**Course Outline**

The Art and Design course includes 3 main areas of focus:

* Design: You will develop your ability to work through the Design Process and to tackle the various issues involved when working to a Design Brief including problem-solving, working within a theme and working to a deadline. This might include: Jewellery, Product, Fashion and Accessories, Theatre set/costume, Graphics, Interior, Architecture
* Expressive: You will continue to develop skills in observational drawing and controlling a wider range of materials helping you to show your ideas more successfully and clearly as well as enabling you to produce pieces of artwork. You will learn to investigate and develop this into a thematic portfolio of work. This might include: Still Life, Portraiture, Figure Study, Built Environment, Natural Environment, Fantasy and Imagination
* Art Studies: The study of artists and designers is an important part of the Art & Design course which supports the practical Expressive and Design areas and provides a valuable insight into the various working methods of both historical and current artists and designers. You will also develop your analytical skills as a result of looking at these artists and designers and be able to apply these skills when looking at the work of others around you and yourself, this will really impact on your ability to produce better pieces of work.

**Course: Art and Design**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Skills Developed**

This course makes a valuable contribution to your general education and personal development by providing you with the opportunity to develop interests that will enhance your quality of life. It also allows you to develop the skills and knowledge required if you wish to proceed to further study and/or follow a career in Art & Design. The problem solving skills, analysis and expressing of justified opinion are required in many different occupations and are transferable into many different areas.

Classes in S3/4 are of mixed ability and all pupils undertake a common course which leads to them being presented for awards usually at either National 4 or 5 according to the quality of their work at the time of exam submissions.

**Future Pathways**

You should consider doing Art and Design if you are interested in possibly working within any of the creative industries like, film, animation, architecture, product design, graphic design, fashion, interior design, theatre set or costume design. Art and Design is also very useful if you are thinking about anything that requires you to work with your hands, things like being a printer, hair and beauty or floristry. Many colleges and universities view the participation in the visual arts as a valuable experience that broadens the student’s understanding and appreciation of the world around them, as well as promoting Higher Order and creative thinking. It is also well-known and widely recognised that the visual arts contribute significantly to the intellectual development of young people.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course Outline**

Pupils will be required to undertake three main areas of study:

* **Administrative Practices**
* **IT Solutions for Administrators**
* **Communication in Administration**

At **N**a**tional 5** pupils will be required to complete an externally assessed SQA Assignment and a formal SQA examination.

At **National 4** pupils will be required to complete 3 internal unit assessments as well as an Added Value Unit.

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**Course: Administration**

**Future Pathways**

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 purpose of this course is to develop the learners’ administrative and IT skills, and ultimately to enable them to contribute to the effective functioning of business organisations in administrative positions. When studied to Higher Grade in S5/6 the course is also an excellent preparation for university. Today there is an expectation that all employees will be IT literate. Success with this subject can lead to Administrative roles in a wide range of organisations, e.g., health service, travel agents, legal profession, banking, police, teaching, retail, hospitality and general office work.

Some young people use Administration and IT to enter the job market directly by securing an Administrative Apprenticeship with local government.

**Skills Developed**

* skills in using the following IT applications: word processing, spreadsheets, databases and desktop publishing in business and administrative contexts
* skills in using technology, including the internet, for electronic communication and investigation in business and administrative contexts
* skills in organising, managing and communicating information
* an understanding of administrative practices in the workplace.

The course makes use of active learning techniques to enable learners to develop problem-solving skills.

**Course Outline**

You will study a range of business and management topics including the following:

* Different types of business organisations from sole traders to large public limited companies;
* Enterprise skills and how to set up and run your own business;
* Recruiting and training staff;
* Promoting and marketing a product or service;
* Managing finances;
* Customer care;
* Production techniques – how to produce goods and services in the most efficient way possible.

At **National 5** pupils will be required to complete an externally assessed SQA Assignment and a formal SQA examination.

At **National 4** pupils will be required to complete 3 internal unit assessments as well as an Added Value Unit.

**Course: Business Management**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Future Pathways**

Business plays an important role in society. Therefore it is essential that society has effective businesses and business managers to carry out this role. The 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 and enterprise skills. The need for people with management skills and business qualifications is growing rapidly.  This course will provide students with good employment opportunities in such areas as banking, advertising, manufacturing, marketing, sales and retail as well as self-employment. Further study at Higher Grade can be used to gain entry to College and University and will be particularly suitable for pupils planning on undertaking the following courses at university:

Business Accountancy Law

Marketing Business Enterprise Management Studies

Human Resource Management Finance Retailing and Sales

**Skills Developed**

* Studying Business Management will develop the following skills:

Decision- making, recording and presenting business information, research skills, IT skills, skills for employability, communication skills, enterprise and numeracy skills. The course also develops leadership and management skills and encourages learners to be creative and innovative.

The course makes use of active learning techniques to enable learners to develop problem-solving skills.

**Future Pathways**

Accountancy is the language of business. Without highly qualified accountants to provide information to management, organisations may perform less successfully than they otherwise would.

On successful completion of **National 5**, pupils can progress to **Higher Grade Accounting**. Suitably qualified pupils can then apply to university to undertake a degree in Accountancy. Completion of the degree would allow them to take up positions as trainee accountants and complete the exams of a professional accounting body to register as a qualified accountant.

Some pupils going on to study accountancy at university have successfully secured a four year scholarship/bursary with the Institute of Chartered Accounts of Scotland. Other pupils have pursued work based learning (straight from school) by undertaking an apprenticeship with an accountancy firm.

The course is also suitable for those who wish to pursue careers in Business, Management, Mathematics, Law and Banking etc. Employment opportunities in the financial sector are growing steadily.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course: Accounting**

**Skills Developed**

The focus is on developing problem-solving skills. This is a highly demanding and challenging course and suited to those pupils who **both** enjoy and have high attainment in Mathematics.

**You will study a range of topics including the following:**

* Double entry book-keeping to record financial transactions;
* Preparation of Income Statements to determine whether a business has made a profit or a loss;
* Statements of Financial Position to value how much a business is worth;
* Cash Budgets to ensure the best use of money;
* Inventory Control – to monitor a business’ inventory;
* Analysis of a business’ financial performance over time using accounting ratios.

**Course Outline**

**This course is available at National 5 only. Pupils will work towards National 5 over 2 years**

The course may be of greatest appeal to those learners who enjoy, or wish to take advantage of, ***numeracy-based learning opportunities***. The course will also allow learners the opportunity to use software packages to complete simulated business assignments.

Pupils will be required to undertake three main areas of study:

* **Preparing Financial Accounting Information**
* **Preparing Management Accounting Information**
* **Analysing Accounting Information**

At Na**tional 5** pupils will be required to complete an externally assessed SQA Assignment and a formal SQA examination.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course: Computing Science**

**Course Outline**

You will learn to:

* explore key facts and ideas about designing and developing software
* develop skills in problem solving through practical programming tasks including games development
* research the latest software development technologies
* create and capture graphics
* research the latest system hardware
* find out about computer security threats and how to avoid them
* learn how to create Information Systems using web sites & databases
* examine the impact of Information Systems on the environment and on society
* complete projects which involve analysing and solving challenging computing and information science problems.

At Na**tional 5** pupils will be required to complete an externally assessed SQA Assignment and a formal SQA examination.

At **National 4** pupils will be required to complete 2 internal unit assessments as well as an Added Value Unit.

**Future Pathways**

Enter the exciting and fascinating world of Computing Science and develop the knowledge and skills essential for the world of work and for Higher education.

The computing based skills and knowledge you will develop will be very useful when you enter the world of work since they are much sought after by employers. They are also essential when you continue your education in colleges and universities. Studying Computing Science will open up a wide range of career and educational opportunities. For example you could pursue careers in: cyber security, software development, web development, games design and database management. Annually there are over 10,000 jobs in the Digital Sector.

**Skills Developed**

You will develop:

* knowledge and understanding of key facts and ideas in computing and information science
* skills in applying analysis, design, modelling and evaluation to a range of computing based problems
* communication skills
* research skills
* skills in planning and organising
* awareness of the impact of computing and information technology in changing and influencing our environment and society

**Course Outline**

This course will be delivered by the Department of Business Information Technology and Enterprise Department. This course is available at **National 5** only. Pupils will study the following broad areas:

**Economics of the Market**

* This unit involves studying economic resources – land, labour, capital and enterprise
* Production methods to satisfy consumer needs and wants
* How prices are determined in markets through the forces of supply and demand
* Personal economics – examining savings and investment options

**Economic Activity**

* Aims of the UK government in relation to unemployment and inflation
* Government finance
* Scotland’s place in the UK economy

**Global Economic Activity**

* International trade
* The place of multinational firms in the UK economy
* Exchange rates of currencies
* Global economy – UK relationships with other countries

At **National 5** pupils will be required to complete an externally assessed SQA Assignment and a formal SQA examination.

**Course: Economics**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Skills Developed**

**Pupils studying Economics will develop the following skills:**

* Research skills – pupils will research current economic situations to gather facts and information and present these in a business format.
* Numeracy skills – pupils will be able to calculate changes in key economic data – such as unemployment rates, wage increases (in real terms), rises in inflation and changes in consumers spending habits.
* Analysing complex economic information – including diagrams. Pupils will be able to produce diagrams to record changes in economic data over time, for example, changes in the rate of inflation.
* Literacy skills - pupils will be able to record economic facts in a clear and comprehensive manner.
* Communication skills – written and oral. Pupils will have the opportunity to discuss findings from economic research.
* Presentation skills – how to present a balanced view of economic situations.
* Global citizenship skills – pupils will develop a clearer understanding of the world in which they live.

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**Future Pathways**

Pupils who achieve success with Economics at N5 will have the opportunity to progress to Higher Economics in S5 or S6. This will provide opportunity to develop an understanding of some of the above topics in greater depth.

N5 and Higher Economics are particularly beneficial for those pupils planning on studying the following areas at college or university: Business, Business Management, Accountancy, Law Social Sciences and Mathematics.

**Skills Developed**

The Course will develop skills in a biological context. Learners will gain knowledge and understanding of biology, and develop this through a variety of approaches, including practical activities.

By completing this Course, learners will develop important skills, attitudes and attributes related to biology, including: scientific and analytical thinking skills in a biological context; understanding of biological issues; knowledge and understanding of biological concepts; and understanding of relevant applications of biology in society.

In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

 **Respect Responsibility Ambition** 

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**Future Pathways**

#### Biology is recommended for those seeking university entrances to study medicine or veterinary science. Other career opportunities may include: teaching, sports careers, nursing, physiotherapy, forensic science and ecology.

**Course Outline**

The Course has three units

**Cell Biology**

In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. This will include cell structure and processes within cells, such as transport, and respiration, as well as DNA, protein synthesis and biotechnology.

**Multicellular Organisms**

In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of whole organisms. This will include a comparative approach to the study of plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

**Life on Earth**

In this Unit, learners will develop knowledge, skills and carry out practical and other learning activities related to study and investigation of life on Earth. This will include world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and microorganisms and ethical issues.

Assessments take place throughout the course and take a number of different forms:

* Unit assessments at the end of each unit (National 4 only)
* Experimental plan/ write up of investigation
* Research based added value/ assignment unit (at N5 this is SQA assessed)
* For N5 only, external written exam.

**Course: Biology**

**Course Outline**

The course content includes the following areas of chemistry:

**Chemical changes and structure**

In this area, topics covered are: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

**Nature’s chemistry**

In this area, topics covered are: homologous series; everyday consumer products; energy from fuels.

**Chemistry in society**

In this area, topics covered are: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

Assessments take place throughout the course and take a number of different forms:

* Unit assessments at the end of each unit (N4 only)
* Experimental plan/ write up of investigation
* Research based added value/ assignment unit (at N5 this is SQA assessed)
* For N5 only, external written exam.

**Skills Developed**

The Course is practical and experiential, developing skills in a chemical context. Through a variety of real-life contexts, learners will acquire and apply knowledge and understanding of chemical concepts, and develop this through an application-led approach, including practical activities.

By completing this Course, learners will develop important and relevant skills, attitudes and attributes related to chemistry, including: developing scientific and analytical thinking skills in a chemistry context; developing an understanding of chemistry’s role in scientific issues; acquiring and applying knowledge and understanding of chemistry concepts; developing understanding of how chemical products are formed; and developing understanding of relevant applications of chemistry in society.

In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

The Course will develop concepts within a reverse engineering process, where learners start with a product and work backwards to develop the underlying chemistry. All Units will be practical, experiential and contextual. Through this process the concepts of sustainability, ethics and the balance between benefit and cost will be addressed.

**Course: Chemistry**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Future Pathways**

There are numerous careers in the chemical, pharmaceutical and manufacturing industries. Chemistry is the key basis for study in medicine, agriculture, food technology, veterinary science and chemical engineering.

It is also an essential starting point for nursing, beauty therapy and has applications in hairdressing. Career opportunities may include: agriculture, beauty therapy, chemical engineering, food technology, medicine, nursing, veterinary science and many more.

**Course Outline**

The course is only available at **National 5** and consists of 4 units:-

* Laboratory Science: Careers Using Laboratory Science - Scotland
* Working in a Laboratory
* Practical Skills
* Practical Investigation

Laboratory Science is an introductory qualification. The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation.

Throughout all units the course emphasises the employability skills and attitudes valued by employers which will help to prepare learners for the workplace. Learners will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

Assessments take place throughout the course and take a number of different forms:

* Learners will participate in several practical assessment days where they will have to demonstrate their practical skills.
* Learners will create a portfolio to showcase their work throughout the Lab skills course.
* Learners will complete an assessed practical Investigation

There is no external assessment for this course Learners must successfully complete each unit to achieve the course.

**Course: Lab Skills**

 **Respect Responsibility Ambition** 

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**Future Pathways**

Successful learners may progress to:

* National Courses or Units in Biology, Physics and Chemistry
* Further/higher education
* vocational training
* employment

**Skills Developed**

* health and safety issues of working in a laboratory
* using various types of instrumentation found in laboratories
* the ways in which science and laboratory skills are used in different industries and services
* related job roles and career opportunities
* handling chemicals and preparing solutions
* calculating and presenting results of practical work
* employability skills such as timekeeping, taking instructions and measuring.

**Course: Physics**

**Course Outline**

There are 6 units of study

* **Dynamics**
* **Space**
* **Electricity**
* **Properties of Matter**
* **Waves**
* **Radiation**

At National 4 level Students must pass the unit tests an investigation and an Added Value Unit. National 5 requires an externally assessed assignment to be completed and an external exam.

 **Respect Responsibility Ambition** 

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**Skills Developed**

Physics is a key part of all Science and Technology; it deals with how and why things behave as they do. It helps to solve problems and make exciting new developments for the environment, for society, for health, for industry and more.

Physics is about practical things but also includes our deepest ideas such as the origin and existence of the universe, from the tiniest atoms or particles to the most powerful stars or the grandest galaxies.

Studying physics will be surprising and satisfying and you should expect to develop your imagination and sense of wonder as well as more formal scientific skills. Other transferable skills such as organising your work, being able to explain things clearly and working as a team member are also essential in Physics.

**Future Pathways**

Careers, where a physics qualification is essential or desirable, include:

Health and Medicine (Diagnosis, Treatment ); Engineering (IBM, Computing, Construction companies,   
Civil Service);Communication Industry (BT, BBC TV and Radio, O2); Manufacturing (Design, Research, Marketing); Education (Primary, Secondary, Tertiary); Transport (Road, Rail, Air, Space, Water);   
The Leisure Industry (Music, Media, Sport)

**Future Pathways**

There is a growing creative arts industry in Scotland. Through companies like The National Theatre of Scotland, The Citizen’s Theatre, The Scottish film industry, Radio, the work of Scottish dramatists is renowned across the world. A career in this industry is an exciting prospect there are many careers opportunities open to young people.

Performance based opportunities in Theatre, Film, Radio and Television.

* Technical based opportunities in Theatre, Film, Radio and Television
* Careers in Print, Media , Journalism and Law
* Education in schools and the community

There is also one final but very important reason to study drama and that is enjoyment!

**Skills Developed**

**Group work Skills:** Group work is an essential part of drama. Through consistently working in groups of various sizes, with different people in a range of activities, pupils will develop the following skills: investigation, co-operation, organisation, negotiation and decision-making.

**Movement skills:** We will explore Naturalistic and Stylised Movement through a variety of stimuli. The pupils will explore the art of non-verbal communication also become aware of theatrical terminology associated with movement.

**Voice skills: The** pupils will have raised awareness of the power of speech and explore our use of language through a variety of stimuli.

**Characterisation Skills:** The pupils will combine voice, movement and theatre arts to explore and develop character in a variety of situations.

**Theatre Arts:** In drama we develop the pupil’s skills and interest in the technical side of theatre. We have hands on access to sound equipment, lighting equipment, costume and make –up.

**Presentation skills:** A large part of the course is represented through the presentation of their work to an audience. This process combines all skills developed throughout the drama course and is a challenging and enjoyable experience.

**Course Outline**

All drama work and theatre exists as a process for interpreting human behaviour. Drama symbolises the world we live in through an art form. In the drama classroom pupils will explore the world through an educational experience that challenges their perception of issues in society in a safe and creative environment. Drama will also develop personal skills that support **health and wellbeing** and the pupil’s ability to confidently communicate with others.

* We investigate the nature and quality of relationships through themes and issues by exploring various attitudes and values in society.
* We will use voice and language, movement and theatre as their means of personal communication and expression
* We will present and evaluate all work to personally challenge assumptions and develop confidence and **literacy** skills

 **Respect Responsibility Ambition** 

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**Course: Drama**

**Course: Music**

 **Respect Responsibility Ambition** 

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**Course Outline**

Work in S3 is a development of the S2 course and is designed to strengthen knowledge and expand on the skills of becoming a proficient and competent musician. You will learn about different musical styles and musical concepts. You will develop a programme of music for two instruments and you will learn how to write your very own piece of music!

**Skills Developed**

You will learn new skills in the following areas.

**Performing Skills** involves performance on two instruments, or one instrument and voice. Throughout the two years, pupils will perform music from a variety of styles and periods.

**Technology Skills** using computers to record compose and playback music, pupils will have the opportunity to explore music from a variety of styles and periods.

**Composing** **Skills** involves pupils creating their own pieces of music through composing, arranging and improvising.

**Understanding Music** involves developing a deeper awareness and perception of a variety of musical styles and concepts as well as musical literacy.  Pupils will listen to a wide range of music, through a number of topics, including Classical, Jazz, Scottish, Vocal and Popular.

**Future Pathways**

This course makes a valuable contribution to your general education and personal development by providing you with the opportunity to develop interests that will enhance your quality of life. It also allows you to develop the skills and knowledge required if you wish to proceed to further study and/or follow a career in music. Many colleges and universities view the participation in the arts as valuable experience that broadens student’s understanding and appreciation of the world around them. It is also well known and widely recognised that the arts contribute significantly to children’s intellectual development.

**Future Pathways**

Literacy and communication skills are central to every young person’s development and learning. Without the basic and higher order communication and thinking skills developed in English, pupils will find it difficult to function effectively in other subject areas. Consequently, English is fundamental to every young person’s chance of success across the curriculum.

Careers using English include: Law, journalism, publishing, teaching, policy making, administration, librarian, archivist, clerical, public relations, marketing, HR and many more. IN addition, English is often required for University entry.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Skills Developed:** The skills developed in English are:

**Reading:**

* A detailed study of literary texts or particular thematic concerns. Texts studied could include novels, short stories, poems, plays or media texts.
* Detailed study of non-fiction texts in order to understand, analyse and evaluate content and techniques.
* Reading for enjoyment in order to foster a lifelong interest in a wide variety of topics.

**Writing for a variety of purposes and audiences**, such as:

* Personal reflective writing which encourages young people to write about their experiences, show self-awareness and reflect.
* Discursive/persuasive writing which encourages young people to research topics, take notes effectively, and use language techniques to create and sustain an argument.
* Imaginative writing which develops the skills necessary to engage readers through effective creation of literary elements and use of literary techniques.

**Listening and Talking:**

* Planning, preparing, practising and presenting individual talks for a variety of purposes and audiences.
* Taking part in group discussion after researching a topic

**Course Outline**

During S3 and S4 young people will continue to develop the skills and abilities studied in the lower school across the areas of Listening and Talking, Reading and Writing at National 4 or National 5 level. In addition, young people will further their study of literature, allowing them to develop their ability to understand, analyse and evaluate increasingly complex language and ideas. Teachers plan programmes of work and choose resources based on the strengths, needs and interests of the particular group of pupils in their care.

The course units and assessments are:

Unit 1 - Analysis & Evaluation (developing Reading/Listening)

Unit 2 – Creation & Production (developing Writing/Talking)

At **N4** young people also complete a Literacy Unit and Added Value Unit. At **N**5 they complete a written folio and external exam to achieve a course award.

**Course: English**

**Future Pathways**

* Further study - a range of qualifications within further and higher education.
* Employment and training in early education and childcare sector.

**Course Outline**

This course is for pupils who simply enjoy communicating with others, organising activities, using their imagination and working with children. It would be particularly useful for pupils who are interested in working in the early education and childcare sector.

* **Each week will consist of:**
  + Two periods of interesting theory.
  + One period of exciting practical work.
* **There are three compulsory units:**
  + Child development and health.
  + Play in early education and childcare.
  + Working in early education and childcare.
* **Assessment**:
* Pupils must pass a course assessment.
* The course assessment will be graded A to D by teachers in the Food and Textile Technology department and are quality assured by SQA.

**Skills Developed**

**Knowledge and understanding of:**

* + The importance of child development.
  + The role of the adult in supporting the care, learning and development of the child.
  + The importance of play in the developing child.
  + The skills required to be a parent.
  + Support available to parents in the community and from the family.
  + The scope of the early education and childcare sector.
  + The basic needs of children.
  + The roles of the employee and employer in relation to health and safety practice.
  + How to carry out a risk assessment.

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**Course: Early Education and Childcare**

 **Respect Responsibility Ambition** 

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**Course Outline**

This course is for pupils who simply enjoy fashion, and would be particularly useful for pupils who are interested in working in the fashion or textile industries.

* **Each week will consist of:**
* One period of interesting theory.
* Two periods of exciting and fashionable practical work.
* **There are three units:**
* Fashion and textile choices – factors affecting fashion choices.
* Fashion/textile item development – development of new textile items.
* Textile technologies – technology utilised within the textile and fashion industry.
* **Assessment**:
* Pupils must pass the course assessment e.g. an assessment task (100 marks) and a question paper (30 marks).
  + **Assessment task:**
  + An assessment task (100 marks) that requires learners to plan, make and evaluate a fashion/textile item accurately and with limited support in response to a brief.
    - The assessment task e.g. practical activity (50 marks) will be graded A to D by teachers in the Food and Textile Technology department and are quality assured by SQA. The assessment task e.g. written activity (50 marks) will be marked by SQA and graded A to D.
  + **Question paper:**
  + A question paper (30 marks) that will require learners to answer all questions within 1 hour. The paper will be marked by SQA and graded A to D.

**Course: Fashion and Textile Technology**

**Skills Developed**

* Knowledge and understanding of:
  + a range of factors that influence fashion/textile choices.
  + a range of textile characteristics, properties and technologies for a range of different applications.
  + the uses of textiles.
  + the selecting, setting up, adjusting and safe use of tools and equipment.
  + how to work to a brief.
  + a range of textile construction techniques
* Problem-solving through design.
* Planning & designing fashion/textile items.
* Creating fashion/textile items.
* Communicating and justifying ideas.
* Evaluating the design process, the development and the completion of fashion/textile items.

The course makes use of active learning techniques to enable learners to develop problem-solving skills.

**Future Pathways**

* Higher fashion and textile technology.
* Further study - a range of qualifications within further and higher education.
* Employment and training in the fashion and textile industries.

**Course Outline**

This course is ideal for pupils who simply enjoy cooking and would be particularly useful for pupils who are interested in working within the Hospitality industry. Payment for the courses can be made on an annual, termly, or weekly basis. Queries regarding course cost should be made to Mrs Gardiner   
(PT Food & Textiles Technology). Anyone who may find payment difficult should contact Mrs Gardiner to discuss how the school can support.

* **Each week will consist of:**
  + One period of relevant theory.
  + Two periods of exciting practical work.
* **There are three units:**
  + Cookery skills, techniques and processes.
  + Organisational skills for cooking.
  + Understanding and using ingredients.
* **Assessment**:
  + Pupils must pass a course assessment e.g. assessment task (100 marks) and a question paper (30 marks).
  + **Assessment task:**
    - An assessment task (100 marks) that requires learners to plan, make and evaluate a three course meal within 2 hours 30 minutes:
      * The assessment task e.g. practical activity (82 marks) will be graded A to D by teachers in the Food and Textile Technology department and are quality assured by SQA. The assessment task e.g. written activity (18 marks) will marked by SQA and graded A to D.
  + **Question paper:**
    - A question paper (30 marks) that will require learners to answer all questions within 1 hour. The paper will be marked by SQA and graded A to D.

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**Course: Hospitality**

**Skills Developed**

* Knowledge and understanding of:
  + the importance of responsible sourcing of ingredients.
  + current dietary advice relating to the use of ingredients.
  + organisation and time management skills.
  + selecting, weighing, measuring and using appropriate ingredients, with minimal guidance, to prepare and garnish or decorate dishes.
  + food preparation techniques and cookery processes in the preparation of a range of dishes.
  + food safety and hygiene and working safely and hygienically.
* Problem-solving for a range of health needs.
* Planning courses for a meal.
* Creating food products.
* Communicating and justifying ideas regarding food products.
* Evaluating food items.

The course makes use of active learning techniques to enable learners to develop problem-solving skills.

**Future Pathways**

* Further study - a range of qualifications within further and higher education.
* Employment and training in the hospitality sector.

**Course Outline**

The Geography course is made up of 3 units and an Added Value Geography project. This means that you will study the following in S3/4:

**Physical Environments Unit**: Do you ever wonder how the most dramatic landscapes in the world were formed? A close look at Limestone and Rivers will answer these questions. This unit will also examine our weather and consider why Scotland is so wet and what influences our weather.

**Human Environments Unit**: We will consider the following questions – What is happening to populations around the world? How will Scotland cope with an ageing population? How do poorer nations plan to cope with rapidly growing populations? We will also look at case studies of urban and rural life in both EMDC’s and ELDC’s

**Global Environments Unit:** You will develop knowledge and understanding of a range of global issues. We will consider global tourism in both EMDC’s and ELDC’s and look at the cause and impact of climate change on people and the environment.

**Added Value Unit:** You will choose an issue for personal study drawn from physical environments, human environments or global issues. You will research the issue and present your findings in a variety of ways e.g. personal talk, poster display, power point presentation etc. Fieldwork is a fun and essential part of any Geography course. You will have the opportunity to learn out with the classroom and take part in day and residential trips to consolidate the learning that occurs within the classroom. Recent trips include a residential experience in Arran.

**Skills Developed:**

Regardless of your future career choice, Geography in a variety of ways e.g. personal talk, poster display, power point presentation etc. Fieldwork is a fun and essential part of any Geography course. You will have the opportunity to learn out with the classroom and take part in day and residential trips to consolidate the learning that occurs within the classroom. Recent trips include a residential experience provides the opportunity for you to discover your local area and the wider world. You will develop skills which are useful in work and society such as research, map skills, fieldwork, and evaluation of sources as well as literacy and numeracy skills. You will be involved group work, discussion, use of information technology; audio-visual resources and fieldwork which will develop interests which last beyond your school days and into your adult life and leisure time.

**Future Pathways**

Few occupations demand any of the Social Subjects as an essential qualification for the job. However, the study of Geography can usefully lead to a whole variety of careers, including those below: Town and Country Planning, Transport, Conservation Travel and Tourism, Recreation, Ordnance Survey, Geology ,Meteorology, Environmental Science, Teaching, Surveying.

Geography can also be very useful for careers in management and administration, information services, business and finance, social services and Education. Employers appreciate the variety of skills and breadth of knowledge that Geographers acquire.

**Course: Geography**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course Outline**

The History course is made up of 3 units, including an Added Value History project, all with: Scottish; British; European and World themes. This means that you will study the following in S3/4:

**European and World Unit: Free** at Last? Civil Rights in the USA, 1918-1968. In this unit you will learn to compare different historical viewpoints.

**British Unit: Era of the Great War 1910-1928**. In this unit you will learn to describe, explain and present information about important Historical themes and events.

**Scottish Unit**: **The Atlantic Slave Trade 1770-1807.** In this unit you will learn to interpret and evaluate the usefulness and purpose of primary and secondary sources.

**Added Value Unit:** You will have more personal choice to select a topic from one of the 3 units above. This will be your opportunity to study in greater depth a part of the course that you enjoyed or want to investigate further. You will research your chosen topic and present your findings in a variety of ways e.g. poster display, power point presentation.

**Course: History**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Skills Developed:**

History provides the opportunity to discover our past and your heritage by studying the key events and changes which have shaped the world today. An historian is like a detective investigating the past, looking for clues that will us help to reach conclusions about planning for the future. By studying History you will develop a wide range of important skills which you can use in many areas of life. To do this you will be involved in more active learning, including: co-operative group activities; class discussion and debate; use of information technology; audio-visual resources and visits to historical sites and heritage centres or museums.

* Researching by gathering and investigating different sources of evidence e.g. books, diaries, letters, photographs, film, music, websites and objects.
* Interpreting and evaluating evidence for its usefulness and possible bias.
* Reaching balanced conclusions based on evidence.
* Communicating your findings in a variety of ways e.g. personal talk, role playing, poster display, power points, presentations, written reports and essay writing.

**Future Pathways**

Few careers or occupations demand any of the Social Subjects as an essential qualification for the job. However, the study of History can usefully lead to a whole variety of careers, particularly where employers require the ability to think logically and to communicate well, such as: the Law; the Civil Service; Journalism; Teaching; Library Services; Publishing; Business Management; Social Work; Engineering; the Intelligence Services and the Police.

**Course Outline**

The Modern Studies Course is made up of 3 units, including an Added Value Modern Studies project. This means that you will study the following in S3/4.

**Democracy in Scotland and the United Kingdom Unit:** In this unit you will learn to describe the UK political system at Westminster and Holyrood, voting systems and how you can participate in decision making in the United Kingdom. You will also learn to use a range of sources to detect and explain accuracy, bias or exaggeration about political issues when studying Democracy in Scotland

**Social Issues in the United Kingdom Unit**: In this Unit you will learn to describe and explain a social issue in the United Kingdom such as inequality and the prison system. You will study the causes of these issues and their effects on society. You will also learn how to use a variety of sources to make and justify a decision about a social issue when studying: Crime and the Law

**World Power Unit:** In this unit you will learn to describe and explain the main features of society and the economic and political system in a major world power. You will also learn how to use a variety of sources to reach and justify conclusions about a major world power when studying: The United States of America or The People’s Republic of China

**Added Value Unit.**

You will have more personal choice to select a topic from one of the 3 units above. You will research your chosen topic using the knowledge and transferable skills you have developed studying the course. You will be able to present your findings in a variety of ways. You may choose to present your findings within a solo talk, power-point presentation, written report, poster display or any other appropriate format.

**Course: Modern Studies**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Skills Developed:**

Modern Studies is about helping you to make sense of the world you live in today, locally, nationally and internationally. You will be challenged to think for yourself and in return you will learn how the world around you operates and to acquire the skills and attitudes necessary for understanding and coping with an increasingly complex and changing society. You will also become aware of the influence and importance of the media in shaping attitudes and the impact of technology on society.

In studying Modern Studies you will develop a wide range of important and transferable skills including researching, interpreting and evaluating evidence, justifying decisions, reaching conclusions, detecting bias in media reports. You will also develop attitudes of tolerance and responsibility. To do this you will be involved in active learning including; co-operative group activities, class discussions and debates, use of ICT and media resources, visits to the Scottish Parliament and opportunities to engage in workshops with outside organisations and politicians.

**Future Pathways**

The study of Modern Studies can lead to a variety of careers, particularly where employers require the ability to think logically and to communicate well, such as Law; the Civil Service; Journalism; Business Management; Social Work; Library Service and Teaching.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Future Pathways**

RMPS is a valuable subject for many careers but is of particular worth in the following areas:

Teaching (those wanting to be a primary teacher within a faith environment or teach Religious Education), Medicine (raises an awareness of moral issues within medicine), Law (develops your ability to build up and breakdown arguments as well as covering legal aspects of medical ethics), Psychology (a focus on expressing and understanding complex and abstract concepts), Media (raises cultural literacy), and the Police (raises cultural literacy).

**Course: Religious, Moral and Philosophical Studies**

**Course Outline**

In RMPS, you will study three units that have equal weighting. In addition to these three units, you will complete a Project where you will extend and apply the skills you have learned in the course.

**World Religion:** You will study the beliefs, values, practices and traditions of **one** of the world’s six major religions (Judaism, Hinduism, Buddhism, Christianity, Islam or Sikhism). You will interpret key texts or sources related to the religion and consider the impact of these on the lives of followers as well as understanding the relevance of these to contemporary society.

**Morality and Belief:** You will learn what a moral question is and then apply moral decisions making, from religious and non-religious perspectives from **one** of the following areas; Justice (UK and World), Human Relationships, The Environment and Globalisation, Medicine and the Human Body or Religion and Conflict.

**Religious and Philosophical Questions**: You will learn about **one** of the following areas from a religious and non-religious perspective; Origins of the Universe and Life on Earth, The Existence of God(s), The Problem of Evil and Suffering **or** Religious Experience.

**Added Value Unit:** For your project, you can choose to investigate in depth **any** of the topics that are studied in the three units. This will be your opportunity to study in greater depth a part in the course that you enjoyed or wanted to investigate further.

**Skills Developed:**

* **Critical Thinking** – developed by reflecting on the validity of the various arguments studied through assessing their strengths and weaknesses.
* **Analysis** – developed by closely examining concepts and opinions such as moral stances by separating them into their constituents in order to gain further understanding and be better able to apply and draw conclusions from.
* Problem Solving – developed by responding to difficulties or apparent contradictions brought about from positions of faith or challenging moral situations.
* **Researching** – developed by the need to keep your knowledge and understanding of religious, moral and scientific concepts up to date and be aware of relevant contemporary events and developments.
* **Direct Observation** – developed through a greater appreciation and understanding of the importance and effectiveness of observing the world around us and reflecting on the conclusions that can be drawn from these observations such as the scientific method and aspects of natural law.
* **Communication** – developed through having to communicate detailed and complex responses to abstract concepts in a concise and articulate manner.
* **Cultural Literacy** – developed through raising awareness and understanding of the different cultures, opinions and views that are present in our modern world.

**Course Outline**

Pupils will continue to work through the Curriculum for Excellence Levels for Numeracy and Mathematics in S3 but will also undertake aspects of the learning required for the new National Qualifications with a view to completing these by the end of S4. These courses are as follows:

**National 5**: - Expressions and Formulae, Relationships, Applications and a final SQA exam.

**National 4**: - Expressions and Formulae, Relationships, Numeracy and an Added Value Assessment.

**National 3 Lifeskills**: - Manage Money and Data, Shape, Space and Measures and Numeracy.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course: Mathematics**

**Skills Developed:**

* **Numerical skills** - necessary for everyday life
* **Algebraic skills** - working with patterns, expressions, equations and graphs
* **Geometrical skills** - using the properties of shapes to make calculations of angles and lengths
* **Financial skills** - working with money and budgeting
* **Statistical skills** - interpreting and presenting information in diagrams and assessing risk.
* **Investigative Skills** - researching and extracting information
* **Problem Solving Skills and analytical skills** – analysing and solving problems.

**Future Pathways**

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.

Mathematics also plays an important role in other areas, such as science or technologies and is valid to research and development in fields such as engineering, computer science, medicine and finance.

Pupils who successfully complete National 5 by the end of S4 can continue on to Higher in S5 and Advanced Higher in S6.

Pupils who successfully complete National 4 by the end of S4 can continue on to National 5 in S5 and Higher in S6.

Pupils who successfully complete National 3 Lifeskills by the end of S4 can continue on to Financial Mathematics in S5.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course: Media**

**Course Outline**

Media is a cross-curricular subject that builds on skills from S1-2 English especially, along with Drama, Modern Studies and Graphics. It deals with learning how and why the media create products, and how we can create our own. It introduces the ways in which advertising is used in everything from magazines to websites to sell products, and studies how films are made and marketed. It also introduces practical skills for planning, designing and marketing.

**Future Pathways**

By the end of S4 pupils can achieve N4 or N5 based on the work over the year (at N5 course assessment is 50% practical, 50% exam).

Pupils who complete N5 may on to Higher Media in S5/6 if an A or B pass is achieved in both National 5 Media and either English or Drama at N5.

The course was developed alongside industry and acts as a useful introduction to journalism, film and TV industries and advertising, the widest employment growth sector in Glasgow. N4 Media is also an approved pathway into HNC/HND Media at College level.

**Skills Developed**

**Media**

The course is equally weighted between analytical and creative skills and as such develops:

* Critical Thinking
* Creative Design
* Practical production skills
* Teamwork
* Time management
* Discussion and negotiation.

**Future Pathways**

Many people think that almost all foreigners speak English so why should we bother to learn French, Spanish or any other language? The truth is that to survive in the modern day world languages are important for leisure as well as industry. They enable us to play our part as global citizens. There are many jobs based in Scotland which require people to speak a second language. For example, people involved in tourism, sales and travel have always had a need for people with a second language. However, nowadays people involved in science, engineering, computing and many other areas of work are beginning to understand how important it is to be able to communicate in another language. If you put on an application form that you have a qualification in a second language immediately you will become more interesting to a potential employer.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Skills Developed:** Reading, Writing, Talking and Listening in a Modern Foreign Language.

In addition studying another language:

* improves your knowledge of English.
* enhances your confidence.
* connects you with the rest of the world and world affairs.
* gives you a better understanding of other countries and cultures.
* widens your career/job options.
* makes travelling easier and more enjoyable.
* can help you make new friends.
* encourages you to be more tolerant and open minded.
* boosts your brain power.
* makes you a more interesting person to know.

**Course Outline**

If you decide to study a language as you enter S3 then you will be able to choose from French, Spanish or Chinese Mandarin. Any of the three languages can be studied on their own. If you want to study more than one language then you may choose to do **Spanish** in combination with **French** or **Chinese Mandarin**.

All courses are designed to enable learners to develop the skills of Reading, Listening, Talking and Writing in a range of practical and relevant contexts on a variety of topic areas which reflect the needs and interests of the pupils and also make links to the world of work. As well as developing language acquisition skills, pupils will be able to understand how language works and explore the connections between languages.

There are 2 Units: **Understanding Language** which gives pupils the opportunity to develop Reading and Listening skills in a variety of contexts and **Using Language** in whichpupils can develop their Writing and Talking skills across a wide range of topic areas.

In N4 there is also and Added Value Unit in which pupils plan and research a chosen topic using their Listening and Reading skills and use their Writing and Talking skills to do a short presentation on their findings.

As well as the 2 units of Understanding Language and Using Language, in N5 pupils complete an internally assessed talking performance, a writing assignment (conducted under a high degree of supervision and control in the classroom but externally marked by SQA) and an external exam, subdivided into Paper 1: Reading and Writing and Paper 2: Listening.

**Course: Modern Languages – French, Spanish and Mandarin**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Future Pathways**

**Future Pathways**: You should consider doing Physical Education if you are interested in pursuing a career in Sport, Sports Coaching, Sports Science, PE Teaching, Primary Teaching, Health and Exercise or the Emergency Services and Armed Forces. Physical Education is also beneficial for those simply interested in developing important and desirable skills for life such as working with others, decision making, contributing to a team, problem solving and leadership skills.

**Skills Developed:**

* Selecting, demonstrating and safely applying a broad and comprehensive range of movement and performance skills in challenging contexts
* Demonstrating a range of approaches for developing or refining skills, fitness and performance compositions or tactics
* Analysing factors impacting on performance
* Planning developing and implementing skills and strategies safely in a range of performance situations
* Analysing and evaluating factors impacting on performance solutions in challenging performance situations
* Decision-making and problem-solving in challenging context

**Course Outline**

All pupils in S1-S6 study Physical Education as a **core subject** on their timetable. However, pupils in S3 can opt to extend their knowledge and understanding of Physical Education by undertaking an additional National level course. This course is a specialist course involving theory as well as practical. Pupils opting for this course will follow a two year programme timetabled for three periods per week using the following activities- **volleyball, football, badminton, basketball, gymnastics and fitness. Pupils must participate in all course activities without exception as per SQA guidelines**. Pupils will develop their knowledge and understanding of Social, Mental, Emotional and Physical factors impacting performance through practical sessions (twice per week) and theoretical classes (once per week).

The National PE qualification offers pupils:

* The opportunity to expand and deepen their commitment to Physical Education by undertaking more specialist work in pursuit of their own interest.
* A more intense experience over a two year period of concentrated study in both theory and practical components.

Pupil Assessment:

* Practical Performance, formally assessed in two activities, 60 marks.
* Knowledge and Understanding of Factors Impacting Performance, SQA portfolio, 60 marks.

Homework assignments are given on a regular basis to help learning. In order to successfully achieve either of these awards, pupils must be prepared to work not just in the practical part of the course but also in the theory areas.

Pupils opting for Physical Education are making a commitment to bring their PE kit for two years- no pupil will be allowed to excuse themselves from Physical Education unless they have a parental note or a doctor’s certificate.

**Course: Physical Education**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course Outline**

This course is a specialist dance course that involves both practical and theory elements. All S3 pupils can select to study this course however some prior dance experience would be beneficial.

The National Dance qualification offers pupils:

* The opportunity to expand and deepen their knowledge and understanding of technical and choreographic aspects within dance.
* A more intense experience over a two year period of concentrated study in both theory and practical components.

Pupils are assessed in:

* Technical Skills in two dance styles (contemporary and jazz)
* Choreography (contemporary)
* Knowledge and understanding of a style of dance via a written exam.

Homework assignments are issued on a regular basis to help learning. In order to successfully achieve either of these awards, pupils must be prepared to work not just in the practical part of the course but also in the theory areas where a great deal of independent research and home learning in necessary.

Pupils opting for Dance will be required to purchase dance uniform including leotard, tights and appropriate footwear. Participation in the practical component is essential in order to pass the course. If pupils cannot participate they would be required to bring a parental note or a doctor’s certificate.

**Course: Physical Education - Dance**

**Skills Developed:**

* develop a broad range of technical dance skills
* understand and apply knowledge of a range of choreographic skills to create a dance for a group
* work imaginatively and demonstrate creativity through problem solving, critical thinking, analysis and reflective practice
* co-operate, support work with others
* consider how theatre arts can enhance a performance
* develop knowledge, understanding and appreciation of dance practice
* apply the principles of safe dance practice
* evaluate their own work and the work of others

**Future Pathways**

The course provides opportunities for vertical and lateral progression to National Courses and other SQA qualifications in dance and related fields.

**Course Outline**

**Design and Manufacture** is offered at **National 4** and **National 5** Levels.

At **National 4** level Certificates will record a profile of the pupil's attainment (pass/fail) in three assessable units:

* ***Designing***
* ***Materials and Manufacturing***
* ***Design and Make Project*** *(Added Value Unit)*

The **National 5** course is graded (A-D) and will be assessed by way of an **SQA question paper** and a **Course Assessment Task (CAT).**

**Skills Developed**

The person who can both think and do is recognised as important to society. Design and Manufacture strives to provide opportunities for pupils to think creatively and inventively to find realistic situations for organising their thinking and to be successful in using problem solving techniques to create artefacts which are uniquely their own. To create a piece of craftwork from initial design to manufactured product is a demanding task both practically and intellectually.

The Design and Manufacture Course gives a broad practical introduction to design, materials and manufacturing processes and provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

The Course is practical, exploratory and experiential in nature and combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product’s function and performance.

The Course allows learners to engage with technologies and allows them to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

**Future Pathways**

Design and Manufacture is of equal value and interest to both boys and girls and is an accepted entry qualification to Further and Higher Education.

Design and Manufacture is useful for:

Architecture , Ergonomist, Mechanical Engineering, Civil Engineering, Graphic Design, Car Design, Exhibition Design, Product Design, Animation Design, Industrial Design, Theatre Set Design, Furniture Design, Building Trade Apprenticeships.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course: Design and Manufacture**

**Course Outline**

**Graphic Communication** is offered at **National 4** and **National 5** Levels.

At **National 4** level Certificates will record a profile of the pupil's attainment (pass/fail) in three assessable units:

* ***2D Graphics***
* ***3D and Pictorial Graphics***
* ***Graphics Project*** *(Added Value Unit)*

The **National 5** course is graded (A-D) and will be assessed by way of an **SQA question paper** and a **Course Assessment Task (CAT).**

**Skills Developed**

In this rapidly changing society it is important to reflect the advances made in technology and communication in the educational provision available to young people.

The ability to communicate effectively is an essential requirement in every field of endeavour and often communication requirements are inadequately served by the spoken or written word alone. Drawings, sketches and colour illustrations are often needed for clear and efficient communication.

The Course introduces pupils to the diversity of presentation methods employed in   
**Graphic Communication** and enables them to select appropriate methods and media for the task in hand. It includes computer-aided graphics/modelling methods, together with illustration and presentation techniques, formal drawing-board skills and freehand sketching. The use of computers running industry standard graphics/3D modelling software forms an essential part of the course.

Because of its broad outlook on technical graphics, the course provides opportunity for developing confidence in presenting and interpreting technical graphics, while enabling pupils to exercise imagination, creative ability and logical thinking.

The Course allows learners to engage with technologies and allows them to consider the impact that graphics technologies have on our environment and society.

**Future Pathways**

Graphic Communication is of equal value and interest to both boys and girls and is an accepted entry qualification to Further and Higher Education.

Graphic Communication is useful for: Surveying, Building Trade Apprenticeships , Architecture, CAD Technician, Mechanical Engineering, Civil Engineering, Graphic Design, Electrical, Engineering Product Design , Animation Design, Theatre Set Design.

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course: Graphic Communication**

**Course Outline**

**Practical Woodworking** is offered at **National 4** and **National 5** Levels.

At **National 4** level Certificates will record a profile of the pupil's attainment (pass/fail) in four assessable units:

* ***Flat Frame Construction***
* ***Carcase Construction***
* ***Machining and Finishing***
* ***Practical Project*** *(Added Value Unit)*

The **National 5** course is graded (A-D) and will be assessed by way of an **SQA question paper** and a **Course Assessment Task (CAT).**

 **Respect Responsibility Ambition** 

**Every child has the right to an education: UNCRC Article 28**

**Course: Practical Woodworking**

**Skills Developed**

The Course is largely workshop-based and provides a broad introduction to practical woodworking. It is distinct in value in that it allows learners to develop practical skills using a range of tools, materials and equipment as well as allowing learners to develop skills in reading drawings and diagrams, measuring and marking-out, as well as cutting, shaping and finishing of wood.

Importantly the Course helps learners to develop safe working practices and to become proactive in matters of health and safety whilst allowing them to learn how to work effectively alongside others in a shared workshop environment.

The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

**Future Pathways**

Woodworking Skills is an accepted qualification for a variety of courses at Colleges of Further Education

Woodworking Skills is useful for:

Building Trade Apprenticeships Architecture Product Design Furniture Design

Manufacture Shop Fitting Cabinet Making Pattern Making Sawmill Work

Music Instrument Making Theatre Set Design Manufacture DIY (life skill)

Carpentry Joinery Shop fitting

Pupils applying for Veterinary Medicine, Dentistry and Medicine are advised that this would be useful experience as it can demonstrate dexterity skills.