

FIRRHILL HIGH SCHOOL COURSE CHOICE BOOKLET



**Into S4
The Choices**

January 2018

S3 PUPILS - IMPORTANT DATES

- **06 February 2018 – Parents' Night/Information session**
 - **09 February 2018 – Return date for S3 into S4 Course Choice Forms**
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Dear Parent/Carer

In February all S3 students will choose the subjects they will study in S4.

This is an important time for young people and we spend time in classes and Group Tutor helping them to understand the choices available and what should be considered as they reach decisions.

As parents and carers you have a vital role in discussing career aspirations and course choices with your son/daughter.

This booklet is provided to assist you by giving details of all the courses running in the 4th year. You will also have a report giving recommendations from the subjects that your child has studied this session and a course choice sheet. S4 is the beginning of the Senior Phase during which pupils will complete National Qualifications at the appropriate levels each year. A typical progression through the Senior Phase would see a pupil complete National 5 in S4, Higher in S5 and Advanced Higher in S6. There are many other pathways through the Senior Phase and you or your son/daughter will receive guidance on the most appropriate one.

There will be a Parents' Night and information sessions on Tuesday 6 February 5-7.30pm. I encourage you to attend if you can.

We look forward to seeing you at this meeting and will be happy to assist you in any way.

Yours sincerely

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Introduction

Firrhill High School is committed to providing learning opportunities of the highest quality.

Firrhill High School has implemented Curriculum for Excellence, including:-

- Improved methods of learning & teaching, including increased use of IT.
- The provision of new experiences and activities designed to fully develop pupils' motivation and potential.
- Subject modernisation and improvement.
- Improved opportunity through the recognition of achievement both within and beyond school.
- Stronger links between schools, the business community and further and higher education.

The purpose of the following pages is to describe briefly the nature of these developments and how they can provide greater opportunity for your child.

Subject Choice Is Important

It is important when making subject choices that the full range of career options is discussed and the importance of certain subjects to these careers fully explored.

Pupil Support staff in school will supply information and advice on making the right subject choice. They have important links with the Career Service, Local Business and Industry, Further and Higher Education. Our Careers Officer, Caroline Graham, can also offer individual advice.

Preparing for the world of work

In later years pupils will be given the opportunity to take part in a variety of activities which will prepare them for Employment or Further/Higher Education. These include: -

- Work Experience, which can begin in S4 for pupils intending to leave in S4, but which can also take place in S5 or S6.
- College links – as pupils progress through the school they can take part in courses run partly (exceptionally wholly) at one of the local colleges.
- Education/Industry links. In a variety of the courses run from S3 to S6 the following education/industry links have been made: -
 - Use of firms to provide visiting speakers
 - Provision of curriculum support materials
 - Working visits to industry
 - Work simulation for students
 - S6 students participate in Young Enterprise Scheme
 - Use of business games
 - Firrhill Business Partnership
 - S5/6 Work Shadowing placement
- Enterprise in Education – S3 pupils have the opportunity to experience the world of work by taking part in a placement in a local business as part of our Business Partnership with local organisations.
- Competitions, challenges, workplace visits and conferences linked to the curriculum.
- Fieldwork and investigations.
- Visits by University/College staff.

The structure of the Curriculum S1 to S6

Our curriculum, is defined in terms of 8 curricular areas: -

Expressive Arts
Health & Wellbeing
Languages (English & Modern) & Literacy
Mathematics & Numeracy
Religious & Moral
Sciences
Social Studies
Technologies

Each curricular area is subdivided into experiences and outcomes which are defined at 4 levels, with most pupils experiencing levels 1 and 2 during Primary and levels 3 and 4 during S1 to S3.

The curriculum as a whole is designed to ensure that all learners develop the four capacities, which are successful learners; effective contributors; responsible citizens and confident individuals.

In the secondary stage the curriculum is divided into two parts, with S1 to S3 known as the Broad General Education

S4 to S6 (The senior phase)

In the senior phase there are 5 learner 'entitlements': -

1. A coherent curriculum.
2. The opportunity to obtain qualifications to the highest possible level, as well as continuing to develop the 4 capacities.
3. Opportunities to continue to develop skills (learning/life/work) with a continuing focus on literacy, numeracy and health & wellbeing.
4. Personal support.
5. Support in moving into positive and sustained destinations beyond school.

There will be more focus on progression, depth and personalisation & choice than on breadth. Challenge & enjoyment, coherence and relevance retain their importance.

Structure and choice in S4

S4 marks the beginning of the senior phase and pupils will be continuing to build upon the knowledge and skills developed during S3 and earlier. They will also have a chance for further personalisation and specialisation. It is important to remember however that work covered in S3 and earlier contributes to S4 qualifications.

During S4 pupils will continue to study the compulsory subjects, Maths, English, Physical Education, PSE and RME.

Pupils will also choose subjects to study to qualification at National 3, 4 or 5. It is expected that in most cases pupils will continue with five subjects chosen from the eight studied during S3. Exceptionally a pupil may wish to replace one of these subjects with a new choice. In this case he/she would have to be aware that there is a serious implication for workload in that he/she would have to catch up with skills and content missed during S3. To ensure that this is properly considered a pupil intending to do this will have to discuss the choice with his/her guidance teacher and the curricular leader of the chosen subject. This

would only be allowed for one choice, and it might be that the pupil is not presented for qualification in S4 in that subject.

Qualifications

Qualifications have been changed through the implementation of Curriculum for Excellence. Standard Grade and Intermediate have been replaced by National 3, National 4 and National 5 while the content and structure of Higher and Advanced Higher has been revised. A summary of the new qualifications structure is: -

New/revised Qualification	Replacing
National 3	Foundation level, Access 3
National 4	General level, Intermediate 1
National 5	Credit level, Intermediate 2
Higher (revised)	Higher
Advanced Higher (revised)	Advanced Higher

Pupils who take qualifications at the end of S4 will normally sit these at National 3, 4 or 5. Assessment is internal in National 3 and 4 but includes exams for National 5.

Maths and Numeracy

S4 Maths and Numeracy

Mathematics is important in our 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.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

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

What topics will be covered in S4?

In S4 you will be continuing with Curriculum for Excellence and moving into the National certification courses at National 3 & Personal finance, National 4 or National 5 level. Areas covered in some of these courses include:

- Numerical skills
- Financial skills
- Algebraic skills
- Geometric skills
- Trigonometric skills
- Statistical techniques
- Reasoning skills

These areas will be expanded upon throughout your courses and will be set in relevant and engaging contexts.

Progression in further years:

You can progress from the experiences and outcomes from your S4 course into the new qualifications at National 4 level, National 5 level or Higher Mathematics level during S5 with the option for some pupils to continue onto Advanced Higher in S6.

Mathematics can be applied to a wide range of careers from an accountant, architect, biologist, chemist, physicist, computer programmer, engineer, doctor / nurse, electrician, mechanic, plumber or even a pilot.

In this curricular area all pupils will study Maths and will also sit one Numeracy unit.

Languages and Literacy

In this curricular area the courses are English, French and German.

English

National 4

Entry Requirements:

Pupils who take the National 4 course will have had experience of working at Level 3 in English. For pupils who may find the National 4 course too challenging, there is the opportunity to opt for National 3.

Course and Structure:

The course is divided into 4 units.

The Analysis and Evaluation unit develops pupils' ability in reading and listening. Pupils' skills will be assessed through outcomes such as close reading and listening tasks, and critical essays.

The Creation and Production unit develops pupils' skills in writing and talking. Pupils' skills will be assessed through outcomes such as presentations and group discussions, as well as a variety of written pieces.

The Literacy unit focuses on reading, writing, talking and listening in a specifically non-fiction context.

The Added Value unit allows to pupils to display these skills more independently while researching a topic of their choice.

Assessment:

Pupils' progress in the course will be assessed within the English department. Evidence of pupil assessment will be collated by the department. There is no external exam or folio.

National 5

Entry Requirements:

The following 4 indicators will be used to judge whether a pupil is ready to study at a National 5 level.

- Security at Level 3 after the broad, general education.
- Ability to pass a Close Reading assessment.
- Successful completion of the National 4 Added Value unit.
- Successful completion of the National 4 Literacy unit.

Content and Structure:

The course contains 2 internally assessed units.

The Analysis and Evaluation unit develops pupils' ability in reading and listening. Pupils' skills will be assessed through outcomes such as close reading and listening tasks, and critical essays.

The Creation and Production unit develops pupils' skills in writing and talking. Pupils' skills will be assessed through outcomes such as presentations and group discussions, as well as a variety of written pieces.

These 2 units are assessed at a considerably more demanding level than National 4.

Pupils will complete a folio of two pieces of writing in different genres.

There will also be a final exam testing their reading skills.

Assessment:

The folio will be submitted to the SQA for external assessment. This comprises 30% of the pupils' final grade.

The final exam consists of a test of Close Reading; a Critical Essay on a text studied in class, and answering questions on a Scottish text from a set list. The Close Reading comprises 30% of the pupils' final grade, while the Critical Essay and Scottish text questions are worth 20% per task.

Communication skills are vital in today's society. They can help you talk yourself out of a difficult situation, write a convincing, cogent argument and even propose! The English course will give you the chance to develop your communications skills both writing and talking. You will study a variety of novels, plays, poetry and texts, introducing you to both new and familiar worlds.

Media

The National 5 Media course expands upon the basic skills learned in the broad S3 course, and is primarily for those pupils who have securely shown their ability to deal with the concepts of S3 Media. This course is now externally assessed, and in order to ensure they are ready for the exam, pupils will begin to specialise in the field of moving media.

There are two elements to the course. In Media Analysis, pupils will apply their knowledge of how content is created to a variety of texts, and link these to the contextual decisions that influenced this. They will also begin to consider the role of different texts within society. As part of their Added Value, they will undertake an externally assessed exam that tests their ability to analyse key texts that they have studied and link contextual elements to the content of these texts.

In Media Production, pupils will begin to show an ability to manage the entire production process of a text, from research and planning through to evaluation. As part of their final grade, pupils will complete a production portfolio that will be externally assessed and which will make up 50% of their final grade.

The course will require pupils to engage in a lot of textual reading, both in class and as part of homework, and is a considerable step up from the S3 broad experiential class.

S4 French and German**Courses/Levels**

- French National 3/4/5
- German National 3/4/5

Pupils may continue to study French or German or both. They will further develop Reading, Listening, Talking and Writing skills as they broaden horizons by exploring the language and associated cultures. Pupils will develop skills that they can use and enjoy in work and leisure throughout their life.

Opportunities for study and employment are no longer confined to our country of origin and more and more people are working in different countries. Learning a language may open the door to different opportunities such as promotion, working abroad, more foreign travel etc. It may be that at some point in the future an individual will have to learn a new language and will be able to transfer the skills and techniques learned through learning a foreign language in school.

Course outline

The course will offer pupils the opportunity to build on the skills and knowledge gained in S1-S3. Contexts covered will be Society, Learning, Employability and Culture.

Homework

There will be regular, written exercises to do at home as well as revision and consolidation of classwork.

Assessment

National 3

Pupils are required to pass 1 unit assessment in each of the 4 skills of Reading, Listening, Talking and Writing. There is no external exam.

National 4

Pupils are required to pass 1 unit assessment in each of the 4 skills of Reading, Listening, Talking and Writing. They will also complete an Added Value Unit which comprises 2 Reading assessments and a Talking assessment. There is no external exam.

National 5

The National 5 course has an external exam in May and allocates 25% of marks to the Reading paper, 12.5% to the Writing paper and 25% of marks to the Listening paper. In addition, pupils will complete a Writing Assignment (completed in class time under exam conditions), worth 12.5% of marks and take part in a Talking Performance, which is done with the teacher in March and is worth 25% of marks.

Progression

- National 4 or 5
- Higher

Health and Wellbeing

Physical Education

All S4 pupils will get 2 hours of Physical Education, which is not certificated. Pupils can also select one of the following two certificated routes:

1. National 4/5 Physical Education

This course can be selected by all pupils, pupils do not have to have opted for Sports Studies in S3. This course is made up of theoretical work and practical activity.

National 4 includes internal units:

- Unit 1) Practical Performance Unit
- Unit 2) Factors Impacting on Performance
- Assessment at National 4 is through Performance

National 5 includes the following assessment:

- Portfolio (50%) and Performance (50%)

The main purpose of the Course is to develop, demonstrate and improve practical and performance skills in physical activities. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed. By engaging in practical activities pupils can demonstrate initiative, decision making and problem solving. Pupils will also have the opportunity to develop team building skills and enhance their ability to compete, co-operate and collaborate. Pupils will participate in a variety of different activities including: hockey, football, basketball, badminton and softball.

The Course aims to enable pupils to:

- ◆ Develop and demonstrate understanding of the principles and factors underpinning and impacting on physical performance
- ◆ Explain factors which impact positively and negatively on sports participation
- ◆ Develop the ability and knowledge to improve performance
- ◆ Examine and analyse performance to assist personal improvement

This Course is suitable for all pupils who have an interest in and enthusiasm for developing their physical and performance skills, either to pursue study and career options related to physical education or to broaden their learning experience. Pupils can continue their study in S5/6 with National 5/Higher Physical Education.

2. Sport and Recreation: Skills for Work Course

This is a skills for work course which will be offered at National 4 level in S4. Pupils wishing to follow this course in S4 must have selected the S3 introductory course.

The Sport and Recreation course is mainly a practical course assessed at pass or fail level through internal unit tests. The course covers the following modules:

- Skills for Employment
- Assist with Activity Sessions
- Dealing with Facilities and Equipment
- Dealing with Accidents and Emergencies
- Personal Fitness

These are covered through a variety of activities including: softball, football, basketball, fitness, volleyball, table tennis and badminton. Pupils will be required to undertake a week's work experience within the sport and leisure setting in S4. The aim of the course is to give pupils a practical insight into Sport and Recreation employment opportunities. It also helps to develop a wide range of transferable skills such as leadership, planning and organisational skills.

This course is suitable for pupils who have an interest in sport and recreation but find the academic side of school quite challenging. It gives these pupils a pathway to success within the Physical Education department. There may be an opportunity for pupils to progress on to National 5 in S5/6.

Personal and Social Education

Personal and Social Education (PSE) is a fundamental aspect of the education of the whole child. It is essentially concerned with the development of life skills. All aspects of a child's experience at home, in school and out with school contribute to personal and social development.

Personal and Social Education aims to assist the individual to develop qualities of self-esteem, respect, and care for others, positive attitudes, a commitment to learning for life, a sense of belonging to society and confidence in coping with life in a changing world.

The key elements of PSE are as follows:

- Task management skills - including planning, organising and completing tasks.
- Interpersonal and group skills, including relationships and expectations.
- Self awareness, self reliance and self confidence, including rights and responsibilities.
- Evaluating skills, including reviewing, concluding and target-setting.
- The acquisition and application of appropriate knowledge and understanding.
- Development of a sense of identity related to self, school and community.
- Development of an understanding and commitment to the school values.

In S4, pupils will develop these key elements through the study of:

- Sexual Health and Relationships Education (SHARE Programme).
- Emotional Health and Resilience
- Drugs / Alcohol Education
- Study Skills
- Career Management



THE JET (JOB + EDUCATION + TRAINING) PROGRAMME is a year long, work-based learning programme. Pupils work towards their National 4 exams in school, and achieve a Scottish Vocational Qualification, a City and Guilds Certificate or a Sports Leadership Level 1 Award. In addition, pupils work towards the SQA Employability Award - all of which are equivalent to an National 4 Level award. The JET Programme will provide the necessary employment skills and work experience essential in the working environment through

- A weekly work experience placement (every Friday, all day, during school-term time);
- Weekly training, underpinning the knowledge and skills necessary to meet the qualification standards and equip pupils with the confidence to develop in their work placement roles.

Pupils will also receive a number of learning experiences, including:-

- Personal, social and emotional development;
- Communication, language and literacy;
- Knowledge and understanding of the world of work;
- Important employability skills

On completion of the JET Programme, pupils will be in a position to either:-

- Apply for a full-time job relating to the area of their work placement;
- Continue with their education at school;
- Apply for an Apprenticeship – dependent on the area of their work placement;
- Apply to College to undertake further/higher education or training.

There are a limited number of places available and prospective candidates will be interviewed to determine their suitability before advancing to the next stage of the application process.

Religious and Moral Education

S4 Religious, Moral and Philosophical Studies: National 4/5

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Course Detail

There are **3 sections** to the course and an **Added Value Unit** or an **Assignment** depending on the level of study.

- 1. World Religion:** The general aim of this Unit is to develop detailed factual and abstract knowledge and understand the impact and significance of religion today, through studying some key beliefs, practices and sources found within a major religions.
The choice of religion is taken from: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.
- 2. Morality and Belief.**
The general aim of this Unit is to express reasoned views about contemporary moral questions and responses. Learners will develop detailed factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses.
The mandatory course for all sections are:
 - Utilitarianism
 - Following divine command/religious authority**The choice of issues included in this section are:**
Religion and Justice, Religion and Relationships, Religion Environment and Global Issues, Religion, Medicine and the Human Body and Religion and Conflict.
- 3. Religious and Philosophical questions.**
The general aim of this unit is to analyse religious and philosophical questions and responses.
The choice of topics include are: The origins of life. The Existence of God. The problem of suffering and evil. Miracles.
- 4. National 4, The Added Value Unit:** This unit is a research-based assignment. You have to research a topic or issue related to the Course, that you are interested in and present a finished product that shows that you have researched and developed your knowledge and understanding within your chosen area of study. This unit is internally assessed on a pass/fail basis.
- 5. National 5, The Assignment:** The purpose of this assignment is to demonstrate your ability to apply your skills and knowledge and understanding to research a religious, moral or philosophical topic or issue of your choice. This may be related to areas you have studied in class if you wish, but you are free to research any relevant topic or issue.
The assignment is worth 20 marks. The marks contribute 20% of the overall marks for the Course assessment. The Course will be graded A–D.

Expressive Arts

Provision and Progression: All Expressive Arts subjects offer certification from S4 at National 3, National 4 and National 5. Depending on attainment in S4, students can build on these qualifications in S5 and S6 up to and including Advanced Higher level.

Entrance Requirements: Students taking an expressive arts subject in S4 are expected to have studied the subject in S3. Any students who have not done this will need to discuss a programme to cover the extra work required and agree their subject choice with the Curriculum Leader of Expressive Arts.

Art & Design: National 3, National 4, National 5.

The Courses have an integrated approach to learning at all levels, and include a mix of practical learning and knowledge and understanding of art and design practice.

In the Courses learners will draw upon their understanding of the main factors influencing artists' and designers' work and practice. Learners will experiment with and use a range of art and design materials, techniques and/or technology to develop their own creative art and design work. Learners will use problem solving skills and self-reflect on their creative choices and decisions when developing their creative ideas.

The Courses consist of two mandatory Units and the Course assessment.

Art and Design: Expressive Activity

This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to stimuli.

Art and Design: Design Activity

In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats.

Homework:

Students will be expected to regularly carry out research and complete written work at home. This will include practise exam questions. Students are encouraged to work in the art dept on their folios at lunchtimes and after school.

Course Assessment:

Students answer a question paper (Nat 5) and make a personal selection of work to present as a folio (Nat 5). Students also complete final outcomes in both design and expressive units (all levels).

Drama: National 3, National 4, National 5.

The Courses use an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use a range of drama skills. They will experiment with presenting through portrayal of character and by using a range of production skills.

Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider cultural values, identities and ideas which influence drama.

The Course consists of two mandatory Units and the Course assessment:

Drama Skills

In this Unit, learners will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will develop a range of skills as an actor. They will learn how to respond to stimuli, including text. They will also learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama.

Learners will develop knowledge and understanding of social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Drama: Production Skills

In this Unit, learners will develop a range of production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Homework:

Students will be asked to participate in home study activities which may include written tasks, research, learning lines and theatre visits.

Course Assessment:

Performance / Production Skills exam (all levels) and question paper (National 5)

Music: National 3, National 4, National 5.

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

To achieve the Courses, learners must successfully complete the three mandatory Units, and the Course assessment:

Music: Performing Skills

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical and musical performing skills.

Music: Composing Skills

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts to realise their intentions when creating original music. Learners will self-reflect on the impact and effectiveness of their creative choices and decisions and develop understanding of how composers create music in different ways and the things that influence their work.

Understanding Music

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

Homework:

Students are expected to do 30 minutes listening revision each week as homework. This should be revising concepts taught in class. Instrumental practise is essential, and students should aim for 20 – 30 minutes 5 times a week on each instrument.

Course Assessment:

Performance exam (all levels) and question paper (National 5)

National 5 Skills for Work: Hairdressing

Hairdressing courses will be delivered in the purpose built school Hair Salon by experienced hairdresser and hairdressing tutor Ms J.Lamont

National 5 Skills for Work: Hairdressing develops the skills, knowledge and attitudes needed for work in the hairdressing industry, but also develops wider, generic employability skills.

The Course provides a broad introduction to hairdressing, with practical experience of general salon duties, reception skills, communication and customer care. The focus is on experiencing the salon environment and developing vocational skills, knowledge and understanding. Candidates will develop their skills in shampooing, conditioning, basic scalp massage, drying hair, colouring hair and cutting hair, and will learn about current fashion trends, with the opportunity to experiment to produce an image that reflects these. Emphasis throughout all Units is on employability skills and attitudes.

Students will work with real clients to the salon, and complete live briefs such as styling for school fashion shows and drama productions.

Homework:

Students will be expected to carry out research, practise practical skills and complete some written work at home.

Course assessment

Learners must successfully complete each Unit to achieve the Course. Units are assessed internally through a combination of practical and written activities. There is no external exam for this course. It carries 24 SCQF points.

Sciences

In this curricular area the courses are Biology, Chemistry and Physics

Biology

What is Biology?

Biology is the study of the living world around us. Biology aims to find explanations and answer many questions in the world today. Biology explores the world of living things through the study of animals, plants and microbes. The use of genetic modification to produce new plants and drugs, devising fertility treatments, curing genetic diseases and developing new sources of food are all important reasons for studying Biology. We need to better understand the impact of humans on the living world.

The Biology course will develop knowledge and understanding of biological issues and aims to build learners' interest and enthusiasm for the subject.

Progression

The Biology course builds on prior learning from S1 – S3. After completing the S4 Biology course pupils will be able to progress to a qualification at, National 4, National 5 or Higher in S5. Higher Biology is available alongside Advanced Higher in S6.

What will I learn?

All courses involve the study of 3 main areas – Cell Biology, Multicellular Organisms and Life on Earth.

Cell Biology -Students will learn about the structure of cells and important processes that take place. The importance of DNA, proteins and biotechnology will be studied alongside the importance of cells.

Multicellular Organisms - Students will investigate systems in organisms through biological processes including defence mechanisms and reproduction. Learners will also consider ethical and topical issues within this unit.

Life on Earth - In this unit students will investigate ecosystems and biodiversity. Through investigating interdependence students will learn about adaptations for survival alongside factors that affect population growth. Biodiversity and animal behaviour along with energy and nutrient cycles will also be a focus in this unit. There will also be consideration of ethical, topical and environmental issues.

How will I learn?

The course will use a variety of approaches to develop knowledge and understanding alongside development of important scientific skills. Investigations, active learning, teamwork and IT skills will be further developed in learners. Numeracy and literacy skills are also developed alongside knowledge of health and wellbeing.

The coursework includes

- Building knowledge and understanding
- Taking part in practical work
- Investigations
- Opportunities to present ideas using IT and multimedia.

Chemistry

What is Chemistry?

Chemistry is finding out about the world around us by experimenting. Chemists devise experiments to see how different chemicals interact. They carefully record what they have learned and try to put the information to good use.

Studying Chemistry gives you a wide range of skills which are highly sought after by employers. Chemists are excellent problem solvers and investigators. They have strong communication and numerical skills and a broad scientific knowledge which helps in scientific, engineering and many other careers.

If you are curious about the world around you then chemistry is the subject for you!

Progression

The Chemistry course builds on prior learning from S1 – S3. After completing the S4 Chemistry course pupils will be able to gain an award at National 4, National 5 or Higher in S5. Higher Chemistry is available alongside Advanced Higher in S6.

What will I learn?

The majority of Pupils will follow a course involving the following units:

Chemical Changes and Structure- Students will find out about basic atomic structure: what atoms are made of and why they react. They will find out about different chemical reactions involving acids and alkalis. The importance of acids in food and drink, and their impact on health will be studied.

Nature's Chemistry- Students will study how chemistry relates to our everyday energy needs on both an individual level (food and drink) as well as society as a whole. How chemistry can be used to tackle large scale environmental issues is an integral part of this unit.

Chemistry in Society- This unit will focus on the earth's limited resources, including the use of metals and new materials. Environmental and economic issues are considered throughout this unit.

How will I Learn?

There are a range of different strategies and activities that will be used throughout the course: too numerous to mention them all. The list below includes a flavour of what students will experience throughout the course.

- Practical work by following instructions
- Investigative work by developing their own experiments
- Presentations/power points/demonstrations
- Homework/project work
- Individualised learning plans
- Debate and discussion
- Range of different assessment strategies

Physics

What is Physics?

Physics is the study of the laws of nature that govern the behaviour of the Universe, from the very smallest scales of sub-atomic particles to the very largest in the Universe. It applies these laws to the solution of practical problems and to the development of new technologies. Physicists engage a broad range of skills to undertake this work. A physicist might be a theorist puzzling over fundamental laws, a numerical modeller developing sophisticated computer algorithms to calculate how systems behave, an experimentalist developing new techniques to measure properties of nature or an engineer combining those theories and techniques into new technologies.

Progression

The Physics course builds on prior learning from S1 – S3. After completing the S4 course pupils will be able to progress to a qualification at National 4, National 5 or Higher in S5. Higher Physics is available, alongside Advanced Higher in S6.

What will I learn?

Pupils will follow a course that will cover a broad range of Physics topics at an appropriate level. The course will consist of 8 short units of work.

Kinetic Theory and the Gas Laws

- The relationships between temperature, pressure and volume of a gas

Electromagnetic Radiation

- The Electromagnetic spectrum
- Reflection, refraction, diffraction

Generating and Using Electricity

- Electromagnetism, motors and generators
- Alternating and direct current
- Electrical power
- Electronic systems and components

Vectors and Projectile Motion

- Vectors and scalars, adding vectors and velocity-time graphs
- Projectile motion and satellites

Nuclear Radiation

- Types, effects and uses of radiation
- Fission, fusion and power stations

Researching Physics

- Carrying out practical work, library and internet based research and reporting scientific findings

Energy

- Conservation of energy
- Types of energy
- Heat

Space

- The Universe
- Radiations and objects from space
- Space travel and the impacts of space exploration

How will I learn?

You will learn using

- A range of experiments involving a variety of equipment
- A virtual learning environment to access homework, notes and other resources
- Through individual tasks and through paired and group collaboration
- Computer simulations, animations and games

Social Studies

In this curricular area the courses are Geography and History.

Geography

Why study geography?

Geography helps you make sense of the world. It even helps you understand some of the other subjects that you are studying too.

Geography starts with you and extends to the furthest parts of the earth. Geography takes you to places and helps you to understand them and how they are connected. It promotes awareness of environmental issues, sustainability and global citizenship.

Geography is current and topical. Where else would you expect to discuss the impact of a changing climate, how to stop malaria spreading in Kenya, producing biomass crops in India, planning a new wind farm in the Yorkshire Dales or forecasting the weather?

Geography makes use of the latest technology. GIS (Geographical Information Systems), Google Earth and other mapping tools, combined with digital video and images, brings the world into the classroom.

Geography provides you with opportunities for practical activities, including fieldwork, so that you can interact with your environment.

What topics are covered in the course?

- India – rich or poor?
- The Yorkshire Dales – what's more important, recreation or conservation?
- Climate change – what will the impact of rising temperature be on the UK or Bangladesh?
- Weather – will we have snow this winter; will we have a sunny summer?

What are the opportunities for progress?

Geography provides progression routes through the new qualifications, National 4 and National 5, which lead to Higher and Advanced Higher.

Geographers end up in a wide variety of careers, such as:

Census data specialist	Coastal software designer	Cycle route consultant
Diplomat	Environmental consultant	Foreign Correspondent
Geologist	Hydrographic surveyor	International aid worker
Journalist	Land surveyor	Marketing executive
Merchant banker	Retail location analyst	Town planner
Travel agent	TV researcher	Weather forecaster

History

Why study History?

History helps you understand both your past and present. As well as learning about people in the past, History develops invaluable skills that you can use in many other subjects and even once you have left school, at university or in work.

- History helps you discover how your world developed and how your modern world works.
- History teaches you how to think, process information, ask questions and express your own opinions.
- History helps you understand the origins of modern political and social problems.
- History helps you understand how and why people behaved as they did, whether they were soldiers in World War One, Adolf Hitler or suffragettes campaigning for the vote for women.
- History provides you with opportunities for practical activities, including fieldwork, and researching your local historic environment.
- History provides you with the skills employers are looking for.

What topics are covered in the course?

- **Hitler and Nazi Germany, 1919- 1939:**
Weimar Germany, 1919-1933
Nazi rise to power
Nazi control of Germany
Nazi social and economic policies
- **Changing Britain, 1760-1914:**
Health and housing
Industry — textile factories and coal mines
Transport — canals and railways
Pressure for democratic reform up to 1884
- **Project work:**
This will allow you to extend your skills and knowledge whilst also preparing you for your National 4 or 5 Value Added Assessments.

What are the opportunities for progress?

S4 History provides progression routes through National 4 and National 5 qualifications, which in turn can lead to Higher and Advanced Higher qualifications.

Historians progress to a wide variety of careers, such as:

Archaeologist	Teacher	Insurance and Risk	Architecture
Archivist	Tour guide	Intelligence work	Local government
Historical researcher	Architecture	Law	Politics
Museum work	Civil Service	Library & Information Work	Town Planning
Publishing	Journalism	Social Work	Heritage/Site Management

Technologies

Progression from S3

S3 Course	S4 Course
Business Studies	Business management
Computing	Computing
Design and Technology Enterprise	Design and Manufacturing Or Graphic Communications
Food & Consumer Technology	Health and Food Technology

Business Management

Study of this subject aims to develop an understanding and awareness of the role of business, its operation and management. Business Management focuses on the development of your entrepreneurial, problem-solving, decision-making and IT skills, all of which are essential in enhancing your employment opportunities.

By studying Business Management you will have the opportunity to participate in different group/individual activities, enterprise and team-building activities, as well as use IT to manage business information. These activities will help you examine the nature/importance of business, the purpose of business, how businesses acquire/manage resources and how individuals contribute to business. The aim of this course is the development of your skills and knowledge in allowing you to understand and contribute to today's business and information environment.

Course Content includes:

- **Understanding Business:** the way in which businesses operate, different types of business and the effects of external influences on business
- **Managing People and Finance:** the role of finance in a business and the use of financial information; recruitment and selection, training & employee development
- **Management of Marketing and Operations:** the importance of Marketing, Market Research, Advertising, methods of production and the management of quality.

Assessment - National 3, 4 and 5:

- **Continuous assessment of classwork** at all levels of study
- **Unit Assessment** for each of the 3 units at each level.
- **Business Assignment (National 4 and 5)** – At National 4 the assignment will be internally assessed and externally moderated; at National 5 the assignment is submitted to SQA for marking.
- **External Question Paper (National 5 only)**

Homework

In addition to classwork, regular homework of approximately 1 hour per week will be given.

Progression

Pupils may opt to continue their studies in Business Management into S5, where they will undertake either National 5 or Higher courses. Advanced Higher Business will then be offered in S6.

Career Pathways

Business Management leads into different careers such as setting up your own business, human resources, financial management, engineering, events management and many more. Business Management helps develop the skills beneficial in further or higher education (most courses have a core business element

included). The combination of practical and theoretical aspects and ICT-based learning will enable pupils to apply their skills and knowledge to real-life business contexts.

Computing Science

The development of Computing over the last few decades has been spectacular in speed and scope. Computing provides us with many increasingly powerful hardware and software tools. Our society requires more and more individuals who have the skills to use those tools, who understand how they work and who have the ability to develop new and improved tools.

Computing Science is not only about learning to use current hardware and software. It is designed to provide candidates with both the necessary knowledge and understanding and the practical problem solving skills to enable them to be the ICT tool designers of the future.

S4

National 4 and 5

The course enables learners to develop knowledge and understanding of key computing concepts and processes and the ability to apply this to a variety of problems and an awareness of the impact of computing technologies on the environment or society.

The course consists of 3 units:

- Software Design and Development
- Information System Design and Development
- Computing Science Assignment

Career Choices and Further Study

Computers are used in business, industry, the media, engineering, science and the arts so qualifications in Computing Science can lead to a wide range of exciting careers. In S5/6 you can progress to National 5/Higher /Advanced Higher Computing.

National 4/5 Design and Manufacture

Content:

3 units of work:

- Design
- Materials and Manufacturing
- Design and Manufacture Assignment (Nat 4) or Course Assessment (Nat 5)

Structure:

Students will achieve the course on completion of the three mandatory Units including the Added Value Unit. Students will learn about the design process- how to design and manufacture effective products and gain the necessary skills to communicate their ideas, including sketching, rendering and model making in the classroom, on the computer and occasionally in the workshop.

Students should appreciate that there will be theory lessons included in the course.

Assessment:

National 4

Students will complete an Added Value Unit, which draws on their experiences and skills developed throughout the year. This will take the form of producing a response to a design challenge. There will be scope to allow for personalisation and choice in how the student responds to the design challenge, drawing on their individual skills. This will be assessed in-house and will be pass-fail.

National 5

Students will complete both the 'Design' and 'Materials and Manufacturing' units over the course of the year. These will be assessed internally and will be pass/fail. Students will also undertake the Course Assessment, which will take the form of a response to a design challenge and a question paper. Students will draw on experiences and skills developed during the course to produce a response to a design brief, which will include designs and models. The question paper will assess depth of understanding of the content of the units.

N.B

Due to the nature of the course there will be costs involved in modelling as well as printing designs. Due to the open nature of the Added Value element these costs will fluctuate on a pupil by pupil basis, ie if hardwood is used for a model rather than cheaper materials. To cover the initial costs for both the National 4 and 5 there is a suggested contribution of £10 for each pupil which would be due before the course begins, unless there are special financial circumstances in which case you should contact your child's Support for Pupils Teacher.

National 4/5: Graphic Communication

Content:

3 units of work: 3D and Pictorial Graphic Communication
 2D Graphic Communication
 Graphic Communication Added Value Assignment

Structure:

Students will achieve the course on completion of the three units listed above and the course assessment. By the end of this unit, pupils will be able to

- 1 Produce and interpret simple pictorial sketches, pictorial drawings and 3D models
- 2 Produce simple pictorial and 3D colour illustrations
- 3 Create simple pictorial or 3D promotional displays

- 4 Produce and interpret simple 2D sketches and drawings
- 5 Produce preliminary 2D colour designs and illustrations for single-page promotional displays
- 6 Create simple 2D promotional graphic layouts

- 7 Combine all of the above elements to produce new graphic items.

Assessment:

National 4

Pupils will complete an Added Value Unit design, based on a brief supplied by the teacher. This will involve planning through sketching and board work as well as computer production methods. This will be marked internally and pupils will achieve a pass/fail. Pupils will have some element of choice as to what they make in this unit.

National 5

2D Graphic Communication

In this Unit, evidence will be required that the learner can produce a series of straightforward 2D graphics, to a given standard, in familiar and some new contexts. Knowledge and understanding will also be assessed.

3D and Pictorial Graphic Communication

In this Unit, evidence will be required that the learner can produce a series of straightforward 3D and pictorial graphics, to a given standard, in familiar and some new contexts. Knowledge and understanding will also be assessed.

Course assessment structure

Component 1 — question paper 50 marks

Component 2 — assignment 50 marks

Total marks 100 marks

Homework

There will be homework which will focus on the theoretical aspects of the course and some computer graphics work. This however will not require the pupil to own a computer as departmental time out of the normal school working day will be made available.

National 4/5 Health & Food Technology

Content:

3 units of work

- Food for Health
- Food Product Development
- Contemporary Food Issues

Structure:

Students will complete an integrated unit approach to complete the course content.

Each unit involves both theory and practical tasks to develop their skills and knowledge of food related topics. Students should appreciate there will be a weekly practical lesson.

Assessment:

National 4

Pupils will complete an Added Value Unit which will draw on the knowledge and skills gained through the course. This will include a practical task which will be marked internally and pupils will achieve a pass/fail.

National 5

The course assessment will be an external exam along with a practical assignment which will involve pupils working through a project brief to create their own product; this will be completed in school and externally marked.

A combination of the project and exam will determine the final grade awarded.

Progression:

Students can progress onto Nat5/Higher in the Senior Phase.

Homework

Students will be expected to complete homework on a regular basis.

NB:

Due to the amount of practical work involved in these courses, students should be aware there is a cost of approximately **£35** to cover the cost of ingredients and containers unless there are special financial circumstances in which case you should contact your child's Support for Pupils Teacher.