5

Why take this course? The Course is distinct in value in that it allows learners to develop practical psychomotor skills (manual dexterity and control) in a universally popular practical craft. It helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials correctly.

To succeed in this course, you need

You need to have an interest in metals and their properties and be willing to develop new skills in shaping, fabricating and joining metals.

As this course is based on practical work, good attendance is crucial to maximise your potential. From time to time, you will be expected to work hard in your own time to complete project work.

Course structure and Content

The course is divided into four areas of study which are mandatory: The following units must all be completed to a prescribed tolerance and standard.

- Bench Skills
- Machine Processes
- Fabrication and Thermal Joining
- Added Value Unit/ Course Assessment

Aims of the Course

The main things you will learn:

- Using, with guidance, a range of metalworking tools, equipment and materials safely and correctly for straightforward and familiar metalworking tasks.
- Reading and interpreting simple drawings and diagrams in familiar contexts.
- Measuring and marking out metal sections and sheet materials in preparation for straightforward cutting and forming tasks.
- Practical creativity in the context of simple and familiar metalworking tasks.
- Following, with guidance, given stages of a practical problem-solving approach to metalworking tasks.
- Applying knowledge and understanding of safe working practices in a workshop environment as they relate to simple and familiar tasks.
- Knowledge of the basic properties and use of common metals and metalworking materials.
- Knowledge of sustainability issues in a practical metalworking context

Assessment

This course has a substantial proportion that is practically based and is internally assessed, with external verification. To achieve a National 4 or National 5 in this subject a range of proscribed outcomes must be passed from the three units. At National 5, the course assessment accounts for 70% of the final grade, with a terminal exam worth 30%. At National 4 the value added assignment accounts for 100% of the final grade and is internally assessed.

Essentials

Pupils will be expected to contribute to the cost of materials used.

Where might this course take me?

This course would suit students interested in further study related to practical craft work, modern apprenticeships or engineering. There are many transferrable skills that can be used in a range of different careers.

Practical Woodworking National 4 and National 5

Why take this course?

The Course is distinct in value in that it allows learners to develop practical psychomotor skills (manual dexterity and control) in a universally popular practical craft. It helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials correctly.

To succeed in this course, you need

You need to have an interest in working with wood and their different properties. You must be willing to work independently and strive to work as accurately as possible. As this course is based on practical work, good attendance is crucial to maximise your potential. From time to time, you will be expected to work hard in your own time to complete project work.

Course Structure and Content

The course is divided into four areas of study which are mandatory:

- Practical Woodworking: Flat frame construction
- Practical Woodworking: Wood carcass construction
- Practical Woodworking: Machining and Finishing
- Added Value Unit: Practical Woodworking Project (National 4)
- Course Assessment: Practical Woodworking Project (National 5)
-

Aims of the Course

The main things you will learn:

- How to read project drawings and obtain part dimensions.
- To adjust and use safely a range of tools, hand and machine.
- Measure and mark out common materials.
- To cut and shape materials, some with complex features.
- To plan tasks.
- To contribute by suggesting improvements to given tasks.
- Common properties and uses of common materials in use.
- The importance of sustainability in a practical woodworking context.
- To work in a manner that is safe for all.
- Contribute to personal development, in particular to practical capability.

Assessment

This course has a substantial proportion that is practically based and is internally assessed, with external verification. At National 5, the course assessment accounts for 70% of the final grade, with a terminal exam worth 30% of the final grade. At National 4 the Added Value Unit accounts for 100% of the final grade and is internally assessed. To achieve a National 4 or National 5 in this subject a range of proscribed outcomes must be passed from the three units.

Essentials

Pupils will be expected to contribute to the cost of materials used.

Where might this course take me?

This course would suit students interested in further study related to practical craft work, modern apprenticeships or engineering. There are many transferrable skills that can be used in a range of different careers.



Name Class

In the Senior Phase you are able to study up to six subjects each year. Whilst it may not be possible to provide all combinations of subjects we will do our best to be put together a timetable for you which is based on the options that you choose. For this reason it is very important that you hand the form in on time.

To ensure a rich and varied curriculum most pupils in **S4** should have points totalling 30. The points are in line with the SCQF difficulty tariff with Advanced Higher being 7; Higher 6, National 5 and National 4 are 5 points with 4 for school based courses.

To indicate that they think that both the course and level are appropriate to you, for each of the subjects that you have chosen you must obtain a signature from the Principal Teacher, for a college course you must obtain a signature from your guidance teacher. Almost all school and college courses are available to all pupils; the one exception is the Foundation Apprenticeship which is only available to pupils currently in S4. If you have chosen a College course please clearly state its title.

For pupils currently in S3 the deadline for completion of this form is Friday 1st March 2019

Subject	Level	PT signature (discussed with pupil and in agreement)	Points
English			
Maths			
Reserve			Total pts

83 Signatures: Pupil Parent Guidance



Name

I intend to return to Stromness Academy next session

Class

I do not intend to return to Stromness Academy next session

In the Senior Phase you are able to study up to six subjects each year. Whilst it may not be possible to provide all combinations of subjects we will do our best to put together a timetable for you which is based on the options that you choose. For this reason it is very important that you hand the form in on time.

To ensure a rich and varied curriculum most pupils in **S4** should have points totalling 30; pupils in **S5** should have points totalling at least 26 and pupils in **S6** should have points totalling at least 22. The points are in line with the SCQF difficulty tariff with Advanced Higher being 7; Higher 6, National 5 and National 4 are 5 points with 4 for school based courses.

To indicate that they think that both the course and level are appropriate to you, for each of the subjects that you have chosen you must obtain a signature from the Principal Teacher; for a college course you must obtain a signature from your Guidance Teacher. Almost all school and college courses are available to all pupils; the one exception is the Foundation Apprenticeship which is only available to pupils currently in S4. If you have chosen a Skills for Work course please clearly state its title.

The deadline for completion of this form is Friday 8th March 2019

Subject	Level	PT signature (discussed with pupil and in agreement)	Points
Reserve			Total pts

84 Signatures: Pupil Parent Guidance