

BOROUGHMUIR HIGH SCHOOL



S3 Future Choices INFORMATION BOOKLET

For SESSION 2025-26

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Introduction

This booklet is designed to help you and your child make informed choices about the courses your child will study in S3 and beyond. The booklet should be used in conjunction with the S2 Progress Report issued at the end of January and the S2 Course Choice Information Evening on Wed 29th January.

At Boroughmuir High School, we pride ourselves on working to meet the needs of all our pupils. We do this by providing the highest quality education and support at a level appropriate to pupils' needs to allow them to make successful progression through school and into positive destinations beyond.

We look forward to working with you and your child in this course choice process.

Mrs Fraser, Head Teacher

BOROUGHMUIR HIGH SCHOOL

Our Vision

To ensure a confident, nurturing & inclusive learning community where ALL achieve their true potential & embrace life's challenges.



Aims

- Provide a welcoming, safe & supportive environment
- To respect, listen & value contributions of all
- To challenge & stimulate
- To promote a culture of achievement, attainment & continuous improvement
- Share high expectations in a nurturing environment
- Celebrate success, diversity & promote equality & fairness
- To imbue the values of tenacity & perseverance
- Promote creativity & enterprise
- To promote individual & collective responsibility & contribute positively to the wider community

Important Dates	Timeline Summary
w/b 13 th January	Course choice booklet and course choice website login details issued to pupils. Course choices are entered using https://www.studentoptions.co/S2-BOR/
w/b 27 th January	S2 Progress Report issued
Wed 29 th January	S2 Parents' Course Choice Information Evening and MarketPlace event, 6.30pm
Sunday 16 th February	Indicative course choices due by 16 th February
Sunday 23 rd February	Final course courses required, entered using https://www.studentoptions.co/S2-BOR/
Monday 2 nd June	New S3 timetable

Curriculum for Excellence (CfE)

Curriculum for Excellence sets out clear strategies to improve the quality of teaching and learning in Scottish schools including

- Learning is an active process with clear learner experiences and outcomes
- Pupils experience a broad general education in the junior phase (S1-3) of high school
- Key skills of literacy, numeracy and health and wellbeing are addressed by all teachers across all subjects throughout a pupil's time at school
- 'Joined-up' and relevant learning is further promoted through interdisciplinary learning between departments
- Pupil personalisation and choice in the learning process is a main driver in raising pupil motivation and attainment

Curriculum for Excellence – Levels

CfE levels equate to the broad age stages below:

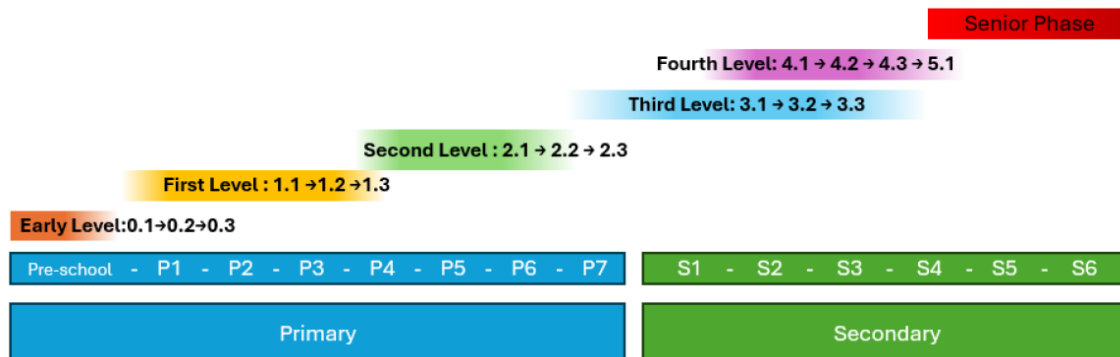
Working Levels	Stage
Second Level	To the end of P7, but earlier or later for some
Third and Fourth Levels	S1 to S3, but earlier for some
Senior Phase	S4 to S6 in school or college. By the end of S4 pupils will work towards achieving SQA National Qualifications at National 3,4 or 5

In S3/4 subjects are taught based on experiences and outcomes (E&Os) and Benchmarks. They will also work preparing for SQA National Qualifications at National 3, 4 and 5 levels.

A **CfE level** is the level of difficulty in learning that children experience and depends on how well they are progressing. National benchmarks makes it clear what children need to know and be able to do when working at each CfE level. When teachers have evidence that children have developed a breadth of knowledge and understanding associated with a CfE level and can apply their skills in a wide range of situations/contexts, they can confidently say that the learner has achieved that level.

Target Level – is entered at the start of the school year. This is based on teacher judgement and is a prediction of what the teacher thinks a learner will achieve by the end of the year. The **Target Level** entered will range from 0.1 through to 5.1 (please see diagram below).

Working Level - Teachers will assess learner’s progress and achievement within each level **at the time of reporting** and give each child a **Working Level** which ranges from 0.1 through to 5.1.



Progress is decided based on the rate of progress a learner has made towards their target during the tracking period and is described as:-

Progress Statement	What this means
Exceeding Expectations	Indicates that a learner is exceeding the rate of progress expected and should reach their target.
Meeting Expectations	Indicates that a learner should meet their target grade at the end of the academic year
Not Yet Meeting Expectations	Indicates that a learner is not on track to meet their target grade based on the amount of progress made during the last tracking period

CHOICE PROCESS – SUPPORT FOR PUPILS

S2 pupils are supported in the course choice process. Guidance (Support for Pupils) teachers provide information and advice on making the most appropriate course choices. This is delivered through our Personal and Social Education Programme (PSE). It is important when making a choice of courses that career options, ability and interests are considered. Care should be taken to keep options open by having a broad, balanced and coherent programme of courses.

An in-school **S2 Parents' Information Evening together with the S2 Marketplace event will be held on Wednesday 29th January.** This will provide further subject information and pathways.

Careers Support for S2 pupils

Our Careers Adviser is Cara Davidson Cara.Davidson@sds.co.uk. She will speak to pupils via PSE lessons. Pupil Support Leaders (Guidance Team) will support course choice for their PSE groups. Further help can be gained through attendance at the Careers Club, held on Tuesday Lunchtimes in the school Library. This is led by the Careers Advisor and our Developing the Young Workforce coordinator.

Skills Development Scotland and My World of Work

Skills Development Scotland (SDS) is the national skills body supporting the people and businesses of Scotland to develop and apply their skills. SDS's role in school is to provide careers support to the pupils to ensure every one of them is working towards a positive post school destination.

SDS offers a session to all S2, S4, S5 and S6 pupils during PSE lessons offering advice that supports their decision-making dependant on their stage. Intensive one to one career coaching sessions are offered to students in the upper school by the school careers coach, who is also available in school and pupils can request an appointment via their PSE teacher.

www.myworldofwork.co.uk offers advice and support for pupils, teachers and parents. Please take time to look at this. All S2 pupils have been given the opportunity to familiarise themselves and access MyWOW

National Progression Awards (NPA)

Scottish Credit and Qualifications Framework ([SCQF](#))

In S3/4 some pupils will target SCQF Level 4 and Level 5 courses and there are a number of SQA qualifications available.

We offer SCQF National 4 and NPA Level 4 only courses in some subjects. These are equivalent levels of qualifications.

In S5/6 we have similar equivalent National 5 and NPA Level 5 courses.

The SCQF is a way of comparing Scottish qualifications and helps to show how qualifications relate to each other and to other forms of learning.

Each qualification has a level and a number of credit points. The level of qualification shows how difficult the learning is. The credit points show how much time it takes to achieve the qualification.

The SCQF supports the development of progression routes between qualifications.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

S3 PERSONALISATION & CHOICE SHEET

Pupils will target gaining subject qualifications by the end of S4. Some choices are grouped together based on curricular areas. S3 also take courses in PSE, PE and a rota of Health and Wellbeing (HWB) activities.

- Pupils must make choices from each area 1-8 and two Reserve Choices (labelled as R and S)
- Courses will not run unless there are viable numbers
- In the event of courses being over-subscribed, places are allocated based on choice preference order where possible.

Choice	Curricular Area	Subjects Available
1	English	All pupils study <i>English</i>
2	Mathematics	All pupils study <i>Maths</i>
3	Modern Languages	Pupils will choose either to: a) Continue with their current (S2) Modern Language: <i>French, German or Mandarin</i> or b) Choose <i>Modern Languages for Life and Work in Spanish (Level 3/4 only)</i>
4	Social Studies	Choose one from the following: Geography History Modern Studies RMPS Economics (<i>National 5 only</i>)
5	Sciences	Choose one from the following: Biology Chemistry Physics Science & Health (<i>Level 3/4 only</i>)
6 7 8	Expressive Arts HWB Modern languages Sciences Social Studies Technologies Religious & Moral Education	Choose three subjects in preference order: Administration and IT Art & Design Biology Business Management Computing Science Chemistry Drama Design & Manufacture Engineering Science Economics Geography Graphic Communication History Health & Food Technology (HFT) History Media Studies Modern Studies Music Music Technology Photography Physical Education Physics Practical Cookery Practical Woodwork RMPS Spanish
Reserve choices (R & S)	Choose two further subjects	Choose two reserve subjects in preference order. The first reserve subject = R The second reserve subject = S

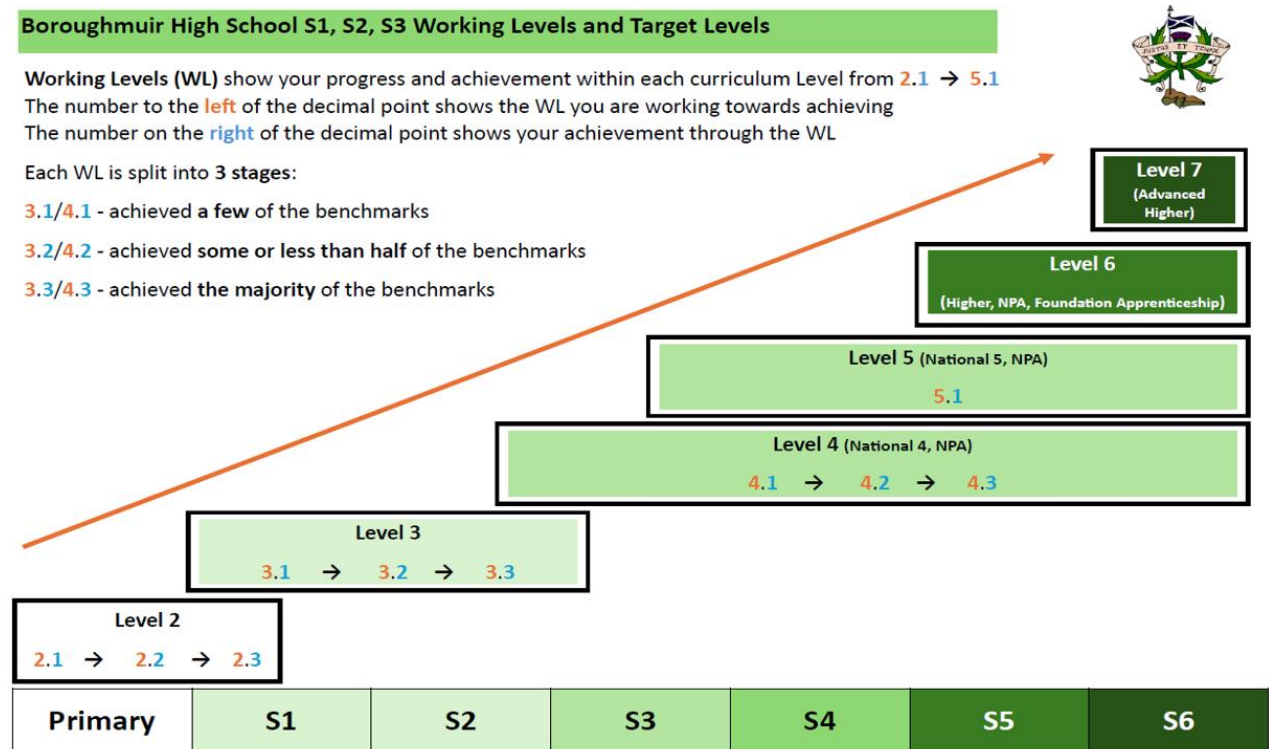
S2 and beyond

By the end of S2, most pupils will have achieved the Experiences and Outcomes of Curriculum for Excellence at third level and some may have embarked on fourth level.

In S3, learners will continue to build on their S2 experiences by progressing through any remaining CfE 3rd level outcomes, engage with work at fourth level and National 5 course content.

By the end of S4, it our aim that all pupils achieve a qualification in each subject they are taking in S4, that is appropriate based on their demonstrated level of attainment. Many pupils will target National 5 and be presented for National 5 examinations. Pupils targeting National 4 or 3 in S4 will not sit final course exams but complete coursework and assessments throughout S4.

Possible progression routes are illustrated in the following table. The final level is not decided until S4.



Employability Focussed Courses

Over the last few years we have been developing two courses to provide more vocational skills focused opportunities for a limited number of S3 and S4 pupils.

These are currently being delivered alongside the Science & Health NPA Level 4 Course. We will be inviting participants for these course and we hope to be able to widen these opportunities over the coming years.

The King's Trust Achieve Awards - Personal Development and Employability Skills

The King's Trust was founded by the then HRH Prince of Wales in 1976 and has helped more than one million young people.

The King's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment.



Working with a King's Trust Business Mentor, learners have the opportunity to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, apprenticeships or other work-based learning
- Develop their English and mathematics skills within a practical, relevant context

SQA – Barrista Skills

This SCQF Level 5 course is currently delivered alongside The Prince's Trust Award

Achievement of this Award is nationally recognised and Boroughmuir High School is one of the few schools accredited to deliver this qualification.

The Award in Barista Skills at SCQF level 5 will develop the knowledge, understanding and technical skills required for the role of a barista.

This qualification covers areas such as the different types of coffees and other beverages typically served by a barista. Setting up, operating, cleaning and closing down specialist equipment is also covered. Learners will have the opportunity to apply their knowledge and skills by preparing and serving different hot and cold beverages.



CURRICULUM AREA
COURSE TITLE
LEVELS

LITERACY & LANGUAGE
ENGLISH
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>Course Information The purpose of the English courses in S3 and S4 is to continue to develop and enhance the skills of communication in all its forms through listening, reading, writing and talking. Pupils will engage with a wide variety of texts and media formats to work towards National 4 English, including the Literacy unit, or National 5. Pupils who successfully achieve N5 A or B by S4 can go on to Higher English in S5. Those who attain N5 C or D, or N4 by the end of S4 may go on to study at N5 level in S5 and Higher in S6.</p> <p>The courses are divided into two main units, the skills of which are taught at the same time</p> <ul style="list-style-type: none"> • Analysis and Evaluation – listening and reading • Creation and Production – talking and writing <p>National 4 also includes an integrated Literacy unit.</p> <p>Pupils taking English at these levels will find a wide variety of challenging and relevant texts ranging from classics and Shakespeare to modern novels, plays, graphic novels and multi-modal texts. Pupils are assessed on their understanding, analysis and evaluation across a range of texts and genres, while extending their own skills in writing and talking. Accuracy in the core skills of spelling, punctuation and grammar form an integral part of the course.</p> <p>Pupils will learn a variety of writing genres. As of 2024, all first drafts of writing work must be completed under direct teacher supervision, to avoid the use of A.I, which is considered as malpractice. Pupils will have a set amount of time in class with which to complete their work. If it is not completed in that time, pupils will need to finish their writing on a Friday afternoon so they can be supervised.</p> <p>Pupils who have English as an additional language, and whose English language acquisition is assessed at stage 1-4 are coursed in ESOL rather than English.</p>	<p>At National 4, all assessment is internal on a pass/fail basis. At National 5, assessment is a combination of an internally produced Folio of two pieces of different genres worth 30%, a pass in the ‘Spoken Language in performance assessment, and an external exam. The National 5 English exam is in two sections: Paper 1 Reading for Understanding, Analysis and Evaluation – 1 hour, 30 marks. Paper 2 Critical Reading: Scottish Set Textual Analysis (20 marks) and Critical Essay (20 marks) - 1½ hours total</p> <p>Homework Homework is issued when useful and productive. This will include personal reading, note-taking, researching, summarising, preparing for solo talk or group discussion, revising RUAE, set text and essay skills, and writing in a variety of forms. In S4, pupils are encouraged to use online resources such as Scholar and Achieve to regularly consolidate their in-class learning.</p> <p>Useful Information/Resources All classes have a Team set up, with the class notebook used as a filing cabinet and digital jotter. The Team should be the first port of call when looking for materials.</p> <ul style="list-style-type: none"> • BBC Bitesize N4 English National 4 English - BBC Bitesize • BBC Bitesize N5 English National 5 English - BBC Bitesize • Set Text poetry resources www.spl.org.uk (poetry) and English Workbooks and Resources for the Scottish Curriculum • Shakespeare resources www.rsc.org.uk (Shakespeare) • Scholar Scholar Online Learning • Achieve Achieve • Clickview has a wide variety of useful videos provided by West OS Login - ClickView

Senior Phase and Beyond
<p>N5 (N4 or N5 C, D or lower) S5: Higher (N5 A or B) S6: Advanced Higher (Higher A or B) Higher (N5 in S5)</p> <p>Further study: English is a key ‘facilitating’ subject highly regarded for university entry to a wide variety of subjects such as Literature, Linguistics, Law, History, Philosophy, Politics, Psychology, Theatre and Media. ‘STEM’ subjects place increasingly high value on the quality of applicants’ English passes when considering entry to high demand courses such as Law and Medicine. However, most university courses do not stipulate a Higher English pass as essential for course entry. Please check with your Guidance teacher / the Careers Advisor if you are unsure.</p> <p>Careers: An English qualification is desirable for the vast majority of jobs, college and university courses. Many careers such as journalism, publishing research and information skills, librarianship, speech and language therapy, media and advertising, theatre arts, law, advocacy, tourism management, expect to have English as part of any qualification package.</p>

CURRICULUM AREA
COURSE TITLE

LITERACY & LANGUAGE
FRENCH/GERMAN/MANDARIN
(FOR CONTINUERS)



LEVELS

NATIONAL 3, 4 AND 5

S3/S4 Course Content	Assessment
<p>The main purpose of the French, German and Mandarin courses offered is to develop the skills of listening and talking, reading and writing. These skills are developed by studying the following contexts: -</p> <p>Society – Lifestyles Environment</p> <p>Employability – Job Skills World of Work</p> <p>Learning – School College Lifelong Learning Future Plans</p> <p>Culture – Customs & Celebrations Holidays Literature Film and Television</p> <p>Learning is divided into two units at each of National 3, National 4 and National 5: -</p> <ul style="list-style-type: none"> • Understanding Language (Reading & Listening) • Using Language (Speaking & Writing) – Writing is only assessed at N4 & N5 	<p>National 5: -. The final exam is made up of a speaking assessment, carried out with the class teacher, a writing assignment completed in class and two exam papers: Paper 1 (Reading and Writing) and Paper 2 (Listening). Each skill makes up 25% of the final exam.</p> <p>National 4: - Pupils must pass unit assessments in the skills of reading, listening, writing and speaking. They must also complete an Added Value Unit, in which they will carry out research into a chosen aspect of an appropriate country and present their findings by means of a presentation and a follow up discussion, carried out with the class teacher.</p> <p>National 3: - As National 4, without the writing assessment or the Added Value Unit.</p> <p>Homework</p> <p>After most periods. Usually 20-30 minutes for pupils aiming towards National 5, less for those working towards National 3 or National 4. This can take the form of written work, grammar or vocabulary revision.</p> <p>Useful Information/Resources</p> <p>Pupils are expected to use a language dictionary and for pupils sitting National 5 exams, we strongly recommend buying a dictionary to use to help with homework and to bring to the exam. If you are unsure of which dictionary to buy, please ask your teacher.</p>

Senior Phase and Beyond
<p>Success in National 5 would give the option of progressing to Higher in S5.</p>

CURRICULUM AREA LITERACY & LANGUAGE
COURSE TITLE SPANISH (NEW START)
LEVELS NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>The syllabus is similar to that described already for French/German continuers but compressed into 2 years. Consequently, the pace is quicker and so a beginners' course is a good option for anyone who has worked well and coped with their first foreign language.</p> <p>Course Information: The main purpose of the courses offered is to develop the skills of listening and talking, reading and writing. These skills are developed by studying the following contexts: -</p> <p>Society – Lifestyles Environment</p> <p>Employability – Job Skills World of Work</p> <p>Learning – School College Lifelong Learning Future Plans</p> <p>Culture – Customs & Celebrations Holidays Literature Film and Television</p> <p>Learning is divided into two units at each of National 3, National 4 and National 5: -</p> <ul style="list-style-type: none"> • Understanding Language (Reading & Listening) • Using Language (Speaking & Writing) – Writing is only assessed at N4 & N5 	<p>National 5: -. The final exam is made up of a speaking assessment, carried out with the class teacher, a writing assignment completed in class and two exam papers: Paper 1 (Reading and Writing) and Paper 2 (Listening). Each skill makes up 25% of the final exam.</p> <p>National 4: - Pupils must pass unit assessments in the skills of reading, listening, writing and speaking. They must also complete an Added Value Unit, in which they will carry out research into a chosen aspect of an appropriate country and present their findings by means of a presentation and a follow up discussion, carried out with the class teacher.</p> <p>National 3: - As National 4, without the writing assessment or the Added Value Unit</p> <p>Homework</p> <p>After most periods. Usually 20-30 minutes for pupils aiming towards National 5, less for those working towards National 3 or National 4. This can take the form of written work or vocabulary revision.</p> <p>Useful Information/Resources</p> <p>Pupils are expected to use a language dictionary and for pupils sitting National 5 exams, we strongly recommend buying a dictionary to use to help with homework and to bring to the exam. If you are unsure of which dictionary to buy, please ask your teacher.</p>

Senior Phase and Beyond
<p>Success in National 5 would give the option of progressing to Higher in S5.</p>



S3/S4 Course Content	Assessment
<p>Modern Languages for Life and Work Awards develop learners' language and employability skills, through studying one or two modern languages in practical and relevant contexts for life and work.</p> <p>The Awards are available at SCQF levels 3 and 4.</p> <p>Course Information: The course will develop knowledge and skills in areas such as society, culture and employability.</p> <p>Pupils will also develop communication skills, self-awareness, confidence, leadership and independent learning skills.</p> <p>Pupils will have the opportunity to build on skills developed throughout S1 and S2, with the possibility of learning a new language. Languages offered for this course will depend on pupil uptake and staffing.</p> <p>Learning is divided into three units at each of SCQF levels 3 and 4: -</p> <ul style="list-style-type: none"> • Modern Languages for Life • Modern Languages for Work Purposes • Building Employability Skills 	<p>Level 3 – Pupils are assessed in the skills of reading, listening, speaking and writing across the 3 units. Assessments are carried out in school at relevant points throughout the course and are marked on a pass/fail basis.</p> <p>Level 4 - Pupils are assessed in the skills of reading, listening, speaking and writing across the 3 units. Assessments are carried out in school at relevant points throughout the course and are marked on a pass/fail basis.</p> <p>Homework Pupils will be expected to support the work done in school with regular revision of vocabulary at home.</p> <p>Useful Information/Resources This course is aimed at pupils who have found some aspects of language learning challenging and who are interested in a fresh start in a new language, with a focus on culture, leading to level 3 or 4 award.</p> <p>The course is available by recommendation. Pupils should discuss this with their Guidance Teachers and/or their Languages Teachers.</p>

Senior Phase and Beyond
<p>Success in these courses can lead to a similar qualification in another language or progression to a Level 5 award.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

MATHEMATICS & NUMERACY
MATHEMATICS
NATIONAL 4 AND 5



S3/S4 Course Content	Assessment								
<p>The Mathematics course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Our courses are designed to develop skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in engaging and enjoyable ways.</p> <p>Course content builds on prior learning and develops:</p> <ul style="list-style-type: none"> ○ operational skills in algebra, geometry, trigonometry and statistics ○ reasoning skills of investigation, problem solving, analysis and modelling ○ numeracy skills in number processes and information handling <p>Our S3 course covers Curriculum for Excellence (CfE) Third and Fourth levels with extension into National 5 course content as appropriate to the needs of the learner:</p> <ul style="list-style-type: none"> • pupils covering CfE Third level outcomes in S3 will work towards a National 4 award at the end of S4. • pupils covering CfE Fourth level outcomes in S3 will work towards a National 5 award at the end of S4. 	<p>Learners' progress is assessed regularly throughout S3 and S4 to identify and communicate next steps for each individual.</p> <p>For National 4 there is no external assessment: all evidence is gathered through internal assessment and classwork during S3 and S4.</p> <p>For National 5, students who achieve the required standard in assessments through S3 and S4 will sit an external SQA exam at the end of S4.</p> <tr> <td colspan="2" data-bbox="815 757 1447 795">Homework</td> </tr> <tr> <td colspan="2" data-bbox="815 801 1447 1030"> <p>Homework is part of our courses. Its purpose is to consolidate new learning of mathematical ideas and techniques. It is issued during every lesson and should take approximately 30 minutes to 1 hour per week. Homework is usually linked very closely to work covered in class.</p> </td> </tr> <tr> <td colspan="2" data-bbox="815 1037 1447 1075">Useful Information/Resources</td> </tr> <tr> <td colspan="2" data-bbox="815 1081 1447 1220"> <p>Pupils need to have a scientific calculator. They should bring it to every Mathematics class.</p> </td> </tr>	Homework		<p>Homework is part of our courses. Its purpose is to consolidate new learning of mathematical ideas and techniques. It is issued during every lesson and should take approximately 30 minutes to 1 hour per week. Homework is usually linked very closely to work covered in class.</p>		Useful Information/Resources		<p>Pupils need to have a scientific calculator. They should bring it to every Mathematics class.</p>	
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Senior Phase and Beyond
<p>Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Also, many apprenticeships, college and university courses require a qualification in Mathematics.</p> <p><u>Learner Pathways beyond S4</u></p> <ul style="list-style-type: none"> • Learners achieving a National 4 Mathematics could progress to either National 5 Applications of Mathematics or National 5 Mathematics • Learners achieving a National 5 grade A-C could progress to Higher Mathematics or Higher Applications of Mathematics.

CURRICULUM AREA
COURSE TITLE
LEVELS

MATHEMATICS & NUMERACY
APPLICATIONS OF MATHEMATICS
NATIONAL 3 AND 4



S3/S4 Course Content	Assessment								
<p>The Applications of Mathematics course enables learners to apply mathematical ideas and strategies. It provides learners with the knowledge and understanding to manage finances, statistics, geometry and measurements in real-life contexts.</p> <p>Course content builds on prior learning and develops:</p> <ul style="list-style-type: none"> • operational skills necessary for developing mathematical ideas through symbolic representation and diagrams • confidence in selecting and applying mathematical techniques • understanding of the interdependencies within mathematics • mathematical reasoning skills • experience in making informed decisions <p>Our S3 course covers Curriculum for Excellence (CfE) Third level and the National 3 Applications of Mathematics course content.</p> <p>Pupils will progress to achieve either a National 3 or National 4 award by the end of S4.</p>	<p>Learners' progress is assessed regularly throughout S3 and S4 to identify and communicate next steps for each individual.</p> <p>For National 3 and National 4 there is no external assessment: all evidence is gathered through internal assessment and classwork during S3 and S4.</p> <p>Pupils will sit the assessments for National 3 Applications of Mathematics in S3. They will then work towards National 4 Applications of Mathematics by the end of S4.</p> <tr> <td colspan="2" data-bbox="815 790 1449 828">Homework</td> </tr> <tr> <td colspan="2" data-bbox="815 835 1449 1070"> <p>Homework is part of our courses. Its purpose is to consolidate new learning of mathematical ideas and techniques. It is issued during every lesson and should take approximately 30 minutes to 1 hour per week. Homework is usually linked very closely to work covered in class.</p> </td> </tr> <tr> <td colspan="2" data-bbox="815 1077 1449 1115">Useful Information/Resources</td> </tr> <tr> <td colspan="2" data-bbox="815 1122 1449 1245"> <p>Pupils need to have a scientific calculator. They should bring it to every Applications of Mathematics class.</p> </td> </tr>	Homework		<p>Homework is part of our courses. Its purpose is to consolidate new learning of mathematical ideas and techniques. It is issued during every lesson and should take approximately 30 minutes to 1 hour per week. Homework is usually linked very closely to work covered in class.</p>		Useful Information/Resources		<p>Pupils need to have a scientific calculator. They should bring it to every Applications of Mathematics class.</p>	
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<p>Pupils need to have a scientific calculator. They should bring it to every Applications of Mathematics class.</p>									

Senior Phase and Beyond
<p>Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Also, many apprenticeships, college and university courses require a qualification in Applications of Mathematics or Mathematics.</p> <p><u>Learner Pathways beyond S4</u></p> <ul style="list-style-type: none"> • Learners achieving a National 4 Applications of Mathematics could progress to National 5 Applications of Mathematics



S3/S4 Course Content	Assessment
<p>In the current economic climate, an understanding of how markets and governments make decisions helps to make us more informed and responsible consumers and producers.</p> <p>The National 5 Economics course gives learners confidence in decision-making, by providing practical opportunities to use their initiative in solving economic issues. Learning to analyse economic data in the form of diagrams and graphs promotes their capabilities in employability, enterprise and citizenship. Pupils will use examples relating to both the UK and global markets to develop skills in evaluating a range of economic information.</p> <p>This course is suitable for learners with enquiring, logical, and analytical minds, and for those with an interest in how a market economy operates.</p> <p>At National 5, the Units of study are:</p> <ul style="list-style-type: none"> • Economics of the Market: will provide learners with growing knowledge and understanding of how markets operate. • UK Economic Activity: allows learners to consider the impact of government action on economic issues and problems. • Global Economic Activity: will provide learners with growing knowledge and understanding of global economics and its social impact. 	<p>Learners' progress is assessed regularly throughout S3 and S4 in the form of topic tests to identify and communicate next steps for each individual.</p> <p>National 5 is assessed by an external exam which will cover all course content and will count for 75% of the final grade. The other 25% will be assessed by an assignment which will be carried out in class and will involve research on a current topic. Pupils will need to have good numeracy skills to cope with the analysis of economic data. Pupils will need to be on course for National 5 Mathematics at the end of S4 to cope with the analysis of economic data.</p> <p>Homework</p> <p>Homework will be issued regularly and will include the completion of class work and formal questions on the topic being covered in class. Homework will also be given in preparation for tests and exams.</p> <p>Useful Information/Resources</p> <p>This course is available only at National 5. This course also covers some of the same topics in the early Business Management units.</p> <p>Resources will be made available on Teams and OneNote on Office365, as well as a range of textbooks used in class.</p> <p>There are no specific National 5 Textbooks available</p>

Senior Phase and Beyond
<p>In this course, pupils begin to understand the economic choices that an individual has to make regarding whether to spend, to save or to borrow, learning the concepts of demand and supply in a market economy. These skills are valuable to help pupils make informed decisions in our consumer society and will increase the employment opportunities.</p> <p>Pupils can progress to Higher Economics in S5. This qualification can lead to courses in Business, Finance and Accounting at university or college as well as Economics.</p> <p>Careers include: Business, Finance and Accounting, Economist, Financial risk analyst, Data analyst, Financial consultant, Investment analyst, Economic researcher, Actuary, Public sector roles, Banking</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

SOCIAL STUDIES
BUSINESS MANAGEMENT
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>This course will develop your knowledge and understanding of what makes a business successful and profitable.</p> <p>You will develop an insight into the processes and procedures that successful businesses use to ensure customers' needs are met. You will be encouraged to develop entrepreneurial skills, through practical activities and to develop financial awareness in a business context.</p> <p>You will research how businesses organise their resources and look at how external influences affect organisations, in the current economic climate.</p>	<p>Learners' progress is assessed regularly throughout S3 and S4 in the form of topic tests to identify and communicate next steps for each individual.</p> <p>At National 4, all units will be internally assessed. Learners will prepare a simple business proposal for an aspect of a new small business.</p> <p>At National 5, an external exam will cover all course content and will count for 75% of the final grade. The other 25% will be assessed by an assignment which will be carried out in class and will involve research on a current business topic.</p>
<p>At National 5, the Units of study are:</p>	<p>Homework</p>
<ul style="list-style-type: none"> • Understanding Business: Learners will be introduced to the business environment and will carry out activities relating to the role of business and entrepreneurship in society. • Management of People and Finance: Learners will be introduced to Human Resources and Finance and will complete activities to demonstrate their understanding of how to manage people and finance in order to contribute to business success. • Management of Marketing and Operations: Learners will be introduced to Marketing and Operations. They will develop an understanding of how marketing can be used to enhance competitiveness and will be introduced to the processes organisations use in order to maintain quality and competitiveness. 	<p>Homework will be issued regularly and will include the completion of class work and formal questions on the topic being covered in class.</p> <p>Homework will also be given in preparation for tests and exams.</p> <p>Useful Information/Resources</p> <p>In this course pupils will develop the skills to communicate business ideas effectively and will be encouraged to think creatively about the economic and financial environment in which businesses operate.</p> <p>The study of organisations in the private, public and voluntary sectors will promote the development of employability skills.</p> <p>Resources will be made available on Teams and OneNote on Office365, as well as a range of textbooks used in class.</p>

Senior Phase and Beyond
<p>Completion of this course can lead to progression into Higher Business Management in S5 and Advanced Higher Business Management in S6. This can prepare pupils for courses at university and colleges including Business, Finance and Accounting as well as Management of Human resources.</p> <p>The entrepreneurial skills that are encouraged will benefit pupils in any area of their working lives. The ideas and principles of good business practice that are learned give an insight in how to be successful.</p> <p>Careers include: Business Analyst, Chartered Accountant, Corporate Investment Banker, Management Consultant, Risk/Project Manager, Stockbroker, Sales Executive, Mortgage Broker</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

SOCIAL STUDIES
GEOGRAPHY
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>Course Information: Pupils will obtain a detailed knowledge and understanding of the subject with a British and world-wide scope. Their geographical skills and techniques, including practical fieldwork, will be developed through analysis of topics in the following three areas:</p> <p>Physical Environments: Pupils study weather and a variety of landscape types in the UK including coasts and glaciated uplands. They consider how they influence people and how people have impacted on them as well as how best to manage these important landscapes.</p> <p>Human Environments: By comparing developed and developing countries students consider factors causing changes in population and in urban and rural areas. They research the impact of these changes and how best to manage them for the benefit of people and the environment.</p> <p>Global Issues: Pupils learn about the scale, impacts and management of significant current global geographical issues. These will include:</p> <ul style="list-style-type: none"> • Hazards: comprising volcanoes, earthquakes and tropical storms. • Health: comprising the spread of global disease in developing and developed countries. 	<p>National 5 is externally assessed by SQA in the form of an exam. At National 3, 4 and 5 pupils have to pass Unit assessments in the three areas. Unit assessment methods include formal tests, reports and presentations.</p> <p>For National 4 and 5, pupils are expected to complete an 'Added Value' Unit. This Unit enables pupils to select an area of interest, research it further, collect data in the form of fieldwork and discuss results in the form of an assignment.</p> <p>Homework</p> <p>Pupils will be expected to spend 1 hour a week and written tasks will be issued to support their learning in class. But they are also expected to read and refresh their course work on a regular basis. Regularly reading about development, environmental and social issues in the media will support their learning. Assignment preparation deadlines will be set when appropriate.</p> <p>Useful Information/Resources</p> <p>Revision materials will be available on the teacher file sharing internet site, Teams</p> <p>Revision materials are available on the BBC Bitesize website</p> <p>The Geography department uses Twitter (@BHSGeo) to share up-to-the minute developments in Geography</p> <p>National 5 exam booklets can be purchased from Leckie & Leckie</p>

Senior Phase and Beyond
<p>Entry requirements into Higher will be an A-C pass at National 5. A 'C' pass will be at teacher discretion.</p> <p>At Higher the pupils will continue to study: Physical Environments, Human Environments, and Global Issues, learning some topics in more depth and being introduced to brand new topics. There is an emphasis on analytical skills for problem solving.</p> <p>Today, the importance of Geography and the significance of contemporary geographical research are clearly apparent when applied globally and nationally in a continually changing world repeatedly facing environmental, political and economic issues. The course lends itself well to fieldwork, building on the key skills of collecting, processing and evaluating information accurately.</p> <p>Careers include: planning; logistics; tourism; development NGOs; UN; environmental management; civil engineering; SEPA; renewables; conservation.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

SOCIAL STUDIES
HISTORY
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>Unit 1: The Atlantic Slave Trade: Exploring the brutality of the Slave Trade in the Caribbean Islands this topic looks at moral issues, such as race and religion in order to understand the relationship between white slave traders and black African slaves. Themes studied include the nature of the trade on human beings; life in the Caribbean plantations; slave rebellions and resistance; the abolition campaign and the eventual end of the trade in 1807. A fascinating opportunity for students to think about complex issues to do with human kind as well as learning how the profits made from this ugly trade enriched cities like Glasgow, Liverpool and London.</p> <p>Unit 2: The Era of the Great War – 1910 – 1928: Technology changed the way in which WW1 was fought; artillery guns, tanks and deadly gases all played a key role in this tragic period of history. Find out how weapons were used in some of the war's most famous, albeit deadly battles, like The Somme and Passchendaele. Discover how the brave young men of Scotland and Britain survived the battlefields and daily life in the trenches. Studying this topic will reveal how the war changed life for people at home in Scotland and Britain. Learn about the role men played when not fighting and how the work done by women during WW1 contributed to the campaign for female suffrage</p> <p>Unit 3: Lenin and the Russian Revolution, 1894-1921: Power, passion and revolution form the backdrop to the story of the Tsar's fall from grace. This is one of history's best epic tales which allows students to learn about the revolutions in Russia. This unit also covers Lenin's short period of rule as head of the new Bolshevik government, the leader of Russia's first communist government and the tragic events of the Russian Civil War. All units are taught via a combination of traditional methods as well as ICT, video, peer interaction, cooperative learning and active learning. Essay skills work and source skills are handled in each unit.</p>	<p>There is no external assessment for National 3 or National 4. All evidence will be assessed internally. At National 4 level, learners will also undertake an Added Value Unit (AVU). This requires and enables pupils to research an area of interest from one of the Units studied and produce a written report. Work is done in class as part of homework. All National 4 work is internally assessed.</p> <p>For National 5, pupils will sit an external exam at the end of S4, and a written Assignment. National 5 is externally assessed by SQA. Pupils have to pass all assessments at National 4 level to be eligible to complete the National 5 SQA exam. Please note the Units of study are the same for both National 4 and 5 and are taught over two years.</p> <p>Homework</p> <p>We encourage pupils to do up to one hour per week. In addition, we encourage weekly revision, via re-reading class work. Prior to examinations, we also support and encourage pupils to practise exam technique using past papers from the SQA website.</p> <p>Useful Information/Resources</p> <p>Additional information: History, despite its name, is not a traditional subject, but one which aims to provide key skills for life-long learning and the basis of essentials required across many other subjects. Our teaching methods and units of study aim to nurture pupils into becoming successful learners via literacy and numeracy, evaluation and thinking skills. The course encourages pupils to develop analytical thinking skills and empathy, foster independent learning and debating abilities as well as develop creative skills. Resources: Additional class resources and revision materials are provided at on Teams: a free and secure site for pupils. National 4&5 books are used to support pupil learning as well as teacher written study support guides. Additional support is also after school by History teaching staff.</p>
Senior Phase and Beyond	
<p>Entry requirements into Higher will be an A-B pass at National 5. Entry through a 'C' pass will be at teacher and pupil discretion. The National 5 unit provides the basis for many skills that dovetail seamlessly into the Higher History course. At Higher, the pupils will study: Modern British History, The USA 1916-1968 and Scottish Migration and the Empire 1830-1939.</p> <p>History Higher is a subject, which provides the opportunity for pupils to follow a career not just into the Humanities and Law but into business too. By utilising a range of teaching techniques, students benefit from gaining analytical and information processing skills, which are integral to the sciences and engineering, as well as building literacy and creative skills essential to a whole range of careers.</p>	



S3/S4 Course Content	Assessment
<p>Unit 1: Democracy in the United Kingdom: Representation (MPs, PM & Government, and the House of Lords), Participation (e.g. political parties), Election campaigns (including the FPTP voting system), and Political Influence (pressure groups and the media).</p>	<p>At National 3, 4 and 5 pupils have to pass all the Assessment Outcomes in each of the three areas. An appropriate range of Unit assessment methods will be used.</p>
<p>Skills of using sources to detect bias, exaggeration or selectivity in the use of facts.</p>	<p>There is no external assessment for National 3 or National 4. All evidence will be assessed internally. For National 5, pupils will sit an external exam at the end of S4, and an Added Value Unit written Assignment.</p>
<p>Unit 2: Social Issues in the United Kingdom: Social Inequality or Crime and the Law</p> <ul style="list-style-type: none"> • Nature/causes • Impact • Responses • Evaluation of responses 	<p>Homework</p>
<p>Skills of using sources to make and justify decisions.</p>	<p>Up to an hour per week for pupils aiming towards National 5, less for those working towards National 3 or National 4.</p> <p>This includes pupils to revising on a regular basis what we cover in class and keep a close eye on current affairs through the news media (e.g. BBC News).</p>
<p>Unit 3: International Issues: World Powers: the USA Role in International Relations (including relationship with Scotland), Political System, Social and Economic Inequalities (including Government responses).</p>	<p>Useful Information/Resources</p>
<p>Skills of using sources to draw conclusions.</p>	<p>Additional information: Modern Studies aims to nurture pupils into becoming successful learners through the skills of literacy and numeracy, evaluation and thinking skills; effective contributors and confident individuals through group work, presentations and debate; and responsible citizens through employability skills, enterprise and citizenship.</p>
<p>Added Value Unit (AVU) & Assignment: Pupils must complete an Added Value Unit to achieve a National 4 qualification in Modern Studies. Learners will demonstrate the ability of independent learning and research a topic within course guidelines, which demonstrated challenge and application. Pupils will be able to negotiate appropriate presentation methods with their teacher.</p>	<p>Resources: All Curricular area power point resources and revision materials will be on Teams: a free and secure site pupils and parents can join.</p>
<p>At National 5 level, pupils will write up their AVU in exam conditions as their Assignment: worth 20 out of 100 marks for the course (20%).</p>	<p>The Modern Studies department uses Twitter (@BHSMoStuds) to share up-to-the minute developments in topic areas.</p> <p>National 4&5 course books are used to support pupil learning. Additionally, a range of Study/Revision Guides are commercially available, as well as Specimen / Past Paper books.</p>

Senior Phase and Beyond
<p>Entry requirements into Higher will be an A-C pass at National 5. Entry through a 'C' pass will be at teacher and pupil discretion.</p> <p>At Higher the pupils will study: Democracy in Scotland, Social Issues: Crime & the Law, and International Issues/World Power: China.</p> <p>Modern Studies provides the opportunity for pupils to follow a career in journalism, law, politics, civil service, television, the police and the health service, to name but a few.</p>



S3/S4 Course Content	Assessment
<p>This course is for pupils who require additional time to consolidate their learning from S1/2 Science. The course aims to help pupils become secure at CfE Levels 2 and 3 and leads towards qualifications at level 4 Science in S4. There are plenty of opportunities to explore the content in a variety of practical and hands on ways and pupils are given the freedom to demonstrate their progression in more ways than just traditional assessments. The pupils may also be given the chance to take part in the 'Prince's Trust Achieve' programme alongside this qualification, further adding to their skillsets. The topics covered in Science and Health are:</p> <p>Physics: Waves and Radiation</p> <ul style="list-style-type: none"> - Wave characteristics - Sound - Electromagnetic spectrum - Nuclear radiation <p>Nature's Chemistry</p> <ul style="list-style-type: none"> - Fuels - Hydrocarbons - Everyday consumer products - Plants to products <p>Science: Human Health</p> <ul style="list-style-type: none"> - What is health? - Threats to health - Health claims <p>Science Practical Skills</p> <ul style="list-style-type: none"> - Record observations and measurements from scientific apparatus - Carry out practical scientific procedures - Present and calculate scientific practical results <p>Health Sector: Life Sciences Industry</p> <ul style="list-style-type: none"> - Investigate a range of product types made by the life sciences industry - Demonstrate the use of a biomedical device for a specified task 	<p>A wide range of different teaching and learning methods is used to create a varied and engaging experience. School and SQA assessments will be embedded within these activities.</p> <p>Pupils will work through a full programme of investigative experimental work and activities, taking full advantage of the latest learning technologies including data logging, real-time video capture, computer animations and simulations and video resources.</p> <p>The assignment (N4 only) is a practical investigation on based on one of the areas above.</p> <p>Homework</p> <p>Homework exercises will be issued. These activities will be marked in class. Pupils are given notes for all Topics but must make their own Revision Notes for each Topic.</p> <p>Revision and Study Support classes are held at lunchtimes on Mon-Thurs to assist with homework tasks throughout the year.</p> <p>Useful Information/Resources</p> <p>Course notes will be provided to pupils and can be assessed on BBC Bitesize on Office 365 SharePoint and Teams</p>
Senior Phase and Beyond	
<ul style="list-style-type: none"> - National 4 or 5 Course in another science subject (Biology, Chemistry or Physics) - National Certificate Group Awards - National Progression Awards NPA (levels 4 or 5) 	

CURRICULUM AREA
COURSE TITLE
LEVELS

SCIENCES
BIOLOGY
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>Biology, the study of living organisms, plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever.</p> <p>Biology courses encourage the development of skills and resourcefulness, leading to students becoming more confident individuals. Successful learners in biology think creatively, analyse and solve problems. Studying relevant areas of biology such as health, environment and sustainability helps to produce responsible citizens.</p> <p>The Unit titles for the course are:</p> <ul style="list-style-type: none"> • Cell Biology – exploring the structures inside cells and the functions they carry out. • Multicellular Organisms – an introduction to the structure and function of the nervous, circulatory, reproductive and respiratory systems • Life on Earth – An exploration of how living things interact in their ecosystems and how they depend on one another. 	<p>There is no external assessment for National 3 or National 4. Unit assessments and the gathering of evidence of attainment will be carried out within the department.</p> <p>National 5 Biology includes an external exam at the end of S4 as well as an externally marked coursework assignment.</p> <hr/> <p>Homework</p> <p>Pupils are expected to take responsibility for their learning and look over their work each week. This consolidation work is supported by resources available on the biology SharePoint site. Additional Home study exercises take the form of practice questions, assessment revision and creative tasks allowing students to demonstrate understanding of course content.</p> <hr/> <p>Useful Information/Resources</p> <p>Pupils must come to class with a pen, pencil, ruler and calculator to engage actively in their learning.</p> <p>A selection of revision and support materials including PowerPoint notes, practice questions and weblinks are available to pupils via the department's SharePoint site.</p>

Senior Phase and Beyond	
Possible progression routes	
National 5 Biology	→ Higher Biology or Higher Human Biology in S5, Advanced Higher in S6.
National 4 Biology	→ NPA Level 5 Practical Science



S3/S4 Course Content	Assessment								
<p>Pupils gain deeper understanding of chemistry's impact on the environment, society and how chemicals react to form new substances. Topics covered are:</p> <p>S3 1 Introduction to Chemistry 2 Reaction Rates 3 Atomic Structure 4 Bonding & Properties 5 Chemical Formulae and Moles 6 Acids and Bases 7 Metals</p> <p>S4 8 Fuels and Hydrocarbons 9 Polymers & Novel Materials 10 Carbohydrates and Alcohols 11 Carboxylic Acids 12 Redox (Reduction and Oxidation) 12 Fertilisers & Environmental Analysis 13 Nuclear Chemistry</p> <p>These deliver the key chemical theory and serve to develop skills.</p> <p>The assignment offers pupils the opportunity to apply the skills they have developed and the chemical knowledge they have acquired in an investigation of a chemical application that has a significant impact on society, the environment or the economy.</p>	<p>A wide range of different teaching and learning methods is used to create a varied and engaging experience. School and SQA assessments will be embedded within these activities.</p> <p>There is no external assessment for National 3 or National 4. Unit assessments and the gathering of evidence of attainment will be carried out within the department.</p> <p>National 5 Chemistry includes an external exam at the end of S4 as well as an externally marked coursework assignment.</p> <tr> <td colspan="2" data-bbox="818 853 1436 891">Homework</td> </tr> <tr> <td colspan="2" data-bbox="818 891 1436 1256"> <p>Homework exercises will be issued. These activities will be marked in class. Pupils are given notes for all Topics but must make their own Revision Notes for each Topic.</p> <p>Revision and Study Support Chemistry classes are held at lunchtimes on Mon-Thurs to assist with homework tasks throughout the year.</p> </td> </tr> <tr> <td colspan="2" data-bbox="818 1256 1436 1294">Useful Information/Resources</td> </tr> <tr> <td colspan="2" data-bbox="818 1294 1436 1538"> <p>Course notes will be provided to pupils and can be assessed on www.evans2chemweb.co.uk on Office 365 SharePoint on SCHOLAR website</p> </td> </tr>	Homework		<p>Homework exercises will be issued. These activities will be marked in class. Pupils are given notes for all Topics but must make their own Revision Notes for each Topic.</p> <p>Revision and Study Support Chemistry classes are held at lunchtimes on Mon-Thurs to assist with homework tasks throughout the year.</p>		Useful Information/Resources		<p>Course notes will be provided to pupils and can be assessed on www.evans2chemweb.co.uk on Office 365 SharePoint on SCHOLAR website</p>	
Homework									
<p>Homework exercises will be issued. These activities will be marked in class. Pupils are given notes for all Topics but must make their own Revision Notes for each Topic.</p> <p>Revision and Study Support Chemistry classes are held at lunchtimes on Mon-Thurs to assist with homework tasks throughout the year.</p>									
Useful Information/Resources									
<p>Course notes will be provided to pupils and can be assessed on www.evans2chemweb.co.uk on Office 365 SharePoint on SCHOLAR website</p>									

Senior Phase and Beyond
<p>This course forms the basis for progress onto study of chemistry at Higher level in S5 or S6 if a pupil achieves a Grade A, B or C at N5. If a pupil achieves N4 Chemistry in S4 or achieves Unit Passes at N5 they will have the option of completing a relevant N5 course in S5 and then Higher Chemistry in S6.</p> <p>Chemistry gives an excellent foundation and enable progress into well-paid and respected jobs in various professions. What will YOU do? Medicine and Veterinary Medicine, Dentistry, Engineering, Sports Science, Clinical Psychology, Law, Accountancy or Business? The skills you gain from studying chemistry open up more opportunities than you may have realised in other areas too: Finance, Teaching, Marketing, Patent Law, Photography, Art Restoration, Media and Film Production, Food Technology.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

SCIENCES
PHYSICS
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>Physics makes you use your imagination and helps you to understand how and why things work. The Physics courses at National 3, National 4 and National 5 level are designed to show the importance of Physics in our everyday lives.</p> <p>Many things we depend on, such as transport, power and modern technology are based on the laws of Physics. By studying Physics, you will learn to investigate scientific questions and develop skills in making decisions based on information and reasoning.</p> <p>The course is split into 6 sections:</p> <ul style="list-style-type: none"> • Electricity • Properties of Matter • Waves • Radiation • Dynamics • Space 	<p>There is no external assessment for National 3 or National 4. Unit assessments and the gathering of evidence of attainment will be carried out by the department. National 5 Physics includes an assignment carried out in December of S4 and an external exam at the end of S4.</p> <hr/> <p>Homework</p> <p>Homework exercises will be issued weekly. Homework will take approximately 30 minutes to complete. Pupils are expected to take responsibility for their learning and look over their work each week.</p> <hr/> <p>Useful Information/Resources</p> <p>Pupils must come to class with a pen, pencil, ruler and calculator to engage actively in their learning.</p> <p>We have a large selection of revision and support materials including summary notes, tutorial questions and past papers that are available to pupils via the department's SharePoint page on Office365.</p>

Senior Phase and Beyond
<p>Possible progression routes</p> <p>National 5 Physics → Higher Physics in S5, Advanced Higher Physics in S6.</p> <p>National 4 Physics → National 5 or NPA Science in S5, Higher Physics in S6.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

EXPRESSIVE ARTS
ART & DESIGN
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>The course will operate at CfE third and fourth levels in S3 and merge into NQ at a level appropriate for pupils' ability later in S3 - and by S4 at the latest.</p> <p>Over S3 and S4 pupils will develop skills and techniques in all areas of the visual arts building towards a completed Design Unit and Expressive Unit by the end of S4. There will be an increasing emphasis on personalisation and choice as the course develops. The Art and Design Studies element (written critical work) is delivered in tandem with the Design and Expressive practical units.</p> <p>National 3</p> <p>There are no discrete classes at National 3 level. However, this level of qualification will be available for pupils who do not attain National 4 level.</p> <p>Additional information: It should be noted that there is no final practical exam in Art & Design courses and the final folio submitted to the SQA for National 5 (and internally assessed for National 4) will be made up of a pupil's best work completed over the course. All pupils will sit a 5-hour practical "prelim" which will benefit their expressive unit by making up the final expressive piece. The folio is worth 160 marks (80 for each unit). The additional written exam for National 5 only is worth 40 marks.</p> <p>All pupils will follow the same course and presentation level (at National 4 or 5) will only be decided towards the end of S4 when all work has been reviewed.</p>	<p>For National 5 both the Design and Expressive units form a folio submitted to the SQA for central assessment and certification at the end of S4. Pupils sit a 1 hr 20 min written exam during the SQA exams at the end of S4. National 4 pupils do not have any external assessments as the Added Value Unit (folio) is internally assessed. There is no written exam at National 4.</p> <p>Homework</p> <p>Occasionally, pupils will be expected to complete Art & Design studies tasks as formal homework. The practical units will require pupils to take their folders home, and /or complete work at lunchtimes and after school as necessary depending on their level and chosen project. Although this varies, we expect pupils to spend a total of about 2 hours per week on extra study by S4.</p> <p>Useful Information/Resources</p> <p>Please consult the Art department section of the school website for links to study support, careers advice and other useful information.</p>

Senior Phase and Beyond
<p>Progression: Progression routes from S4 would be to National 5 or Higher in S5 and then in S6 to a variety of options tailored to meet individual needs such as Creative Industries, Advanced Higher Art & Design, Higher Photography or complimentary CDE courses such as Graphic Communication, Product Design & Manufacture, Furniture Making and Engineering Science for pupils interested in architecture, design and engineering.</p> <p>Career Options: Art & Design is a valuable qualification not only for fine art, design and engineering-based career options, but also because it compliments skills in other curriculum areas by highlighting visual intelligence, creativity and imagination – skills desired by both universities and employers. It is an important area of study for employment with the Creative Industries sector comprising advertising, architecture, art, crafts, design, fashion, film, music, performing arts, publishing, R & D (product design), software, toys and games, TV and radio, and video games.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

EXPRESSIVE ARTS
DRAMA
NATIONAL 3, 4 AND 5



Course Content	Assessment
<p>This course will involve development of both creative Drama skills and Production skills.</p> <p>Coursework involves both individual and group tasks which develop skills as an Actor and in Production roles – Lighting, Sound, Props, Set design, Costume design, Make-up and Hair. Throughout the course learning is evidenced through creating a portfolio and performance and evaluation tasks.</p> <p>Learners will explore improvisation activities, script work and analysis of text, creating and developing original drama for performance, exploration of voice and movement, characterisation, evaluation and design of production areas to complement and enhance theatre. Learners will develop through practical tasks supported by theoretical and complementary study and research activities</p> <p>Learning is divided into two units at each of National 3, National 4 and National 5:</p> <ul style="list-style-type: none"> • Drama Skills: National 3, National 4 and 5 • Production Skills: National 3, 4 and 5 	<p>At National 3 the learners will be internally assessed on an ongoing basis through performance tasks and evaluation.</p> <p>At National 4 learners will be internally assessed through the added value unit which takes the form of a devised Drama performance. There is no external exam for National 4. Naturally occurring evidence will be collated throughout the course and an evaluation of the added value performance will for part of the internal course assessment.</p> <p>At National 5 unit assessments (Drama Skills and Production Skills) are assessed internally by means of a folio, performance and evaluation. The course assessment has two components:</p> <p>Performance – practical application of an Acting or Production role to a text. This is internally assessed and verified by a visiting assessor. 60 marks</p> <p>Written Paper – This is completed during the main exam diet and externally assessed.</p> <p>Homework</p> <p>Learners are expected to complete regular homework tasks which are either preparatory or reflect. Much of the folio work for Drama and Production skills units will be completed at home.</p> <p>Useful Information/Resources</p> <p>Learners will have access to all resources via the OneNote page. The Drama department also has a Twitter Page where regular updates and information are posted. Follow us on @bmuirdramadept.</p>
Senior Phase and Beyond	
<p>Within the senior phase students will progress through National 4 or 5 in S4 and on to National 5, Higher and Advanced Higher Drama in S5 and S6. Higher Drama is accepted by Further and Higher Education establishments and is recommended for courses in the Arts, Media, English and Law.</p>	

CURRICULUM AREA
COURSE TITLE
LEVELS

EXPRESSIVE ARTS
MEDIA
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>S3 Media is an introduction to the subject and its concepts in which pupils analyse media texts and create their own. By doing so, they develop essential skills such as literacy and critical thinking that help them engage more fully with the media they consume every day.</p> <p>In S3, pupils study a variety of films to introduce them to the key aspects of media. They look at the processes by which films are made and how different audiences respond to them. In S4, they will focus on one genre to assist them in their exam work; genres and texts we have covered in the past include the Horror genre with Psycho (1960) and Scream (1996), and the Teen genre with Clueless (1995) and Juno (2007). Along with film, pupils will be introduced to a variety of other media texts that will go on to help them in S4.</p> <p>Pupils develop creativity by making their own moving image text individually and work co-operatively in groups to research, plan, create and evaluate moving image text with digital video cameras and editing software. Crucial group skills are developed and reinforced.</p> <p>Media involves a lot of essay-based tasks, especially in S4, so a firm grasp of English is essential.</p>	<p>Media in S3 overtakes key CfE Experiences and Outcomes at third and fourth levels drawn from both Literacy and English and Expressive Arts. It prepares pupils for moving on to Nationals in S4, with the assumption that most candidates will be presented at National 5 level at the end of S4 and will then progress to Higher in S5.</p> <p>In place of formal unit assessments, pupils will be given a number of opportunities throughout the year to generate evidence of their progress in the subject.</p> <p>Homework</p> <p>Regular homework assignments will reinforce concepts introduced in class. Homework will cover both analysis and practical tasks.</p> <p>Useful Information/Resources</p> <p>Relevant support materials, links etc. will be uploaded to TEAMS (office 365) regularly.</p>

Senior Phase and Beyond
<p>Higher Media. University degree courses, employment in the creative industries, advertising, PR etc.</p> <p>Media enables pupils to develop skills that will support their learning across the curriculum and that will prove attractive to future employers:</p> <ul style="list-style-type: none"> • literacy and communication • critical thinking • problem solving • creativity • group work

CURRICULUM AREA
COURSE TITLE
LEVELS

EXPRESSIVE ARTS
MUSIC PERFORMING
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>This course is suitable for all young people with an interest in Music. It provides opportunities for learners to acquire and develop attributes and capabilities such as creativity, flexibility and adaptability; enthusiasm for learning and motivation to learn; perseverance, independence and resilience, reliability and confidence and enterprise</p> <p>Pupils build their skills by studying 3 main elements in the course. These are:</p> <p><u>Performing</u> – Worth 50% of the overall Course Award mark. Pupils will be expected to perform on two instruments by S4. The performance exam lasts 6 mins (approx. 3 mins each instrument). The practical performance exam takes place in Feb/March of S4. Pupils can choose from all classroom instruments keyboard, xylophone, guitar, voice, and/or their own instruments.</p> <p><u>Understanding Music</u> – Worth 35% of the Overall mark. Pupils study music from Bach to the Blues! A written paper testing musical knowledge and understanding of concepts takes place in the May of S4.</p> <p><u>Composing</u> – Worth 15% of the Overall mark. This is completed in class and sent to the SQA in March of S4.</p>	<p>National 3 and National 4 qualifications are internally assessed and subject to verification by the SQA. National 5 level performing, understanding and composition are externally assessed.</p> <p>Homework</p> <p>Pupils will be expected to complete about 20 minutes of homework per week as well as practice on their chosen instruments.</p> <p>Useful Information/Resources</p> <p>A TEAMS page is available to all Music pupils in S3 with all revision materials and useful web links.</p> <p>Pupils do not need to receive private music lessons or music lessons from the instrumental music service to study music at this level.</p>

Senior Phase and Beyond
<p>Boroughmuir High School Music department is sector leading and in the top 10% for exam results in Scotland and the highest across all Edinburgh Schools at all levels. Pupils can study Music up to Advanced Higher within the department. We routinely send young people to Further Education Colleges and University. A Music qualification can gain you entrance into University for both Music specific and non-Music specific courses.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

EXPRESSIVE ARTS
MUSIC TECHNOLOGY
NATIONAL 5



S3/S4 Course Content	Assessment
<p>This course is suitable for all young people</p> <p>The purpose of the National 5 Music Technology course is to enable candidates to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music (the history of popular music). Candidates develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.</p> <p>Skills, knowledge and understanding for the course:</p> <ul style="list-style-type: none"> • Knowledge and understanding of 20th and 21st century styles and genres of music, and how this relates to the development of music technology • Knowledge of the features and functions of music technology, hardware and software • Skills in using music technology hardware and software to capture and manipulate audio • Planning, implementing and evaluating sound production • Application of music technology in creative ways <p>Awareness of a range of contexts in which music technology can be applied</p>	<p>Question paper - 1 hour listening paper</p> <p>Assignment - comprises of 2 productions. Examples include Sound Foley, Multi Track Recording, Game Sound design etc.)</p> <p>Homework</p> <p>Pupils will be expected to complete about 20 minutes of homework per week as well as practice their skills in recording and mixing in their own time.</p> <p>Useful Information/Resources</p> <p>A TEAMS page will be available to all Music Technology pupils in S3 with all revision materials and useful web links.</p> <p>Pupils do not need to be able to play a musical instrument to a high standard to complete this course, but an interest in Music and how Music is created is essential.</p> <p>This course is subject to numbers</p>

Senior Phase and Beyond
<p>Boroughmuir High School Music department is sector leading and in the top 10% for exam results in Scotland and the highest across all Edinburgh Schools at all levels. Pupils can study Music up to Advanced Higher within the department. We routinely send young people to Further Education Colleges and University. A Music qualification can gain you entrance into University for both Music specific and non-Music specific courses.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

EXPRESSIVE ARTS
PHOTOGRAPHY
NPA 4/5



S3/S4 Course Content	Assessment				
<p>The Course has an integrated approach to learning. It includes experiential learning activities which are underpinned by knowledge and understanding of photography.</p> <p>All pupils will follow the same initial course developing technical and creative photographic skills and the final level of presentation – Level 4 or 5 - will be decided towards the end of the course in discussion with teachers and their performance in assessment tasks and tracking reports.</p> <p>On the Course, learners will use photographic media to produce creative and technically proficient images. Learners will develop and apply practical photography skills, techniques and processes, and use these in creative ways when developing their ideas for photography. Learners will develop their creative problem solving skills as they resolve visual, technical and/or functional problems.</p> <p>The NPA course is a practical course comprising of 4 separate units. All 4 units together lead to the National Progression Award (NPA).</p>	<p>The course is a practical course in digital photography that works through 4 units. Candidates will learn practical photographic skills and how to understand and appreciate photography as a medium. It is project based and has no examination element. The final outcome will be pass / fail at Level 4 or level 5 – equivalent to National 4 or National 5 depending on the candidate’s abilities and skills. The course is developed to be undertaken on an ipad utilising with the new ipad provision rollout at school.</p> <p>24 SCQF credit points</p> <tr> <td colspan="2" data-bbox="818 835 1447 869">Homework</td> </tr> <tr> <td colspan="2" data-bbox="818 992 1447 1025">Useful Information/Resources</td> </tr>	Homework		Useful Information/Resources	
Homework					
Useful Information/Resources					

Senior Phase and Beyond
<p>NPA Level 4 Photography can lead to NPA level 5. Level 5 can lead to Higher Photography.</p> <p>Photography skills and knowledge can lead to study of photography at college or University and employment or study in the Creative Industries. Photography skills will benefit future visual presentation tasks and report illustration in all aspects of study and employment.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

HEALTH & WELLBEING
PHYSICAL EDUCATION
NATIONAL 4 AND 5



Course Content 1	Course Content 2
<p>S3/4 Course Content The National 4/5 course enables pupils to demonstrate and develop movement and performance skills in a variety of physical activities.</p> <p>Learners will develop an understanding of how mental, emotional, physical and social factors can impact performance whilst investigating various ways to develop performance.</p> <p>Learners will use various methods to collect data/information on performance, which will allow them to identify performance strengths and areas requiring development.</p> <p>Learners will also gain knowledge of how to design, implement, record and monitor training programmes to successfully develop performance in variety of activities.</p> <p>Written Portfolio (50%) All learners will complete a written portfolio to demonstrate their knowledge of the course content. The portfolio will allow learners to identify an aspect of performance requiring development, collect data on performance, design and implement an individual training programme and record/monitor progress throughout.</p> <p>The Portfolio contributes to 50% of the overall course grade.</p> <p>Lessons in Physical Education will be split between practical and classroom-based theory sessions.</p>	<p>Performance Assessment (50%)</p> <p>All pupils are required to be assessed in two activities of their choice. Performances are assessed in the following areas: Performance repertoire, control and fluency, effective decision making, roles/responsibilities and tactics/composition, rules/regulations, etiquette and the managing of emotions.</p> <p>Pupils are expected to prepare for the Performance Assessment from the start of S3 by regularly practising their activities at our extracurricular or local sports clubs. Most activities will be assessed in school. However, if we do not have the facilities to accommodate an activity, pupils will be expected to submit video evidence of their performance. All activities must be assessed in performance/competition settings.</p> <p>The Performance Assessment contributes to 50% of the overall course grade.</p> <p>Homework and course materials</p> <p>Homework may include written exercises, research tasks and/or performance evaluations.</p> <p>Pupils will have access to resources on Microsoft Teams.</p> <p>Useful Information/Resources</p> <p>BBC Bitesize: Physical Education</p> <p>Twitter: @boroughmuirPE</p>

Senior Phase and Beyond
<p>Progression Routes:</p> <p>National 5 PE → Higher PE in S5, Advanced Higher PE in S6. National 4 PE → National 5 PE in S5, Higher PE in S6. Alternative Routes → Sports Leaders. Exercise and Fitness NPA in S5/6</p> <p>Careers: Administration, Sports Medicine, Sports Science, Sports Coaching, Sports Analysis, Sports Development and Physical Education Teaching.</p> <p>Please note: Physical Education has an equal weighting to all other curricular areas in terms of SCQF tariff points and value.</p>



S3/S4 Course Content	Assessment
<p>Course Overview: RMPS explores the beliefs and ideas that shape our world, encouraging students to analyse diverse perspectives and develop their own informed opinions. It encompasses religious, moral, and philosophical inquiries relevant to contemporary issues.</p> <p>Mandatory Units: The course comprises three fundamental units:</p> <ul style="list-style-type: none"> • World Religion: Students delve into one major world religion (Buddhism, Christianity, Islam, Sikhism, Hinduism, or Judaism), analysing the connection between beliefs and actions in the modern world. • Morality and Belief: This unit tackles contemporary moral dilemmas, examining religious and secular viewpoints alongside students' personal perspectives. Topics include justice, relationships, environmental issues, medical ethics, and conflict. • Religious and Philosophical Questions: This unit explores fundamental existential questions like the origins of life, the existence of God, the possibility of miracles, and the problem of evil. <p>Skills Focus: RMPS emphasizes the development of critical thinking skills, including:</p> <ul style="list-style-type: none"> • Applying knowledge to real-world situations • Analysing and evaluating diverse viewpoints <p>Formulating well-supported personal opinions</p>	<ul style="list-style-type: none"> • National 3 and 4: Internal assessment only, based on a portfolio demonstrating personalized learning approaches. • National 5: External assessment includes a final exam and an externally assessed assignment. <p>Added Value Unit (National 4 and 5): Students research a self-selected religious, moral, or philosophical topic, presenting their findings and supported opinions.</p> <hr/> <p>Homework</p> <ul style="list-style-type: none"> • National 5: Up to an hour per week, plus regular content revision. • National 3 and 4: Less than an hour per week, plus revision. • All levels: Research for the assignment or added value unit. <p>Class teams pages and OneNote are used extensively to support all learners and provide access to course notes, assignments and SQA exemplars and information.</p> <hr/> <p>Useful Information/Resources</p> <p>There is a strong focus on the development of thinking skills particularly the application of knowledge to real life situations, analysis and evaluating viewpoints as developing ideas and opinions.</p>

Senior Phase and Beyond	
National 5 RMPS	→ Higher RMPS in S5, Advanced Higher RMPS in S6.
National 5 RMPS	→ Higher Philosophy in S5, Higher RMPS in S6
National 4 RMPS	→ National 5 RMPS in S5, Higher RMPS in S6.
<p>Career Pathways: Religious, Moral and Philosophical Studies provides a basis for the future study of philosophy and a strong foundation for careers involving critical thinking, ethical decision-making, and human interaction, such as:</p> <ul style="list-style-type: none"> • Civil Service Journalism • Law • Medicine • Caring Professions • Teaching 	

CURRICULUM AREA
COURSE TITLE
LEVELS

TECHNOLOGIES
ADMINISTRATION AND IT
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment								
<p>This course will provide with experience of real-life administration tasks and engaging practical activities relevant to the world of work. There is an emphasis on the development of transferable life skills and the application of these skills.</p> <p>You will develop administrative and IT skills, enabling you to effectively contribute to and support organisations by:</p> <ul style="list-style-type: none"> • Developing an understanding of administration theory in the workplace • Developing IT skills (word processing, spreadsheets, databases, desktop publishing and presentation) and using them to perform administrative tasks related to an event or business • Developing skills in using technology for electronic communication and investigation • Acquiring organisational skills in the context of organising and supporting events. 	<p>At National 4, all units will be internally assessed.</p> <p>At National 5, an external exam will cover all course content and will count for 42% of the final grade. The other 58% will be assessed by an assignment which will be carried out in class under exam conditions then externally marked by SQA. This will involve demonstrating the use of different IT applications and theory of administration in the workplace.</p> <tr> <td colspan="2" data-bbox="815 757 1444 792">Homework</td> </tr> <tr> <td colspan="2" data-bbox="815 799 1444 1032"> <p>Homework will be issued regularly and will include the completion of class work and formal questions on the topic being covered in class.</p> <p>Homework will also be given in preparation for tests and exams.</p> </td> </tr> <tr> <td colspan="2" data-bbox="815 1039 1444 1075">Useful Information/Resources</td> </tr> <tr> <td colspan="2" data-bbox="815 1081 1444 1534"> <p>The Course contains a significant practical component, encouraging the integration of skills, knowledge and understanding through practical activities. The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant, as it opens up progression to a range of careers in administration and IT.</p> </td> </tr>	Homework		<p>Homework will be issued regularly and will include the completion of class work and formal questions on the topic being covered in class.</p> <p>Homework will also be given in preparation for tests and exams.</p>		Useful Information/Resources		<p>The Course contains a significant practical component, encouraging the integration of skills, knowledge and understanding through practical activities. The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant, as it opens up progression to a range of careers in administration and IT.</p>	
Homework									
<p>Homework will be issued regularly and will include the completion of class work and formal questions on the topic being covered in class.</p> <p>Homework will also be given in preparation for tests and exams.</p>									
Useful Information/Resources									
<p>The Course contains a significant practical component, encouraging the integration of skills, knowledge and understanding through practical activities. The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant, as it opens up progression to a range of careers in administration and IT.</p>									

Senior Phase and Beyond
<p>Completion of this course can lead to progression into Higher Administration and IT.</p> <p>This Course is designed for those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further. Completion of this course will allow you to utilise the acquired administration- and IT related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment.</p> <p>Careers include Banking, Accounting, Insurance, Civil Service, Reception work, secretarial work, paralegal services, travel and tourism, procurement, office management, payroll administration, clerical work, quality management, transport administration, call centre operations, human resources, event management, data administration, local government, court administration, distribution administration, customer support services, housing administration, health service administration.</p>

CURRICULUM AREA**TECHNOLOGIES****COURSE TITLE
LEVELS****COMPUTING SCIENCE
NATIONAL 3, 4 AND 5**

S3/S4 Course Content	Assessment
<p>This course aims to help you develop a range of computing and computational thinking skills. You will learn how to analyse and solve problems. And, you will develop skills in design and modelling, developing, implementing and testing digital solutions across a range of contemporary contexts.</p> <p>The course has four areas of study:</p> <p>Software design and development</p> <ul style="list-style-type: none"> develop your programming and computational-thinking skills by implementing practical solutions in Python and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by you be expected to analyse problems, and design, implement, test and evaluate your solutions <p>Computer systems</p> <ul style="list-style-type: none"> develop an understanding of how data and instructions are stored in binary form and basic computer architecture gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems. <p>Database design and development</p> <ul style="list-style-type: none"> develop knowledge, understanding and apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL <p>Web design and development</p> <ul style="list-style-type: none"> develop knowledge, understanding and apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML 5, CSS and JavaScript 	<ul style="list-style-type: none"> At National 4 learners will be given an assignment to demonstrate their knowledge and understanding by applying their skills in a practical context. There is no external exam. At National 5 learners will sit an external question paper which counts for 69% of the final grade. The remaining 31% will be assessed by an open-book assignment carried out in class under exam conditions. Learners will be asked to analyse a computing problem, design and implement a solution, and produce a short report on how you tested it. <p>Homework</p> <p>Homework will be issued regularly and will include the completion of class work and formal questions on the topic being covered in class.</p> <p>Homework will also be given in preparation for tests and exams.</p> <p>Useful Information/Resources</p> <p>Pupils will have access to all resources via the class Team and OneNote.</p> <p>Scholar materials on Heriot Watt's online learning programme is very useful as well as BBC Bitesize.</p> <p>This course encourages pupils to think creatively about the range of technology that is currently part of their lives and to gain a deeper understanding of "how it works" instead of "how to use it".</p>

Senior Phase and Beyond
<p>In S5/6 pupils can progress to Higher Computing Science or NPAs in Data Science or Digital Media. We also offer Advanced Higher Computing Science in S6.</p> <p>Computing science is vital to everyday life – on social, technological and economic levels. It shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes to our places of work. It has also changed the way we learn, relax, travel and communicate.</p> <p>Learning computing science will give you many benefits apart from learning about technology. You will learn valuable transferable work and life skills, such as being able to solve problems in a logical way, think creatively and handle information.</p> <p>The skills you learn in this course are useful in lots of different job areas. These include science, communications, entertainment, education, business and industry. There is now a wide range of courses in colleges and universities related to Computer Science that provide progression for our pupils to use the skills learned in this course.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

TECHNOLOGIES
DESIGN AND MANUFACTURE
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>The National 5 Design and Manufacture course provides learners with an opportunity to explore the creative and practical processes of designing and producing products. This course focuses on developing skills in both design and manufacturing, from concept development to the production of prototypes. Students gain a strong foundation in design principles, materials, and practical techniques, all of which are essential in the fields of engineering, design, and technology.</p> <p>Key Aims of the Course: To develop creativity, problem-solving skills, and practical abilities in the design and manufacture of products. To foster an understanding of the properties, uses, and environmental impacts of various materials. To build critical thinking and evaluation skills as learners analyse existing products and consider their own design solutions. Course Structure:</p> <p>Design Unit: Learners will work from design briefs to generate ideas, conduct research, and produce initial concepts. They will develop these concepts into detailed, viable designs using graphic techniques, modelling, and testing processes.</p> <p>Materials and Manufacturing Unit: This unit covers the practical skills of model-making and prototype development, allowing students to explore and work with different materials and manufacturing techniques. They will examine existing products, evaluate design and manufacturing practices, and understand the social and environmental impacts of production.</p> <p>Design and Manufacture Assignment: The assignment, which accounts for 55% of the course assessment, is conducted in a supervised, open-book format. Learners analyse a design brief, generate concepts, develop a solution, and then produce a final prototype or model, demonstrating their understanding and application of course principles.</p>	<p>National 4: Learners will complete specific units and a course assessment task, designed to demonstrate their knowledge and understanding by applying practical skills. There is no external exam for National 4.</p> <p>National 5: Learners will take an external exam, which accounts for 45% of the final grade. The remaining 55% will be assessed through an open-book design assignment conducted in class under supervision. In this assignment, learners will analyse a design brief, generate initial concepts, develop and refine a solution, and ultimately manufacture the final product.</p> <p>Homework</p> <p>Homework will be assigned regularly to support learners' progress. They will receive comprehensive revision materials and are expected to use these resources to prepare thoroughly for upcoming unit tests.</p> <p>Useful Information/ Resources</p> <p>We offer a variety of exemplary materials, including past students' design work and supporting literature, available both within the department and as a digital resource on Teams and OneNote.</p> <p>Additionally, we hold drop-in sessions from Monday to Thursday at the end of each school day, providing pupils with the opportunity to catch up on coursework or reinforce their understanding of the material.</p>
Senior Phase and Beyond	
<p>Senior Phase and Beyond: Why Choose Design and Manufacture?</p> <p>Design and Manufacture is an excellent foundation for a wide range of dynamic and fulfilling career paths. Offered at both Higher and Advanced Higher levels, this course provides essential skills in creativity, problem-solving, and technical knowledge that are highly valued across various industries. For those interested in Product Design, this course nurtures innovation, guiding students through the entire design process—from initial concept to final product creation. The skills developed in this course are ideal for careers in product development, where creativity and practicality meet to create impactful solutions for everyday challenges.</p>	

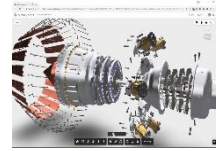


S3/S4 Course Content	Assessment
<p>The National 5 Engineering Science course provides students with an engaging introduction to the fundamental principles of engineering and technology. This course is ideal for learners interested in exploring how engineering solutions are developed to address real-world problems. Through a mix of theory and practical work, students gain insight into the processes and disciplines involved in engineering, including mechanics, electronics, and programming.</p> <p>Key Aims of the Course: To build foundational knowledge in engineering concepts and principles across mechanical, electrical, and control systems. To develop problem-solving and analytical skills essential for engineering fields. To foster creativity and resilience through practical assignments that require critical thinking and innovative solutions.</p> <p>Course Structure:</p> <p>Engineering Contexts and Challenges: Learners explore the role of engineering in various contexts, such as environmental, civil, and aerospace engineering. This unit emphasizes the societal and environmental impact of engineering solutions, encouraging students to consider sustainable and efficient designs.</p> <p>Electronics and Control: This unit introduces learners to the basics of electronic circuits and control systems. Students will learn to design, simulate, and construct simple circuits, understanding the principles of logic gates, microcontrollers, and control systems, which are integral to automated technology.</p> <p>Mechanisms and Structures: Focusing on the mechanics of engineering, this unit covers topics such as forces, motion, and energy. Learners will investigate structures and mechanisms, gaining practical skills in analysing and designing systems that are both strong and efficient.</p>	<p>National 4: Learners will complete specific units and a course assessment task, designed to demonstrate their knowledge and understanding by applying practical skills. There is no external exam for National 4.</p> <p>National 5: Course Assignment (30%) – a practical project where students are challenged to design and implement a solution to an engineering problem, showcasing their skills in planning, problem-solving, and engineering design. An external Written Exam (70%) – evaluates students’ understanding of key concepts, theories, and calculations, testing their ability to apply engineering principles to theoretical and practical scenarios.</p> <p>Homework</p> <p>Homework will be assigned regularly to support learners’ progress. They will receive comprehensive revision materials and are expected to use these resources to prepare thoroughly for upcoming unit tests.</p> <p>Useful Information/ Resources</p> <p>Our facilities are well-equipped to support a comprehensive learning experience in Engineering Science. We provide access to low-voltage power supplies and compressed air systems, enabling learners to safely engage in hands-on tasks involving electronics and pneumatics.</p> <p>In addition, we offer specialized simulation software, allowing learners to model and test their designs digitally before creating physical prototypes. This software supports a range of engineering simulations, helping students visualize concepts and troubleshoot designs effectively.</p> <p>To further enrich the course, we maintain a collection of high-quality exemplar materials, including previous students’ design work and relevant literature, both within the department and in our library. These resources provide valuable insights and inspiration, helping learners connect theoretical concepts with practical applications. To ensure all students have the support they need, we also offer dedicated drop-in sessions at the end of each school day from Monday to Thursday.</p>

Senior Phase and Beyond
<p>Senior Phase and Beyond: Why Choose Engineering Science?</p> <p>Career Pathways: The National 5 Engineering Science course prepares students for further study in Higher engineering, physics, and technology-related fields. It provides a solid foundation for advanced studies at Higher level and can lead to career pathways in engineering disciplines such as mechanical, electrical, civil, and environmental engineering. This course is ideal for anyone interested in exploring how things work and how to solve practical problems through engineering solutions.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

TECHNOLOGIES
GRAPHIC COMMUNICATION
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>The National 5 Graphic Communication course offers students the opportunity to develop essential skills in visual communication through a variety of design techniques. This course is perfect for learners interested in graphic design, architecture, advertising, or any career that involves conveying ideas through visual media. By combining both traditional and digital methods, students will learn to communicate complex ideas clearly and creatively through graphics, drawings, and multimedia presentations.</p> <p>Key Aims of the Course: To develop an understanding of graphic communication principles and how they are applied in different contexts. To foster creativity and critical thinking, encouraging students to approach design problems from different perspectives and develop practical solutions.</p> <p>Course Structure:</p> <p>Creative Design: Learners will explore the creative process of graphic design, developing an understanding of layout, composition, typography, and color theory. They will apply these concepts to create visually appealing designs for various purposes, such as advertising, branding, and publications.</p> <p>Technical Drawing: This unit focuses on developing precision and clarity in technical drawing, an essential skill for careers in architecture, engineering, and industrial design. Students will learn to produce accurate, scaled drawings of structures, products, and systems, using both manual drafting techniques and CAD.</p> <p>Computer-Aided Design (CAD): Learners will gain hands-on experience with industry-standard design software to create digital models and technical drawings. They will learn to manipulate digital tools to refine their ideas and present them professionally.</p>	<p>National 4: Learners will complete specific units and a course assessment task, designed to demonstrate their knowledge and understanding by applying practical skills. There is no external exam for National 4.</p> <p>National 5: Course Assignment (33%) – A practical project in which students will apply their skills in graphic design, technical drawing, and CAD to create a solution to a given brief. The assignment will demonstrate the learner’s ability to develop ideas, refine designs, and present them effectively. An external Written Exam (67%) – The written exam assesses students’ theoretical understanding of graphic communication principles, including design techniques, materials, and processes, as well as their ability to apply these concepts to real-world scenarios.</p> <p>Homework Homework will be assigned regularly to support learners’ progress. They will receive comprehensive revision materials and are expected to use these resources to prepare thoroughly for upcoming unit tests.</p> <p>Useful Information/ Resources Our department is equipped with a dedicated computer suite featuring the necessary software for course-related tasks, including desktop publishing tools and Autodesk Inventor.</p> <p>Learners also have access to relevant literature that supports their studies throughout the course and as a digital resource on Teams and OneNote.</p> <p>To further support student progress, we offer a homework and revision class after school from Monday to Thursday, providing a space for learners to catch up on coursework or reinforce their understanding of key concepts.</p>

Senior Phase and Beyond
<p>Senior Phase and Beyond: Why Choose Graphic Communication? The National 5 Graphic Communication course provides a solid foundation for students interested in pursuing careers in a wide range of fields, including graphic design, advertising, architecture, engineering, and digital media. It also offers excellent preparation for further study at Higher and Advanced Higher level, where learners can delve deeper into advanced design techniques, CAD software, and the theory behind visual communication. This course opens the door to careers where creativity, problem-solving, and technical skills come together to shape the way we see and experience the world around us.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

TECHNOLOGIES
PRACTICAL WOODWORKING
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>The National 5 Practical Woodworking course is designed for students interested in developing hands-on skills in working with wood. Through a series of engaging projects, learners will gain confidence in using tools, interpreting technical drawings, and applying finishing techniques. This course is ideal for those who enjoy creative, practical work and are considering careers in trades, construction, or crafts.</p> <p>Key Aims of the Course: To develop a range of woodworking skills, from planning and measuring to cutting, joining, and finishing. To foster an understanding of safe working practices and proper tool use. To build problem-solving and project management skills through a series of hands-on assignments.</p> <p>Course Structure:</p> <p>Flat-Frame Construction: Learners will work on constructing basic frames, developing skills in measuring, marking, and joining wood. They'll learn to use a variety of hand tools safely and accurately, gaining confidence in creating sturdy, well-finished frames.</p> <p>Carcase Construction: This unit involves creating box-like structures such as cabinets and storage units. Learners will enhance their abilities in measuring, cutting, and assembly while learning about the properties of different woods and the importance of accurate joints.</p> <p>Machining and Finishing: Focusing on the final touches, this unit teaches learners various techniques for shaping and smoothing wood using both hand tools and machinery. Students will also learn about surface finishes, preparing them to create polished, professional-quality pieces.</p>	<p>National 4: Learners will complete specific units and a course assessment task, designed to demonstrate their knowledge and understanding by applying practical skills. There is no external exam for National 4.</p> <p>National 5: Practical Assignments (70%) – Students complete a series of practical woodworking projects that showcase their skills in constructing and finishing wood-based items. These projects will be assessed based on craftsmanship, accuracy, and safety practices. A final Theory Exam (30%) – The written exam tests students' understanding of woodworking principles, including materials, tools, and safety procedures.</p> <p>Homework</p> <p>Homework will be assigned to support learners' progress. They will receive comprehensive revision materials and are expected to use these resources to prepare thoroughly for upcoming unit tests.</p> <p>Useful Information/ Resources</p> <p>Learners will have access to modern, well-equipped workshops featuring a wide range of machinery and power tools, allowing them to complete course tasks while gaining experience in a realistic workshop environment.</p> <p>In addition, students can refer to relevant literature that supports the course content, helping to deepen their understanding of woodworking techniques and concepts.</p> <p>To further support learning, homework and revision sessions are available after school from Monday to Thursday, providing an opportunity for learners to catch up on coursework or reinforce key skills and knowledge.</p>

Senior Phase and Beyond
<p>Senior Phase and Beyond: Why Choose Practical Woodworking?</p> <p>Practical Woodworking is currently offered up to National 5 level and serves as excellent preparation for the Furniture Making NPA. The National 5 Practical Woodworking course provides a solid foundation for students aiming for careers in trades, joinery, construction, furniture-making, or craftsmanship. It also equips students with skills essential for further studies in woodworking and related fields, making it valuable for those pursuing both professional and hobbyist woodworking paths.</p>



S3/S4 Course Content	Assessment
<p>This is an exciting but demanding practical course that enables learners to develop precise practical skills and knowledge whilst supporting personal and social development that prepares learners for further training and employment in a wide range of careers. The course contains a significant amount of practical cookery supported by pertinent and related theory that builds essential knowledge and understanding.</p> <p>Cookery Skills, Techniques and Processes This unit aims to enhance learner's practical cookery skills, food preparation techniques and their ability to follow cookery processes in a practical setting. Learners must always also develop an understanding of importance of safety and hygiene and the ability to follow safe and hygienic practices.</p> <p>Understanding and Using Ingredients This unit aims to enhance learner's knowledge and understanding and the characteristics of ingredients from a variety of sources. It also addresses the importance of sustainability, responsible sourcing of ingredients and of current dietary advice. Pupils will develop the ability to select and use a range of appropriate ingredients in the preparation of dishes in a safe and hygienic manner.</p> <p>Organisational Skills for Cooking This unit aims to extend learners planning, organisational and time management skills, they will develop the ability to follow recipes; to create detailed and logical time plans, produce and cost dishes and meals and to work safely and hygienically. Learners will also extend their ability to carry out evaluations of a product.</p>	<p>At National 4, practical skills will be assessed throughout the course. Pupils will complete an added-value assignment which will require application of knowledge and skills from all units. This will involve developing, planning, manufacturing and evaluating a recipe supplied by the SQA.</p> <p>At National 5, The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The coursework assessment consists of a practical activity (100 marks – worth 75%) where learners will plan, prepare and cook a three-course meal for a given number of people within 2 hours 30 minutes and present it appropriately. There is also a 1-hour question paper (30 marks – worth 25%); the course is graded A – D.</p> <p>Homework Learners will have targeted assignments to deepen skills and knowledge around course content and SQA assignments. Learners should aim to develop precise practical skills through preparing and cooking food at home. Homework will be issued to reinforce the theory from class otherwise, pupils are expected to take responsibility for their learning and look over their work each week. This consolidation work is supported by resources available on class team's pages and course notes. Prior to examinations, we also support and encourage pupils to practise exam technique using past papers from the SQA website and revision materials provided.</p> <p>Useful Information/Resources Pupils are expected to be suitably dressed in terms of health and safety.</p> <p>https://www.sqa.org.uk/sqa/47439.html https://www.bbc.com/bitesize/subjects/zhtsr82</p>

Senior Phase and Beyond
<p>Progression Route: National 5 and Higher Health & Food Technology. NPA in Bakery in S5. Careers: Hospitality industry, event management, food technologist, advertising, retail, environmental health, food stylist and photographer trading standards, food product testing, food science, teaching, and lecturing.</p>

CURRICULUM AREA
COURSE TITLE
LEVELS

TECHNOLOGIES
HEALTH AND FOOD TECHNOLOGY
NATIONAL 3, 4 AND 5



S3/S4 Course Content	Assessment
<p>This is a practical course which focuses on health, food preparation, nutrition and safe and hygienic practices in the kitchen. This course is suitable for pupils who have an interest in food, health, lifestyle and consumer issues and who enjoy learning through practical activity. Pupils will develop a range of skills which will allow them to work independently and collaboratively. These are transferable skills both to the senior school and to the workplace.</p> <p>This course consists of 3 areas of study.</p> <ul style="list-style-type: none"> • Food for Health 	<p>At National 4 skills and knowledge will be assessed throughout the course. Pupils will complete an added-value assignment which will require application of knowledge and skills from all units. Pupils will develop a product from a given brief.</p> <p>At National 5 skills and knowledge will be assessed throughout the course. Pupils will complete an externally assessed assignment which is worth 60 marks and undertake final exams which is also worth 60 marks, each carries a 50% tariff towards a final grade.</p>
<p>Pupils will develop their food preparation skills and techniques and develop knowledge of health, food, nutrition and dietary needs.</p> <ul style="list-style-type: none"> • Food Product Development <p>Pupils will gain an understanding of the stages involved in the creation of a new food product and will use their practical skills to develop, plan and manufacture a food product to meet specified needs.</p> <ul style="list-style-type: none"> • Contemporary Food Issues <p>Pupils will cultivate a knowledge and understanding of contemporary issues affecting food choice such as technological developments in the food industry. Through practical food activities, pupils will be encouraged to promote positive healthy lifestyles.</p>	<p>Homework</p> <p>Homework will be issued to reinforce the theory from class otherwise, pupils are expected to take responsibility for their learning and look over their work each week. This consolidation work is supported by resources available on class team's pages and course notes. Prior to examinations, we also support and encourage pupils to practise exam technique using past papers from the SQA website and revision materials provided.</p>
<p><u>National 3</u></p> <p>There are no discrete classes at National 3 level. However, this level of qualification will be available for pupils who are currently working at that level.</p>	<p>Useful Information/Resources</p> <p>NHS Choices website. British Nutrition Foundation website. Food a Fact of Life British Dietetics Association</p>

Senior Phase and Beyond
<p>Higher and Advanced Higher Health and Food Technology, National 5 Practical Cookery, National 5 Hospitality Skills for work.</p> <p>Progression Route S6: Advanced Higher Health and Food Technology.</p> <p>Careers: Food product development, dietetics, food technology, nursing, primary and secondary teaching, environmental health, trading standards, public health, advertising, retail food industry.</p> <p>QMU are now offering a BSC in Food Science and Innovation</p>