



# Govan High School



## S4 – S6 Senior Phase Pathways Booklet

### Course Information

## ENGLISH – NATIONAL 4



**Entry Requirement:** Working at Level 3/4 in English in S1-S3.

**Progression:** Passing this award allows progresses to National 5 English.

The National 4 English Course will take you on a journey through literature. You will have the chance to read and study famous writers, develop your presentation and language skills and discuss issues and ideas with your fellow learners. The National Four course also includes media such as Films, Documentaries, and talks from visiting speakers.

The course is broken into four units. You must pass all of these to gain this award.

### **Analysis and Evaluation**

In this unit you will develop your listening and reading skills by working with a variety of texts. These can take the form of documentaries, television programmes, novels, poems and short stories. You will develop the ability to understand, analyse and decide how useful a text is.

### **Creation and Production**

This is where you will show off your talking and writing skills. You will be given the support to research a topic and then deliver a solo talk on a subject. You will also take part in group discussion on a range of topics and write informatively on a subject you have studied in class.

### **Literacy**

Here you will be exposed to literature from many great writers. You will use your listening, talking reading and writing skills to explore a variety of texts and also improve your technical accuracy. You will also practise your close reading skills in this unit.

### **Added Value Unit**

This unit offers you the chance to investigate a subject that you are interested in. Previous projects have been on Gangs, Serial Killers, Tattoos and Biographies. You will use a variety of sources including research from the Glasgow Libraries database, newspaper articles, documentaries and films and present your findings in either a report or a solo talk presentation.



## ENGLISH – NATIONAL 5

**Entry requirements** – achievement in either Level 4 in BGE or National 4 pass.

**Progression:** Passing this award allows progresses to Higher English.

During the course of National 5 pupils will engage with a number of texts both formal and creative. The focus will be on a selection of Scottish works with the view of answering questions on these works during the end of year exam. Pupils will not only learn how to analyse different styles of writing but will work towards creating their own. This will result in a folio containing two pieces of work; one creative and the other discursive.

Throughout the year pupils will also be expected to achieve additional listening and talking outcomes in order to continue to develop these skills. Most importantly this course will allow pupils to gain access to Higher.

### **On-going Course Work**

A major aspect of the course involves studying literature. There are two key elements of literature that we study in detail:

- our Scottish poetry, which we analyse and discuss regularly and with increasing skill,  
and
- our Drama text—a play that we learn about in great detail.

In the case of both of these elements of literature, pupils learn to write short, focused responses to specific questions (Textual Analysis) and longer and more expansive responses (Critical Essays). These two related approaches to analysis form a large part of the final exam—the **Critical Reading** paper, which is worth 40 marks.

We regularly study journalism in detail, focusing on key features of the writer’s craft. As we build these skills through regular class activities and homework we are preparing for the **Reading for Understanding, Analysis and Evaluation** exam paper, which is worth 30 marks.

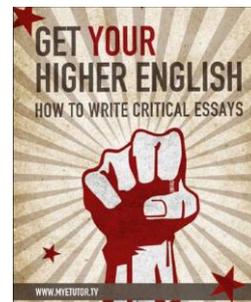
### **External Assessment**

- Folio of 2 essays submitted to SQA in March (worth 30% of the final mark)
- Final exam (worth 70% of the final mark)

## ENGLISH - HIGHER

**Entry requirements** – Pass at National 5 English or equivalent.

**Progression:** Passing this award allows progress to Advanced Higher English, as well as helping to secure entry to many college and university courses.



The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language throughout their life. Pupils will build on literacy skills and develop understanding of the complexities of language, through the study of a wide range of texts. They will also develop high levels of analytical thinking and understanding of the impact of language. This course enables pupils to communicate, be critical thinkers, develop cultural awareness and be creative. They will develop an appreciation of Scotland's literary and linguistic heritage through studying Scottish texts.

Course Descriptor - Pupils also have to complete a portfolio of two essays; one creative and one discursive. This will count as 30% of their total mark. The exam consists of two papers. 'Reading for understanding, analysis and evaluation' is out of 30 marks and tests their skills of understanding, analysis and evaluation. The second paper is called 'Critical Reading' and consists of a Scottish Text section and a critical essay. It is out of a total of 40 marks and they will demonstrate their knowledge of texts they have studied in class including one Scottish writer.

### On-going Course Work

As with National Five English, a major aspect of the course involves studying literature. There are two key elements of literature that we study in detail:

- our Scottish poetry, which we analyse and discuss regularly and with increasing skill,  
and
- our Drama text—a play that we learn about in great detail.

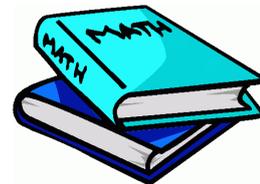
We study the poetry of Carol Ann Duffy and we study "Macbeth" by William Shakespeare. In the case of both of these elements of literature, pupils learn to write short, focused responses to specific questions (Textual Analysis of poetry) and longer and more expansive responses (Critical Essays about Drama). These two related approaches to analysis form a large part of the final exam—the **Critical Reading** paper, which is worth 40 marks.

We regularly study journalism in detail, focusing on key features of the writer's craft. As we build these skills through regular class activities and homework we are preparing for the **Reading for Understanding, Analysis and Evaluation** exam paper, which is worth 30 marks. The demonstration of skill is of a significantly higher level than that of National Five standards and pupils must work hard to hone their techniques.

### External Assessment

- Folio of 2 essays submitted to SQA in March (worth 30% of the final mark)
- Final exam (worth 70% of the final mark)

## NATIONAL 4 MATHEMATICS AND NATIONAL 5 NUMERACY 1



- Provides progression from the Numeracy and Mathematics experiences and outcomes to develop an understanding of the concepts, principles and processes of mathematics and apply these in different contexts
- Provides progression from the Numeracy and Mathematics experiences
- Will assess added value through a test
- This test will be an internal school based assessment
- National 4 is ungraded
- Includes the free standing unit on Numeracy at National 4 or 5 depending on a student ability

### Course Outline

Four mandatory units

- Unit 1 - Expressions and formula
- Unit 2 - Relationships
- Unit 3 – Numeracy National 4 or National 5
- Unit 4 - Added value Unit. This unit requires the learner to demonstrate breadth, challenge and application of skills. This includes the use of unfamiliar contexts taken from life and sometimes integrated over all 3 units.

### Course entry requirements

Third level Experiences and Outcomes completed in S1-S3

### Progression

- National 5 mathematics
- National 4 Life Skills

### Course Structure

The Units can be delivered in parallel or in a sequence.

The Units are statements of standards for assessment and not programmes of learning.



# MATHEMATICS

## **National 4 Lifeskills Mathematics and National 5 Numeracy Unit**

The Course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. The Course also enables learners to make informed decisions based on data presented in a variety of forms.

The mathematical skills within this Course are underpinned by numeracy and are designed to develop learners' skills in mathematical reasoning relevant to learning and life.

The Course aims to:

- ◆ motivate and challenge learners by enabling them to select and apply mathematical skills to tackle straightforward real-life problems or situations
- ◆ develop the ability to interpret straightforward real-life problems or situations involving mathematics
- ◆ develop confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations
- ◆ apply mathematical operational skills with an appropriate degree of accuracy
- ◆ use mathematical reasoning skills to assess risk, draw conclusions and explain decisions
- ◆ communicate mathematical information in an appropriate way

### **Course entry requirements**

This course is only open to S5/S6 pupils who have completed the National 4 Mathematics course

### **Course structure**

#### **Lifeskills Mathematics: Managing Finance and Statistics (National 4)**

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts.

#### **Lifeskills Mathematics: Geometry and Measures (National 4)**

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts.

#### **Numeracy (National 5)**

The general aim of this Unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement.

#### **Added Value Unit: Lifeskills Mathematics Test (National 4)**

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Lifeskills Mathematics Course through successful completion of a test which will allow the learner to demonstrate breadth and application.

# MATHEMATICS



## National 5

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The Course aims to:

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

## Course entry requirements

There are several pathways into the National 5 course usually either progressing from a pass at National 4 level in mathematics or by successfully completing the level 4 mathematics outcomes in third year.

## Course structure

**The course consists of 3 units...**

### Expressions and Formulae

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

### Relationships

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

### Mathematics: Applications

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



## **Higher Mathematics**

This Course will develop learners' ability to:

- ◆ understand and use a range of complex mathematical concepts and relationships
- ◆ select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- ◆ select and apply skills in numeracy
  - ◆ use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- ◆ use mathematical reasoning skills to think logically, provide justification or proof and solve problems
- ◆ communicate mathematical information with complex features

### **Course entry requirements**

Pupils who successfully complete the National 5 course with either an A , B or C pass can progress on to the Higher Mathematics course.

### **Course structure...**

#### **Expressions and Functions**

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

#### **Relationships and Calculus**

In this Unit you will develop knowledge and skills that involve solving equations and will be introduced both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

#### **Applications**

This Unit will develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

## ADMIN AND IT

Nat 4/Nat5/Higher

Tick the box(es) if you would like to learn the following activities.

	1 I would like to learn how to use the Internet to source business information.	
	2 I would like to learn how to use an Electronic Diary/email within the business context.	
	3 I would like to learn how businesses use social media to meet customer needs.	
	4 I would like to learn to use ICT to solve business problems.	

**If you ticked all the boxes, then Administration is the course for you!**

You will become very confident at using the PC especially in **word processing, spreadsheets** and **databases**. The software used is **Microsoft Office**.

You will have regular access to the **Internet** and electronic diaries. Administration will allow you to develop skills in problem solving and decision making.

The skills gained will also assist you when completing work in other subjects. The skills you develop in Admin will be used in any job you go on to do.

### SQA Qualification Info:

#### National 4

All SQA units are completed in class

#### National 5

SQA Course Assignment completed on the computer

SQA Exam (2 hours) on the computer

#### Higher

SQA Course Assignment completed on the computer (58%)

SQA Exam – 1.5 hours (42%)

## ART & DESIGN



Art & Design is recognised as a desirable qualification by many employers. Today's world offers a wide range of exciting jobs for enterprising and creative people.

For example, a qualification in Art & Design could help you to become: an animator, architect, costume/set designer, jeweller, graphic designer, fashion designer, photographer, textile designer, illustrator etc (to name just a few.)

The aims of the Course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- develop critical knowledge and understanding of a range of art and design practice plan, develop, produce and present creative art and design work
- understand the impact of external factors on artists and designers and their work
- develop creativity, problem solving, critical thinking and reflective practice skills

**Art is offered at National 4, National 5, Higher and Advanced Higher.**

At national 4, Art is assessed internally, but with National 5 and above there is also an external exam element.

# BUSINESS MANAGEMENT

Nat 4/Nat5/Higher

Tick the box(es) if you would like to learn the following activities.

	1 I would like to learn how to run my own company.	
	2 I would like to find out about different businesses on the internet eg McDonalds, Nike, Cadbury as part of my course assignment.	
	3 I would like to learn how to make a lot of money. (profit)	
	4 I would like to learn how to sell goods and advertise.	

**If you ticked all the boxes, then Business Management is the course for you!**

Business Management will introduce you to the world of business; how different organisations are managed and how they survive against competition from other organisations.

You will learn how to run your own business. You will carry out market research, draw up a business plan, solve business problems and find out whether or not you have made a profit.

## ADMINISTRATION/BUSINESS CAREERS

**Some jobs you could do if you choose Business Education subjects::**

- Accountancy
- Administration
- Advertising
- Banking
- Computing
- Human Resources Management
- Lawyer's Office
- *Management*
- Office Work
- Teaching
- Travel and Tourism

### **Courses offered:**

**S1            ICT**

**S2            ICT**

**S3            Admin and IT  
              Business**

### **S4-S6 Administration and IT**

**Levels:       Nat 4/Nat 5/Higher**

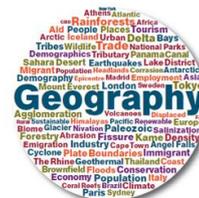
### **Business Management**

**Levels:       Nat 4/Nat 5/Higher**

If you want to find out more about the subjects come and talk to the Business Education teachers: Ms Arshad, Mrs Hyde, Mrs Kerr, Mrs Templeman.



## NATIONAL 4/5 GEOGRAPHY



National 4/5 Geography comprises of:-

- Physical Environment
- Human Environment
- Global Issues

The study of the above allows us to develop specific skills of mapping, investigating, gathering and processing. These skills are transferable and allow geographers to develop skills for learning, life and work.

### Physical Environments

Three topics are studied:-

- The Weather
- Glaciated Uplands
- Coastal Landscapes

The weather teaches us about the weather elements and how they are influenced by latitude, relief, aspect and distance from the sea. We learn about the air masses which affect our weather. We discover how our weather is displayed on a synoptic chart and how to interpret and explain the different weather systems.

Our study of glaciation and coasts identifies areas of upland glaciation and coastal landscapes in the UK. It enables us to understand the processes involved in their formation and helps us to recognise them on an O.S. map. This topic also looks at different types of land use and the conflicts (and solutions) which occur between the different land users.

### Human Environments

Three topics are studied:-

- Population
- Urban
- Rural

Population teaches us about developed and developing countries. We discover why some areas of the world are densely populated whilst others are sparsely populated. The Urban topic studies cities in the developed and developing world. In particular we learn about industry, housing, shopping, transport, pollution and crime. In Rural geography we learn about the different types of farming in both the developed and developing worlds.

### Global Issues

In this unit we will choose two global geographical issues to study from topics such as climate change, environmental hazards (earthquakes, volcanoes and tropical storms), the impact of human activity on the natural environment, tourism and finally health.

### Added Value Unit

National 4/5 geography also involves personal study. The learner will choose a topic, research their chosen topic and present their findings.

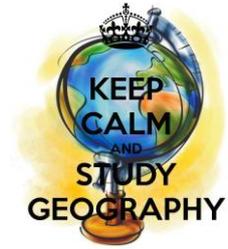
To achieve an award at National 4, learners must pass all of the required units, including the added value unit. There is no final exam for National 4 Geography.

To achieve an award at National 5, learners must pass all units and complete a written assignment based on their NAT 4 Added Value Unit under exam conditions. Learners must also sit an exam which will be graded by external markers.

## HIGHER GEOGRAPHY

Higher Geography is divided into 3 units:

- Physical environments
- Human Environments
- Global Issues



### **Physical Environments**

This unit is divided into 4 topic areas. Firstly learners will discover how landscapes are formed through the movement of ice and waves, and how man uses these respective landscapes (LITHOSPHERE). The second topic focuses on the atmosphere and how it influences and supports life on earth (ATMOSPHERE). We also study the role of water on planet earth (HYDROSPHERE). Finally learners investigate the importance of soil in different climatic zones (BIOSPHERE)

### **Human Environments**

This unit consists of 3 topics. Topic 1 explores population on a global scale and the impacts of migratory movements (POPULATION). The second topic examines land degradation in the equatorial rainforest (RURAL). The final topic in this unit investigates the growth of cities in the developed and developing world (URBAN).

### **Global Issues**

Global issues develops an understanding of problems the human race face in the 21<sup>st</sup> century. Two topics are studied in this unit of work. The first topic focuses on the developing world and the problems they encounter (DEVELOPMENT & HEALTH). The second topic explores the physical and human factors affecting global climate change (GLOBAL CLIMATE CHANGE).

### **Assignment**

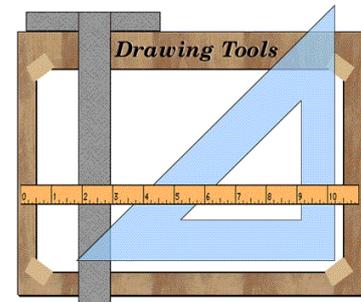
Fieldwork will be carried out to produce a geographical investigation. Learners will be expected to develop their gathering and processing techniques acquired during the National 5 course. This investigation will account for 33% of the learners' final grade.

## GRAPHIC COMMUNICATION

Level: National 4/5

### Entry Requirements:

Students will have completed the Graphic Communication course in S3. If a student has not completed this course, entry to Graphic Communication may be allowed with the permission of the Faculty Head.



### Aims of the Course:

The Course aims to:

- provide opportunities for students to gain skills in reading, interpreting, and creating graphic communications
- allow students to engage with technologies
- combine elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact

### Description of the Course:

The course consists of two mandatory Units:

**2D Graphic Communication Unit:** This unit develops creativity and skills within a 2D graphic communication context. It allows students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts and allows students to develop their skills in some less familiar or new contexts. Students will develop an understanding of how graphic communication technologies impact on our environment and society.

**3D and Pictorial Graphic Communication Unit:** This unit helps students develop their creativity and skills within a 3D and pictorial graphic communication context. It allows students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Students will also develop 3D graphic spatial awareness.

### Assessment Details:

Each unit is internally assessed with external verification. Students must pass all the units, an assignment, and the external exam to achieve a course award. The grade awarded will be a combination of an assignment (50% of final mark) and a question paper (50% of final mark).

**Assignment:** Students will draw on their range of skills and knowledge from the Units in order to produce an effective overall response to the brief. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice.

**Question Paper:** Externally assessed and introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

### Future Progression Routes in Subject:

The course provides progression to Higher Graphic Communication in the Senior Phase.

**Subject: Graphic Communication**

**Level: Higher**



**Entry Requirements:**

Students must have passed National 5 Graphic Communication.

**Aims of Course:**

The aims of the Course are to enable students to develop:

- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating
- an understanding of the impact of graphic communication technologies on our environment and society

**Description of the Course:**

The course consists of **two** Units and the Course Assessment shown below:

**2D Graphic Communication Unit:** This Unit helps students to develop their creativity and presentation skills within a 2D graphic communication context. It will allow students to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques.

**3D and Pictorial Graphic Communication Unit:** Students will develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow students to initiate, plan, develop and communicate ideas graphically, using three dimensional graphic techniques. Across both Units, students will develop a number of skills and attributes within a 2D/3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics.

**Assessment Details:**

Each unit is internally assessed with external verification. Students must pass all the units, an assignment, and the external exam to achieve a course award. The grade awarded will be a combination of an assignment (50% of final mark) and a question paper (50% of final mark).

**Assignment:** Students will draw on their range of skills and knowledge from the Units in order to produce an effective overall response to the brief. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice.

**Question Paper:** Externally assessed and introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

**Future Progression Routes in Subject:**

The Higher Graphic Communication course may provide progression to:

- Entry to University or College courses.
- A degree in areas such as engineering, architecture or graphic design.
- Employment in a wide range of occupations such as engineering and construction.

# HISTORY

## Why study History?



History provides the opportunity to discover our past and your heritage by studying the key events and changes which have shaped the world today. You will develop skills which are not only useful for your future work but, through research activities and visits to historical sites, will develop interests which last beyond your school days and into your adult life and leisure time.

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



## What Can I Study in History?

The History course is made up of a number of units all with: Scottish; British; European and World themes. Courses are being offered in history at National 4 and National 5 level only this session, with the hope of increasing this to Higher level next session.

## What skills will I develop?

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

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



## Hospitality - Practical Cookery (National 4 & 5)

**Entry Level** Completion of S3 Home Economics

**Age Group** S4+

**Duration** 1 Year - 4 Periods a week



The course is offered to students and will involve **4 periods** (1 double & 2 single periods) a week for one year studying of National 4 / National 5 Hospitality.

During this course the pupils will be working mostly in a practical environment.

Pupils will be involved in cooking a wide variety of starters, main courses and sweets and the course will be assessed by pupils cooking a two course meal for National 4 (AVU) and a three course meal for National 5 and a written exam on areas studied. There are main areas of learning in the courses:

- 1 Understanding and Using Ingredients**
- 2 Organisational Skills for Cooking**
- 3 Cookery Skills Techniques and Processes**
- 4 Weighing and Measuring, Safety & Food Hygiene.**

During this course students will learn transferable skills in using tools and processes in the creation of cooked meals. They will study health and safety in a kitchen and become conscious of hygienic working practice.

During the Hospitality course students will be expected to participate in school catering events as required i.e. Macmillan Coffee Mornings, Christmas Fair etc.

A qualification in this course will clearly show employers that the student is able to follow instructions and work both accurately and safely from a recipe to produce a saleable product.

Students wishing to continue their studies after National 4 can progress to Hospitality National 5.

## Hospitality - Practical Cookery (National 4 & 5)

### Why Study Hospitality Practical Cookery?



The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, it will ingrain in learners the ability to follow safe and hygienic practices in all cookery contexts. It also develops the thinking skills of understanding, applying, analysing and evaluating, aspects of numeracy and skills supporting physical wellbeing.

The Scottish catering and hospitality industries are large, vibrant and growing, collectively employing a significant proportion of the nation's workforce. Throughout Scotland, employers have been unanimous in their calls for well-educated and skilled workers capable of further professional development, and this qualification in Practical Cookery aims to answer this call.

The main purpose of this course is to develop learners' practical cookery skills and their knowledge and understanding of ingredients and to provide a set of skills for those who wish to progress to professional hospitality courses or work.

The course makes an important contribution to general education through developing a range of essential skills regardless of the career path they choose. Its contribution to vocational education is just as significant because it opens up progression to a range of careers in the catering and hospitality industries. It also supports the wider curriculum through developing learners' awareness of the importance of responsible sourcing of ingredients and sustainability

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community, or ultimately, in employment.

This course opens up a range of progression routes - to further education, including other NQs, Skills for Work, SVQs, HNCs and ultimately, degrees in hospitality related subjects. It may also lead to employment and/or training in the hospitality and catering sector.

## **National 4 - Units**

**Cookery Skills, Processes and Techniques**  
**Understanding and Using Ingredients**  
**Organisational Skills for Cooking**  
**Producing a Meal (Added Value Unit)**



## **National 5 - Units**

**Cookery Skills, Processes and Techniques**  
**Understanding and Using Ingredients**  
**Organisational Skills for Cooking**  
**Course Assessments & Assignment (SQA Examinations)**

### **Assessment of Courses**

- At all course levels, each unit will be assessed and marked throughout its delivery by class teacher.
- National 4 assessments will be graded as pass/fail.
- These assessments will be designed in line with SQA guidelines to ensure that they are appropriate to the subject and level of study.
- Assessments may include a combination of practical work, examinations and projects.
- To be awarded the overall course award for Hospitality: Practical Cookery at National 4, learners will have to pass ALL four areas of the course.
- To be awarded the overall course award for Hospitality: Practical Cookery at National 5, learners will have to pass ALL three areas. In addition, students must complete a practical assignment involving the time planning, organisation and preparation of a three course meal to serve four people. The course assessment will be graded A - D.
- Students will also be assessed as part of the SQA exam diet with an hour-long written paper.

### **Progression**

The implementation of Curriculum for Excellence requires that schools provide a range of progression pathways appropriate to learners' needs and local circumstances. At the end of each Year, learners who wish to continue to study Hospitality: Practical Cookery can progress as follows:

- Learners achieving a National 4 award may choose to progress to National 5.
- This course or its components may provide progression to other SQA qualifications in Hospitality or related areas Practical Cake Craft for example.
- Further study, employment or training.

## Hospitality: Practical Cake Craft (National 5)



This course will also be offered in the senior phase and consists of 2 units:

- Cake Baking
- Cake Finishing

To be awarded the overall course award pupils must pass each unit and also the final course assessment.

The National 5 Hospitality: Practical Cake Craft course enables learners to develop technical and creative skills in cake baking and finishing while following safe and hygienic practices. Developing their knowledge and understanding of cake design, and following trends in cake production, learners will use organisational skills to manage time and resources.

### Homework & Research

Learners would be expected to undertake homework per unit. This will allow them the opportunity to consolidate, develop and revise the skills, knowledge and understanding being taught in the unit. Homework activities will take a variety of forms in order to develop the skills of the course as well as a breadth and application of subject specific knowledge.

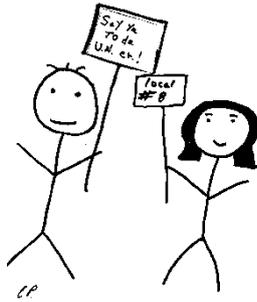
### Equipment

All necessary equipment will be provided within the school.

Learners will, however, be expected to come to school prepared with a suitable container to take cakes and other baked item home in.



## MODERN STUDIES



### Why study Modern Studies?

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

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

### What will I learn about in Modern Studies?

The Modern Studies Course is made up of a number of units such as the political system in the UK and how people vote, inequality in the UK and the prison system or about world power through looking at the USA or China. This session Modern Studies will be offered at National 4 and National 5 level with a hope to progressing this to Higher level next session.

### What skills will I develop?

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

## Music with Performing

Music is suitable for learners with an interest in developing their musical skills and general understanding of music. **Pupils studying music in S4 will be presented at either National 4 or National 5 level.** National 4/5 courses consist of three components:



- Performing on two instruments
- Composing a piece of music
- Understanding music

**Performing on two instruments** will require pupils to play, for a total of 8 minutes, on two different instruments (e.g. voice and keyboard, guitar and tuned percussion, clarinet and drum-kit, bagpipes and keyboard etc.) Regular practise will take place from August – February. During February/March, the SQA visiting examiner will assess all National 5 candidates. National 4 candidates will be assessed by recording their performances in class. Performing makes up 50% of the course award.

**Composing Assignment** will require pupils to create an original piece of music and complete a composing review. Composition makes up 15% of the course award and is externally marked.

**Understanding Music** is a listening and literacy unit. Pupils will be able to identify and recognise specific music styles, concepts, music signs and symbols used in music notation. Understanding music makes up 35% of the course award and is externally marked.

**Higher and Advanced Higher Music** contain the same units but the demands of the courses are, obviously, more challenging.

LEVEL	PERFORMING	COMPOSING	UNDERSTANDING MUSIC
Higher	Perform on two instruments for a total of 12 minutes at AB Grade 4 level	Analysis of compositions by composers. Create and develop musical ideas to produce an original composition lasting 2-3 mins. Complete a composing review.	Identify and recognise specific music styles, concepts, music signs and symbols used in music notation. Study social and cultural influences on musical styles.
Advanced Higher	Perform on two instruments for a total of 18 minutes at AB Grade 5 level	See above. Incorporate 12 concepts from Higher and Adv. Higher list. Analyse 2 pieces of music.	See above. Compare two works by different composers by (i) writing a 1500 word essay or (ii) make a video diary

## NATIONAL 5 PE

\* This is an option for S4/5 pupils who have completed National 4 English

\* You must be able to swim 1 length front crawl

\* You must have good behaviour, attendance and effort in PE



**There are 3 parts to this course:**

<u>Practical Performance</u>	<u>Factors Impacting Performance</u>	<u>Added Value</u>
<p>Work to improve your performance in at least 3 of the following activities:-</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Swimming</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Gymnastics/Football</li> </ul> <p>You must demonstrate</p> <ul style="list-style-type: none"> <li>• Control</li> <li>• Fluency</li> <li>• Good decision making</li> <li>• Ability to manage emotions</li> </ul> <p>You must reach National 5 standard in at least 2 activities</p>	<p>In this unit you will:-</p> <ul style="list-style-type: none"> <li>• investigate your performance in all activities</li> <li>• Understand the impact Mental, Emotional, Social and Physical factors have on performance</li> <li>• Research ways to develop and improve performance</li> <li>• receive homework</li> <li>• complete course workbooks</li> </ul>	<p>This unit is where marks are awarded.</p> <ul style="list-style-type: none"> <li>• You will <b>submit a portfolio to SQA (40% overall grade)</b>. This will include information on how factors have impacted your performance and how you have developed your performance</li> <li>• <b>40 marks</b> are awarded for a <b>one off high pressure performance</b> in an <b>activity of your choice</b></li> <li>• <b>20 marks</b> are awarded for your <b>planning, preparation</b> and <b>evaluation</b> of this one off performance</li> </ul>

**You need to...**

- **Attend every class**
- **Always have correct kit**
- **Complete all class work & homework**
- **Do your best!**

## HIGHER PE



\*This is an option for S5&6 pupils who have completed National 5 PE

\*Pupils should also be sitting Higher English

\*You must be able to swim at least 1 length front crawl & 1 length back crawl

\*You must have excellent attendance, behaviour and effort in PE

**There are 3 parts to this course:**

<u><b>Practical Performance</b></u>	<u><b>Factors Impacting Performance</b></u>	<u><b>Added Value</b></u>
<p>Work to improve your performance in at least 3 of the following activities:-</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Swimming</li> <li>• Basketball</li> <li>• Volleyball</li> </ul> <p>You must demonstrate</p> <ul style="list-style-type: none"> <li>• Control</li> <li>• Fluency</li> <li>• Good decision making</li> <li>• Ability to manage emotions</li> </ul> <p>You will work on your sportsmanship and conduct throughout performance</p> <p>You must reach Higher Performance standards in at least 2 activities</p>	<p>In this unit you will:-</p> <ul style="list-style-type: none"> <li>• investigate your performance in all activities</li> <li>• Understand the impact Mental, Emotional, Social and Physical factors have on performance</li> <li>• Research ways to develop and improve performance</li> <li>• Participate in classroom sessions</li> <li>• receive homework</li> <li>• complete unit assessments &amp; prepare for final exam</li> </ul>	<p>This unit is where marks are awarded.</p> <ul style="list-style-type: none"> <li>• <b>40 marks</b> are awards for a <b>one off high pressure performance</b> in an <b>activity of your choice</b></li> <li>• <b>20 marks</b> are awarded for your <b>planning, preparation</b> and <b>evaluation</b> of this one off performance</li> <li>• You will complete a <b>written exam</b> in May this will make up the additions <b>40%</b> of your grade.</li> </ul>

**You need to...**

- **Attend every class**
- **Always have correct kit**
- **Complete all classwork & homework as requested**
- **Do your best!**

## SPORTS LEADERSHIP

This course is for **S4-6 pupils** who are keen to have a career in PE or Sports Coaching.



**S4 pupils will work towards Sports Leader level 4 and SQA Wellbeing level 4 Award**

**S5-6 pupils will work towards Sports Leader level 5 and SQA Volunteering Skills level 5 Award**

### SPORTS LEADER:

- learn to be a coach
- plan and organise PE sessions
- keep a diary of what you do in PE
- lead a sports session
- help with primary visits and lower school PE
- run PE clubs and help out with sports teams
- help run and organise school sports days



### You will also:

- take part in activities outside of school, including rock climbing, skiing or go-karting
- use the Gym at Glasgow Club Drumoyne
- receive a free Gym induction
- work to improve PE performance
- work towards Sports Leader level 4 or 5

### You need to:

- Enjoy PE
- Volunteer with PE activities
- Always bring correct kit



## **PRACTICAL METALWORKING**

**Level: National 4/5**

### **Entry Requirements:**

This course is only available to S5/6 pupils. **No prior experience** in any other technical subject is required.



### **Aims of the Course:**

The aims of the course are to enable students to develop:

- Skills in metalworking techniques including measuring and marking out metal sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills and knowledge of sustainability issues in a practical metalworking context

### **Description of the Course:**

This course is made up of **three** Units and a Course Assessment:

**Bench Skills Unit:** This unit helps develop a range of metalworking hand tool skills including bench-fitting work, routine sheet-metal work, measuring and marking out. Students will also learn to read and interpret metalwork drawings / diagrams and tasks.

**Machine Processes Unit:** This unit helps Students build their measuring and marking out skills and to develop skills in using common metalwork machines, equipment and related processes. Students will work with a range of metals in both familiar and unfamiliar contexts.

**Fabrication and Thermal Joining Unit:** This unit helps Students develop skills in fabrication, forming and joining of metalwork components with some complex features. Students will also develop skills in thermal joining technique and build skills in measuring and marking out.

**Course Assessment:** This involves students producing a finished product in metal to a given standard and the task will be sufficiently open and flexible to allow for personalisation and choice and for the Students to demonstrate practical creativity.

### **Assessment Details:**

Each unit is internally assessed with external verification. To gain the award of the course, the student must pass all of the Units, which will be assessed on a pass/fail basis, as well as the course assessment, which will be assessed through a practical activity.

### **Future Progression Routes in Subject:**

The course provides a foundation for those considering an apprenticeship or career within engineering, automotive industry or the construction industry.

## **PRACTICAL WOODWORKING**

**Level: National 4/5**



### **Entry Requirements:**

Students will have completed the Practical Wood skills course in S3 **or** Practical Metalwork at National 4/5. If a student has not completed any of these subjects, entry to Practical Woodwork may be allowed with the permission of the Faculty Head.

### **Aims of the Course:**

. The aims of the course are to enable students to develop:

- Skills in woodworking techniques including measuring and marking out timber sections and sheet materials.
- Safe working practices in workshop environments.
- Practical creativity and problem-solving skills and knowledge of sustainability issues in a practical woodworking context.

### **Description of the Course:**

This course is made up of **three** Units and a Course Assessment:

**Flat-frame Construction Unit:** This unit helps Students develop skills in the use of woodworking tools and in the making of woodworking joints and assemblies and Students will learn to read and follow simple woodworking drawings or diagrams.

**Carcase Construction Unit:** This unit helps Students develop skills in making woodworking joints and assemblies commonly used in carcass construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. It also includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the student.

**Machining and Finishing Unit:** This unit helps Students develop skills in using common machine and power tools and develop skills in a variety of woodworking surface preparations and finishing techniques.

**Course Assessment:** This involves producing a finished product in wood to a given standard and will be sufficiently open and flexible to allow for personalisation and choice and for the Students to demonstrate practical creativity.

### **Assessment Details:**

Each unit is internally assessed with external verification. To gain the award of the course, the student must pass all of the Units, which will be assessed on a pass/fail basis, as well as the course assessment, which will be assessed through a practical activity. The quality of the pupils work along with assistance given will determine if the Student is entered for National 4 or 5

### **Future Progression Routes in Subject:**

The course provides a foundation for those considering an apprenticeship or career in any area within the construction industry.

## **PRE-APPRENTICE PROGRAMME**

**Level: National 4/5**

**Construction – National 4 (for pupils in S4) and National 5 (for S5/6 pupils)**



### **Entry Requirements:**

Ideally students will have completed the Construction course in S4 before moving into S5/6. However, exceptions may be made depending on individual's previous experiences and subject choices in S4 and their career aspirations.

### **Aims of the Course:**

The course provides a broad experience of a selection of the main trades in the construction industry.

The aims of the course are to enable students to develop skills in:

- **LIFE** – As well as learning practical skills that can be used and developed throughout your life you will develop other skills such as: Safety in a variety of situations; Teamwork; Organisation; Time Management and much more.
- **LEARNING** – Literacy; Numeracy; Health & Wellbeing; Employability; Enterprise; Citizenship and Thinking.
- **WORK** - Practical experience in trades such as: Painting and decorating; Joinery; Plumbing; Bricklaying; Roof tiling and tiling and Employability skills. A period of work experience related to your career choice.

### **Description of the Courses:**

Both courses are made up of a number of units and a Course Assessment:

**Employability Unit:** This unit helps develop a wide range of good habits and experiences of the kind of skills, attitudes and work practices that employers look to develop in their work force.

**Painting & Decorating Unit:** This unit helps Students develop the basic skills and safe use of equipment and materials.

**Joinery Unit:** This unit helps Students develop skills in the selection of materials, various joining methods when working with wood and the safe use of tools and machinery.

**Plumbing Unit:** This unit helps Students develop skills in all aspects of measuring, cutting and joining of both plastic and copper pipework.

**Roof Tiling Unit:** This unit helps Students develop skills in how a roof is tiled working at ground level using simulated roofing situations. This will involve felting, batten fixing and proper spacing and of course tile fixing.

**Health & Safety:** As well as the safety aspects required for each individual unit general construction site training qualifications are gained through partner companies delivering training on their premises.

### **Assessment Details:**

Each unit is internally assessed with external verification. To gain the award of the course, the student must pass all of the units, which will be assessed on a pass/fail basis, as well as the course assessment, which will be assessed through a practical activities.

**Future Progression Routes in Subject:** The course provides a foundation for those considering an apprenticeship or career within the construction industry

# SCIENCES



## BIOLOGY

Biology is the study of life. Pupils following the National 4 or 5 biology courses will develop scientific skills in a biological context. Learners will gain knowledge and understanding of biology, and develop this through a variety of approaches, including practical activities.

### What skills will I develop?

By completing this Course, learners will develop important skills, attitudes and attributes related to biology, including:

- develop and apply knowledge and understanding of biology
- develop an understanding of biology's role in scientific issues and relevant applications of biology in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a biology context
- develop problem solving skills in a biology context
- develop the knowledge and skills for more advanced learning in biology

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

### Career Relevance

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

## National 4 Biology

### Course structure

Pupils build on the Curriculum for Excellence level 4 outcomes and experiences in biology during from their third year to enhance biology knowledge at National 4 with a view to completing these by the end of fourth year.

### Cell Biology

In this Unit, learners will investigate the cell. This will include cell structure and cell processes, such as growth and repair, photosynthesis and respiration, as well as DNA, protein and biotechnology.

### Multicellular Organisms

You will develop knowledge and skills to study and investigate complete organisms. This will include a comparative approach to the study of plants and animals, through areas such as reproduction and inheritance.

### Life on Earth

You will investigate life on Earth this will include world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and microorganisms and ethical issues.

### Course progression

Pupils who successfully complete the National 4 course can progress on to the National 5 course.



## **National 5 Biology**

Pupils build on the Curriculum for Excellence level 4 outcomes and experiences in biology during from their third year to enhance biology knowledge at National 5 with a view to completing these by the end of fourth year. Pupils who successfully complete the National 4 course can also progress on to the National 5 course.

### **Course structure**

#### **Cell Biology**

In this Unit, learners will study cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

#### **Multicellular Organisms**

You will adopt a comparative approach to the study of plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

#### **Life on Earth**

In this Unit, learners will study world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and microorganisms and ethical issues.

### **Course progression**

Pupils who successfully complete the National 5 course with either an A , B or C pass can progress on to the Higher Biology course. Learners in sixth year who require higher Biology and have not taken the subject before or in fifth year should consult their advisor teacher in the first instance.

### **Higher biology**

By completing this Course, learners will develop important skills, attitudes and attributes related to biology, including:

- ◆ demonstrating knowledge and understanding of biology by making statements, describing information, providing explanations and integrating knowledge
- ◆ applying biology knowledge to new situations, analysing information and solving problems
- ◆ planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects
- ◆ carrying out experiments/practical investigations safely, recording detailed observations and collecting data
- ◆ making predictions and generalisations from evidence/information
- ◆ evaluating experiments/practical investigations and suggesting improvements

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

### **Course structure**

Pupils build on National 5 biology outcomes from their fourth year to enhance biology knowledge at National 5 with a view to completing these by the end of fifth year.

The units studied are :-

**DNA and the Genome** - Learners will study and investigate DNA. This will include structure of DNA and the genome, replication and expression of genes as well as mutation of DNA and its role in evolution.

**Metabolism and Survival** - In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of metabolism. This will include a comparative approach to the study of the processes and control of the metabolism, through study of circulation in amphibians, reptiles, mammals and birds, and in fish, as well as ethical considerations in the use of microorganisms.

**Sustainability and Interdependence** - In this Unit, learners will develop knowledge, skills and carry out practical and other learning activities related to study and investigation of breeding, propagation and biodiversity. This will include world ecosystems, food supply, behaviour, biodiversity, mass extinction, symbiosis, and ethical issues.



# CHEMISTRY

Chemistry is the study of how materials are made, how atoms and molecules react and combine to form the materials and products that we are so familiar with today. Also included in this the chemistry courses at National 4 and 5 levels are the industrial processes which produce these chemicals and materials.

## What skills will I develop?

By completing this Course, learners will develop important and relevant skills, attitudes and attributes related to chemistry, including:

- develop scientific analytical thinking skills in a chemistry context
- develop and apply an understanding of chemistry's role in scientific issues, including the impact these could make in society and the environment
- develop the knowledge and skills for more advanced learning in chemistry
- develop scientific inquiry and investigative skills
- develop skills of independent working and planning.

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

## Career relevance (for all chemistry courses)

There are numerous careers in the chemical, pharmaceutical and manufacturing industries. Chemistry is the key basis for study in medicine, agriculture, food technology, veterinary science and chemical engineering. It is also an essential starting point for nursing, beauty therapy and has applications in hairdressing. Career opportunities may include: agriculture, beauty therapy, chemical engineering, food technology, hairdressing, medicine, nursing, veterinary science and many more

## National 4 Chemistry

### Course structure and progression

The National 4 Course develops skills in a chemistry context. Learners will gain an understanding of chemistry, and develop this through a variety of approaches, including practical activities.

The Course has four Units...

### Chemical changes and structure

In this Unit, learners will use analytical techniques to develop skills and an awareness of ethical and environmental issues in a local and worldwide context. You will gain an understanding of how chemistry is involved in the cause, effect and resolution of these issues. You will also investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment.

### Nature's Chemistry

In this Unit you will use everyday products such as cosmetics, fuel and food to develop skills and an understanding of the applications of chemistry to everyday life. Also learners will investigate how fossil fuels are extracted and processed for use, and how chemists use plants in the development of products associated with everyday life.

### Chemistry in Society

In this Unit, learners will develop scientific and analytical thinking skills through investigating new materials and energy sources. Learners will carry out practical investigations on the chemistry of materials focusing on the chemical reactions, properties and applications of metal and alloys. You will also investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and will research the use of chemical analysis for monitoring the environment.

## **Value Added Unit**

Throughout the course the pupils have been developing their research skills and now in the value added unit this is being assessed. The pupils have to complete a piece of research into a topic in chemistry and complete a formal report on their findings.

Although there is no final examination in the National 4 course each course unit is assessed for knowledge and problem solving using a key area test.

## **Course progression**

There are several pathways into the National 5 chemistry course usually either progressing from a pass at National 4 level in chemistry or by successfully completing the level 4 chemistry outcomes in third year.

## **National 5 Chemistry**

**Course structure** The Course has four Units...



### **Chemical changes and structure**

In this Unit, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, you will work towards the concept of balanced chemical equations. The connection between bonding and chemical properties of materials is also investigated.

**Nature's Chemistry** In this Unit, learners will learn about organic chemistry within the context of food and the chemistry of everyday consumer products such as soaps and detergents. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated.

### **Chemistry in Society**

In this Unit, learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. You will study chemical analysis techniques used for monitoring the environment.

### **Researching Chemistry**

You will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. You will then plan and undertake a practical investigation related to the topical issue.

For each course unit candidate knowledge and understanding along with problem solving is assessed using a key area test.

## **Course Progression**

Pupils who successfully complete the National 5 course with either an A, B or C pass can progress on to the Higher Chemistry course. Learners in sixth year who require higher Chemistry and have not taken the subject before or in fifth year should consult their advisor teacher in the first instance.

## **Higher Chemistry**

### **Course structure**

The course has 4 units

### **Chemical changes and structure**

In this Unit, learners will investigate amongst other things collision theory and the use of catalysts in reactions and explore the concept of electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is also investigated.

### **Nature's Chemistry**

In this Unit, you will study the relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are also studied.

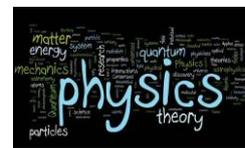
### **Chemistry in Society**

In this Unit, learners will focus on the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. They will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Finally they will use analytical chemistry to determine the purity of reagents and products.

### **Researching Chemistry**

This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue and plan a practical investigation. The investigation will result in the production of a formal report.

# PHYSICS



The National 4 and 5 courses in physics are practical and experiential, developing skills in a physics context. Through a variety of real-life contexts, learners will acquire and apply knowledge and understanding of the laws governing the world around us from Newton to Ohm and beyond. Learners will develop these concepts by experimentation and personal research. This means taking experimental results and analysing them to derive relationships which can be applied to a variety of contexts.

## What skills will I develop?

By completing this Course, at either National 4 or 5 level learners will develop important and relevant skills, attitudes and attributes related to physics, including: :

- developing scientific and analytical thinking skills in a physics context;
- developing an understanding of physics role in scientific issues;
- acquiring and applying knowledge and understanding of physical concepts;
- developing understanding of how research is undertaken and relationships derived.
- developing an understanding of relevant applications of physics in society.

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

## **Career relevance ( for all physics courses listed below)**

It's not just rocket science: physics is the route to so many careers, from predicting climate change to designing computer games. Find out where physics can take you...

... to every branch of engineering , architecture and energy technologists - people with a background in physics will play a vital role in everything from improving existing technology to make it more energy efficient to developing new technology such as nuclear fusion reactors. Physics underpins a vast array of jobs from positions in the Inland Revenue , the stock exchange to astrophysicists who land robots on Mars.

## **Course structure.**

The **National 4** Course has four units.

### **Waves and Radiation**

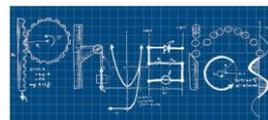
In this Unit, learners will study and investigate waves and their behaviour. Part of this unit looks at sound waves and how basic science can be utilised in the latest technologies such as noise cancellation. The basics behind nuclear energy is examined and how this energy can be safely handled and used in electricity generation.

### **Electricity and Energy**

In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of what electricity is, how current , voltage and resistance are related and how electricity is generated. The topic also looks at magnetic fields and electromagnetism.

### **Dynamics and Space**

Learners will develop through experimentation an understanding of the laws of motion. Going from the Earth to space the learner will derive an understanding of its scale and complexity.



## **Value Added Unit**

Throughout the course the pupils have been developing their research skills and now in the value added unit this is being assessed. The pupils have to complete a piece of research into a topic in physics and complete a formal report on their findings.

Although there is no final examination in the National 4 course each course unit is assessed for knowledge and problem solving using a key area test. Pupils also have to complete an experimental report as well as demonstrating their research skills.

## **Course progression**

Pupils who successfully complete the National 4 course can progress on to the National 5 course.

## **National 5 physics.**

### **Course structure**

There are several pathways into the National 5 physics course usually either progressing from a pass at National 4 level in physics or by successfully completing the level 4 physics outcomes in third year.

The National 5 Course has four units.

### **Waves and Radiation**

In this Unit, learners will study the characteristics of waves and their behaviour. The basics behind nuclear energy is also examined and how this energy can be safely handled and used in electricity generation.

### **Electricity and Energy**

In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of what electricity is, how current, voltage and resistance are related and how electricity is generated. The topic also looks briefly at the principles behind electronic control circuits.

### **Dynamics and Space**

Learners will develop through experimentation an understanding of the laws of motion and research how this can be applied to car safety. You will also study space the learner and gain an understanding of its scale and complexity as well as how in the absence of friction and gravity masses move.

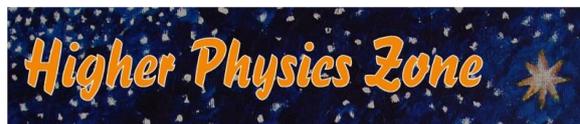
### **Research Activity**

For each course unit candidate knowledge and understanding along with problem solving is assessed using a key area test. Pupils also have to complete an experimental report as well as demonstrating their research skills. In addition the candidate has to complete a research project which is externally marked and contributes to the overall award.

### **Course Progression**

Pupils who successfully complete the National 5 course with either an A, B or C pass can progress on to the Higher Physics course. Learners in sixth year who require higher Physics and have not taken the subject before or in fifth year should consult their advisor teacher in the first instance.

## **Higher Physics**



The Course gives learners a deeper insight into the structure of the subject, and aims to reinforce and extend the learner's knowledge and understanding of the concepts of physics. It also aims to develop the learner's skills in making critical and evaluative comment.

Advances in physics mean that our view of what is possible is continually being updated. This Course allows learners to deepen their understanding of the processes behind scientific advances, and will therefore enable learners to become scientifically literate citizens who will recognise the impact physics makes on their lives, the environment and society, and be able to appreciate topical scientific debate.

Specifically the main aims of this Course are ...

- ◆ develop and apply knowledge and understanding of physics
- ◆ develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
- ◆ develop scientific inquiry and investigative skills
- ◆ develop scientific analytical thinking skills, including scientific evaluation, in a physics context
- ◆ develop problem solving skills in a physics context
- ◆ develop the knowledge and skills for more advanced learning in physics

The higher physics course consists of four units...

### **Our Dynamic Universe**

This unit starts with the basic concepts of force energy, power and momentum before progressing on to projectiles and satellites. The unit then looks at Einstein's theory of special relativity, the expanding universe and ending with the Big Bang Theory.

### **Particles and Waves**

We begin by looking at the standard model of particle physics the world of quarks and hadrons then progressing on to the behavior of charged particles in magnetic and electric fields. This leads naturally to particle accelerators, nuclear reactions and their harnessing in reactors to provide energy. The unit ends with wave phenomena and spectra.

### **Electricity**

This unit examines alternating current, circuit applications and capacitance. To support this study the pupils will develop skills in using a CRO. This is then taken further with a brief study of semiconductors.

### **Researching Physics**

In this unit the learner will have to complete a formal piece of research and present their findings in a formal report. The report is externally assessed and graded.

For each course unit candidate knowledge and understanding along with problem solving is assessed using a key area test.

### **Course progression**

Learners who achieve a pass at either A or B grade can progress to Advanced Higher physics.



## WIDER ACHIEVEMENT COURSES



# ACHIEVE!



The Achieve programme works in partnership with The Princes Trust. You will work in groups to overcome challenges and contribute to the life of the school and the local community.

The programme is a chance for participants to learn new skills, boost your confidence and gain a recognised [Prince's Trust qualification](#).



Pupils involved in the programme will complete units in the following areas:-

- Charity work
- Money skills
- Citizenship
- Enterprise project
- Healthy Lifestyle

### **Skills for learning, life and work**

Talking, listening, numeracy for learning and work, commitment, respect others, approach challenges with confidence, problem solving, working with others, leadership, communication, decision making, planning, organising, creating, evaluating.

### **Award**

Prince's Trust SCQF Level 4.

# Cadets

**Govan High School** has its own Army Cadet Force which is linked with the local ACF Detachment in Govan. The **Army Cadet Force (ACF)** is a national youth organisation sponsored by the United Kingdom's Ministry of Defence and the British Army. It offers training and experience based around a Military Training theme including adventurous sports, promoting achievement, discipline and good citizenship.

Cadets follow a military and non-military based progressive training syllabus in subjects such as:

- Skill-at-Arms
- Navigation
- Field craft
- Community Projects
- First Aid
- Adventurous Training
- Shooting

To help its cadets be good citizens the Cadet Force aims to develop skills such as:

- Leadership
- Teamwork
- Confidence
- Self-reliance
- Respect

Cadets will wear Uniform to all ACF classes and have the opportunity to attend Training Weekends and a two week Annual Camp during the summer.





A British Science Association programme

## Crest - STEM Challenge



This course is for pupils who enjoy the practical projects and experiments in Science. Crest gives students the chance to participate in practical, hands-on Science. Pupils work in teams to research a subject and set up experiments to test out their theories.



Pupils will participate in the F1 Challenge and develop a Formula 1 car. They will plan and develop the fastest car as possible and will try out their car against teams from other schools.

### **Skills for learning, life and work**

Talking, listening, numeracy for learning and work, commitment, respect others, approach challenges with confidence, make informed choices, time management, problem solving, working with others, leadership, communication, decision making, planning, organising, evaluating, analysing.

### **Award**

Crest: Bronze/Silver Award

# Dance

This dance course includes Dance performance skills and Dance Leadership. Pupils so as well improve your dance technique there will be a chance to develop skills you will need for life after school.

Pupils who choose this subject will:-

- Participate in practical dance sessions
- Develop their leadership skills
- Lead warm up sessions
- Learn to create and teach their own choreography
- Lead Dance classes to primary pupils
- Help run extra-curricular clubs



### **Skills for learning, life and work**

Talking, listening, commitment, respect others, approach challenges with confidence, problem solving, working with others, leadership, communication, planning , organising, creating, evaluating.

### **Awards**

SQA Dance:- Performance Skills unit  
Dance Leadership level 4/level 5  
Saltire Award

## Duke of Edinburgh Award Scheme



Govan High School offers levels **Bronze** and **Silver** of the Award Scheme:

The Award offers a constructive individual challenge, enjoyable activities and encourages personal development. It also helps to develop initiative and organisation, and always includes an Expedition.



The Award is a four section programme with three progressive levels: Bronze, Silver and Gold.

<b>Bronze Award</b>	<b>Silver Award</b>
<p><b>This involves:</b></p> <ul style="list-style-type: none"> <li>• <b>Volunteering</b>, for 15 hours over three months (helping the community)</li> <li>• <b>Learning Skills</b>, for three months (a hobby, skill or interest);</li> <li>• <b>Physical Recreation</b>, for six months (sporting);</li> <li>• <b>Expedition</b> (on foot) where pupils plan, prepare and undertake a two day and one night venture in the Abefoyle area, supervised by staff.</li> </ul> <p>Pupils will also undertake a practice expedition in the previous week.</p> <p><b>Pupils are required to have completed their Skill, Volunteering and Physical in order to take part in the Expedition, which takes place in the June.</b></p>	<p>At this level the participants follow a similar format to the Bronze section of the Award.</p> <ul style="list-style-type: none"> <li>• <b>Volunteering</b>, over six months (helping the community)</li> <li>• <b>Learning Skills</b>, for six months (a hobby, skill or interest);</li> <li>• <b>Physical Recreation</b>, for six months (sporting);</li> <li>• <b>Expedition</b> (on foot) where pupils plan, prepare and undertake a 3 day and 2 night venture.</li> </ul> <p>Pupils will also undertake a practice expedition in the previous week.</p> <p><b>Pupils are required to have completed their Skill, Volunteering and Physical in order to take part in the Expedition, which takes place in the June.</b></p> <p>Participants who do not hold their Bronze Award must complete a further three months in 1 of the sections above.</p>

### Skills for Learning, Life and Work

Approaching Challenges with Confidence, Commitment, Make Informed Choices, Take Part in Physical Activity, Problem Solving, Working with Others, Communication, Decision Making, Planning, Applying



# Practical Cake Craft

Practical Cake Craft is part of the Wider Achievement programme for Senior pupils. As well as learning baking techniques there will be a chance to develop skills you will need for life after school.

## Pupils who choose this option will

- Learn to bake a range of cake styles
- Experience lots of practical baking
- Learn to weigh and measure
- Plan how to shape and structure their cakes
- Learn different techniques of cake decorating
- Research kitchen safety

## Skills for Learning, Life and Work

Reading, Numeracy for Life, Time Management, Decision Making, Planning, Applying

## Award

National 5 Unit – Cake Baking

National 5 Unit - Cake Decorating

(Those who opt to continue for year 2 will complete the 2<sup>nd</sup> unit and achieve a National 5 course award)



# SFA Refereeing



This course is offered to S5 and S6 and will run with help from the SFA and puts your football knowledge to the test!

## **Pupils who choose this option will**

- Participate football activities
- Learn and explain the rules of the game
- Watch football games and evaluate referees decision making
- Referee S1/2 school football games



## **Skills for Learning, Life and Work**

Approach Challenges with Confidence, Commitment, Take Part in Physical Activity, Working with Others, Leadership,

## **Awards**

SQA Advanced Higher Football Refereeing  
Saltire Award for volunteering

# Social Enterprise

## **You Will:-**

1. Research a social issue eg: bullying/ racism
2. Choose a social issue/charity to support
3. Set up a business, selling products or providing a service to raise money
4. Present your business plan to partners for funding
5. Discuss where to donate the money raised to make an impact on your social issue

## **Skills for Learning, Life and Work:**

Talking, number Work, Numeracy for Life, Numeracy for Learning and Work, Money Management, approach Challenges with Confidence, Commitment, Problem Solving, Working with Others, Leadership, ICT, Communication, Decision Making, Planning, Organising, Creating, Evaluating, Applying

## **Awards:**

Social Enterprise Award  
Saltire Award  
SQA Skills for Work level 4

# STREET LEAGUE

This course helps pupils prepare for leaving school. They will develop skills to help them find college courses and employment.

## 1. DEVELOP EMPLOYABILITY SKILLS

- Practice job applications
- Writing CVs
- Interview skills

## 2. GET INVOLVED IN THE COMMUNITY

- Plan and deliver sports events in the local community
- Create valuable links with local employers for life after school

## 3. IMPROVE HEALTH AND WELLBEING

- Participate in weekly sports activity sessions
- Learn to work together as a team
- Gain responsibility by leading sessions yourself

### Skills for Learning Life and Work:

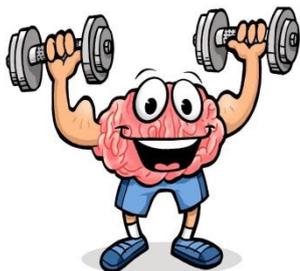
Talking, Approach Challenges with Confidence, Respect others, Commitment, Make informed Choices, Time Management, Problem Solving, Working With others, Communication, Decision Making, Planning, Organising, Evaluating

### Awards:

SQA Personal Development Award  
SQA Employability Award



## WIDER ACHIEVEMENT COURSES



# Sport & Fitness

Sport & Fitness allows senior pupils the chance to do more PE, improve fitness levels and encourage younger pupils to participate in and enjoy PE.

### **Pupils who choose this option will**

- Participate in a variety PE activities
- Receive a gym induction & training programme from Glasgow Club Drumoyne
- Receive event and coaches training from local sports clubs
- Organise sports events for the School & local community
- Promote sport across the school



### **Skills for Learning. Life and Work**

Approach Challenges with Confidence, Commitment, Take Part in Physical Activity, Working with Others, Leadership,

### **Awards**

SQA National 5/ Higher Performance Skills Unit  
Coaching qualifications

# Volunteering



## Charities Group

Volunteers will plan and organise events to raise money for different charities throughout the year.

## Community Work

Volunteers will link with the school Chaplaincy Team to

- Visit the sick & elderly in the community
- Collect donations and deliver Christmas parcels
- Visit and volunteer at youth groups

## In our school

Volunteers will also contribute to the life of the school by

- Assisting the charity and eco groups
- Completing litter picks

## **Skills for Learning, Life and Work:**

Talking, Listening, Respect Others, Commitment, Working with Others, Leadership, Communication, Planning, Organising, understanding, Remembering

## **Awards:**

SQA Volunteering Award  
Diana Award  
Saltire Award

# Work Placement

- **Match with a company or organisation where you can go each week to get on the job experience**
- **Work regularly with Mrs Grant to keep the link between your placement and Govan High School**
- **Complete a log book of your activities and responsibilities during your placement**
- **Anyone can apply for this course, however there are a maximum of 20 spaces and it is dependent on a suitable work placement match being made**



# WIDER ACHIEVEMENT COURSES

## PERSONAL AND SOCIAL EDUCATION

PSE is taught in separate classes and delivered to S1-S6, by an experienced member of Govan High School staff (usually part of the Pupil Support Team). Where possible appropriate groups may be brought together for year group presentations from external professional colleagues.



It aims to help pupils:

- make the most of themselves
- cope with the challenges of being a teenager
- get the best out of school life
- develop positive relationships with friends and family
- develop respect and tolerance for others
- make informed decisions about their health, personal safety and career
- monitor their own progress and set achievable targets
- prepare themselves for the world of work
- cope with transitions (The times where we need to move on to do something different)
- develop a sense of responsibility

## WHAT IS TAUGHT?

The PSE programme in Govan High School progressively develops the skills in young people to enable them to become:

- successful learners
- responsible citizens
- effective contributors
- confident individuals

This is done by addressing a range of topics over the years. These include

- Sexual Health and Relationship Education (SHRE)
- Mental Health
- Alcohol and Drugs Education
- Study Skills
- Stress Management
- Anti-Bullying
- Road Safety
- Being Different
- Personal Safety (including online safety)
- Self Esteem and goal setting

How do we learn in PSE?		
Group Work	Discussion	Quizzes
Role Play	Case Studies	Presentations
DVD's	Research	ICT

## CLYDE COLLEGE AND CITY OF GLASGOW COURSES



In addition to the mainstream curriculum, Govan High School offers the opportunity for senior pupils to attend college courses, work experience and other learning experiences offered by partner organisations.

**A range of Courses are offered by Clyde College, City of Glasgow College and Kelvin and include the following:**

Course	Description
<b>NPA Legal Studies and Business Industries</b>	This is a recognised and current Group Award in Legal Studies.  You must have three relevant National 5 passes – including English.
<b>Skills for Work</b>	Sports & Fitness N5
<b>National Progression Award</b>	Radio Broadcasting N5
<b>Higher Psychology</b>	Entry level: A or B pass in Higher English
<b>Photography SQA Higher</b>	Entry level: A or B one of which must be Art
<b>NPA Cosmetology: Hairdressing Option</b>	Learners should have a keen interest in working in the hair and beauty industry.
<b>Skills for Work: Early Education and Childcare</b>	entry N4 + N5 in English and Maths and an interest in working with children
<b>Skills for Work: Health Sector</b>	Entry level N5 English, Maths and Science – a course for anyone considering a career in the health sector with specific emphasis on the NHS
<b>Higher Dance</b>	An informal audition will take place during the Induction Programme.
<b>NQ Hospitality</b>	The specific aim of this course is to develop basic cookery skills along with front of house service i.e. food preparation, menu design, preparing a restaurant environment, table service etc, combined with health and safety knowledge.
<b>Creative Digital Media N4</b>	Introduction to TV, Radio, Computer Games and Software
<b>NPA Forensics – N5 and Higher</b>	Introduction to Forensic Science
<b>Up in the Air and on the Ground</b>	This new and exciting collaborative course brings together the world of Travel, Events and Hospitality in an innovative and inspirational way.  Students should have 3 National 4 qualifications including English and Maths

**Please see Mrs Grant if you would like to apply for one of the above courses.**

## GOVAN HIGH EXCLUSIVE COURSES

**Work Placement:** Pupils can choose to do a work placement on Tuesday and/or Thursday afternoons instead of picking a class. Work experience placements can be self-found or we will help you find a work experience placement with one of our partner organisations eg

- The Marriott
- Local Primary School
- BiP



or allocated through The GCC Workit database. Examples of how work placements can be used to enhance learning might range from hairdressing students gaining practical experience through a placement in a salon to science students being placed in the NHS work experience programme. This choice is intended to complement the learner's other curricular choices and can be highly individualised.

Please see Mrs Grant if you would like to choose Work Placement as an option.

## S6 STUDENTS

### Buddy

In S6 you can opt to be a pupil buddy in one column only. To carry out this role you will be trained by our Learning Support experts and will then be timetabled to go into class to support some of your younger pupils with their learning. It can also include working with pupils from the local primary schools. This is a great opportunity to gain experience, build up your CV and also give something back to the school.



### Advanced Highers

Students who have been successful at Higher may be able to take subjects at Advanced Higher. This will depend on staff being available and a sufficient demand to make it viable. Young people may be able to study certain subjects at the AH Hub at Caledonian University. Young people should speak to their Pastoral Care Teacher if interested. These subjects are good training for college or university as they rely on a lot more independent work by the student, with the teacher adopting a more tutorial approach.

