

# **S4 Senior Phase Pathways Booklet**

**2026-2027**



**Information for Students and Parents**

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## Dear Students and Parents

Welcome to the fourth year Pathways Booklet. In a few months' time, students will move from third into fourth year and in so doing, move into the Senior Phase, a different and exciting new stage in their learning at Perth High School.



In Perth High School, most of our students will have achieved **third** or **fourth** level during third year however. Some students will still be working within these levels. Teachers have assessed the progress students are making and gradually begun to explore work which is more directly related to the Scottish Qualifications Authority (SQA) examinations which they will sit at the end of fourth year.

Throughout fourth year, students will be entered for qualifications at the appropriate level. The qualifications are as follows:

- National 3
- National 4
- National 5

National 3 and 4 qualifications are internally assessed and the standards are checked by SQA to ensure consistency across Scotland. This is carried out through a process known as verification.

National 5 is also internally assessed in the same way as the other courses but in most, there is also a national examination in each subject. Students need to pass the internal assessment as well as the examination in National 5 courses, in order to achieve an overall award for the course on their SQA certificate.

The National 4 and 5 qualifications are designed to be one-year courses, with examinations or assessment at the end of fourth year.

Over the next few weeks, students in third year will be giving serious thought to how they want to plan their future. At Perth High School we will work to ensure that our students choose courses which will keep their future options as wide as possible. During fourth year, students will be taking seven National Qualifications and we believe that this provides a wide basis for successful choices in the Senior School and beyond.

Our aim is to allow each of our students to achieve their best. Throughout fourth year, students must engage in **regular and serious study, both at home and at school**. Students who work hard enjoy school more and are more likely to succeed and achieve their potential. Any significant absence or lateness is likely to damage their chances of success and students are actively encouraged to use every source of help available to them: in school, at home and in the community.

I hope that this guide offers a valuable insight into the first year of the Senior Phase at Perth High School, that students will read it carefully and then use it as the basis for discussions with parents, subject teachers and, most crucially, with their Guidance teacher. I wish all of our students every success in their progress at school. Remember, there is no success without hard work.

Martin Shaw  
Headteacher

## Courses and Careers

For some careers you will need more than one subject from Science, Languages, Social Studies, Technology or the Expressive Subjects and it is important to discuss this with your Guidance Teacher at the course choice interview.

University and College admissions requirements are constantly changing. It is important that students carefully check what entrance requirements they may need and to continue to monitor this throughout their time at school.

As a general guide, students are advised to choose subjects based the following advice:

<b>Hints on Selecting a Range of Subjects</b>
Students should choose subjects which they are good at.
Students should choose subjects which they enjoy.
Students should try to choose a wide variety of subjects which will maintain their interest and offer variety
Students should consider carefully what subjects they will need most for any career they would like to pursue.
Students should not choose a subject because they like their current teacher or because their friends are choosing that subject.

The school aims to offer all our students an experience which is greater than just achieving examination passes. We believe that it is important for students to engage in a wide range of broader experiences beyond their work in the classroom. For example, we encourage participation in Outdoor Education, Pupil Voice Groups, Sports, Music, Leadership, Work Experience, Community Work, Citizenship and Enterprise. There is enormous scope within Perth High School for all of our students to develop in positive ways, which suit their individual ambitions and interests.

Employers, colleges and universities are increasingly looking for good qualifications at different levels but they are also seeking candidates with the so-called 'soft skills' such as team working, empathy, good time keeping, courtesy and manners. These are the skills which we hope students will develop as they progress through our school and we ensure that there are many opportunities to enable this to happen.

## **Study Skills – For Parents and Students**

### **Parents**

All students must participate in study if they are to have a realistic chance of fulfilling their true potential. Those who are most successful in their work are those who adopt regular study habits, both at home and in school. It is sometimes harder to support boys in adopting these good habits, but developing them is crucial.

Perth High School strongly supports its students in forming these good habits. Many departments offer study opportunities, either at lunch-time, or through Study Clubs after school. The Library is also a study area at intervals and lunch-times. We need your help in supporting your son / daughter in studying, both at school and also at home.

The importance of home study and homework cannot be over-emphasised. It is often the difference between a good pass and a pass, or a pass and a fail.

The time required to complete homework will very much depend upon the courses chosen by an individual student and upon his / her ability to carry out the work. As you will see in this booklet, individual departments have made some basic recommendations to guide you as part of their departmental entries in Section 3 of this booklet.

### **Students**

In 4<sup>th</sup> Year, all subjects will require you to carry out work at home as part of the formal assessment process which leads to success in examinations. It must be understood that these pieces of work will require students to undertake additional hours of homework. If students do not complete this work or do not hand it in on time then it is almost certain that they will gain no marks for that part of the course and this will prevent them from passing the course.

Students should set aside one to two hours per night to meet the demands of their course-work. They should carefully weigh the demands of part-time jobs and / or leisure activities to ensure that they have adequate time for schoolwork.

Most students begin a new course by radically underestimating how much time will be needed to carry out the homework, basic study, research and revision and summary note-taking associated with a course. Please begin by allowing more time for homework than you think you will need. Please also draw up a weekly study plan and pin it to your wall so that you can see when you are going to sit down and study for each subject. This way, you will actually feel as if you have more time, because you are in control.

# Perth High School

## **S4 Subject Choice Options 2026-2027**

Name.....

**Class.....**

## GD Teacher.....

## Career Idea.....

**Notes:**

- Every pupil will take courses in English, Maths. You may then choose any other 5 from the subjects you are currently following in S3. This means you will follow 7 courses during S4.

You will also study Core PE, Religious & Moral Education and Social Education.

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6	Choice 7
English	Mathematics					

## **Course Choice Form**

The Course Choice Form shown on the previous page is a sample which can be used by you and your parents to note down ideas and opinions prior to your discussion with your Guidance teacher. The course choice sheet is a guide and there may be additional flexibility depending on your individual needs. However, there is inevitably a limit to the degree of flexibility we can offer due to other constraints, such as staffing.

In considering your choices the following points should be kept in mind:

- All students will study English, Mathematics, and 5 other subjects of their choosing
- In order to progress to a course in 4<sup>th</sup> year the student must have completed the S3 course in this subject area.
- All students will also take core Physical Education, Religious, Moral & Philosophical Studies (RMPS) and Personal & Social Education.

Students are asked to make sure that they bring their course choice sheet with notes and ideas to the course choice interview.

## **ENGLISH DEPARTMENT**

It is the aim of the Department in S3/4 to provide suitable work for all students which allows each to focus firmly on the realisation of his or her full potential. To this end, the Department adopts a system of setting classes in S3 based on performance in S2. At the end of S3, before entering S4 and after close inspection of class work, some further adjustments to the setting of classes is undertaken. This system maintains the ethos of comprehensive education while allowing students the best opportunity to make progress. It also provides the teaching staff with better opportunities to meet the individual needs of students and maximise the services of the Learning Support Department. In S4 pupils will be presented for either N3, N4 or N5 dependent on their ability to cope with the demands of the course and the quality of work they have produced. There will be open dialogue between the teacher and pupil throughout the year to ensure that the pupil is undertaking the course that best meets their needs.

### **The Course:**

Most students will have completed the Broad General Education and be operating at level 4 by the end of S3.

The National 3 and 4 courses comprise of two core units and a literacy unit. The first of the two core units, Creation and Production covers the Writing and Talking elements of the course. The second core unit, Analysis and Evaluation covers the Reading and Listening elements. The Literacy unit covers Writing, Talking, Reading and Listening elements. There is also an Added Value Unit which allows all students to select and investigate a topic of their choice.

The National 5 course comprises of one core unit and an external assessment at the end of the course. The core unit is a 'Spoken Language' assessment. The type of work in S4 is essentially the same for all students, though the texts studied will differ in their complexity. More able candidates will be expected to move through the work at a faster pace.

### **Assessment:**

It is essential that students who are absent should catch up on work missed to ensure that they have the required skills to pass. All four S4 units in S3 will be internally assessed and there will be no external assessment at National 3 or 4 level in S4. At National 5 level in S4, the core units will be assessed internally, and external assessments will also take place.

The external assessment will consist of three components: the portfolio of writing that is posted to the SQA in March and two exams in May. The first exam is the RUAE paper and the second is the Critical Reading paper.

### **Homework:**

Private reading is a crucial element of the National 4 and 5 courses. Students are expected to spend at least twenty minutes of each evening at home on private reading and, through a summary of private reading that the student is expected to maintain, this reading will be monitored by the class teacher.

In addition to private reading, students will be expected to read class texts and to complete drafts and re-drafts of essays at home. To assist students and parents with homework, information and deadlines, the Perth High School website contains a homework resource page where homework given by English teachers is recorded ([www.perthhigh.net](http://www.perthhigh.net)).

# **MATHEMATICS DEPARTMENT**

## **Mathematics and Applications of Mathematics Courses**

### Purpose and aims of Mathematics

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

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

The course pupils will follow in S4 will be decided based on coverage of Curriculum for Excellence Experiences and Outcomes (Es and Os) in S3.

- National 3 is suitable for learners who have experienced breadth and depth of learning across the second level Maths Es and Os.
- National 4 is suitable for learners who have experienced breadth and depth of learning across the third level Maths Es and Os.
- National 5 is suitable for learners who have experienced breadth and depth of learning across the fourth level Maths Es and Os and can respond to a level of challenge and who can apply what they have learned in new and unfamiliar situations.

### **Mathematics Courses – National 4 and National 5 levels**

The Mathematics courses aim to:

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

### **Course structure**

**Mathematics (National 5)** has 3 units: Expressions and Formulae; Relationships; Applications.

This course includes a course assessment set by the SQA.

To gain the award of the course, the learner must pass the end of course assessment (exam).

**Mathematics (National 4)** has 4 units: Expressions and Formulae; Relationships; Numeracy; Added Value.

To gain the award of the course, the learner must pass assessments for all units as well as the course assessment (exam). These assessments will take place throughout the year.

### **Applications of Mathematics Courses – National 3, National 4 and National 5 levels**

The Applications of Mathematics courses aim to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques to tackle a range of real-life problems and situations
- develop the ability to analyse a range of real-life problems or situations with some complex features involving mathematics
- develop confidence and independence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- communicate mathematical information in a variety of forms

#### **Course structure**

**Applications of Mathematics (National 5)** has 3 Units: Managing Finance and Statistics; Geometry and Measures; Numeracy. This course includes a course assessment set by SQA.

To gain the award of the course, the learner must pass the end of course assessment (exam).

**Applications of Mathematics (National 4)** has 4 Units: Managing Finance and Statistics; Geometry and Measures; Numeracy; Added Value.

To gain the award of the course, the learner must pass assessments for all units as well as the course assessment (exam). These assessments will take place throughout the year.

**Applications of Mathematics (National 3)** has 3 Units: Manage Money and Data; Shape, Space and Measures; Numeracy

To gain the award of the course, the learner must pass assessments for all units. These will take place throughout the year.

#### **Homework**

Pupils will be expected to complete homework such as:

- end of topic exercises
- mixed questions exercises
- completing exercises started in class
- learn new formulae and rules
- look over the day's note and examples
- internet-based exercises
- exam-type questions

Pupils will be expected to maintain a regular study plan of revision throughout the course. Pupils will have access to resources and material on Google Classroom (username and password required).

# **MODERN LANGUAGES DEPARTMENT**

National 3, 4 and 5

## **French, Spanish and German**

### **Aims of the course**

The key aim of the course in each of the above languages is to provide students with the skills required to cope in various situations which might arise in real life including going abroad, meeting a foreign visitor in Scotland or responding to emails in the foreign language. Students will be provided with the opportunity to develop talking, writing, reading and listening skills and to develop their knowledge of simple but detailed language in familiar contexts. The teaching methods employed will be a continuation of those used in S1-3 with communication in the classroom largely in the foreign language.



### **Topics**

The topics that learners will study are:

Employability, Society, Culture and Learning

These topics are a continuation of topics previously studied



### **Skills**

Learning a new language enables students to make connections with people and cultures and to be more aware of themselves as global citizens. It is expected that students will develop broad, generic skills through studying a language which are essential for learning, work and life.

### **Culture**

The study of a Modern Language has a valuable contribution to make to the development of students' cultural awareness as it provides them with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures as well as their own.

### **Homework**

Homework is an essential part of the learning process. As such, regular written and vocabulary based homework will be given.



## **Assessments**

N5 writing assignments are conducted in the Autumn term and they are worth 15 out of 120 marks. This is done in class time in controlled conditions and the assignment is done at the end of the teaching of the holidays topic. The material that the students have prepared is then used as part of the speaking exam, which is worth 25% of the grade, is carried out by the classroom teacher in February.

The final part of the exam is sat during the exam diet. Students sit a reading, listening and a writing exam the latter of which is mostly pre-prepared in class.

# **SCIENCE COURSES**

## **BIOLOGY DEPARTMENT**

### **National 4 and 5 Biology**

#### **Purpose and Aims of the courses**

Biology is the study of living things including plants, bacteria and animals including humans.

The courses provide learners with opportunities to develop skills, knowledge and understanding of Biology. The courses develop a scientific understanding of biological issues and encourage learners to become interested in Biology and to become enthusiastic about a fascinating subject.

Learners will be expected to understand the relevance of Biology to modern society and be able to identify applications of Biology in everyday life.



Learners will be expected to become proficient in a number of practical techniques so that they will be able to carry out their own practical scientific investigations.

The courses develop the knowledge and skills which lead to more advanced learning. Students who are successful at National 3 can progress to National 4. Students who are successful at National 4 level can progress to National 5. Progress will also be possible to other Science subjects at National 4 or 5.

#### **Typical learners who may choose the course**

The course is suitable for learners who are interested in any of the many aspects of Biology.

These range from a sense of wonder about the natural world to an interest in the workings of the human body. A wide range of career opportunities are available to people with biological qualifications, for example health care, looking after animals or protecting our environment.

#### **Course Structure National 3, 4 and 5**

The courses have three units covering different aspects of Biology.

- Cell Biology (a glimpse into the workings of cells at a microscopic level).
- Multicellular Organisms (involves study of whole organisms and their systems e.g. nervous system).
- Life on Earth (a look at how living organisms interact with each other)

The National 5 course will develop the knowledge and skills for more advanced learning, for example at Higher Biology. Progress will also be possible to other Science subjects at National 4 or 5.

## **Assessment**

### **National 4**

In National 4, each unit is assessed within the school using a variety of methods. These could include written tests, carrying out an investigation, analysing data and drawing conclusions. There is also another unit in which learners are asked to apply skills and knowledge which they have learnt to new situations. They will be assessed by means of a project and a test. It is this unit which determines whether students pass or fail National 4.

### **National 5**

In National 5, each unit is internally assessed within the school using a variety of methods. These could include written tests, carrying out an investigation, analysing data and drawing conclusions.

The overall course grade is assessed externally by the SQA. This will consist of a question paper **and** an assessment of coursework. Learners will need to show ability in both knowledge and skills and their capabilities will be reflected in their overall course award.

### **Homework**

Students who are studying Biology will be given formal homework regularly. In addition it is expected that they will spend time at home reading over their notes to reinforce their learning.



# CHEMISTRY DEPARTMENT

## National 3/4/5

### Aims of the Courses



The aim of all of these courses is to develop learners' interest in, and enthusiasm for, Chemistry, and to demonstrate how this science impacts on society. This is done in a number of different ways: by looking at chemical analysis, the development of new and novel materials, and how nature's resources are utilised to make fuels, medicines, food and materials. In addition, learners will appreciate the role that chemistry plays in developing sustainability, its effect on the environment and how it impacts on all of our lives.

The courses provide a broad, versatile and adaptable set of skills and opportunities to enable students to develop their investigative and practical abilities. The courses will develop scientific approaches, analytical techniques, problem solving and thinking skills, while also building your knowledge and understanding of the fundamentals of chemistry, which is useful for the study of any science.

### Typical Learners Who May Choose the Course

The courses are aimed at learners who have an interest in chemistry. The focus will be on allowing students to appreciate how chemistry is both fascinating and essential in their everyday lives, and how it can lead to a broad range of career opportunities.



### Progression

The courses develop the knowledge and skills which lead to more advanced learning, for example, students who are successful at National 5 can progress onto Higher Chemistry.



Pupils who are successful at National 4 or 5 may also wish to study **National 5 Laboratory Science** in S5/6, which is a course designed to develop skills for work using science. This could be taken alongside a chemistry course.

## Course Structure

You will study the following topics:

Topic	What You Will Study
Acids and Bases	<ul style="list-style-type: none"><li>• The pH scale</li><li>• Reactions of acids and bases</li><li>• Chemical analysis by titration</li><li>• Preparation of salts</li></ul>
100% Organic	<ul style="list-style-type: none"><li>• Hydrocarbons</li><li>• Alcohols and carboxylic acids</li><li>• Properties and trends within families of these compounds</li></ul>
Petrochemical Products	<ul style="list-style-type: none"><li>• Fossil fuels and separation of crude oil into useful fractions</li><li>• Energy from fuels</li><li>• Plastics and polymers</li></ul>
Farm Foods Chemistry	<ul style="list-style-type: none"><li>• Fertilisers</li><li>• Useful products obtained from plants and how to extract them</li><li>• Carbohydrates</li></ul>
Rad Radiation	<ul style="list-style-type: none"><li>• Types of radiation</li><li>• Properties of radiation</li><li>• Uses of radioisotopes</li></ul>

## Assessment

Your assessments will depend on your level.

Level	End of Topic Assessments	Project	External Exam
National 3	Yes		
National 4	Yes	Yes	
National 5	Yes	Yes	Yes

At National 5 there are two externally assessed elements:

- **Assignment:** This is a formal report that is conducted, written and presented by the pupil. Part of the assessment is based on practical skills.
- **External Exam:** This is a 100 mark question paper, lasting 2 hours and 30 minutes.

## Homework

You will be expected to complete homework on a weekly basis. Tasks may include:

- completing questions relating to learning
- completing sections of the personal learning plans
- research/internet-based exercises
- learning topic vocabulary

# **PHYSICS DEPARTMENT**

## **Purpose and Aims of the Courses:**

- **What is the study of Physics?**

All Physics courses aim to contribute to learners' education by helping to make sense of the physical world that we live in. Physics is interested in answering a huge range of questions which help us understand the things around us.

Questions such as ...

*How can a 1 kg lump of uranium provide the same amount of electrical energy as 180 000 kg of coal?*



*If microwaves can cook food, is it possible you could cook your head whilst talking on a mobile phone?*

*What is it that stops the Earth flying out of its orbit around the Sun?*

- **What can Physics offer you?**

The study of Physics will provide a broad base of knowledge which will help learners to reach an informed opinion about some of the big questions which will face Scotland (and the world) in the future. It will also provide opportunities to develop problem solving skills, analytical thinking skills, team-building skills, inquiry and investigative skills. These sets of skills are sought after by a wide range of employers.

- **What personal qualities will I need?**

All the Physics courses that are offered by the department aim to provide a challenge to learners.



Learners are expected to come to each lesson organised (jotter, Physics booklets and a Scientific calculator) and ready to do their very best whether the task is a class discussion, a practical activity, a problem solving exercise or a review of a physics concept.

Learners will be expected to push the boundaries of their understanding.

- **What Physics course is right for me?**

The Physics Department offers a range of courses which provide progression so that success at one level can be viewed as preparation for the next level.

The correct choice of entry course into Physics is crucial in ensuring enjoyment, challenge and success.

## Courses offered by the Physics Department:

### National 3 Physics

This course is suitable for learners who have achieved some success with the third level sciences' experiences and outcomes and have had opportunities to learn across the fourth level sciences' experiences and outcomes.

### National 4 Physics

This course is suitable for learners who have experienced a breadth of learning across the third level sciences' experiences and outcomes and achieved some success with learning across the fourth level sciences' experiences and outcomes.

*It is expected that learners embarking on this course have confidence in using basic number skills.*

### National 5 Physics

This course is suitable for learners who have experienced breadth and depth of learning across the third level and fourth level sciences' experiences and outcomes. Learners should have a secure understanding of these outcomes and should be able to respond to a high level of challenge and apply what they have learned in new and unfamiliar situations.

*It is expected that learners embarking on this course have confidence in using a wide range of number skills.*

## Homework

Homework is an integral part of all Physics courses offered by the department. Learners will be asked to hand in formal homework exercises to their teacher on a regular basis. In addition, learners will be expected to read and learn the content of the units covered in class, attempt extra questions on areas of difficulty and prepare thoroughly for tests and exams.

## Courses offered by the Physics Department – at a glance

	National 3 Physics	National 4 Physics	National 5 Physics
<b>Units in the course:</b>			
Waves and Radiation	✓	✓	✓
Electricity and Energy*	✓	✓	✓
Dynamics and Space	✓	✓	✓
Added Value Unit / Assignment	✗	✓	✓
<b>Assessment:</b>			
Internal assessments to pass	✓	✓	✗
Graded final exam at the end	✗	✗	✓

## Courses offered by the Physics Department – in more detail

The course content of each unit is specified in more detail as follows:

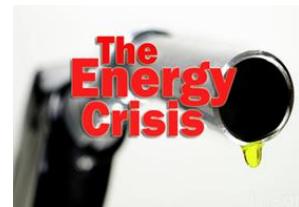
**(i) Waves and Radiation:**

This unit includes the following topics: electromagnetic waves, sound waves in medicine and communications; wave calculations, sight defects and corrections; atomic structure; nuclear radiation; radiological protection.



**(ii) Electricity and Energy\*:**

This unit will explore the sources and uses of heat energy and electrical energy in our society. It will focus on basic concepts in heat and electricity, and will include the following topics: energy conversion, electricity generation, power, and efficiency; heat storage; current and voltage, circuits, Ohm's Law, variable resistors; motor effect.



**(iii) Dynamics and Space:**

This unit studies forces and their effects in everyday life, including collisions and safety. It will also focus on our solar system and how we find out about other planets. Topics covered include Newton's laws of motion, satellites, rockets, space travel and the exploration of the universe.



**(iv) Added Value Unit / Assignment (Nat. 4 Physics / Nat. 5 Physics):**

This unit will allow learners to draw on and extend the skills they have learned from across the other units of the course and demonstrate the breadth of knowledge and skills acquired. The unit provides learners with the opportunity to demonstrate skills of scientific inquiry, investigation, analytical thinking, knowledge and understanding.

(\* “Energy” topic at National 5 level is now called “Properties of Matter”.)

# **SOCIAL STUDIES**

## **GEOGRAPHY DEPARTMENT**

Geography: National 4 and 5

### **Introduction**

Geography is the study of people and their environment. The importance of environmental issues in the modern world makes it a very important and relevant part of a student's education.

Geography covers a wide range of issues related to physical environments, human environments, and environmental interactions.

Teaching and learning in the Geography Department involves a variety of approaches and methods, and there is particular emphasis on the use of information and communication technologies (ICT) and geographical information systems (GIS). The use of computers to access, process and analyse data has become a key element in students' experience within the department to enable them to develop valuable transferable skills.

### **GEOGRAPHY – NATIONAL 4 AND 5**

The Geography National 5 course is made up of three units involving the study of physical environments including weather and landscape studies, human environments relating to population structures and development indicators. Pupils will also study the growth of towns and cities in both the developed and developing world and they will also look at changes in farming systems in the USA and India. Pupils also study two global issues such as the causes and impact of global climate change and natural hazards such as volcanoes, earthquakes, and tropical storms.



Some of the other topics include

How ice has shaped our landscape and impacted on how the land is used. Environmental conflicts which occur in the National Parks and along the Dorset coast and how these are resolved. There will also be a study of weather and climate and why there are variations in temperature and rain fall in different parts of the UK.

### **Fieldwork**

This course will involve fieldwork; recent field study visits with students from the department in recent years have included visits to the River Braan, Dunkeld, the Yorkshire Dales and the Lake District.

## **Assignment**

At National 5 pupils will be required to complete an Assignment on a geographical topic of their choice. This will require pupils to participate in fieldwork activities and to demonstrate the skills they develop throughout the course. The Assignment is marked by SQA and contributes to the overall grade.

## **Assessment**

- Final Exam based on the three units of the course
- Assignment

# **HISTORY DEPARTMENT**

## **Why study History in S4?**

The purpose of studying History is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

Learners will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and World contexts. Topics for study have been selected to include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

Through the successful completion of this course, important skills for learning, life and work are developed.

### **National 3/4/5 History**

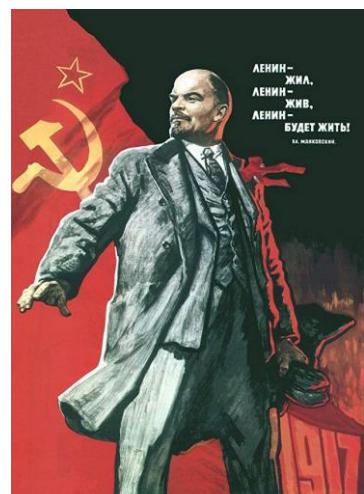
Students acquire breadth and depth in the knowledge and understanding of historical themes and develop the skills of explaining development and events, evaluating sources and drawing conclusions. Students are expected to interpret and evaluate a wide range of historical sources.

The units of work studied require students to select information from recall and from sources. This information has to be organised to explain developments and meaningful conclusions have to be drawn.

In History at National 3, 4 and 5 levels all students will study three units of work:

- Scottish - Migration and Empire, 1830-1939
- British - The Atlantic Slave Trade, 1770-1807
- European and World - The Red Flag: Lenin and the Russian Revolution, 1894-1924

### **Assessment**



Assessment in National 3, 4 and 5 History courses is based on pupil knowledge of course content and on their ability to evaluate historical evidence.

To achieve the award for the History National 3 and 4 courses, the learner must pass all of the units which are assessed internally. There is no final examination, and the course is not graded. The National 4 course also includes an independent unit of historical study which is internally assessed and allows learners the freedom to focus on areas of particular interest to them.

To achieve the award for the History National 5 course, the learner must pass the final course assessment which includes an examination and assignment both of which are marked externally. The National 5 course is graded on a scale of A-D.

## **Homework**

Homework is an important component of all history courses on offer in Perth High School. Homework is issued on a regular basis depending on teacher workload at any particular point in the year. Each student will be issued with a variety of homework material to cover all aspects of History courses. Homework will take a variety of forms including preparation for classwork, reading for information, note-taking, research and preparation for assessments. The History Department aims to further develop those general study skills taught to students at other points in the school year.

The History Department is open every lunchtime to allow students to complete homework activities and the department offers weekly revision classes to further develop student skills.



# **MODERN STUDIES DEPARTMENT**

## **National 4 and 5**

### **Purpose and aims of the Course**

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary issues in local, Scottish, UK and international contexts. Students will develop an awareness of the issues they will meet beyond school and the ways they can participate in making decisions locally, nationally and globally.

The main aims of Modern Studies are to enable learners to:

- become active and informed citizens, locally and globally
- have an appreciation of the changing nature of modern society
- understand and respect human rights and responsibilities
- understand democracy
- have an awareness of social and economic issues and inequalities
- understand the reasons for conflict and be aware be aware of the nature and processes of conflict resolution at all levels

### **Who might do the Course?**

Any young person who enjoys active learning and has an interest in today's society.

- The Modern Studies Course is appropriate for a wide range of learners; from those who wish to achieve a greater understanding of today's society and their place in it, to learners who wish to progress to higher and further education or employment.
- Important skills for learning, life and work are developed through the successful completion of this Course. These skills include: researching, understanding and evaluating straightforward information/evidence, detecting and explaining bias and exaggeration; making decisions, and justifying conclusions; constructing arguments in a balanced and structured way; and communicating, by a variety of means, views, opinions, decisions and conclusions based on evidence.

### **Course structure**

#### **Social Issues in the UK**

Learners will explore issues relating to crime and punishment in Scotland and the UK. Learners will examine the causes of crime, effects of crime, punishments and reoffending.

## **International Issues**

Learners will explore aspects of life in the USA. They will examine American society and the role played by different ethnic groups within it.

## **Democracy in Scotland and the UK**

Learners will be able to investigate the government of Scotland and its place within the UK. This will involve visiting the Scottish Parliament, interviewing MSPs and other representatives.

## **Added Value Unit: Research Task**

Learners will choose an issue for study from any of the units covered. They will research their chosen issue and present their findings.

## **Assessment**

To achieve National 4, learners must pass all the required Units, including the Added Value Unit. National 4 courses are not graded.

To achieve National 5, learners will be externally assessed by a Question Paper and an Assignment Task.

## **Homework**

Learners will be given homework in order to:

- Develop independent study
- Develop focused revision
- Prepare for assessments
- This will include research tasks, reading and written exercises.

# **RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES (RMPS)**

## **DEPARTMENT**

### **Core RMPS**

Every pupil will follow a set curriculum in RMPS to develop skills and knowledge to enhance their development as successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). During one period a week pupils will complete a thematic unit encompassing religious, secular and moral views. These will consist of 'Religion, the Environment and Globalisation' and a unit on 'Religion and Conflict'. In these units the religious focus will be on Christianity and Islam.

In S4 Pupils will continue a thematic approach and focus on the sanctity of life. They will consider 'Religion, Medicine and the Human Body' and examine 'Animal Rights'. During these units pupils will be offered the opportunity to complete a stand-alone RMPS (Morality & Belief) unit from National 3, National 4 or National 5 and be certificated through SQA.

### **SQA National 4 and 5 RMPS**

#### **Purpose and aims of the course:**

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues and how these relate to personal or practical contexts. It will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to critically reflect on these and their own experiences and views. Religious and secular perspectives will be included.

This course aims to develop knowledge and understanding of a range of different religious and moral issues and evaluate a variety of beliefs in relation to these issues. This course intends to develop a wide range of skills including, investigation, analysis, evaluation and the ability to express beliefs and views in a reasoned manner.

#### **Why RMPS might interest you...**

If you like to ask questions and you have an inquisitive mind this course is for you. It will develop your investigative skills, communication skills, critical thinking skills and help you work under pressure.

#### **Course Content**

The RMPS course has three taught units which are assessed by an external exam in National 5 and internally assessed in National 4. In addition to the taught units highlighted below, students must complete an RMPS assignment worth 25% of their overall course award.

## Section 1: World Religion - Christianity

Beliefs:

- Kingdom of God, God's relationship with human beings
- Jesus' incarnation, death and resurrection
- Fallen nature of human beings
- Judgement, heaven and hell
- Sacred writings
- Faith and salvation

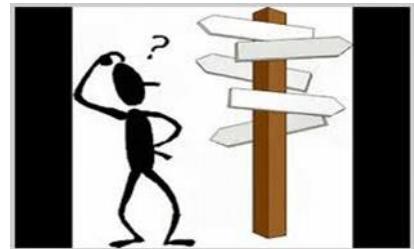


Practices:

- Spirituality (relationship with God through prayer and meditation)
- Sacraments
- How Christians put Jesus' teachings into practice
- Individual and community worship

## Section 2: Morality & Belief - Religion & Human Relationships

- Religious and legal dimensions of marriage
- Sexuality
- Religious views on the role of men and women
- Equality and human rights
- Exploitation in the media
- The sex trade



When investigating these moral issues students will use Christianity and Islam to evaluate religious perspectives on these issues.

## Section 3: Religious and Philosophical Questions - The Existence of God

Question: Can we prove or disprove the existence of God?

Responses:

- Sacred writings and evidence of God(s) existence
- The cosmological and teleological arguments
- Evil and suffering as evidence against God(s) existence
- Responses to the cosmological and teleological arguments
- Distinction between reason and faith



## **Assessment**

National 4: is internally examined with moderation from SQA. Students will be assessed on each of the three taught units as well as complete an added value assignment on a religious or moral/philosophical issue.

National 5: is externally examined. Students will sit an exam worth 75% or 60 marks on each of the three taught units noted above. The final 25% or 20 marks come from the added value unit assessment based on a religious or moral/philosophical issue.

This is externally assessed.

The added value unit assessment at National 4 and 5 will focus on assessing the student's skills development and their ability to identify a religious or moral philosophical issue and evaluate similarities and differences of viewpoints in relation to the topic studied. It is expected that the student will use a variety of religious and secular viewpoints in the completion of the assessment.

## **Homework**

Homework is an integral part of this course. In order to develop the student's skills and enhance their comprehension of the course they will receive weekly homework. This will take several forms and will be varied and diverse to support individual learner's needs. Homework is mandatory and must be completed.

# **BUSINESS MANAGEMENT DEPARTMENT**

## **Purpose and Aims of the Course**

Business plays an important role in society. We all rely on businesses to create wealth and wellbeing, prosperity, jobs and choices. Therefore, it is essential society has effective businesses and business managers to sustain this role. This course acts as an introduction to the world of business and highlights the ways in which organisations operate and the steps they take to achieve their goals.



A main feature of this course is the development of enterprise and employability skills that will be of instant use when entering into the world of work. Through activities using real-life contexts learners will gain decision making, communication and evaluating skills.

## **Typical Learners:**

This Course is suitable for all learners interested in entering the world of business – whether as a manager, employee or self-employed person – as it gives learners knowledge of the business environment.

## **Course Structure:**

The Course consists of the following units:

- **Business In Action** – learners will be introduced to the different types of businesses and explore how they develop and operate.
- **Influences on Business/Understanding Business** – learners will be introduced to the business environment relating to the role of business and entrepreneurship within society and explore the external environment in which organisations have to exist.
- **Management of People and Finance** - learners will be introduced to the internal issues facing organisations in the management of people and finance. Learners will carry out activities which will allow them an understanding of how to manage people to maximise their contribution and to prepare and interpret financial information to solve financial problems.
- **Management of Marketing and Operations** - learners will be introduced to the importance of marketing and how organisations communicate with customers and enhance competitiveness. Learners will also explore the processes and procedures required to produce goods and service of quality.
- **Business in Practice** – Added Value Unit – learners will prepare a business proposal for new small business, making use of technology where applicable.

## **Assessment:**

All units are internally assessed by class teachers on a pass or fail basis. The Value Added Unit is a requirement for National 4. There is also an external examination which will be assessed externally by the SQA at National 5.

## **Homework:**

Regular homework will be issued on a weekly basis to reinforce classroom learning.

# **ADMINISTRATION AND IT**

## **Purpose and Aims of the Course:**

Administration is a growing sector which cuts across the entire economy and offers wide ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

The key to this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions. The Course aims to enable learners to:

- Develop an understanding of administration in the workplace
- Develop a range of IT skills including the ability to use word processing, spreadsheets, databases, desktop publishing, the internet and email, and use them to perform administrative tasks

## **Typical Learners:**

This course is designed for those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further. Learners who have completed the Course will be able to utilise their administration and IT related knowledge and skills at home, in the wider community and, ultimately, in employment.

## **Course Structure:**

The Course is practical in nature and comprises three mandatory Units.

- **Administrative Practices** – an introduction to administration within organisations including legislation, customer care, qualities and attributes of administrators and organising events and meetings.
- **IT Solutions for Administrators** – will develop basic skills in IT including word processing, spreadsheets and databases.
- **Communication in Administration** - an introduction to different types of information, assessing its value and communicating it electronically.
- **Administration in Action - Added Value Unit** – draws on the knowledge and skills developed in the other three units. Learners will undertake a practical administrative and IT based assignment.

## **Assessment**

The Value Added Unit is a requirement for National 4. There is also an external examination which will be assessed externally by the SQA at National 5.

## **Homework:**

Regular homework will be issued on a weekly basis to reinforce classroom learning.



## **EXPRESSIVE ARTS - ART & DESIGN DEPARTMENT**

Pupils will consolidate prior learning and further develop their skills and application of these in both expressive and design contexts, leading to qualification at National 3, National 4 or National 5.

Our courses in S3 & S4 are portfolio based and are practical and experiential. Pupils will develop their knowledge of Art and Design practice studying a range of artists and designers in parallel to further enhancing their media handling skills. Pupils are encouraged to exercise their imagination and broaden their creativity, evaluative and problem-solving abilities to support them develop skills for learning life and work as they begin to aspire towards vocations and careers. Pupils work independently and explore the principles of personalisation and choice through their research and chosen themes across expressive and design contexts. Pupils are encouraged to be creative and express themselves in different ways. Learning through Art and Design supports learners develop an appreciation of aesthetic and cultural values, identities and ideas.

The aims of our courses enable pupils to:

- communicate personal thoughts, feelings and ideas using art and design media, materials, techniques and/or technologies
- demonstrate knowledge, understanding and appreciation of art and design practice
- work imaginatively and develop individual creativity developing skills in problem solving, critical thinking and reflective practice
- understand the social and cultural influences on artists and designers and their work



### **National 3, 4 & 5 Specification**

#### Expressive

This unit supports pupils develop their personal thoughts and ideas through visual outcomes. They will experiment with and develop a range of media handling skills, using equipment and materials expressively in 2D and/or 3-dimensions. Pupils will also be encouraged to explore how technologies can be creatively used when developing their ideas.

They will develop an understanding and appreciation of artists' working practices, as well as knowledge of the social and cultural influences on their art work.

#### Design

This unit supports pupils to plan, research and develop creative design briefs as they work towards developing a product of their choice. This supports pupils further develop their creativity,





problem-solving and critical thinking skills as they consider design opportunities, issues and constraints. They will experiment with and develop a range of 2D and/or 3D media handling skills, using equipment and materials to develop their design proposals. Pupils will also be encouraged to explore the possibilities of using technologies creatively when researching and developing their ideas. They will develop an understanding and appreciation of designers' working practices. They will also develop knowledge of the social and cultural influences on design work.

#### Written Course Assessment

Levels National 3 and 4 will be assessed internally through pupils developing portfolio's which explore expressive and design practice in parallel with evaluations of artists and designer's work.

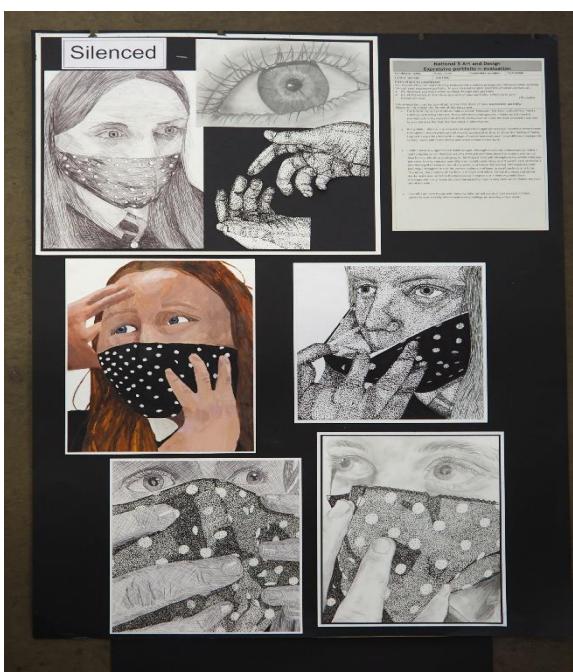
National 5 level will be assessed externally by SQA through pupils developing 2 portfolio's and completing a written exam. The weighting of these areas are listed below;

Expressive Portfolio	TOTAL 100 Marks	40% of overall grade
Design Portfolio	TOTAL 100 Marks	40% of overall grade
Written Exam	TOTAL 50 Marks	20% of overall grade

To achieve the Art and Design National 3, 4 and 5 Course award, learners must pass all of the required Units.

#### Homework

Homework takes the form of individual research into each portfolio. Pupils will be expected to gather resources and information on artists and designers over and above working on weekly practical tasks. Study support is available in the Art Department at lunch times or after school and pupils are encouraged to attend to support them further enhance their skills and consolidate their learning.



## **NPA Photography**

The National Progression Awards in Photography at SCQF level 4 and 5 will develop knowledge and understanding in practical photography. The Awards are aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level.



The NPA Photography at SCQF level 4 will fill a gap in provision at this level and provide a foundation level of study that will reflect the personal and social development needs of the learner. The units are aimed at promoting self-confidence, self-development, and learner interests to promote positive progression routes.

The NPA Photography at SCQF level 5 will build on the foundation skills at level 4 and prepare learners to understand more advanced skills and techniques.

Through the NPA pupils will receive an introduction to digital photography and photography processes through hands on experience and practical led briefs. They will develop their understanding of camera settings and the physical functions of the camera. This will be used to identify key visual characteristics and develop their visual control of an image. Pupils will develop their understanding of composition and visual language and present their work in contact sheets, prints and digital files. They will also work in sketchbooks with an emphasis on creativity, annotation and image making that is important to their personal and skills development in art and design. Presentation skills and creative thinking will be developed throughout the course.

Pupils will produce a body of individual and group photographic and print work. They will present and exhibit their work for the school community. Work will be entered in regional and national competitions and will explore the opportunities to use their work in an enterprising way. Assessment will be conducted at all stages of the process. Critiques of work will incorporate tutor and peer assessment, and pupil themselves will engage in a process of self-evaluation and assessment throughout the course

- art and design practice
- work imaginatively and develop individual creativity developing skills in problem solving, critical thinking and reflective practice
- understand the social and cultural influences on artists and designers and their work



## **MUSIC DEPARTMENT**

The music department are offering 2 courses at National 4 & 5 Level for S3/4pupils.

### **Music: Performing    Music: Technology**

Having 2 courses on offer gives opportunities for pupils to study the performing aspect or the technology and business side of the Music Industry. Both courses give opportunities for creativity and personal development and achievement.

Students studying a course in music should be capable or willing to learn to play 2 instruments during the broad general education phase in S3. As well as performing, students are also required to learn about musical styles and cultures. The knowledge gained from learning about structure, melody and harmony will benefit students in many ways, including completing composition projects. A key aim of the Music Department is to enable students to become all rounded musicians in both the performing and sound engineering areas of Music.

When studying one of the above courses, the following is an expectation.

### **Homework**

Commitment is expected from all students. The amount of private study in Performing will depend on the challenges that the candidate meets during the course. Regular homework will be given in both the Understanding Music and Composing elements of the course. It is expected that students will complete regular revision of all work studied in class at home.

### **Extra-Curricular**

Students studying a Music course are expected to join the relevant extra-curricular music groups to enhance their knowledge of their instruments and musical ensembles/styles. The groups perform regularly within Perth and students are well known for the high standard of music they play. Outside performers and composers often come into school and work with our students to help enhance their musical experiences.

## Music: Performing

### Areas of Study

Composing Skills  
Understanding Music  
Performing Skills (2 Instruments)



### Course Structure

The Course is delivered through 3 areas of study

### Music Composing Skills

By the end of the course, students who complete this Unit will be able to:

- Understand simple compositional techniques
- Create a variety of original music based on the understanding music topics
- Have created a full piece of music lasting a minimum of 1 ½ minutes

### Music Understanding Music

By the end of the course, students will be able to:

- Recognise specific music concepts and musical features
- Have an understanding of the impact of social and cultural factors on music

### Music Performing Skills

By the end of the course, students will have:

- Developed performing skills on their two chosen instruments/voice

### Assessment

Students will be assessed in all areas of the course. Completion of each area is compulsory to achieve an overall course award.

In **Composing Skills**, evidence requirements are as follows:

- understanding of the distinctive features of two commonly used compositional approaches
- creative original compositions, arrangements or improvisations
- creative decision making, and the imaginative use of musical concepts and simple compositional structures

In the **Performing Skills** unit, evidence requirements are as follows:

- accurately playing and performing a variety of level-specific music on two chosen instruments, or on one instrument and voice

**By the end of S4, pupils are required to perform at Grade 2 for National 4 and Grade 3 for National 5.**

In the **Understanding Music** unit, evidence requirements are as follows:

- a basic understanding of specified music concepts and musical literacy
- discriminatory aural awareness
- understanding of the impact of social and cultural factors on three musical styles

# **Music: Technology**

## **Areas of Study**

Music Technology Skills

Understanding 20th and 21st Century Music

Music Technology in Context

## **Course structure**

The Course consists of three areas of study.

### **Music Technology Skills**

Pupils will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Pupils will explore a range of uses of this technology through practical activities using garage band, mixing desks and other recording devices.

### **Understanding 20th and 21st Century Music**

Pupils will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Pupils will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights.

### **Music Technology in Context**

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

**Pupils will learn the core skills to allow them to progress to an SQA course in S4**

## **Course Assessment for National 4 and 5**

Once pupils are competent at the above, they will be assessed in 2 areas that will contribute to the final grade at National 5.

### **Question Paper- 40 Marks (Scaled to 30% of overall mark)**

The question paper will assess breadth of knowledge and understanding of concepts related to music technology and 20th and 21st century music.

### **Recording Assignment-100 Marks (Scaled to 70% of overall mark)**

The assignment will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques. It will be sufficiently open and flexible to allow for personalisation and choice. 2 assignments are required to be completed. This must include a radio broadcast and one other from below:

- A Soundtrack for a film or broadcast
- A live concert recording
- A soundtrack for computer games or an animation

# DRAMA

## WHY DRAMA?

Drama helps student's personal and social development through a variety of experiences. Student's use of language, movement and self-confidence will improve. Drama focuses on encouraging students to act cooperatively and to develop their organisational and imaginative skills. The course will help students to:

- ✓ Improve their public speaking (extremely helpful for university and job interviews).
- ✓ Develop teamwork, communication & leadership skills.
- ✓ Develop empathy and the ability to support others.
- ✓ Develop ability to work to a deadline, managing a team and prioritising tasks under pressure.
- ✓ Develop literacy and problem-solving skills.



## THE S4 COURSE OUTLINE

The National 4 course comprises of three core units which must each be passed to gain the qualification. The first unit being Drama skills which focuses on the development of a devised drama from an initial stimulus. This unit allows pupils the creative freedom to work together to create their own drama script and also experiment in directing. This unit is then followed by the Drama Production skills unit, which looks at all the production roles required to create a performance such as makeup, costume, sound and acting. Within this second unit student's will be expected to take on the responsibilities associated with two separate production roles for two pieces of published scripts. The final core unit comprises of a culmination of these skills in which the students will take a piece of script from 'page to stage' in a final Drama performance or presentation, should the decide to explore a design role rather than acting.

Similarly, the National 5 course allows students to engage practically in both the Drama skills unit and Production skills unit in more depth, giving them the practical hands on experience to decide for themselves which production role they would like to then be assessed on.

### DRAMA SKILLS

- ✓ Creating
- ✓ Directing
- ✓ Acting
- ✓ Evaluating



### PRODUCTION SKILLS

- ✓ Responding to two texts by taking on two separate production roles.
- ✓ Developing an acting/design concept
- ✓ Performing to an audience/presenting a design brief.

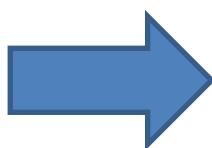
## Assessment

As mentioned above, at National 4 level pupils must pass each of the three core units. At National 5 level, pupils will be assessed through two key elements; a practical presentation and a written paper.

### PRACTICAL ASSESSMENT (60% OF OVERALL GRADE)

Pupils will have experienced a variety of production roles through completed the Drama skills and Drama Production skills units. They will be given the choice to be assessed on one production role (acting, costume, lighting, props, sound, hair & make-up) Actors will be given a script and will work during rehearsals to develop their own individual creative response to the extract. They will develop their character through a range of rehearsal techniques before performing to an audience and external examiner.

Designers will work alongside actors to develop their own creative design concept for their given extract. They will complete a design folio which they will then present to be assessed.



### WRITTEN ASSESSMENT

Pupils will complete a written paper which consists of two sections.

Section 1: In this section pupils will be asked a variety of questions relating to a performance they have been a part of already. This section assesses the pupil's evaluative skills.

Section 2: In this section pupils will be given a range of stimuli from which they will need to create a drama from. They will then be asked a range of question relating to this drama. They will need to use drama vocabulary and they will be asked questions in regards to character relationships, moments of tension, their use of theatre arts and acting techniques.

### Homework

It is an expectation within the Drama Department that students will be required to attend extra rehearsals at lunch time or afterschool on a fairly regular basis, particularly closer to examination deadlines. Homework will be a regular aspect of the course and will vary from learning lines, undertaking research, completing evaluative responses and writing structured essays.



### Progression

Students will have the opportunity to progress onto our very successful range of senior courses including; NPA in Acting and Performance, Higher and Advanced Higher drama.

### Additional learning opportunities

Within the department we feel it is vital that students experience the wonder of all aspects of theatre. Therefore there is an expectation that students will come and watch various live performances and we hope this will encourage a lifelong interest. We aim to offer trips and opportunities to a wide variety of performances and to undertake relevant class work and workshops from professional companies to reinforce their learning. It is also vital that students experience the entirety of a production process so they will have a chance to visit the backstage of a theatre and discuss with professionals the roles that they take within a production, thus reinforcing the teamwork that is required. We also want students to perform

for public and invited audiences throughout their time in the drama department and at various stages of the rehearsal process

#### **Possible Career Paths**

##### **Jobs directly linked with Drama:**

Actor, Sound/Lighting Technician, Scenographer, Make Up Artist, Costume Designer, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director, Playwright, Drama facilitator.

##### **Jobs where Drama would be useful:**

Teacher, Media, Nursery Assistant, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Charities Administrator, Lawyer/Solicitor, Politician

# **PHYSICAL EDUCATION DEPARTMENT**

## **S4 Physical Education – National Course**

**This information applies to both the “Mixed Sports” course and the “Aesthetics” course.**

As pupils move into S4, they will choose to develop performance in four activities. They will be required to meet standards in at least two of these activities and must demonstrate skills in the following areas:

- Skill Repertoire
- Physical Fitness
- Decision Making/Concentration
- Management of Emotions
- Fair Play/Etiquette
- Communication and Co-operation

At the end of the year, pupils will also be given a final practical mark in two activities of their choice. They will be assessed in a “one-off performance” for each activity and this will make up 50% of their overall mark.

Pupils will also be required to meet certain standards in the written element of the course. They will need to:

- Complete on-going assessments in class.
- Depending on their level of assessment, they will need to complete a portfolio which is assessed by SQA.



# **TECHNOLOGIES**

## **COMPUTING SCIENCE**

### **Purpose and aims of the Course**

Computing is vital to everyday life; it has shaped the world in which we live and will help define its future. Computer scientists play key roles in meeting the needs of society, in fields which include communications, entertainment, science, education, business and industry.



The course helps candidates to understand computational processes and thinking. It covers a number of unifying themes that are used to explore a variety of specialist areas, through practical and investigative tasks.

The course highlights how computing professionals are problem-solvers and designers, and the far-reaching impact of information technology on our environment and society.

The Computing course enables students to:

- apply computational-thinking skills across a range of contemporary contexts
- apply knowledge and understanding of key concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions
- communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology
- develop an understanding of the role and impact of computing science in changing and influencing our environment and society

### **Typical learners who might study Computing**

The Computing course is designed for learners who have a general interest in computing, as well as those considering further study or a career in computing, IT and related disciplines.

### **Course Structure**

The Computing course comprises 4 core units:

- **Software Design and Development**
- **Web Design and Development**
- **Database Design and Development**
- **Computer Systems**

### **Assessment**

In S4, pupils will be presented for one of the following SQA qualifications:

- National 3 – Computing Science
- National 4 – Computing Science
- National 5 – Computing Science

# COMPUTER GAMES DEVELOPMENT

Video games are serious business.

The NPA Computer Games Development qualification will provide the underpinning knowledge and understanding, as well as practical experience to enable candidates to progress in further education or into the world of work.

## Course Structure

The qualification, at each level, comprises three component units:

1. Computer Games: Design
2. Computer Games: Media Assets
3. Computer Games: Development

In the **Computer Games: Design unit**, learners will study and evaluate features of existing games and existing games technologies with a view to developing original ideas for a new game.

In the **Computer Games: Media Assets** unit, learners will identify, capture and/or design, create, customise and evaluate media assets such as sounds and graphics so that they can be included in a specific games environment.

The **Computer Games: Development** unit covers the creation of code to create the games incorporating these customized assets.

Each Unit has been designed to encourage the candidate to:

### Be creative:

- Design his/her own narrative for a Computer Game.
- Design and create own characters, objects, levels.
- Create and capture sounds and graphics.
- Design how the user interacts with their game
- Improve the candidates' Core Skills
- Improve the candidates' Skills for Work in Interactive Media and Computer Games

### Develop personal qualities:

- Develop an enterprising attitude.
- Develop an understanding of the world of work.
- Undertake self and peer evaluation.
- Foster a positive attitude to learning.
- Undertake flexible approaches to solving problems.
- Become adaptable and develop a positive attitude to change.
- Be confident to set goals, reflect and learn from experience.

### **Typical learners who might study Computer Games Development**

The qualification is designed for young people, and others, who wish to gain knowledge and skills in the field of computer games development. The award will provide stimulating and intellectually engaging activities, which will develop a wide range of important skills in preparation for further studies or employment.

### **Assessment**

The NPA Computer Games Qualification does not have a final exam; instead candidates produce a portfolio of evidence to overtakes assessment outcomes across all 3 units and which is assessed throughout the course. Their final project involves design and implementation of an original video game.

Candidates must ensure the quality of the theory and practical work that they produce is of high quality to meets the standard at each level.

# FOOD, NUTRITION & TEXTILE TECHNOLOGY

There are three courses to choose from in this subject area: Practical Cookery, Health and Food Technology and Fashion & Textile Technology.

## Practical Cookery

### Purpose and Aims of the Course

It allows learners to develop skills for learning, life and work.

The main purpose of the course is to build on learners existing cookery skills and the theory covered in the three mandatory topics, and choose the appropriate level (National 3, National 4 or National 5) at which to further develop.

Skills covered in all three levels will include:

- Cookery skills, processes and techniques
- An awareness of the impact of ingredient choices
- Follow a range of recipes to produce dishes
- Plan and produce simple meals and present them appropriately
- Develop and understanding of food safety and hygiene.



### This course is aimed at:

This course is designed for all learners but may be of particular interest to those who are interested in a career in the food industry and want to develop skills in this area. Learners can complete a foundation course at National 3 or utilise their existing practical cookery knowledge, theory and skills to complete National 4 or 5.

### Course Structure

It comprises of three mandatory topics:

- Cookery skills: Processes and Techniques
- Understanding and Using Ingredients
- Organisational Skills for Cooking
- Added Value Unit at National 4: Producing a Meal (learners prepare a two-course meal for four using a brief)
- Practical Assignment National 5: students will plan, prepare and present a three -course meal for four to a given brief set by SQA.



### Assessment

To achieve in National 3 all learners must pass the three mandatory units assessed internally by the department.

To achieve at National 4 all three mandatory units must be passed, and the Added Value unit will be graded A-D, this will be internally assessed by the department but will be quality assured by SQA.

To achieve at National 5 all three mandatory units should be covered, and the practical assignment will be graded A-D, this will be quality assured by SQA. This includes pupils writing a time plan, service details and equipment list. There is also a Question Paper to be answered.

**These are under exams conditions and the breakdown of the overall grade is approximately 60% practical work, 40% written work.**

## **Homework**

A variety of homework will be given in order to consolidate learning. Students will be expected to undertake relevant reading, revision and occasionally practise skills at home. Working to deadlines is important with this course.

# **Health and Food Technology**

## **Purpose and Aims of the Course**

The Health and Food Technology courses (National 3, National 4, and National 5) are designed to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, or provide advice to others on, informed food and dietary choices which will have a positive effect on their own health and that of others.

## **Learners will:**

- develop a knowledge of the relationships between health, nutrition and the functional properties of food.
- make informed food, lifestyle and consumer choices - examining factors which affect food choice in today's society.
- develop the skills to apply their knowledge in practical contexts
- develop safe and hygienic practices in practical food preparation
- develop organisational and technological skills to contribute to their own and others' health and nutritional needs.

## **This Course or its components may provide progression to:**

- Practical Cooking
- Practical Cake Craft
- Higher/Advanced Higher Health and Food Technology

## **Course Structure**

The three topics for this course are:

- Health and Food Technology: Food for Health
- Health and Food Technology: Food Product Development
- Health and Food Technology: Contemporary Food Issues
- Added Value Unit at National 4: Students will present the results of an investigation into a current food, diet or lifestyle issue.
- Assignment at National 5: Students will identify, explain and investigate the issues raised in the brief, devise a solution and create a new food prototype to meet the specified needs identified.

## **Assessment**

To achieve in National 3 all learners must pass the three mandatory units assessed internally by the department.

To achieve at National 4 all three mandatory units must be passed and the Added Value unit. To achieve at National 5 students must pass an externally marked exam paper and the practical assignment, graded at A-D. **This has a 50% weighting for the question paper and a 50% weighting for the assignment.**

## **Homework**

A variety of homework will be given in order to consolidate learning. Students will be expected to undertake relevant reading, revision and occasionally practise skills at home. Working to deadlines is important with this course.

# Fashion & Textile Technology

## Purpose and Aims of the Course

The Fashion and Textile Technology courses (National 3, National 4, National 5) are designed to develop and apply the knowledge and practical skills which support fashion/textile activities. During the course, learners will design, plan, manufacture and evaluate fashion/textile items to meet given briefs.



### The course aims to:

- develop practical skills and techniques for planning and manufacture of fashion/textile items
- develop safe and correct use of tools and equipment to manufacture fashion/textile items
- develop learners' knowledge and understanding of textile properties and technologies
- develop an understanding of factors that influence fashion
- develop learners' investigation and evaluation skills

Particular emphasis is placed on the development of manual dexterity and textile construction skills to manufacture a range of fashion/textile items.

This Course is particularly suitable for all students with an interest in fashion and textiles and who enjoy experiential learning through practical activities.



## Course Structure

The three topics for this course are:

- Fashion & Textile Technology: Textile Technologies
- Fashion & Textile Technology: Fashion/Textile Item Development
- Fashion & Textile Technology: Fashion & Textile Choices.
- Value Added Unit at National 4: Students will undertake a practical activity working to a given brief, and drawing from knowledge and skills gained across the units
- Project at National 5: Students will undertake a project working to a given brief, using problem solving, analysing and evaluation strategies, and drawing from knowledge and skills gained across the units

## Assessment

To achieve in National 3 all learners must pass the three mandatory units assessed internally by the department.

To achieve at National 4 all three mandatory units must be passed and the Value added unit will be graded pass/fail, this will be internally assessed by the department and quality assured by SQA.

To achieve at National 5 students must pass an externally marked assignment with an internally marked practical activity. There is also a question paper which is externally marked by SQA.

## Homework

A variety of homework will be given in order to consolidate learning. Students will be expected to undertake relevant reading, revision and occasionally practise skills at home. Working to deadlines is important with this course.

# DESIGN, ENGINEERING AND TECHNOLOGY

The department focusses on creativity, problem solving and design – allowing students to tackle challenges by using a range of tools, techniques and processes: a technology department of the 21st century.

The department has undergone substantial investment; students now use a range of modern equipment such as 3D printers, laser cutters and CNC machines. The courses offered are a springboard to university, college or the world of work in any of the creative, technological careers that modern economies rely on.

There are five courses available in this department: Design and Manufacture, Graphic Communication, Woodworking skills, Engineering Science and Design, Engineer, Construct (DEC)

## Why study N4/5 Practical Woodworking?

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

The skills you learn in this course will help you move into career areas such as craft, design, engineering and graphics.

### What will I study?

This course will help you develop and enhance your practical, creative and problem-solving skills. You will learn about the correct use of a range of tools, equipment and a range of woodworking materials. And you will learn how to work effectively alongside others in a workshop environment.

You will develop an appreciation of safe working practices in a workshop setting. And you will look at environmental issues and good practice in recycling in a woodworking context.

The course comprises **three** areas of study.

### Flat-frame Construction

You will:

- learn how to use woodworking tools
- make woodworking joints and assemblies commonly used in flat-frame joinery. Some tasks will involve complex features
- be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

### Carcase Construction

You will:

- make woodworking joints and assemblies commonly used in carcase construction. This will involve some complex features and may include working with manufactured board or with frames and panels
- use working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

## **Machining and Finishing**

You will:

- learn how to use common machine and power tools
- learn a variety of woodworking surface preparations and finishing techniques.

**How will I be assessed?**

### **N5 Course Assessment**

The course assessment has **two** components **totalling 130 marks**:

- Component 1: question paper – worth 30%
- Component 2: practical activity – worth 70%.

For the practical activity you will be asked to make a finished product from wood working from design drawings. The assignment will be set by the Scottish Qualifications Authority (SQA). Your work will be assessed by a visiting SQA assessor.

The question paper will be set and externally marked by SQA.

The grade awarded is based on the total marks achieved across all course assessment components.

The N5 course assessment is graded A-D.

**What can I go on to next?**

Further study, training or employment in:

Construction, Engineering, Manufacturing Industries

## **Why study N4/5 Graphic Communication?**

Graphic Communication in all its forms is vital to society. It is a means of getting across information visually using graphics. Graphic communication comes in many forms and various aspects of life including education, industry and commerce.

This course is designed to increase your awareness of how graphics are used, and to learn about the technology used to create them. You will create 2D, 3D and pictorial graphics with visual impact or that transmits information, digitally and on paper.

The skills you learn in this course are useful in many career areas including Architecture, Surveying, Engineering or Design and Marketing.

**What will I study?**

This course will teach you how to read, interpret and create graphic communications. You will develop skills in spatial awareness and visual language. And, you will learn how to use graphic communication equipment, software and materials effectively. You will also look at how graphic communication technologies impact on our environment and society.

The course comprises **two** areas of study.

## **2D Graphic Communication**

You will:

- develop creativity and skills within a 2D graphic communication context
- initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts
- develop your skills in less familiar or new contexts
- develop 2D graphic spatial awareness.

## **3D and Pictorial Graphic Communication**

You will:

- develop creativity and skills within a 3D and pictorial graphic communication context
- initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts
- develop your skills in less familiar or new contexts
- develop 3D graphic spatial awareness.

**How will I be assessed?**

### **N5 Course Assessment**

- The course assessment has **two** components **totalling 120 marks**:
- Component 1: question paper – worth 67%
- Component 2: assignment – worth 33%.

For the assignment component, you will be asked to create a set of preliminary, production and promotional graphics in answer to a brief and produce evidence of how you planned and evaluated your work. The assignment component will be set and externally assessed by the Scottish Qualifications Authority (SQA).

The question paper will be set and marked externally by the SQA.

The grade awarded is based on the total marks achieved across all course assessment components.

The N5 course assessment is graded A-D.

## What can I go on to next?

If you complete the course successfully, it may lead to:

- Higher Graphic Communication

Further study, training or employment in:

- Computing and ICT, Construction, Engineering, Manufacturing Industries, Science and Mathematics

## Why study N4/5 Design and Manufacture?

This course allows you to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic.

Design and Manufacture provides you with skills in designing and communicating design proposals, allowing you to refine and resolve your design ideas effectively. The course stresses the integration of designing and making, highlighting the close relationship between designing, making, testing, and refining design ideas.

The skills you learn in this course give you a broad range of potential for jobs or careers; in the expressive arts, mathematics, science, information technology, as well as in craft, design, engineering and graphics.

## What will I study?

This course provides a broad practical introduction to design, and materials and manufacturing processes. You will develop design skills, as well as skills in making models, prototypes and products. And, you will look at the life cycle of a product; from idea through design, manufacture, and use, including its disposal or re-use. You will learn to appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

The course comprises **two** areas of study.

### Design

You will:

- study the design process from brief to design proposal
- develop skills in initiating, developing, articulating, and communicating design proposals
- gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis
- develop an understanding of the factors that influence the design of products.

## **Manufacture**

You will:

- study the manufacture of prototypes and products
- develop practical skills in the design/make/test process
- gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques
- evaluate and refine design and manufacturing solutions
- gain an understanding of commercial manufacture.

How will I be assessed?

### **N5 Course Assessment**

The course assessment has **three** components **totalling 180 marks**:

- Component 1: question paper (45%)
- Component 2: assignment – design (30% marks)
- Component 3: assignment – practical (25% marks).

For the design assignment component, you will develop a design proposal in response to a set brief. For the practical assignment component, you will then create your design prototype.

Assignment component 1 (Design) will be set and externally assessed by the Scottish Qualifications Authority (SQA). Assignment component 2 (Practical) will be assessed by your teacher and subject to verification by SQA.

The question paper will be set and marked externally by the SQA.

The grade awarded is based on the total marks achieved across all course assessment components.

The N5 course assessment is graded A-D.

### **What can I go on to next?**

If you complete the course successfully, it may lead to:

- Higher Design and Manufacture

Further study, training or employment in:

- Art and Design, Construction, Engineering, Manufacturing Industries, Science and Mathematics

## Why study N4/5 Built Environment

### **Areas of study:**

Pupils will continue a broad and general education in learning about the Built Environment following Experiences and Outcomes from second, third or fourth levels as appropriate. Pupils are placed in mixed ability classes.

Areas of study include: - hands on, project based learning experience – from fun workshops where you design your own Eco Building, to getting your hands on high-tech industry tools and software. Built Environment gives you more than just theory it helps you put math into practice, with lots of opportunities for you to discover where and how it is applied in the world of work. In Built Environment you'll prepare reports, presentations and feedback – many of which are presented to genuine Built Environment specialists. (This is great for building your confidence!). Built Environment lets you use your imagination and creativity too. As part of a sustainable building project you will take on creative roles such as architect and landscape designer. Built Environment helps you get to grips with the communication, team working and presentation skills you'll need to succeed in the real world of work.

### **Assessment approaches:**

Pupils complete projects which cover a range of level 3 and 4 Experiences and Outcomes. Pupils will complete self-evaluation as well as direct feedback from their class teacher and peers as appropriate. This is then used for targets in future projects.

### **Homework:**

Pupils are expected to complete homework as and when required such as:

- end of topic exercises
- internet based exercises
- catching up with missed work
- exam-type questions
- make use of resources on Google Classroom

The facilities within DET are available for pupil use at lunch or after school, please coordinate with your class teacher

### **Progression into Senior Phase:**

The course at which pupils will be presented for in S4 will be decided during S3 and S4 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- National Progression Awards:
- Built Environment (SCQF Level 5, 6)

## **Why study N4/5 Engineering Science?**

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. Our society needs more engineers, and more young people with an informed view of engineering.

In this course you will develop and extend knowledge and understanding of key engineering concepts and processes and learn to apply these to a variety of problems. On completing the course you will learn skills in: analysis and problem solving, engineering design, the use of equipment and materials, and evaluation.

The skills you learn from this course are valuable for a wide range of career areas and industries. This includes Engineering, Electronics, Oil, Renewable Energy Production, Science, Mechanics, Construction and the Built Environment.

### **What will I study?**

In this course you will develop a broad range of technological skills, including analysis, problem solving and design skills. You will learn how to use equipment and materials and evaluate products and systems. You will look at key engineering concepts and processes and how to solve a variety of problems. You will also look at the impact of engineering on society and the environment.

The course comprises **three** areas of study.

### **Engineering contexts and challenges**

You will:

- develop an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions
- explore some existing and emerging technologies and challenges and consider the implications relating to the environment, sustainable development and economic and social issues.

### **Electronics and control**

You will:

- explore a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems
- develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

## **Mechanisms and structures**

You will develop:

- an understanding of mechanisms and structures
- skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

**How will I be assessed?**

### **N5 Course Assessment**

The course assessment has **two** components **totalling 160 marks**:

- Component 1: question paper – worth 69%
- Component 2: assignment – worth 31%.

For the assignment component, you will be asked to analyse and design a solution to an engineering problem and produce a report with your findings. Both the question paper and assignment component will be set and externally marked by the Scottish Qualifications Authority (SQA).

The grade awarded is based on the total marks achieved across all course assessment components.

The N5 course assessment is graded A-D.

**What can I go on to next?**

If you complete the course successfully, it may lead to:

- Higher Engineering Science

Further study, training or employment in:

- Art and Design, Construction, Engineering, Manufacturing Industries, Science and Mathematics

### **Progression into Senior Phase:**

The course at which pupils will be presented for in S4 will be decided during S4 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- Level 1 DEC is equivalent to National 5 and is suitable for learners who have experienced breadth and depth of learning across the level 4 Es and Os.
- Level 2 DEC is equivalent to Higher and is suitable for learners who have experienced breadth and depth of learning across subjects at N5 **and** can respond to a level of challenge and who can apply what they have learned in new and unfamiliar situations