DREAM, BELIEVE & ACHIEVE @ LASSWADE

LASSWADE HIGH SCHOOL

2019/2020

SENIOR PROSPECTUS

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Senior Phase Courses 2019 - 2020					
Courses Available at Lasswade High School	**Advanced Higher**	**Higher**	**National 5**	**National 4**	**National 3**
LANGUAGES					
English	✓	✓	✓	✓	✓
French	✓	✓	✓	✓	✓
Mandarin	✓	✓	✓	✓	
Media		✓	✓	✓	
EXPRESSIVE ARTS					
Art and Design	✓	✓	✓	✓	✓
Dance		✓	✓		
Drama	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓
Photography		✓			
TECHNOLOGIES					
Admin and I.T.		✓	✓	✓	
Computing Science	✓	✓	✓	✓	
Construction			✓		
Design & Manufacture	✓	✓	✓	✓	
Fashion and Textile		✓	✓	✓	
Computer Games Development		✓	✓	✓	
Graphic Communication	✓	✓	✓	✓	
Health and Food		✓	✓		
Music Technology		✓	✓	✓	✓
Practical Woodwork			✓	✓	

Senior Phase Courses 2019 - 2020					
Courses Available at Lasswade High School	**Advanced Higher**	**Higher**	**National 5**	**National 4**	**National 3**
MATHEMATICS					
Mathematics	✓	✓	✓	✓	
Mathematics Lifeskills				✓	✓
Personal Finance			**S5/S6 only** ✓	**S5/S6 only** ✓	
HEALTH and WELLBEING					
Coaching and Sport Leadership		**S6 only** ✓			
Exercise and Fitness Leadership		✓			
Hospitality			✓	✓	
Physical Education	✓	✓	✓	✓	✓
Physical Education – Aesthetic			✓	✓	
Rugby			**S4 only** ✓	**S4 only** ✓	
Sport and Recreation			✓	✓	
RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES					
Religious, Moral and Philosophical Studies		✓	✓	✓	✓
SCIENCES					
Biology	✓	✓	✓	✓	
Chemistry	✓	✓	✓	✓	
Human Biology		✓			
Laboratory Science			✓		
Physics	✓	✓	✓	✓	

Senior Phase Courses 2019 - 2020

Courses Available at Lasswade High School	Advanced Higher	Higher	National 5	National 4	National 3
SOCIAL STUDIES					
Business Management		**S6 only** ✓	✓	✓	
Geography		✓	✓	✓	
History	✓	✓	✓	✓	
Leadership (Citizenship)		**S6 only** ✓			
Modern Studies	✓	✓	✓	✓	
People and Society				**S4 only** ✓	
Politics		✓			
Sociology			✓		
Travel and Tourism			✓		
OTHER COURSES					
Edinburgh College – School Link Courses	Various levels available				
Foundation Apprenticeship – Business Skills (2 year course S5 only)		✓			
Foundation Apprenticeship – IT Software Development (2 year course S5 only)		✓			
Foundation Apprenticeship – Social services: Children and Young People (2 year course S5 only)		✓			
Lasswade Employability Programme (NPA Enterprise & Employability)			✓	✓	
Personal Development Award		✓			
Early Childcare and Education			✓	✓	
Uniformed & Emergency Services			✓	✓	
Volunteering Award				✓	

LASSWADE HIGH SCHOOL
SENIOR PHASE PROSPECTUS

Welcome to our Senior Phase Prospectus. This booklet has been compiled to help those of you entering or within the Senior Phase to make the best possible decisions about your courses. In each section you will find descriptions of the courses offered: entry requirements for each particular course, as well as an outline of the subject content, assessment and progression to further study. By reading the relevant pages carefully, and through discussion with your teachers, you should be in a good position to make the best possible decision about your course choice for the coming year.

One of the main aims of the Senior Phase is to provide you with an environment in which you can achieve academically. Equally important, however, is the opportunity for you to develop as an individual. In general terms, the Senior Phase should be seen as a preparation for more independent life beyond school. You will find that you are gradually expected to show more independence and take more responsibility for managing your studies both in and out of the classroom. You will need to demonstrate good organisational skills, as well as self-discipline, if you are to make the most of the opportunities that are offered.

The most important factor to ensure success for any student in our Senior Phase is personal commitment. Our range of courses provides the opportunity to choose a programme which is suited to you: to build on the knowledge and skills which you have developed in the first three years of secondary school and to apply them in an increasingly specialised programme which will allow you to move on to Further Education, Higher Education or employment.

All students intending to return for S6 will be expected to play an active part in the wider life of the school, through a variety of activities which will enhance your personal development; leadership roles, house activities, peer support, work experience, enterprise, charities, website. Some, but not all, of these may be offered as a context for Leadership and Personal Development Awards.

School Leaving Dates

The dates on which you may leave school are fixed by law:

- If you are 16 years old before 30 September 2019 you may leave on 31 May 2019
- If you are 16 years old after 30 September 2019 you must remain in full time education until at least the end of the Christmas term 2019.

'Christmas Leavers' can get a great deal out of their last term at school. There are worthwhile courses at school which will help you gain employment or link into colleges. You may be able to do other things at school or in the community which will add to your experience and range of skills and qualities.

Selecting Courses

At Lasswade we offer a wide choice of SQA courses from National 3 to Advanced Higher. These courses lead to qualifications and awards in 'traditional' subjects as well as in courses aimed at supporting skills for life, learning and work.

Your ideas about a future career will influence your choice of subject; however the vast majority of occupations are best prepared for by following courses which suit your abilities and interests. So do not worry if you do not have definite career plans yet.
We hope that the range of subjects on offer will allow students to follow a course of their choice. It is also important to be aware that, where there is insufficient demand for a course, we may withdraw it.

When choosing the courses list them in order of priority. Please remember that it may not be possible to meet all combinations of courses. We therefore ask students to choose the required number of courses and a reserve. Every attempt will be made to satisfy the first choices, or the reserve choice if necessary. If these are not possible a discussion will take place between the student and their SLT link to find a suitable alternative. This may include studying the subject in another school or college. If this is not possible we will discuss with individuals their career plans and help them to select another appropriate subject.

Timetable requirements

All students in S4 and S5 will be expected to have a full timetable. S4 students will complete 7 courses, including English and Mathematics as compulsory S4 courses. It is recommended that students choose courses that build on what they have studied in S3.

S5 students are expected to complete a minimum of 5 courses. We recommend that students build upon their S4 experience where possible.

In S6, students will be expected to study at least 4 courses giving a typical class contact of 24 periods. Those aiming for Advanced Higher may have less class contact. Typically 4 periods of direct teaching is offered to Advanced Higher students. In addition to subject choices we would expect that S6 students will offer up to 4 periods of their time to support younger students in subject departments. Work Experience placements may also be arranged by S6 students in addition to their academic choices.

Once students are beyond the school leaving age (16) and if staff are concerned that you are not making sufficient effort or your attendance falls below an acceptable level to attain your grades, then you may be asked to leave school.

Entry Requirements

National 5

- Working consistently at Level 4 within the Broad General Education in S3 or a pass at National 4 is required.

Higher

- An A, B or C pass at National 5 is required. 'Crash' Higher entry is by negotiation and prior attainment in similar or related subjects is advised/expected

Advanced Higher

- A Higher grade pass at A or B is advised/expected.

Please refer to subject entries or ask your subject teacher for more detailed advice on specific requirements for each level.

Assessment

The core of your time in the Senior Phase is, of course, your academic study. Students should be aware that Higher and Advanced Higher subjects carry a large portion of internal assessment. These Unit Assessments are spread throughout the year and vary in number from subject to subject. Many courses have associated coursework tasks which count towards the final award. In order to achieve an overall pass, students must pass all forms of assessments at the first or second sitting. Because of the nature of these courses, students are strongly advised not to take time off during term time as this can seriously jeopardise academic success.

Progression to University

In broad terms, Scottish Universities tend to make offers based on four or five Highers, while English Universities tend to make offers on Advanced Highers alone. What is clear is that increased competition for university places is making the grades achieved of great importance. In addition, students often require a personal statement that showcases their skills and qualities; demonstrating you are a fully rounded university applicant.

Support

You must prepare for your course choice, thinking about your performance and achievements so far. You will be given the following opportunities during this process

- Time in PSE to discuss issues, concerns and opportunities
- An Assembly led by the Head Teacher and Depute Head Teacher
- A Senior Phase Careers Evening
- A Recommendations Report from your teachers
- A Self-Reflection exercise. Please note that unless this is completed you will not be interviewed at the scheduled time
- An individual meeting with a member of your House Team to confirm your choices

There is a range of advice available to you as you consider your next steps. This booklet is designed to help you understand the contents of the courses on offer. Further advice can be provided by your Guidance teacher and our Careers Advisers. Please check with them and make use of the Careers Library to ensure that you are selecting the combination of courses required for a particular career area. If you require more detailed information about any particular subject, teachers in the relevant departments will be able to advise you.

My World of Work website can assist you with every step of your career journey from researching careers to building your first CV. The My Strengths section of the website can help you to discover your strengths and how they fit in with your career goals. Search for learning and training opportunities with course choices and of course, find job vacancies online using job search. To get the most out of My World of Work, create an account today http://www.myworldofwork.co.uk/ You can also call the Skills Development Contact Centre for advice on 0800 9178000.

I hope that all who progress into and through the Senior Phase have a successful and productive year.

Mr C Hornell

January 2019

Senior Phase (S4) Option Form 2019-2020

Name_____ **Class**_____ **Career interest**_____

Rank Order	Subject Choice	Level of Study				
		Advanced Higher	Higher	National 5	National 4	National 3
	Mathematics					
	English					
1 (Highest Priority)						
2						
3						
4						
5						
Reserve Choice						

Please note the selection of an option does not guarantee that a course will run.
If you are interested in any of the following please circle:
School – College Partnership Course, Extended Work Experience, MYJET

Please note you MUST pick a full range of 'in-school' subjects in the 1st instance. If you are successful in securing a place on another course out of school we will work with you to drop a subject.

Student signature_____ **Date**_____

Parent/Carer signature_____ **Date**_____

SLT signature_____ **Date**_____

This form must be completed and returned signed to the member of the House Team who coursed you by Friday 15th March.

Senior Phase (S5/S6) Option Form 2019-2020

Name_____ **Class**_____ **Career interest**_____

Rank Order	Subject Choice	Level of Study				
		Advanced Higher	Higher	National 5	National 4	National 3
1 (Highest Priority)						
2						
3						
4						
5						
Reserve Choice						

Please note the selection of an option does not guarantee that a course will run.
If you are interested in any of the following please circle:

School – College Partnership Course, Extended Work Experience, MYJET

Please note you MUST pick a full range of 'in-school' subjects in the 1st instance. If you are successful in securing a place on another course out of school we will work with you to drop a subject.

Student signature_____ **Date**_____

Parent/Carer signature_____ **Date**_____

SLT signature_____ **Date**_____

This form must be completed and returned signed to the member of the House Team who coursed you by Friday 15th March.

Senior Phase Course Choice
S3 into S4 Student Reflection

Student Name/Class	

Where am I now?

What are your main strengths, interests and achievements to date? Think about your skills and qualities as well as the subjects you've done well in.

Subjects I've done well in...

Subjects I enjoy...

Skills I have...
Personal qualities I have...
Recent achievements I'm proud of...

Future career plans (job you want/university or college course you'd like to do)			
Intended leaving date (please tick)			
End of S4	**Christmas of S5**	**End of S5**	**End of S6**
School + Options **I am interested in :** (please tick)			
School – College Link Course	**Lasswade Employability Programme (LEP)**	**MYJET/Extended Work Experience**	
Anything else I want you to know (optional)			

How will I get there?

Use the sections below to plan your programme of study. Complete all the boxes with the courses you plan to do.

Fourth Year		
Subjects (7 required plus a reserve)	**Level**	**Discussion Notes**
English Maths		

Fifth Year		
Subjects (5 required plus a reserve)	**Level**	**Discussion Notes**

Sixth Year		
Subjects (4 required plus a reserve)	**Level**	**Discussion Notes**

Student Signature		**Date**	
Parent/Carer Signature		**Date**	
SLT Signature		**Date**	

Senior Phase Course Choice
S4 into S5 Student Reflection

Student Name/Class	

Where am I now?

What are your main strengths, interests and achievements to date? Think about your skills and qualities as well as the subjects you've done well in.

Subjects I've done well in...

Subjects I enjoy...

Skills I have...
Personal qualities I have...
Recent achievements I'm proud of...

Future career plans (job you want/university or college course you'd like to do)			
Intended leaving date (please tick)			
End of S4	**Christmas of S5**	**End of S5**	**End of S6**
School + Options **I am interested in :** (please tick)			

School –College Link Course	**Foundation Apprenticeship**	**Lasswade Employability Programme (LEP)**

Anything else I want you to know (optional)

How will I get there?

Use the sections below to plan your programme of study. Complete all the boxes with the courses you currently do in S4 and plan to do in S5/S6.

Fifth Year		
Subjects (5 required plus a reserve)	**Level**	**Discussion Notes**

Sixth Year		
Subjects (4 required plus a reserve)	**Level**	**Discussion Notes**

Student Signature		**Date**	
Parent/Carer Signature		**Date**	
SLT Signature		**Date**	

Senior Phase Course Choice
S5 into S6 Student Reflection

Student Name/Class	

Where am I now?

What are your main strengths, interests and achievements to date? Think about your skills and qualities as well as the subjects you've done well in.

Subjects I've done well in...

Subjects I enjoy...
Skills I have...

Personal qualities I have...
Recent achievements I'm proud of...

Future career plans (job you want/university or college course you'd like to do)			
Intended leaving date (please tick)			
End of S4	**Christmas of S5**	**End of S5**	**End of S6**
School + Options **I am interested in :** (please tick)			
School –College Link Course	**Lasswade Employability Programme/MYJET**		
Anything else I want you to know (optional)			

How will I get there?

Use the sections below to plan your programme of study. Complete all the boxes with the courses you completed in S4, currently do in S5 and plan to do next year.

Sixth Year		
Subjects (4 required plus a reserve)	**Level**	**Discussion Notes**

Student Signature		**Date**	
Parent/Carer Signature		**Date**	
SLT Signature		**Date**	

LASSWADE HIGH SCHOOL
English
Advanced Higher

ENGLISH

Advanced Higher

Course Outline

The Advanced Higher English course offers students the opportunity to develop their language and literature skills through the study of a range of sophisticated texts.

Course Assessment

To gain Advanced Higher, all students must pass all the units and assessments outlined below.

Students will prepare for two externally assessed exams:

The **Literary Study** paper is worth 20 marks (20%). Students will write a Critical Essay comparing and contrasting a range of literary texts studied in class.

The **Textual Analysis** paper is worth 20 marks (20%). Students will respond to an extended question on an unseen passage, selecting from a range of genres.

Students will also prepare for externally assessed coursework:

The **Writing Folio** is worth 30 marks (30%). Students will prepare two pieces of writing from a wide range of genres. Students will prepare this writing both in class time and at home. This folio will be submitted to the SQA for external marking on the day of the final exam in May.

The **Dissertation** is worth 30 marks (30%). Students will independently select a couple of texts (or range of texts in the case of poetry). Students will then read, analyse and evaluate the texts, selecting evidence in support of a particular focus of study. Support for the dissertation will be available in class, however the vast majority of work for this course component will be completed out of class.

Externally assessed exams and externally assessed coursework are marked by the SQA and graded A-D.

What will my child experience during the course?

- Active and independent learning with students taking opportunities to lead lessons and create materials.
- Regular feedback and target setting, with opportunities for reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one mentor discussions.
- Collaborative learning: participating in group work with peers.
- Opportunities for personalization and choice: selecting own topics of interest for talking and writing.
- Participating in informed debate and discussion with peers where they can demonstrate skills in constructing and sustaining lines of argument.
- Developing Secondary Research skills necessary for Higher Education, with both print and on-line sources.
- Engaging in wide ranging independent reading.
- Writing workshops, experimenting with different forms of writing and providing and receiving constructive criticism to improve work.
- Workshops with authors

What skills will my child develop?

- Analysis and evaluation of complex language
- Application of critical, analytical and evaluative skills across a wide range of complex literary texts.
- Sophisticated writing skills
- Critically respond to complex texts through extended writing
- Knowledge and application of a wide range of language and literary devices.
- Application of higher-order thinking skills
- Research skills
- Independent approaches to study and deadlines.

Progression

Advanced Higher English is a highly desirable qualification for a range of Higher Education courses. It offers the opportunity to develop sophisticated and complex writing, analysis and research skills which offer a solid foundation for University study.

LASSWADE HIGH SCHOOL
English
Higher

ENGLISH

Higher

Course Outline

The Higher English course offers students the opportunity to develop their Reading, Writing, Talking and Listening skills, through the study of language, literature and media.

All students will study at least two genres of literary or media texts. Students will also study a range of non-fiction texts, such as newspaper articles, developing their understanding, analysis and evaluation of language techniques. In addition to studying texts, students will be required to create and develop their own writing.

Course Assessment

To gain Higher, all students must pass all the units and assessments outlined below.

Students will prepare for two externally assessed exams:

The **Reading for Understanding, Analysis and Evaluation paper** is worth 30 marks (30%). Students will read an unseen non-fiction passage and answer questions about the text.

The **Critical Reading** paper is worth 40 marks (40%). For Part 1, students will study a single or a range of **Scottish Set Text(s)** in class and then answer questions on an extract or selection of these in the exam. For Part 2, students will write a **Critical Essay** on a literary or media text that they have studied in class.

Students will also prepare for externally assessed coursework:

The **Writing Folio** is worth 30 marks (30%). Students will prepare two essays: one broadly creative; the other broadly discursive. Students will prepare this writing both in class time and at home. This folio will be submitted to the SQA for external marking in March.

Students will also have to pass an internal assessment:

Students must also pass an internally assessed **Spoken Language** unit. This assesses Talking and Listening skills and involves a presentation which may be done individually or as part of a group. This unit is assessed on a pass/ fail basis. It is compulsory to pass this unit before being presented for the overall qualification.

Externally assessed exams and externally assessed coursework are marked by the SQA and graded A-D

What will my child experience during the course?

- Active and independent learning with students taking opportunities to lead lessons and create materials.
- Regular feedback and target setting, with opportunities for reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions.
- Collaborative learning: working with others to investigate and extend learning.
- Opportunities for personalization and choice: selecting own topics of interest for talking and writing
- Digital Literacy development- through research, writing and media.

What skills will my child develop?

- Understanding, explaining, analysing and evaluating complex texts.
- Creating, structuring and producing complex spoken and written texts for different purposes.
- Understanding how language works.
- Presentation and discussion skills.
- Planning, researching and decision-making.
- Using creative and critical thinking to synthesise ideas and arguments.
- Developing cultural awareness.
- Social and interpersonal skills.
- Digital Literacy through research and folio opportunities.

Progression

Students may progress from Higher English to Advanced Higher English in S6.

Higher English is an essential qualification for entry into many Higher Education courses such as law and teaching. It is also a highly desirable qualification for a range of other courses.

LASSWADE HIGH SCHOOL
English
National 5

ENGLISH

National 5

Course Outline

The National 5 English course offers students the opportunity to develop their Reading, Writing, Talking and Listening skills, through the study of language, literature and media.

All students will study at least two genres of literary or media texts. Students will also study a range of non-fiction texts, such as newspaper articles, developing their understanding, analysis and evaluation of language techniques. In addition to studying texts, students will be required to create and develop their own writing.

Course Assessment

To gain National 5, all students must pass all the units and assessments outlined below.

Students will prepare for two externally assessed exams:

The **Reading for Understanding, Analysis and Evaluation paper** is worth 30 marks (30%). Students will read an unseen non-fiction passage and answer questions about the text.

The **Critical Reading** paper is worth 40 marks (40%). For Part 1, students will study a **Scottish Set Text** in class and then answer questions on an extract from this text in the exam. For Part 2, students will write a **Critical Essay** on a literary or media text that they have studied in class.

Students will also prepare for externally assessed coursework:

The **Writing Folio** is worth 30 marks (30%). Students will prepare two essays: one broadly creative; the other broadly discursive. Students will prepare this writing both in class time and at home. This folio will be submitted to the SQA for external marking in March.

Students will also have to pass an internal assessment:

Students must also pass an internally assessed **Spoken Language** unit. This assesses Talking and Listening skills and involves a presentation which may be done individually or as part of a group. This unit is assessed on a pass/ fail basis. It is compulsory to pass this unit before being presented for the overall qualification.

Externally assessed exams and externally assessed coursework are marked by the SQA and graded A-D.

What will my child experience during the course?

- Active and independent learning with students taking opportunities to lead lessons and create materials.
- Regular feedback and target setting, with opportunities for reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions.
- Collaborative learning: working with others to investigate and extend learning.
- Opportunities for personalization and choice: selecting own topics of interest for talking and writing
- Digital Literacy development- through research, writing and media.

What skills will my child develop?

- Understanding, explaining, analysing and evaluating detailed texts.
- Creating, structuring and producing detailed spoken and written texts for different purposes.
- Understanding how language works.
- Presentation and discussion skills.
- Planning, researching and decision-making.
- Using creative and critical thinking to synthesise ideas and arguments.
- Developing cultural awareness.
- Social and interpersonal skills.
- Digital Literacy through research and folio opportunities.

Progression

Students may progress from National 5 English to Higher English in S5/S6.

LASSWADE HIGH SCHOOL
English
National 4

ENGLISH
National 4

UNIT 1 Analysis and Evaluation
UNIT 2 Creation and Production
UNIT 3 Literacy
ADDED VALUE UNIT: English Assignment

Course Outline

The National 4 English course offers students the opportunity to develop their Reading, Writing, Talking and Listening skills, through the study of language, literature and media.

All students will study at least two genres of literary or media texts. Students will also study a range of non-fiction texts, designed to develop skills for learning, life and work. In addition to studying texts, students will be encouraged to create and develop their own writing.

Course Assessment

To gain National 4, all students must pass all the units and assessments outlined below.

Students need to pass 4 units of internal assessment:

The **Analysis and Evaluation** unit involves two assessments: **Reading** and **Listening**. Students need to read a straightforward text and answer a range of questions about the content and use of language. Students will also need to listen to a straightforward text and answer questions on its content and use of language.

The **Creation and Production** unit involves two assessments: **Writing** and **Talking**. Students must create a straightforward piece of writing for a specific purpose. Similarly, students must present a Talk, either individually or as part of a group discussion.

The outcomes for the **Literacy unit** can often be met in the work of the previous two units (Analysis and Evaluation and Creation and Production) provided that the source material and outcomes are transactional/ non-fiction in nature.

The **Added Value Unit** will involve the comparison of two straightforward texts. Students must show knowledge and understanding of the content of the text and recognition of the language and layout features.

Internally assessed units are marked by the department in school, but will be subject to external verification by the SQA to ensure that the appropriate standards are being met.

What will my child experience during the course?

- Regular feedback and target setting, with opportunities for reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions.
- Collaborative learning: working with others to investigate and extend learning.
- Opportunities for personalization and choice: selecting own topics of interest for talking and writing
- Digital Literacy development- through research, writing and media.

What skills will my child develop?

- Understanding, explaining, analysing and evaluating straightforward texts.
- Creating, structuring and producing straightforward spoken and written texts for different purposes
- Understanding how language works and applying language skills in different contexts
- Planning, researching and decision-making
- Creative and critical thinking
- Social and interpersonal skills
- Digital literacy skills.

Progression

Students may progress from National 4 English to National 5 English in S5.

LASSWADE HIGH SCHOOL
Modern Languages
Advanced Higher

MODERN LANGUAGES

Advanced Higher

NB : Details below were correct for session 2018-19 BUT there will be changes to assessment in AH courses from session 2019-20. SQA will remove units and unit assessments. Revised AH course specifications are due to be published by the end of April 2019 (with teachers due to receive further information about any changes by the end of January 2019).

Skills
Improve your skills in reading, listening, talking and writing as well as translation

Opportunities for Learners
Deepen your knowledge and understanding of the target-language-speaking countries' language and culture.

Assessment
To pass the course overall, candidate must pass three mandatory units and the Course Assessment.

The three **mandatory units** are:

- Understanding Language (develop and extend reading and listening skills in the modern language, and develop knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture);
- Using Language (develop and extend talking and writing skills in the modern language, and to develop knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture);
- Specialist Study (develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature or media or language in work).

Course Assessment is made up of:

- two question papers**:**

  Section 1 Reading & Translation (90 minutes, 30 marks = 15% for reading, 20 marks = 10% for translation)
  Section 2 Listening & Discursive Writing (70 minutes, 30 marks = 15% for listening, 40 marks = 20% for Discursive Writing)

- a performance, through which learners will demonstrate their talking skills in the modern language. (20 minutes talking with a visiting assessor, 50 marks = 25%)

- a portfolio, written in English, through which learners will demonstrate their analytical skills in relation to literature or media or language in work within the context of the modern language. 30 marks = 15%, 2 x 750 words in English on a literary/media text and/or thematic aspect OR 1 x 1500 words in English on the Modern Language in Work context

This adds up to 200 marks. You are then graded A – D

NB : details given above are Modern Languages generic : arrangements for Mandarin may vary slightly, e.g. with regard to time allowed to complete assessments. Please see: http://www.sqa.org.uk/files_ccc/AHCASModernLanguages.pdf or consult with Mrs Zhao.

LASSWADE HIGH SCHOOL
Modern Languages
Higher

MODERN LANGUAGES

Higher

WHAT SKILLS WILL MY CHILD DEVELOP?

- increasing confidence and accuracy in reading and listening
- increasing confidence and accuracy in talking and writing
- translation skills
- ability to apply knowledge and understanding of the Modern Language being studied to other languages and curricular areas
- enhanced dictionary skills
- deeper insight into other cultures
- improved understanding of the grammar of the Modern Language
- increasing awareness of similarities and connections between languages
- improved overall literacy skills
- improved inter-personal skills
- developed creative and critical thinking skills

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- developing more detailed and complex language skills in the real-life contexts of Society, Learning, Employability and Culture – building on the work covered at National 5
- likelihood of learning alongside native-speakers (visiting overseas students)
- active and independent learning through self and peer-evaluation
- variety of classroom approaches : individual, paired, group and whole class activities, including games and interactive tasks using IT
- personalisation and choice
- collaborative learning
- homework to reinforce the learning and teaching
- work in a stimulating, challenging but enjoyable and supportive environment
- achieve potential as a linguist and confident future global citizen
- acquire a qualification highly- prized by employers

The course assessment has five components.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	not applicable	2 hours (Chinese languages 2 hours and 40 minutes)
Component 2: question paper 1 Directed writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
Component 4: Assignment–writing	20	15	No time limit. Teachers may use their discretion to decide how much time candidates need for preparation, consolidation, remediation and completion of their piece of writing.
Component 5: Performance–talking	30	not applicable	10 minutes approximately

The grade awarded (A-D) is based on the total marks achieved across all course assessment components.

NB : details given above are Modern Languages generic : arrangements for Mandarin may vary slightly, e.g. with regard to time allowed to complete assessments.
Please see: http://www.sqa.org.uk/files_ccc/CASHModernLanguages.pdf or consult with Mrs Zhao, teacher of Mandarin.

LASSWADE HIGH SCHOOL
Modern Languages
National 5

MODERN LANGUAGES

National 5

WHAT SKILLS WILL MY CHILD DEVELOP?

- develop his or her understanding of the Modern Language by improving his or her listening and reading skills
- gain confidence in using the Modern Language through developing his or her skills in Talking and Writing
- ability to use a dictionary will improve
- gain an insight into other cultures
- acquire an improved understanding of the grammar of the Modern Language
- become increasingly aware of the similarities and connections between languages
- improve his or her overall literacy skills
- practise and improve his or her inter-personal skills
- develop creative and critical thinking skills

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

The Modern Languages Department will offer your child the opportunity to:

- develop highly-valued 'soft' skills, which can be applied in other areas of the curriculum
- study a wide range of contexts : society, learning, employability and culture
- work in a stimulating, challenging but enjoyable and supportive environment
- learn in IT-rich classrooms with state-of-the-art digital listening-speaking workstations and access to language-learning software
- achieve his or her potential as a linguist and confident future global citizen
- acquire a qualification highly- prized by employers

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- active and independent learning through self- and peer evaluation
- a variety of classroom approaches: individual, paired, group and whole class activities, including games and interactive tasks using IT
- collaborative learning
- personalisation and choice : eg he or she can choose his or her topics for the Performance
- homework to reinforce the learning and teaching carried out in class

ASSESSMENT

The course assessment has five components.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	30	1 hour and 30 minutes (Chinese languages 2 hours)
Component 2: question paper 1 Writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
Component 4: Assignment–writing	20	15	No set amount of time allocated. Teachers may use their discretion to decide how much time is required by each candidate for preparation, consolidation, remediation and completion of the piece of writing.
Component 5: Performance–talking	30	30	6–8 minutes approximately

The grade awarded (A-D) is based on the total marks achieved across all course assessment components.
NB : details given above are Modern Languages generic : arrangements for Mandarin may vary slightly, e.g. with regard to time allowed to complete assessments. Please see SQA website or speak to Mrs Zhao.

After successfully passing N5, a candidate progresses to Higher Modern Languages.

LASSWADE HIGH SCHOOL
Modern Languages
National 4

MODERN LANGUAGES

National 4

2 UNITS + Assignment Added Value Unit)

Unit 1: UNDERSTANDING LANGUAGES

LISTENING AND READING

Unit 2: USING LANGUAGES

TALKING AND WRITING

ASSIGNMENT (ADDED VALUE UNIT)

WHAT SKILLS WILL MY CHILD DEVELOP?

- develop his or her understanding of the Modern Language by improving his or her listening and reading skills
- gain confidence in using the Modern Language through developing his or her skills in talking and writing
- improved dictionary skills
- gain an insight into other cultures
- improved understanding of the grammar of the Modern Language
- become increasingly aware of the similarities and connections between languages
- improve his or her overall literacy skills
- practise and improve his or her inter-personal skills
- develop creative and critical thinking skills

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

The Modern Languages Department will offer your child the opportunity to:

- develop highly-valued 'soft' skills, which can be applied in other areas of the curriculum
- study a wide range of contexts : society, learning, employability and culture
- work in a stimulating, challenging but enjoyable and supportive environment
- learn in IT-rich classrooms with state-of-the-art digital listening-speaking workstations and access to language-learning software
- achieve his or her potential as a linguist and confident future global citizen
- acquire a qualification highly-prized by employers

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- active and independent learning through self- and peer-evaluation
- a variety of classroom approaches : individual, paired, group and whole class activities, including games and interactive tasks using IT
- collaborative learning
- homework to reinforce the learning and teaching carried out in class

ASSESSMENT

- your child will have to pass both Units (internal assessment) and the Assignment (Added Value Unit) to achieve National 4
- there are no external exams and the course is graded 'Pass' or 'Fail'

NB : details given above are Modern Languages generic : arrangements for Mandarin may vary slightly,

e.g. with regard to time allowed to complete assessments. Please see : SQA website or consult with Mrs Zhao, teacher of Mandarin.

After successfully completing National 4, a candidate progresses to National 5 Modern Languages .

LASSWADE HIGH SCHOOL
Media
Higher

MEDIA
Higher

Course Outline

The Higher Media course offers students the opportunity to develop their understanding and analysis of media.

Students will study a range of media texts in order to analyse media content. Students will then use their knowledge of media techniques to plan and create media content of their own.

Course Assessment

To gain Higher, all students must pass all the assessments outlined below.

Students will prepare for two externally assessed exams:

Paper 1 is called **Analysis of Media Content** and is worth 50 marks. It has two sections in it. In Section 1: Analysis of Media Content in Context, students will answer questions based on media examples studied in class. In Section 2: The Analysis of Media Texts, students will apply their learning to the analysis of an unseen text.

Paper 2 is called **The Role of Media** and is worth 20 marks. This paper calls for students to analyse the role of media in contemporary society.

Students will also prepare for externally assessed coursework:

The **Assignment** is also worth 60 marks and involves students planning, creating and evaluating media content.

Externally assessed exams and externally assessed coursework are marked by the SQA and graded A-D.

What will my child experience during the course?

- Active and independent learning with students taking opportunities to lead lessons and create materials.
- Regular feedback and target setting, with opportunities for reviewing and reflecting on progress and deciding next steps.
- A blend of classroom approaches including whole class, small group or one to one discussions.
- Collaborative learning: working with others to investigate and extend learning.
- Opportunities for personalization and choice: selecting texts and ways of showing evidence; selecting topics for talking and writing.
- Digital Literacy opportunities.

What skills will my child develop?

- Ability to analyse and create media content, appropriate to purpose, audience and context.
- Knowledge and understanding of the key aspects of media literacy as appropriate to content.
- Knowledge and understanding of the role of media within society.
- The ability to plan and research when creating media content as appropriate to purpose, audience and context.
- The ability to evaluate their own practice.

Progression

Students may progress from Higher Media to a range of Creative Industries courses in Further Education establishments. Furthermore, Higher Media is a desirable qualification for many Higher Education courses in the Digital and Creative Industries.

LASSWADE HIGH SCHOOL
Media
National 5

MEDIA

National 5

Course Outline

The National 5 Media course offers students the opportunity to develop their understanding and analysis of media.

Students will study a range of media texts in order to analyse media content. Students will then use their knowledge of media techniques to plan and create media content of their own.

Course Assessment

To gain National 5, all students must pass all the assessments outlined below.

Students will prepare for an externally assessed exam:

The **Question Paper** is worth 60 marks. It has two sections in it. In Section 1: Analysis of Media Content in Context, students will answer questions based on media examples studied in class. In Section 2: Analysis of a Media Text, students will apply their learning to the analysis of an unseen text.

Students will also prepare for externally assessed coursework:

The **Assignment** is also worth 60 marks and involves students planning, creating and evaluating media content.

Externally assessed exams and externally assessed coursework are marked by the SQA and graded A-D.

What will my child experience during the course?

- Active and independent learning with students taking opportunities to lead lessons and create materials.
- Regular feedback and target setting, with opportunities for reviewing and reflecting on progress and deciding next steps.
- A blend of classroom approaches including whole class, small group or one to one discussions.
- Collaborative learning: working with others to investigate and extend learning.
- Opportunities for personalization and choice: selecting texts and ways of showing evidence; selecting topics for talking and writing.
- Digital Literacy opportunities.

What skills will my child develop?

- Ability to analyse and create media content, appropriate to purpose, audience and context.
- Knowledge and understanding of the key aspects of media literacy as appropriate to content.
- Knowledge and understanding of the role of media within society.
- The ability to plan and research when creating media content as appropriate to purpose, audience and context.
- The ability to evaluate their own practice.

Progression

Students may progress from National 5 Media to Higher Media in S5/S6.

LASSWADE HIGH SCHOOL
Media
National 4

MEDIA

National 4

UNIT 1 – Analysing Media Content
UNIT 2 – Creating Media Content
ADDED VALUE UNIT

Course Outline

The National 4 Media course offers students the opportunity to develop their understanding and analysis of media.

Students will study a range of media texts in order to analyse media content. Students will then use their knowledge of media techniques to plan and create media content of their own.

Course Assessment

To gain National 4, all students must pass all the assessments outlined below.

Students will prepare for internally assessed units:

Analysing Media Content involves studying media texts such as films, posters, adverts.

Creating Media Content involves using the media techniques that you have been learning about by planning and creating a new media text.

The **Added Value Unit** involves applying skills from both units to an assignment.

Internally assessed units are marked by the department in school, but will be subject to external verification by the SQA to ensure that the appropriate standards are being met.

What will my child experience during the course?

- Active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Collaborative learning: in groups or pairs to encourage team-working, relationship-building, the verbalisation of ideas
- Space for personalisation and choice: selecting texts and ways of showing evidence

What skills will my child develop?

- Ability to analyse and create media content, appropriate to purpose, audience and context.
- Knowledge and understanding of the key aspects of media literacy as appropriate to content.
- Knowledge and understanding of the role of media within society.
- The ability to plan and research when creating media content as appropriate to purpose, audience and context.
- The ability to evaluate their own practice.

Progression

Students may progress from National 4 Media to National 5 in S5/ S6.

LASSWADE HIGH SCHOOL
Art and Design
Advanced Higher

ART and DESIGN (Expressive)

Advanced Higher

2
UNITS

UNIT 1 Expressive Enquiry
UNIT 2 Expressive Studies

+
COURSE ASSESSMENT

ADDED VALUE UNIT: Portfolio

WHAT SKILLS WILL MY CHILD DEVELOP?

- experience an independent, self-directed study of expressive art and art practice
- personal autonomy, creativity, independent thinking and evaluative skills when responding to stimuli and creating their own expressive art work
- individual self-expression and creativity through their considered exploration and use of art materials, equipment, techniques and/or technology
- higher-order thinking skills required to analyse, synthesise, and critically respond to and understand the impact of expressive art work
- advanced critical thinking skills, reaching substantiated informed judgements when refining and presenting lines of visual enquiry and development

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- the ability to identify the expressive development potential in their work
- confident and highly skilled use of a variety of art materials, equipment, advanced techniques and/or technology
- applied understanding of artists' work and practice informed by in-depth investigation of artists' work and practice
- personal creativity through the development of progressive lines of expressive enquiry
- advanced visual problem solving, planning and evaluation skills
- the ability to create highly refined creative compositions and art work in 2D and/or 3D formats
- the ability to review, edit and present their work for assessment

ASSESSMENT

The portfolio will have 200 marks. In the portfolio, marks will be awarded for:

- presenting the initial expressive ideas and producing further development work in 2D and/or 3D formats showing the ability to develop progressive lines of expressive enquiry
- producing highly resolved and sophisticated compositions/art work in 2D and/or 3D formats showing visual continuity with the earlier development work
- supporting contextual information and evaluation, describing how art research informed and inspired their creative approach and evaluating the impact of their creative choices and decisions

140 marks will be awarded for practical expressive art work, with the remaining 60 marks being awarded for the supporting contextual evidence and evaluation

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Drawing
- Painting
- Sculpture
- Photography
- Printmaking

LASSWADE HIGH SCHOOL
Art and Design
Higher

ART AND DESIGN

(EXPRESSIVE)

Higher

2
UNITS

UNIT 1 Expressive Enquiry
UNIT 2 Expressive Studies

+
COURSE ASSESSMENT

ADDED VALUE UNIT: Portfolio

WHAT SKILLS WILL MY CHILD DEVELOP?

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

ASSESSMENT

The portfolio will have 160 marks. In the portfolio, marks will be awarded for:

- Learners must pass the two units and the course assessment
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA
- The SQA has provided examples of Unit assessments that teachers can use as they are, or adapt to suit the needs of their learners
- The course assessment consists of a Portfolio (160 marks) and a Question paper (exam for 60 marks). These are marked externally by the SQA
- Higher Art and Design is graded from A to D or as No Award

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Develop knowledge of art and design practice
- Experience a range of practical media handling skills in both expressive and design contexts
- Exercise imagination and creativity
- Analyse the factors influencing artists' and designers' work and practice
- Explore how to visually represent and communicate their personal thoughts, ideas and feeling through their work

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- **Drawing**
- **Painting**
- **Sculpture**
- **Photography**
- **Printmaking**

Higher Art and Design progresses onto Advanced Higher

LASSWADE HIGH SCHOOL
Art and Design
National 5

ART and DESIGN

National 5

2 UNITS + COURSE ASSESSMENT

UNIT 1 EXPRESSIVE ACTIVITY
UNIT 2 DESIGN ACTIVITY

COURSE ASSESSMENT:
PORTFOLIO + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- A greater knowledge, understanding and ability to critically analyse artists and designers as creative practitioners
- A deeper understanding of external factors influencing artists and designers
- Experimenting with a variety of art and design materials to refine ideas
- Practical skills in using materials, techniques and/or technology
- Producing analytical drawings and investigative studies
- Creativity and imaginative expression
  Critical appreciation of aesthetic and cultural values, identities and ideas
- Planning, producing and presenting creative art and design work
- Investigating and analysing how artists/designers use materials/techniques
- Applying this knowledge to his/her own creative practice
- Problem-solving and critical analysis to find solutions to design briefs
- Confidence in creative practice and in creative self-expression
  Enjoyment in the arts

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Observational drawing
- Using a range of media such as painting, clay, print making, photoshop
- Expressive topics such as portraiture, still life, landscape, built environment and sculpture
- Design projects such as graphic design, product design, fashion & textiles, jewellery and ceramics.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning including learning intentions and success criteria; planned critiques and ongoing dialogue to discuss choices and monitor progress, then plan next steps
- A blend of classroom approaches including experiential, practical learning with staff facilitating, guiding and supporting learners
- Collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning
- Space for personalisation and choice: in both the expressive and the design units and in the Portfolio, with extensive research options
- Applying learning to practical work with a solution-focused approach
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

ASSESSMENT

- To gain National 5, learners must pass the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- The Course Assessment consists of the Portfolio (showing development and evaluation leading to one final piece of expressive art work and one final design solution) and the Question Paper (exam). These will be marked by the SQA.
- Students can also gain a Unit pass in either Design and/or Expressive. Unit assessment (or 'evidence of learning') will show competence in each of the two Units in 2D or 3D but does not include the folio or exam. Unit evidence may include sketch books, extended writing, notes, group discussions, reviews, critiques

National 5 progresses onto Higher Art and Design

LASSWADE HIGH SCHOOL
Art and Design
National 4

ART and DESIGN

National 4

2 UNITS + ADDED VALUE

UNIT 1 EXPRESSIVE ACTIVITY
UNIT 2 DESIGN ACTIVITY

ADDED VALUE UNIT: PRACTICAL ACTIVITY

WHAT SKILLS WILL MY CHILD DEVELOP?

- Knowledge and understanding of artists, designers and their work
- Understanding the factors that influence artists and designers
- Experimenting with a variety of art and design materials
- Practical skills in using materials, techniques and/or technology
- Understanding artistic and cultural values, identities and ideas
- Developing ideas
- Researching and collating information from a range of sources
- Understanding his/her own creative practice
- Creativity and imaginative expression
- Planning, critical thinking and problem-solving to find solutions to design briefs
- Confidence in creative practice
- Enjoyment in the arts
- Communicating and representing ideas, thoughts and feelings visually

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Observational
- drawing
- Using a range media such as **painting, clay, print making, ICT, photoshop,**
- Expressive topics such as **portraiture, still life, landscape, built environment, sculpture**
- Design projects such as **graphic design, product design, fashion & textiles, jewellery, ceramics.**

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning including planned critiques to discuss choices and monitor progress
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning.
- Space for personalisation and choice: in both the expressive and the design units and in the practical activity
- Applying learning to practical work with a solution-focused approach
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking
- The Added Value Unit (Practical Activity) asks learners to produce a ‘final solution’ or piece of work for both the Expressive Unit and the Design Unit

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are as pass or fail assessed by the school (following SQA external quality assurance to meet national standards)
- Unit assessment (or ‘evidence of learning’) could take a variety of 2D or 3D forms. A portfolio may be prepared

National 4 progresses onto National 5 Art & Design

HIGHER DANCE

Curriculum Area:

Expressive Arts

Introduction:

Higher Dance course will provide students with the opportunity to develop their technical and choreographic skills through practical classes and analysis of performance.

Course Content:

The Higher Dance course is divided into the areas of Technical Skills and Choreography. Within these units students will be expected to develop and refine technical skills in contrasting dance styles (Contemporary and Jazz) and apply them in choreographed motifs and exercises. They will also learn about choreographic principles and use them to create a piece of group choreography.
The course also includes theoretical work where students will be required to develop knowledge and critical understanding of a selected dance style. They will also analyse and evaluate their own performance, those of professional dancers and recognise the importance of choreographic principles and theatre arts within choreography.

Course Assessment:

The course will be assessed externally by the SQA. The areas that the students will be assessed in are:

1. Performance of a solo in two dance genres performed to an examiner
2. Candidate choreography of a dance for 3 or more people performed to an examiner
3. Review of the choreographic process
4. Written examination

Who’s it for:

The course is suitable for students who have a very keen interest in Dance and have completed the National 5 Dance course or have relevant previous experience. A relevant level of English is also required at either National 5 or Higher due to the written element of this course.
Interested students should be prepared to attend an audition/introduction to the course so that they can ensure that this is the correct course choice for them. Students must be prepared to attend classes dressed appropriately in leotards and tights and must also be prepared to perform as an individual and/or as part of a group.

LASSWADE HIGH SCHOOL
Dance
National 5

DANCE

NATIONAL 5

2 SUBJECT AREAS

+ EXAM

SUBJECT AREA 1: TECHNICAL SKILLS
SUBJECT AREA 2: CHOREOGRAPHY

ADDED VALUE UNIT:
CHALLENGE AND APPLICATION

WHAT SKILLS WILL MY CHILD DEVELOP?

- A range of technical Dance skills
- Understand and apply knowledge of a range of choreographic skills to create a dance for two people
- Work imaginatively and demonstrate individual creativity
- Co-operate, support and work with others
- Apply the principles of safe dance practice in relation to physical wellbeing
- Evaluate their own work and the work of others

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Contemporary Dance
- Jazz
- Choreography
- Develop group/solo performances
- Theory lessons

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- The course has an integrated approach to learning, with a mix of practical learning and knowledge and understanding
- As learners develop their technical and choreographic skills, they will learn how to analyse the work of dance practitioners and use this information to develop their own performance
- They will apply technical skills in the performance of different dance styles
- They will experiment with a range of choreographic principles and learn how to apply them imaginatively in Dance
- Reflective skills will also be developed as learners develop their own progress and performance and that of others
- Theory lessons will be completed weekly

ASSESSMENT

- Performance of a technical solo in one Dance style in front of an examiner
- Candidates create a choreography for two people performed to an examiner
- Review of the choreographic process
- Written examination in 3 sections
  - Evaluation of Technical and Performance Skills
  - Knowledge and Understanding of a Dance Style
  - Evaluation of Professional Choreography
- The course assessment will provide the basis for grading attainment in the course award
- The assessment tasks will be marked collaboratively with an SQA visiting assessor and the centre, under conditions set by the SQA

National 5 Dance progresses onto Higher Dance

LASSWADE HIGH SCHOOL
Drama
Advanced Higher

DRAMA

Advanced Higher

Course Content:

1. Unit 1 – Drama Skill

Develop knowledge of methodologies, theatre practices and texts to progress their devising their knowledge and skills will be informed by the work of a key theatre practitioner.
They will independently create a devised drama production. This will explore how meaning can be communicated to an audience through practical realisation of their own theatrical concepts. Learners will also evaluate the effectiveness of their concepts.

2. Unit 2 – Production Skills

Focus on a study of a key theatre practitioner, and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation. They will take on the role of the actor or director or designer in the exploration of a textual extract.

Skills:

- develop autonomy and independent thinking skills
- develop skills in performing within their chosen area of acting, directing or design
- develop individual creativity when applying skills in problem solving, analysis and evaluation
- analyse current theatrical performance (Theatre Visits)
- develop analytical skills in the interpretation of texts
- develop knowledge and understanding of theatre practice and key practitioners
- develop knowledge and understanding of social and cultural influences on drama

Course Assessment:

Performance
Taking on the role of acting (interactive piece and a monologue), directing or design candidates will analyse their chosen text (historical, social and cultural contexts, previous productions and their own concept) to create and present drama (marked externally by SQA – 50 marks/ 50%)
Prep for Performance – research/decisions (10 marks/ 10%)

Project–dissertation
The candidate will be required to demonstrate depth of knowledge and understanding of a relevant performance issue. The candidate will select an area which should allow analysis of performance theories and practice. It will be informed by the work of a current and/or historical theatre practitioner and/or company (marked externally by SQA)
The project will take the form of a dissertation of between 2,500 and 3,000 words (40 marks/40%)

Recommended Entry:
Higher Drama, Grade A or B or by discussion with the department

Progression:
- a range of drama-related Higher National Diplomas (HNDs)
- degrees in drama and related disciplines
- careers in the creative industries

LASSWADE HIGH SCHOOL
Drama
Higher

DRAMA
Higher

2
UNITS

Drama Skills
Production Skills

+
COURSE ASSESSMENT

Performance + Question Paper

Skills
Learners will be able to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama
- Explore form, structure, genre and style.
- Analyse and evaluate how self-expression, language can develop ideas for a drama.
- Develop critical thinking skills
- Develop essay writing and literacy skills

Opportunities for Learners
Learners will be able to:

- use their drama skills and apply their production skills to present drama to communicate meaning to an audience
- explore, develop and communicate ideas in drama through creating, presenting and using complex drama and production skills
- explore voice, movement and characterisation skills
- work collaboratively, creatively with a strong development of communication and critical thinking skills.

Higher Drama progresses onto:

Advanced Higher Drama, or other drama related courses, further study, employment and/or training. A qualification in drama is regarded very highly by many universities and employers, for examples studies in law.

Assessment:

• To gain Higher Drama, learners must pass the two Units and the Course Assessment (Performance and Question Paper for 110 marks)
• Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
• The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
• The Course Assessment consists of a Performance (60 marks) and a Question Paper (exam for 50 marks) which is in three sections (see below). The Performance is marked by an SQA Visiting Assessor and the Question Paper is marked externally by the SQA
• Higher Drama is graded from A to D or as No Award

Course Assessment

Question Paper
Section 1: Textual Analysis (20 marks)
Section 2: Theatre Production: Application (10 marks)
Section 3: Performance Analysis (20 marks)

Performance
Section 1: Prep for performance - research (10 marks)
Section 2: Performance - acting, directing, designing (50 marks)
Design candidates must explore set design and their choice of design area e.g. costumes, sound, lighting, Make-up and hair, props.

Written paper : 2 hours 30 minutes - 50 marks
Performance - 60 marks

LASSWADE HIGH SCHOOL
Drama
National 5

DRAMA

National 5

2 UNITS +

Course Assessment

UNIT 1 DRAMA SKILLS
UNIT 2 PRODUCTION SKILLS

Course Assessment
PRACTICAL ASSESSMENT (PERFORMANCE) – 60%
Written Paper – 40%

WHAT SKILLS WILL MY CHILD DEVELOP?

- a range of practical skills in creating and presenting drama
- knowledge, understanding and the use of a range of drama production skills
- creativity and the ability to express himself/herself in different ways
- knowledge and understanding of social and cultural influences on drama
- the ability to respond to stimuli when creating drama
- knowledge and understanding of form, structure, genre, style
- the ability to generate and communicate meaning, thoughts and ideas when creating drama
- voice, movement and characterisation skills
- the ability to work collaboratively, sharing and using drama ideas
- problem-solving, reflection, analysing and evaluation skills

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions, responding to feedback and challenge for improvement
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; internet research; workshop sessions; discussion
- Collaborative learning: working in pairs, small groups or larger groups; partnerships with learners and staff in other curricular areas; partnerships with the wider community and professional practitioners, space for personalisation and choice: the course is flexible and adaptable, with opportunities for choosing different production roles, as well as selecting roles for the Course Assessment (Performance).
- Applying learning
- Embedding literacy skills: communicating; researching and presenting information; reflecting; evaluating; using media and digital technology

National 5 progresses onto Higher Drama

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

UNIT 1 Drama Skills – Students will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience

UNIT 2 Production Skills – Students will explore and develop a range of production skills and use this knowledge to enhance drama when presenting from Make-up and hair, lighting, props, set design, costume design and sound.

Practical Assessment – Students will select a text to explore from the perspective of an actor or their chosen production area (lighting, sound, set design, costume, make up) and present their finished work to an invited audience and external examiner. (50 Marks)
Prep for Performance – research and decisions (10 marks)
Written assessment – Question Paper (60 marks)

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or ‘evidence of learning’) could be presented through a variety of media and technologies (video recording, blogs, written work, and interview). A portfolio of work may be prepared
- The Course Assessment consists of a Question Paper (marked by the SQA) and a Performance (assessed by both the centre in accordance with SQA guidelines and the SQA) in which learners take part in a live production with supporting information and background research. The Course Assessment is graded A to D

LASSWADE HIGH SCHOOL
Drama
National 4

DRAMA

NATIONAL 4

2 UNITS + COURSE ASSESSMENT

UNIT 1 DRAMA SKILLS

UNIT 2 PRODUCTION SKILLS

ADDED VALUE UNIT:

DRAMA PERFORMANCE

WHAT SKILLS WILL MY CHILD DEVELOP?

- practical skills in creating and presenting drama
- drama production skills
- creativity and the ability to express himself/herself in different ways
- knowledge and understanding of social and cultural influences on drama
- the ability to respond to stimuli when creating drama
- knowledge and understanding of form, structure, genre, style
- the ability to generate and communicate meaning, thoughts and ideas when creating drama
- voice, movement and characterisation skills
- the ability to work collaboratively, sharing and using drama ideas
- problem-solving and reflection skills

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions, responding to feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; internet research; DVDs; visits and field trips
- Collaborative learning: working in pairs, small groups or larger groups; partnerships with learners and staff in other curricular areas such as History, Media or Health and Wellbeing; partnerships with the wider community and professional practitioners e.g. theatre companies, community productions
- Space for personalisation and choice: the course is flexible and adaptable, with opportunities for choosing different production roles, as well as selecting topics for the Added Value Unit (Performance)
- Applying learning, embedding literacy skills: communicating; reflecting; researching and presenting information; using media and digital technology.

National 4 progresses onto National 5 Drama

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

UNIT 1 Drama Skills – Students will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience

UNIT 2 Production Skills – Students will explore and develop a range of production skills and use this knowledge to enhance drama when presenting

Drama Performance – Students will draw on and extend their drama knowledge and apply their production skills in a drama performance.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or ‘evidence of learning’) could be presented through a variety of media and technologies (video recording, blogs, written work, and interview). A portfolio of work may be prepared
- The Added Value Unit (Performance) will require learners to apply their learning by participating in a live drama, either with anacting or a production role.

LASSWADE HIGH SCHOOL
Music
Advanced Higher

MUSIC

Advanced Higher

3 UNITS

+ COURSE ASSESSMENT

Performing Skills
Composing Skills
Understanding and Analysing Music

Performing a programme of music
+ Question Paper
+ Composition Task

WHAT SKILLS WILL MY CHILD DEVELOP?

- Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- Perform challenging music with sufficient accuracy while maintaining the musical flow
- Create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- Critically reflect on and evaluate their own work
- Critically reflect on and evaluate the work of others in the form of a dissertation of their own choice

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

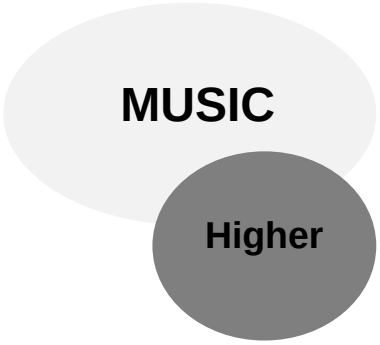
- Develop and extend their applied musical skills and understanding of music
- Develop knowledge of music and musical literacy through in-depth study and analysis
- Perform a programme of music with accuracy and maintaining musical flow
- Develop self-expression when creating original music
- Self-reflect on and evaluate their own work and that of others
- Listen to music with awareness, understanding and discrimination
- Improve their musical creativity and perform skills by critically evaluating their own work and the work of others

ASSESSMENT

- To gain a pass at Advanced Higher Level, learners must :

1. Perform an 18 minute programme of music on 2 instruments (minimum grade 5) to an SQA examiner (50%)
2. Complete a listening question paper (35%)
3. Complete a composition task (15%)

LASSWADE HIGH SCHOOL
Music
Higher



Performing Skills
Composing Skills
Understanding Music

Performing a programme of music
+ Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- Perform challenging music with sufficient accuracy while maintaining the musical flow
- Create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- Critically reflect on and evaluate their own work and that of others

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Develop and extend their applied musical skills and understanding of music
- Perform a programme of music with accuracy and maintaining musical flow
- Create their own original music
- Self-reflect on and evaluate their own work and that of others
- Listen to music with awareness, understanding and discrimination
- Improve their musical creativity and perform skills by critically evaluating their own work and the work of others

ASSESSMENT

- To gain Higher, learners must pass all Units and the Course Assessment (Performance 60% and Question Paper 40%)
- Units are assessed as pass or fail by the school and are quality assured by the SQA

Higher Music Progresses onto Advanced Higher

LASSWADE HIGH SCHOOL
Music
National 5

MUSIC

National 5

3
UNITS

PERFORMING SKILLS
COMPOSING SKILLS
UNDERSTANDING MUSIC

Performing a Programme of Chosen Music
Listening Question Paper
Composition Task

WHAT SKILLS WILL MY CHILD DEVELOP?

- Develop performing skills in solo and/or group settings on their selected 2 instruments or on one instrument and voice
- Perform challenging music with sufficient accuracy while maintaining the musical flow
- Create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- Understanding the creative process and expressing him or herself through music
- Personal creativity and applying music concepts to personal practice
- Critical and analytical listening skills and evaluation for improvement

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, responding to feedback
- A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings and computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- Space for personalisation and choice: in research methodology, choice of pieces, composition style
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating

ASSESSMENT

- To gain National 5, learners must :

  1. Perform a 6 minute programme of music on 2 instruments (minimum grade 3) to an SQA examiner (50%)
  2. Complete a listening question paper (35%)
  3. Complete a composition task (15%)

National 5 progresses onto Higher Music

LASSWADE HIGH SCHOOL
Music
National 4

MUSIC

NATIONAL 4

UNIT 1 : PERFORMING SKILLS
UNIT 2 : COMPOSING SKILLS
UNIT 3 : UNDERSTANDING MUSIC

ADDED VALUE UNIT: MUSIC PERFORMANCE

WHAT SKILLS WILL MY CHILD DEVELOP?

- sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- the ability to create original music using straightforward compositional methods and music concepts when composing, arranging or improvising
- knowledge and understanding of the social and cultural factors influencing music
- knowledge and understanding of music and musical literacy by listening to music
- identifying level-specific annotated music signs, symbols, concepts and styles
- understanding the creative process and expressing him or herself through music
- critical and analytical listening skills and evaluation for improvement
- personal creativity and applying music concepts to personal practice

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

Three Units of Work :

1. Rock and Pop
2. Instruments and Voices
3. World Music

To complete each unit, pupils require:

1. A recording of 1 piece of music on each instrument
2. A composition/arrangement project
3. Knowledge of musical concepts, literacy, notation, styles etc appropriate to unit

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations
- A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- Space for personalisation and choice: learners may choose research and presentation methods, musical pieces, composition style
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or ‘evidence of learning’) will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or may be gathered through video or audio recordings, presentations, podcasts, answers to questions and may be stored in an e-portfolio
- The Added Value Unit (Performance) will require learners to prepare and perform a programme of music.

LASSWADE HIGH SCHOOL
Photography
Higher

ART and DESIGN

(PHOTOGRAPHY)

Higher

2
UNITS

UNIT 1 Image Making
UNIT 2 Contextual Imagery

+

COURSE ASSESSMENT

Project
Exam

WHAT SKILLS WILL MY CHILD DEVELOP?

- communicate personal thoughts, feelings & ideas through the creative use of camera techniques and digital software
- develop technical and creative skills in using photographic media, techniques and processes
- develop knowledge and understanding of a range of photography practice
- develop skills in problem solving, critical thinking and reflective practices
- analyse the impact of social and cultural influences on photographers and their work
- become critically self-reflective, autonomous learners

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- plan, develop, produce and present creative photographic work using a range of photographic media, techniques and processes
- communicate personal thoughts, feelings and ideas in their photographic work
- analyse the impact of outside influences on photographers and photography
- use creative and technical problem solving skills and be able to critically reflect on and evaluate their own work and the work of others

ASSESSMENT

To gain Higher Photography, learners must pass the two internally assessed Units, Course Assessment Project (100 marks) and Exam (30 marks).

- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of the project. Evidence from the project will be submitted to the SQA for marking externally
- The Exam lasts 1 hour and consists of 10 multiple choice questions and 2 analysis questions. It is submitted to the SQA for marking externally
- Higher Photography is graded from A to D or as No Award

LASSWADE HIGH SCHOOL
Administration and IT
Higher

ADMINISTRATION and IT

Higher

ADMINISTRATIVE THEORY AND PRACTICE
IT SOLUTIONS FOR ADMINISTRATORS
COMMUNICATION IN ADMINISTRATION

ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- understand administration in the workplace and its importance
- take responsibility for key administrative tasks
- develop a range of advanced IT skills for processing and managing information
- communicate complex information effectively, making appropriate use of IT
- develop skills in managing the organisation of events
- solve problems in the context of administration

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- develop their administrative and IT skills
- use a range of functions, some of them complex, of IT applications such as word processing,
- spreadsheets, databases, desktop publishing, presentation
- organise, manage and communicate relatively complex information
- understand relevant health, safety and security legislation and workplace procedures

ASSESSMENT

- The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 50 marks) which is in two sections. These are marked externally by the SQA
- Higher Administration and IT is graded from A to D or as No Award

LASSWADE HIGH SCHOOL
Administration and IT
National 5

ADMINISTRATION and IT

NATIONAL 5

ADMINISTRATIVE PRACTICES
IT SOLUTIONS FOR ADMINISTRATORS
COMMUNICATION IN ADMINISTRATION

ADDED VALUE UNIT: ADMINISTRATION AND IT ASSIGNMENT

COURSE WORK TASK AND QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar and some unfamiliar contexts
- skills in organising, processing and communicating information in largely familiar contexts
- knowledge and understanding of social issues such as business use of IT and the impacts of IT
- problem-solving, team-working and using initiative

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- Space for personalisation and choice: learners could choose methods of communicating information.
- Applying learning
- Embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

ASSESSMENT

- The Course Assessment consists of an Assignment worth 70 marks which will require learners to use their knowledge and skills to prepare for and support an event. There is also a question paper worth 50 marks which will include database, spreadsheet and theory tasks. This will be assessed and graded A to D by the SQA.

LASSWADE HIGH SCHOOL
Administration and IT
National 4

ADMINISTRATION and IT

National 4

3 UNITS

ADMINISTRATIVE PRACTICES

IT SOLUTIONS FOR ADMINISTRATORS

COMMUNICATION IN ADMINISTRATION

+ Added value units

ADDED VALUE UNIT: ADMINISTRATION AND IT ADDED VALUE

ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- skills in word processing, spreadsheets, databases, presentations, DTP.
- the ability to use IT skills in straightforward administrative tasks.
- organisational skills in the context of organising and supporting small-scale events.
- problem-solving, team-working and using initiative

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as e-portfolios, presentations, diaries, written work. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will require learners to undertake practical administration and IT tasks in response to a brief, leading to a small-scale event or events.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning; group work and peer learning; internet research; visits, Collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- Embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

LASSWADE HIGH SCHOOL
Computing Science
Advanced Higher

COMPUTING SCIENCE

Advanced Higher

4
UNITS

+
COURSE ASSESSMENT

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

ASSIGNMENT + QUESTION PAPER

WHAT WILL LEARNERS EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions
- A blend of classroom approaches including problem-solving in teams with specific roles, sharing learning through group and class discussion
- Collaborative learning: the subject brings aspects of technology, science and creative digital media together, providing the opportunity for cross curricular learning and team-work
- Space for personalisation and choice: learning activities can link to learners' own interests

SKILLS

- applying computational thinking
- interpreting and explaining code
- comparing contemporary programming paradigms
- project planning and management
- web site and database design
- software development methodologies
- computational constructs
- social, ethical, environmental and legal implications

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

SQA'S Computing Science qualifications develop a range of computing and computational thinking skills in analysis and problem-solving, design and modelling, and developing, implementing and testing digital solutions – across a range of contemporary contexts. With challenging, coherent and enjoyable learner journeys through all levels, the courses take account of modern technologies and development methodologies related to software development and information systems

ASSESSMENT

The Course assessment will consist of two components: an assignment and a question paper.

Project

- It will assess the practical application of knowledge and skills from across the Course, to independently develop a solution to an appropriately challenging and complex computing-based problem.
- It will assess skills in planning and designing a solution to a problem, implementing and testing a solution, and evaluating and reporting on that solution.

Question Paper

It will consist of structured and extended response questions, and will require application of knowledge and understanding to answer appropriately challenging context-based questions.

LASSWADE HIGH SCHOOL
Computing Science
Higher

COMPUTING SCIENCE

Higher

4
UNITS

+
COURSE ASSESSMENT

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

ASSIGNMENT + QUESTION PAPER

SKILLS

- developing computational thinking
- interpreting and explaining and writing programming code using Delphi, & SQL
- low-level operations and computer architecture
- database design using Microsoft Access & SQL
- web-site design using HTML,CSS & JavaScript
- security risks and precautions and legal implications

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions
- A blend of classroom approaches including problem-solving in teams with specific roles, sharing learning through group and class discussion
- Collaborative learning: the subject brings aspects of technology, science and creative digital media together, providing the opportunity for cross curricular learning and team-work
- Space for personalisation and choice: learning activities can link to learners' own interests

ASSESSMENT

The Course assessment will consist of two components: an assignment and a question paper.

Assignment
The assignment will have 50 marks.
The assignment will assess the practical application of knowledge and skills for the Course to develop a solution to an appropriately challenging computing science problem. It will assess learner's skills in analysing a problem, designing, implementing and testing a solution to the problem, and reporting on the problem.

Question paper
The question paper will have two Sections, and will assess breadth of knowledge from across the Course, depth of understanding, and application of this knowledge and understanding. The question paper will have 110 marks and will sample across all Course topics

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

SQA'S Computing Science qualifications develop a range of computing and computational thinking skills in analysis and problem-solving, design and modelling, and developing, implementing and testing digital solutions – across a range of contemporary contexts. With challenging, coherent and enjoyable learner journeys through all levels, the courses take account of modern technologies and development methodologies related to software development and information systems

Higher progress onto Advanced Higher Computing Science

LASSWADE HIGH SCHOOL
Computing Science
National 5

COMPUTING SCIENCE

National 5

4 UNITS

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

\+ COURSE ASSESSMENT

COURSE ASSESSMENT:
ASSIGNMENT & QUESTION PAPER

WHAT SKILLS WILL LEARNERS DEVELOP?

- understanding of the technologies that underpin the digital world
- essential skills for everyday life
- web design skills using both HTML, CSS & JavaScript
- programming skills using the Delphi programming language
- database design skills using Microsoft Access & SQL
- planning, researching, organising and problem-solving with complex features
- understanding the impact of computing science on our society
- understanding the legal and environmental implications of IT

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

SQA's Computing Science qualifications develop a range of computing and computational thinking skills — including skills in analysis and problem-solving, design and modelling, and developing, implementing and testing digital solutions — across a range of contemporary contexts. With challenging, coherent and enjoyable learner journeys through all levels, the Courses take account of modern technologies and development methodologies related to software development and information systems

WHAT WILL LEARNERS EXPERIENCE DURING THE COURSE?

- Active and independent learning
- A blend of classroom approaches including problem-solving in teams with specific roles, sharing learning through group and class discussion
- Space for personalisation and choice
- A variety of online activities to revise theory covered in class

ASSESSMENT

- The Course Assessment consists of an Assignment and a Question Paper (exam). The assignment is marked externally and is worth 31% of the overall grade
- The exam is marked externally and is graded A to D

National 5 progress onto Higher Computing Science

LASSWADE HIGH SCHOOL
Computing Science
National 4

COMPUTING SCIENCE

National 4

2 UNITS

SOFTWARE DESIGN & DEVELOPMENT
INFORMATION SYSTEM DESIGN & DEVELOPMENT

+ ADDED VALUE UNIT

ADDED VALUE UNIT:
COMPUTING SCIENCE ASSIGNMENT

WHAT SKILLS WILL LEARNERS DEVELOP?

- understanding of the technologies that underpin the digital world
- essential skills for everyday life
- web design skills using web authoring software
- multimedia skills using various software
- programming skills
- planning, researching, organising and problem-solving
- understanding the impact of computing science on our society
- understanding the relationship between software and hardware

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

SQA's Computing Science qualifications develop a range of computing and computational thinking skills — including skills in analysis and problem-solving, design and modelling, and developing, implementing and testing digital solutions — across a range of contemporary contexts. With challenging, coherent and enjoyable learner journeys through all levels, the Courses take account of modern technologies and development methodologies related to software development and information systems.

WHAT WILL LEARNERS EXPERIENCE DURING THE COURSE?

- Active and independent learning
- A blend of classroom approaches including problem-solving in teams with specific roles, sharing learning through group and class discussion
- Space for personalisation and choice
- A variety of online activities to revise work covered in class

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school

National 4 progresses onto National 5 Computing Science

LASSWADE HIGH SCHOOL
Construction Craft Skills
National 5

CONSTRUCTION CRAFT SKILLS

National 5

4
UNITS

EMPLOYABILITY SKILLS:
SITE CARPENTRY
ONE BRICK WALLING
PLUMBING
PAINTING & DECORATING

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT; group work and peer learning
- Collaborative learning: partnerships with learners and staff in other curricular areas; partnerships with the wider community and professional practitioners e.g. builders and local trades
- Applying learning
- Embedding literacy and numeracy skills: explaining and justifying decisions; researching and presenting information; evaluating; communicating; using ICT

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Experience working in a team
- Working in a workshop environment
- A chance to taste a number of different Traditional Trades
- An appreciation of Health and Safety at Work
- A reflective approach to improving skills through self evaluation
- Skills leading to trades in joinery, bricklaying, plumbing and painting and decorating

WHAT SKILLS WILL MY CHILD DEVELOP?

- Employability Skills: Punctuality and timekeeping, taking instructions and advice, keeping the work place tidy, interpreting simple drawings and developing measuring skills
- Setting out and building short lengths of half brick wall to a given drawing
- Produce decorative finishes involving the use of brushes and rollers as well as stencilling
- Skills in measurement, cutting and fixing of timber and sheet material
- Cutting and assembly of plastic pipe work to a given drawing
- Cutting and assembly of copper pipe work to a given drawing

ASSESSMENT

- Assessment of this course will be based on a range of practical workshop activities, supported by assessor observation checklists and candidates self checking of quality
- In the Employability Skills Unit candidates will carry out self evaluation on a range of skills, review their progress and identify action points
- The course award is given on successful completion of all of the units

National 5 Construction Craft Skills progresses onto College courses for trades

LASSWADE HIGH SCHOOL
Design and Manufacture
Advanced Higher

DESIGN and MANUFACTURE

Advanced Higher

3 UNITS

PRODUCT ANALYSIS
PRODUCT DEVELOPMENT
PRODUCT EVOLUTION

+ Course Assessment

COURSE PROJECT EXAMINATION

WHAT SKILLS WILL MY CHILD DEVELOP?

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design
- opportunities

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- The Higher Design and Manufacture Course allows learners to explore the multi- faceted world of product design and manufacturing. Creativity is at the heart of this Course and its combination with technology makes it exciting and dynamic
- The Course combines scientific, mathematical and technological rigour with design and manufacture creativity and innovation. It is at this that the course demonstrates broad options, possibilities and flexibilities in supporting educational growth.
- In the Course, learners are encouraged to exercise imagination, creativity and logical thinking. The Course thus provides a broad scope for personalisation and choice
- The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. It will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise
- The Course provides learners with skills that allow them to: learn, live, and work more effectively in our advancing technological society. It allows them to become not just effective contributors but better informed and discerning consumers

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learners will be taught how to design products in an environment which simulates commercial design
- Learners will have access to designing and graphic resource similar to those available to a professional designer. These will include access to CAD drawing software, 3D modelling and laser cutting tools
- Learners will also have access to modelling and prototyping equipment in a modern and
- well equipped workshop to enable them to test, model and prototype ideas

LASSWADE HIGH SCHOOL
Design and Manufacture
Higher

DESIGN and MANUFACTURE

Higher

2
UNITS

UNIT 1 DESIGN
UNIT 2 MATERIALS AND MANUFACTURING

+
COURSE ASSESSMENT

ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- devise, plan and develop creative design solutions
- develop research and evaluation skills
- develop idea generation techniques
- read drawings and diagrams
- communicate design ideas and practical details
- develop practical skills in the planning and development of models and prototypes
- understand the impact of design and manufacturing technologies on our environment and society
- understand manufacturing processes and materials

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE

- devise, plan and develop creative solutions to design opportunities
- consider the various factors that impact on a product's design
- consider the life cycle of a product from its inception through design, manufacture, and use, including:
  its disposal and/or re-use — cradle-to-cradle
- explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light
- apply practical skills and an understanding of the properties and uses of materials and manufacturing processes

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Students will develop their skills through a series of design tasks which will be open ended to allow for personalisation and choice
- Design tasks will look at designing products which potentially could be produced in numbers and sold commercially
- Where appropriate there will be extensive use of ICT in both design (using CAD and CAG) but also in the manufacture of prototypes using our 3D printer and laser cutter
- Developing the skills to confidently design products which are sustainable
- Developing creativity to enable learners to produce exciting designs

ASSESSMENT

- To gain Higher Design and Manufacture, learners must pass the two Units and the Course Assessment
- Units are assessed as pass or fail by the school and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or
- adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment and a Question Paper which is in two sections. The Assignment is marked internally and the Question
- Paper is marked externally by the SQA
- Higher Design and Manufacture is graded from A to D or as No Award

Higher Design and Manufacture progresses onto Advanced Higher

LASSWADE HIGH SCHOOL
Design and Manufacture
National 5

DESIGN and MANUFACTURE

National 5

2 UNITS + COURSE ASSESSMENT

DESIGN
MATERIALS AND MANUFACTURING

COURSE ASSESSMENT:
ASSIGNMENT & QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- Skills in the design and manufacturing of Straight forward models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society
- Knowledge and understanding of industrial designers and commercial production
- The ability to devise design and manufacturing solutions to straightforward and more complex practical problems
- The ability to select and use a range of tools, equipment, software and materials
- The ability to use modelling and manufacturing techniques in 3D
- The ability to communicate design proposals
- Creativity in an exciting and dynamic technological context
- The ability to evaluate and apply suggestions for improvement
- The ability to read drawings and diagrams
- Planning, analysing and evaluation skills

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learners will develop their skills through a series of design tasks which will be open ended to allow for personalisation and choice
- Design tasks will look at designing products which potentially could be produced in numbers and sold commercially
- Where appropriate models will be generated in the workshop and with the use of our CAM machines.
- Developing the skills to confidently design products which are sustainable
- Developing creativity to enable learners to produce exciting designs

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT; group work and peer learning
- Collaborative learning: partnerships with learners and staff in other curricular areas; partnerships with the wider community and professional practitioners e.g. architects, manufacturers, design studios
- Space for personalisation and choice: there are opportunities for personalisation and choice throughout the course, including in the Assignment.
- Applying learning
- Embedding literacy and numeracy skills: explaining and justifying decisions; researching and presenting information; evaluating; communicating; using ICT

ASSESSMENT

- To gain National 5, learners must pass the Course Assessment and an exam.
- The Course Assessment consists of a three-section Question Paper (exam marked by the SQA) and an Assignment marked externally by the SQA. For the Assignment, learners will be given a brief for which they prepare a design folio and a prototype, applying skills and knowledge gained from the Units. The Course Assessment will be graded from A to D.

National 5 progresses onto Higher Design and Manufacture

LASSWADE HIGH SCHOOL
Design and Manufacture
National 4

DESIGN and MANUFACTURE

National 4

2 UNITS + COURSE ASSESSMENT

DESIGN
MATERIALS AND MANUFACTURING

ADDED VALUE UNIT – DESIGN ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- Skills in the design and manufacturing of straight forward models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society
- Knowledge and understanding of industrial designers and commercial production
- The ability to devise design and manufacturing solutions to straightforward and more complex practical problems
- The ability to select and use a range of tools, equipment, software and materials.
- The ability to use modelling and manufacturing techniques in 3 D
- The ability to communicate design proposals.
- Creativity in an exciting and dynamic technological context
- The ability to evaluate and apply suggestions for improvement
- The ability to read drawings and diagrams
- Planning, analysing and evaluation skills

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learners will develop their skills through a series of design tasks which will be open ended to allow for personalisation and choice
- Design tasks will look at designing products which potentially could be produced in numbers and sold commercially
- in the manufacture of prototypes using our 3D printer and laser cutter
- Developing the skills to confidently design products which are sustainable
- Developing creativity to enable learners to produce exciting designs

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT; group work and peer learning
- Collaborative learning: partnerships with learners and staff in other curricular areas; partnerships with the wider community and professional practitioners e.g. architects, manufacturers, design studios, applying learning
- Space for personalisation and choice: there are opportunities for personalisation and choice throughout the course, including in the Assignment.
- Embedding literacy and numeracy skills: explaining and justifying decisions; researching and presenting information; evaluating; communicating; using ICT

National 4 progresses onto National 5 Design and Manufacture

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Where appropriate models will be generated in the workshop and with the use of our CAM machines.
- Unit assessment (or ‘evidence of learning’) could be sketch books, notes from group discussions, presentations, reviews and product evaluations, computer-generated class work. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will involve learners being given a brief to which they will respond, applying skills and knowledge gained from the Units, to prepare a design folio and a prototype

LASSWADE HIGH SCHOOL
Fashion and Textile Technology
Higher

FASHION AND TEXTILE TECHNLOGY

HIGHER

3
UNITS
+
COURSE ASSESSMENT

UNIT 1 TEXTILE TECHNOLOGIES
UNIT 2 FASHION/TEXTILE ITEM DEVELOPMENT
UNIT 3 FASHION AND TEXTILE CHOICE

COURSE ASSESSMENT: PRACTICAL ACTIVITY & QUESION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- the ability to plan, make and review fashion/textile items with accuracy
- the ability to use a range of textile construction techniques with accuracy
- knowledge and understanding of a range of textile characteristics, properties and technologies for a range of different applications
- knowledge and understanding of the uses of textiles
- the ability to work to a brief
- selecting, setting up, adjusting and safely using of tools and equipment
- knowledge and understanding of a range of factors that influence fashion/textile choices
- problem-solving in straightforward contexts with some complex features
- communicating and justifying ideas
- evaluating the development process and the completed fashion/textile items

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A practical course using students individually creativity whilst developing an in depth knowledge of the textile and fashion industry.
- The course is taught by the expertise of Home Economics and Art textile specialists.
- Students will learn a range of textile construction skills, upcycling, and how to create a made to measure detailed garment and various accessories.
- Students will use a range of state of the art textile equipment.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; visits to fashion shows, manufacturers, colleges and museums
- Collaborative learning: working in pairs, small groups or larger groups to develop fashion/textile items, to investigate fashion trends or to organise an event
- Space for personalisation and choice: learners can choose how to respond to the practical task in the Course Assessment
- Applying learning, Embedding literacy and numeracy skills: measuring; estimation; managing production timing; communicating; reflecting and reviewing; researching and presenting information; using technology.

ASSESSMENT

- To gain Higher, learners must pass the Course Assessment
- The Course Assessment consists of a Practical Activity that requires learners to plan, make and evaluate a fashion/textile item accurately and with limited support in response to a brief and a question paper. The Course Assessment will be marked by SQA and school using SQA guidelines and will be graded A to D.

Please remember students will be asked to make a small contribution towards the cost of materials.

LASSWADE HIGH SCHOOL
Fashion and Textile Technology
National 5

FASHION AND TEXTILE TECHNOLOGY

NATIONAL 5

UNIT 1 TEXTILE TECHNOLOGIES
UNIT 2 FASHION/TEXTILE ITEM DEVELOPMENT
UNIT 3 FASHION AND TEXTILE CHOICES

COURSE ASSESSMENT: PRACTICAL ACTIVITY & QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- the ability to plan, make and review fashion/textile items with some accuracy
- the ability to use a range of textile construction techniques with some accuracy
- knowledge and understanding of a range of textile characteristics, properties and technologies for a range of different applications
- knowledge and understanding of the uses of textiles
- the ability to work to a brief selecting, setting up, adjusting and safely using of tools and equipment
- knowledge and understanding of a range of factors that influence fashion/textile choices
- problem-solving in straightforward contexts with some complex features
- communicating and justifying ideas
- evaluating the development process and the completed fashion/textile items

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A practical course using students individually creativity whilst developing knowledge of the textile and fashion industry.
- The course is taught be the expertise of Home Economics and Art textile specialists.
- Students will learn a range of textile construction skills, upcycling, and how to create a made to measure detailed garment and various accessories.
- Students will use a range of state of the art textile equipment.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; visits to fashion shows, manufacturers or colleges
- Collaborative learning: working in pairs, small groups or larger groups to develop fashion/textile items, to investigate fashion trends or to organise an event
- Space for personalisation and choice: learners can choose how to respond to the practical task in the Course Assessment
- Applying learning, embedding literacy and numeracy skills: measuring; estimation; managing production timing; communicating; reflecting and reviewing; researching and presenting information; using technology

ASSESSMENT

- To gain National 5, learners must pass the Course Assessment
- The Course Assessment consists of a Practical Activity that requires learners to plan, make and evaluate a fashion/textile item accurately and with limited support in response to a brief and a 30 mark question paper. The Course Assessment practical will be marked by the school/centre in accordance with SQA guidelines but the written element of the practical activity and the question paper will be marked by the SQA. The course will be SQA graded A-D.

National 5 progresses onto Higher Fashion and Textile Technology

Please remember students will be asked to make a small contribution towards the cost of materials.

LASSWADE HIGH SCHOOL
Fashion and Textile Technology
National 4

FASHION AND TEXTILE TECHNOLOGY

NATIONAL 4

UNIT 1 TEXTILE TECHNOLOGIES
UNIT 2 FASHION/TEXTILE ITEM DEVELOPMENT
UNIT 3 FASHION AND TEXTILE CHOICES

ADDED VALUE UNIT:
MAKING A FASHION ITEM

WHAT SKILLS WILL MY CHILD DEVELOP?

- the ability to plan, make and review straightforward fashion/textile items
- the ability to use a range of textile construction techniques
- knowledge of a range of textile characteristics, properties and technologies
- knowledge of the uses of textiles
- the ability to work to a brief
- safe use of tools and equipment
- knowledge of a range of factors that influence fashion/ textile choices
- problem-solving in straightforward contexts
- communicating straightforward ideas
- evaluating straightforward fashion/textile items

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; visits to fashion shows, manufacturers or colleges
- Collaborative learning: working in pairs, small groups or larger groups to develop fashion/textile items, to investigate fashion trends or to organise an event
- Space for personalisation and choice: learners can choose how to respond to the practical task in the Added Value Unit
- Applying learning, embedding literacy and numeracy skills: measuring; estimation; managing production timing; communicating; reflecting and reviewing; researching and presenting information; using technology.

National 4 progresses onto National 5

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A practical course using students individually creativity whilst developing knowledge of the textile and fashion industry.
- The course is taught be the expertise of Home Economics and Art textile specialists.
- Students will learn a range of basic textile construction skills, upcycling, and how to create a made to measure garment and various accessories.
- Students will use a range of state of the art textile equipment.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or ‘evidence of learning’) could be presented in a variety of ways such as verbal or written feedback, written reports, presentations, observational checklists, photographic or video evidence, manufactured textile items. A portfolio of work may be prepared
- The Added Value Unit (Practical Activity) will require learners to plan, make and evaluate a fashion/textile item in response to a brief.

Please remember students will be asked to make a small contribution towards the cost of materials.

LASSWADE HIGH SCHOOL
NPA
Computer Games Development

(SCQF Levels 4, 5 & 6)

COMPUTER GAMES DEVELOPMENT

The course provides a foundation in the knowledge and skills of Computer Games Development that will be necessary if you intend to later specialise in aspects of Computer Games Development, Digital Media Studies, Computing Science and IT subjects

This course is offered at SCQF Levels 4,5 and 6

Course Content:

1. Computer Games: Design
Learners will discover how to recognise and distinguish differences between gaming platforms, environments and genres. Learners will be introduced to the planning and design stages involved in the production of a digital game.

2. Computer Games: Media Assets
Learners will acquire an understanding of the different types of media asset required for developing a digital game such as sound, graphics and animation. Learners will learn how to plan and produce media assets for use in a game development environment.

3. Computer Games: Development
Learners will gain an understanding of the processes involved in the final stages of development of a game. Learners will produce a working digital game, while gaining an understanding of evaluation proves. Learners will then go on to plan and deliver a promotional activity to market their game.

Assessment:
Learners will be expected to create a portfolio of their work which should be constructed over the period of the course, with learners contributing material to the portfolio on an on-going basis. In order to achieve the award learners must pass all three units at the required level.

Recommended Entry:
No previous experience is needed for levels 4 or 5; level 6 requires a proficient knowledge of computer programming. Therefore, an award in Computer Science at National 5 or greater is necessary

LASSWADE HIGH SCHOOL
Graphic Communication
Advanced Higher

GRAPHIC COMMUNICATION

ADVANCED HIGHER

2 UNITS+

Course Assessment

TECHNICAL GRAPHICS
COMMERCIAL AND VISUAL MEDIA GRAPHICS

COURSE ASSESSMENT:
ASSIGNMENT & QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- Developing and presenting effective graphic communications which support and inform business, industrial and/or built environment sectors
- Investigating, evaluating and skilfully applying common and contemporary technologies and techniques in the production of graphic communications which support technical activities
- The development of knowledge and understanding of the role of graphic communication activities in meeting audience requirements
- Analysing often complex features of graphic communications which support and inform business activities
- Ethical, social and environmental considerations in the development and production of graphic communications
- Knowledge and understanding of the key concepts that support the planning, design and production of technical, and commercial and visual media graphics
- A critical understanding of the impact of graphic communication activities on our environment and society
- Ability to plan, manage and undertake a significant graphic communication project

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learners will do a range of projects which will allow students to demonstrate a range of graphics skills such as freehand sketching, rendering, 3D CAD Modelling and CAG layouts
- Projects include solving design problems to given briefs. Solutions will include a range of preliminary, production and promotional graphics
- Extensive use of ICT to utilise CAD software and the use of the 3D printer and laser cutter.
- Given briefs will simulate the kind of tasks given to Graphic Designers
- Scope for personalisation and choice for investigative work in response to a brief

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through ownership of practical tasks
- Self and peer evaluations, setting agreed learning intentions and success criteria and using feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT
- Collaborative learning: learners can work independently and with others on group enterprise tasks
- Space for personalisation and choice is embedded throughout the course.
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating; discussion

Advanced Higher Graphic Communication progresses onto College and University courses

ASSESSMENT

- To gain Advanced Higher, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards).
- Unit assessment (or ‘evidence of learning’) will demonstrate learners’ responses to graphic communication tasks. This could be written evidence, printed material, CAD drawings, notes, group discussions, presentations, reviews of sketches. A portfolio of evidence may be prepared
- The Course Assessment consists of an Assignment (pupil led brief to develop into a final solution, marked internally using SQA guidelines) and a Question Paper (exam marked by the SQA) of 2 hours
- Grades of A to D will be awarded

LASSWADE HIGH SCHOOL
Graphic Communication
Higher

GRAPHIC COMMUNICATION

Higher

2
UNITS

UNIT 1 2D GRAPHIC COMMUNICATION
UNIT 2 3D AND PICTORIAL GRAPHIC COMMUNICATION

+
COURSE ASSESSMENT

ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- Demonstrate creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- Evaluate the effectiveness of graphics in communicating and meeting their purpose
- Develop an understanding of graphic communication standards, protocols and conventions, where these apply
- Develop an understanding of the impact of graphic communication technologies on our environment and society

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Students will develop their skills through a series of design tasks which will be open ended to allow for personalisation and choice
- Design tasks will look at designing products which potentially could be produced in numbers and sold commercially
- Where appropriate there will be extensive use of ICT in both design (using CAD and CAG) but also in the manufacture of prototypes using our 3D printer and laser cutter
- Developing the skills to confidently design products which are sustainable
- Developing creativity to enable learners to produce exciting designs

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Enjoy practical and experiential learning opportunities
- Initiate, develop and communicate often complex ideas graphically and with clarity
- Interpret often complex graphic communications initiated by others
- Select and use appropriate graphic communication equipment with skill and confidence
- Employ software and materials effectively in tasks
- Apply knowledge and understanding of graphic communication standards and protocols, where these apply

ASSESSMENT

- To gain Higher Graphic Communication, learners must pass the two units and the Course Assessment
- Units are assessed as pass or fail by the school and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment and a Question paper. The assignment if marked internally and the question paper if marked externally at the SQA
- Higher Graphic Communication is graded from A to D or No Award

Higher Graphic Communication progresses onto Advanced Higher

LASSWADE HIGH SCHOOL
Graphic Communication
National 5

GRAPHIC COMMUNICATION

NATIONAL 5

2 UNITS + COURSE ASSESSMENT

COURSE ASSESSMENT:

ASSIGNMENT & QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- Broader and deeper skills in 2D and 3D graphic communication techniques, including the use of equipment, materials and software in familiar and in unfamiliar contexts.
- Knowledge and understanding of graphic communication standards, protocols and conventions in unfamiliar contexts.
- An understanding of the impact of graphic communication technologies on our environment and society.
- An awareness of graphic communication as an international language.
- The ability to read, interpret and create graphic communication.
- To develop solutions to graphics tasks with some complex features.
- Planning, organising, critical thinking, evaluating and decision-making.
- Basic knowledge of computer-aided graphics techniques and practice.
- Knowledge of colour, illustration and presentation techniques.
- Describe, respond to and analyse the work of others.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learners will do a range of projects which will allow students to demonstrate a range of graphics skills such as freehand sketching, rendering, 3D CAD Modelling and CAG layouts.
- Projects include solving design problems to given briefs. Solutions will include a range of preliminary, production and promotional graphics.
- Given briefs will simulate the kind of tasks given to Graphic Designers.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through ownership of practical tasks.
- Self and peer evaluations, setting agreed learning intentions and success criteria and using feedback.
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT.
- Collaborative learning: learners can work independently and with others on group enterprise tasks.
- Space for personalisation and choice is embedded throughout the course.
- Applying learning.
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating; discussion.

ASSESSMENT

- To gain National 5, learners must achieve enough marks across the two elements of the final Course Assessment (Assignment and Question Paper)
- The Assignment involves completing a number of graphics tasks set by the SQA. Students will draw on the knowledge and skills they develop in class to complete this. The SQA requires that the Assignment be completed under exam conditions, with an 8-hour time limit. Completed Assignments are sent away to be marked by the SQA. The Assignment is worth 40 marks out of 120 available (33% of the final grade).
- The Question Paper features questions set by the SQA. Students will draw on the knowledge and skills they develop in class to complete these. The Paper is worth 80 out of the 120 marks on offer (67% of the grade). It is 2 hours long.
- Grades of A to D will be awarded.

National 5 progresses onto Higher Graphic Communication

LASSWADE HIGH SCHOOL
Graphic Communication
National 4

GRAPHIC COMMUNICATION

NATIONAL 4

2 UNITS

+ ADDED VALUE

2D GRAPHIC COMMUNICATION
3D & PICTORIAL GRAPHIC COMMUNICATION

ADDED VALUE UNIT:

GRAPHIC COMMUNICATION ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- Broader and deeper skills in 2D and 3D graphic communication techniques, including the use of equipment, materials and software in familiar and in unfamiliar contexts.
- Knowledge and understanding of graphic communication standards, protocols and conventions in unfamiliar contexts.
- An understanding of the impact of graphic communication technologies on our environment and society.
- An awareness of graphic communication as an international language.
- The ability to read, interpret and create graphic communication.
- To develop solutions to graphics tasks with some complex features.
- Planning, organising, critical thinking, evaluating and decision-making.
- Basic knowledge of computer-aided graphics techniques and practice.
- Knowledge of colour, illustration and presentation techniques.
- Describe, respond to and analyse the work of others.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learners will do a range of projects which will allow students to demonstrate a range of graphics skills such as freehand sketching, rendering, 3D CAD Modelling and CAG layouts.
- Projects include solving design problems to given briefs. Solutions will include a range of preliminary, production and promotional graphics.
- Given briefs will simulate the kind of tasks given to Graphic Designers.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through ownership of practical tasks.
- Self and peer evaluations, setting agreed learning intentions and success criteria and using feedback.
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT.
- Collaborative learning: learners can work independently and with others on group enterprise tasks.
- Space for personalisation and choice is embedded throughout the course.
- Applying learning.
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating; discussion.

ASSESSMENT

- To gain National 4, learners must pass all Units and the Course Assessment (the Added Value Unit)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards).
- Unit assessment (or ‘evidence of learning’) will demonstrate learners’ responses to graphic communication tasks. This could be written evidence, printed material, CAD drawings, notes, group discussions, presentations, reviews of sketches. A portfolio of evidence may be prepared.
- The Course Assessment consists of an Added Value Unit Project (a brief to develop into a final solution, marked internally using SQA guidelines)
- National 4 is pass/fail.

National 4 progresses onto National 5

LASSWADE HIGH SCHOOL
Health and Food Technology
Higher

HEALTH AND FOOD TECHNOLOGY

Higher

3
UNITS

Food for Health
Food Product Development
Contemporary Food Issues

+
COURSE ASSESSMENT

Assignment + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- analyse the relationships between health, nutrition and food
- develop and apply understanding and skills related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products to suit a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

LEARNERS WILL BE ABLE TO:

- develop skills and knowledge about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice
- focus on health, food, lifestyle and consumer issues and develop practical skills useful for employment in health promotion, nutrition research, dietetics, teaching and the food production industry

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Practical food and cookery lessons for experimental work, skill building and product development
- Students will chose specific briefs and develop products to meet their briefs.
- Students will learn, through a variety of different ways, they will investigate for case studies. debates, presentations, cooperative tasks, sensory analysis and experiments
- Students will have the opportunity to go on excursions, meet visiting experts and work directly with the community on relation to their course

ASSESSMENT

- To gain Higher Health and Food Technology, learners must pass the Course Assessment
- The Course Assessment consists of an Assignment and a Question Paper. Evidence from the Assignment and the Question Paper are marked externally by the SQA
- Higher Health and Food Technology is graded from A to D or as No Award

ASSIGNMENT

Learners will research and analyse a food or consumer issues and make a food product(s).

There will be four sections:

Planning
The Food Product
Product Testing
Evaluation

Please remember students will be asked to make a contribution towards the cost of materials

LASSWADE HIGH SCHOOL
Health and Food Technology
National 5

HEALTH AND FOOD TECHNLOGY

National 5

3 Units
+
COURSE ASSESSMENT

UNIT 1 FOOD FOR HEALTH
UNIT 2 FOOD PRODUCT DEVELOPMENT
UNIT 3 CONTEMPORARY FOOD ISSUES

ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- knowledge and understanding of the relationships between health, food and nutrition
- the ability to produce food products which meet individual needs in range of contexts
- a range of practical food preparation skills and techniques using appropriate tools and equipment
- knowledge and understanding of the functional properties of food
- knowledge and understanding of consumer food issues, choices and rights
- knowledge of technological developments in food
- the ability to prepare food safely and hygienically organisational skills in planning, preparing and
- evaluating food products and processes
- problem-solving for a range of health, food, nutrition and consumer needs

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning; group work and peer learning
- Collaborative learning: working in pairs, small groups or larger groups to prepare food products and meals or to research food issues
- Space for personalisation and choice: learners could choose which food products to develop and which techniques to use; learners can choose how they respond to the brief in the Course Assessment (Assignment)
- Applying learning, embedding literacy and numeracy skills: weighing and measuring; estimation; communicating; reflecting and reviewing; researching and presenting information; using technology.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Practical cookery lessons for skill building and product development.
- Students will use specific briefs students choose and develop dishes to meet the brief.
- Students learn through a variety of different ways they will investigate for case studies, debates, presentations, take part in cooperative tasks and sensory analysis.
- Students will have the opportunity to go on excursions and meet visiting speakers related to their coursework.

ASSESSMENT

- To gain National 5, learners must pass the Course Assessment
- The Course Assessment consists of an Assignment -50% and a Question Paper (exam) - 50%. The Assignment will require learners to respond to a brief to investigate, plan, develop and evaluate a food product. The Course Assessment will be marked by the SQA and graded A to D.

Please remember students will be asked to make a contribution towards the cost of food and disposable items.

National 5 progresses onto Higher Health and Food Technology

LASSWADE HIGH SCHOOL
Health & Food Technology
National 4

HEALTH AND FOOD TECHNOLOGY

NATIONAL 4

3 UNITS

+ COURSE ASSESSMENT

UNIT 1 FOOD FOR HEALTH
UNIT 2 FOOD PRODUCT DEVELOPMENT
UNIT 3 CONTEMPORARY FOOD ISSUES

COURSE ASSESSMENT – AVU – ASSIGNMENT - PRODUCT DEVELOPMENT TASK

WHAT SKILLS WILL MY CHILD DEVELOP?

- knowledge and understanding of the relationships between health, food and nutrition
- the ability to produce food products which meet individual needs in range of contexts
- a range of practical food preparation skills and techniques using appropriate tools and equipment
- knowledge and understanding of the functional properties of food
- knowledge and understanding of consumer food issues, choices and rights
- knowledge of technological developments in food
- the ability to prepare food safely and hygienically organisational skills in planning, preparing
- evaluating food products and processes
- problem-solving for a range of health, food, nutrition and consumer needs

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Practical cookery lessons for skill building and product development.
- Students will use specific briefs students choose and develop dishes to meet the brief.
- Students learn through a variety of different ways they will investigate for case studies, debates, presentations, take part in cooperative tasks and sensory analysis.
- Students will have the opportunity to go on excursions and meet visiting speakers related to their coursework.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning; group work and peer learning
- Collaborative learning: working in pairs, small groups or larger groups to prepare food products and meals or to research food issues
- Space for personalisation and choice: learners could choose which food products to develop and which techniques to use; learners can choose how they respond to the brief in the Course Assessment (Assignment)
- Applying learning
- Embedding literacy and numeracy skills: weighing and measuring; estimation; communicating; reflecting and reviewing; researching and presenting information; using technology.

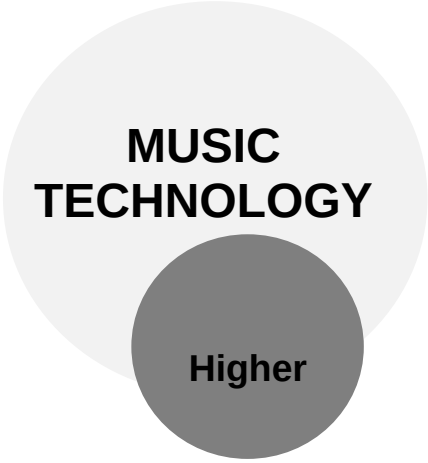
ASSESSMENT

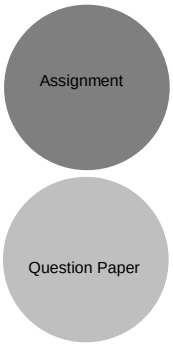
- To gain National 4, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or ‘evidence of learning’) could be presented in a variety of ways such as verbal or written feedback, written reports, completion of pro- formas, responses, observational checklists, photographic or video evidence. A portfolio of work may be prepared
- The Course Assessment consists of an Assignment and a Question Paper (exam). The Assignment will require learners to respond to a brief to investigate, plan, develop and evaluate a food product. The Course Assessment will be marked by the SQA and graded A to D.

Please remember students will be asked to make a contribution towards the cost of food and disposable items.

National 4 Health and Food Technology progresses onto National 5 Health and Food Technology

LASSWADE HIGH SCHOOL
Music Technology
Higher





Assignment (80 marks)

Question Paper (40 marks)

WHAT SKILLS WILL MY CHILD DEVELOP?

- Use music technology hardware and software to capture and manipulate audio
- Use music technology creatively in sound production in a range of contexts
- Analyse music in the context of 20th and 21st century musical styles and genres
- Develop a broad understanding of the music industry, including an awareness of the implications of intellectual property
- Critically reflect on their own work and that of others

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

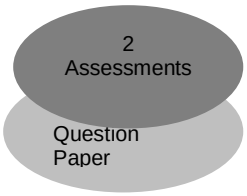
- Develop a deeper understanding of the skills and knowledge required by the music industry
- Creatively use music technology hardware and software to capture and manipulate audio
- Develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments

ASSESSMENT

- To gain Higher, learners must submit and pass a course assignment and a question paper
- The assignment allows learners to demonstrate practical application of knowledge and skills from the course to plan, implement and evaluate a creative production using music technology. The creative production may be a live performance, a multi-track recording, a radio broadcast, composing and sound design for film, audio-books or computer gaming.
- The assignment is worth 80 marks and is externally marked by the SQA.
- The question paper is also externally marked by the SQA and is worth 40 marks. It consists of questions relating to music excerpts in a range of 20th and 21st century styles and genres. A range of question types are used, assessing understanding of relevant music and technological concepts.
- For the final mark the assignment and question paper are scaled 70:30.

LASSWADE HIGH SCHOOL
Music Technology
National 5

MUSIC TECHNOLOGY



Assignment

Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- Knowledge and understanding of music technology
- A broad understanding of the music industry, including intellectual property rights
- Knowledge, understanding and critical analysis of a range of 20th and 21st century musical concepts, styles and genres
- The ability to use music technology creatively in sound production in a range of contexts
- Listening skills
- Imaginative, creative and technical problem-solving skills
- Using skills in a range of contexts e.g. live performance, radio broadcast, film, TV themes, adverts and computer gaming
- The ability to critically reflect on personal work and on the work of others
- Skills in planning, organising, researching, communicating in a technological and musical context

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- A blend of classroom approaches including practical and experiential learning; using music technology and IT
- Collaborative learning; learners can work independently and with other e.g. using ICT to create a radio broadcast or a video: small group projects could be shared with other groups for reflection and evaluation
- Space for personalisation and choice: learners may choose their assignment with guidance from their teacher
- Applying learning
- Embedding literacy and numeracy skills: researching
  and presenting information; evaluating; communication

National 5 progresses onto Higher Music Technology

ASSESSMENT

- To gain National 5, learners must submit and pass a course assignment and a question paper
- The assignment consists of producing an appropriate context, such as live performance, multi-track recording, radio broadcast, composing and sound design for film, audio-books and computer gaming.
- The assignment is externally marked by the SQA. Each of the two contexts are worth 50 marks, providing a combined total of 100 marks (70% of the overall course award).
- The question paper is also externally marked by the SQA and is worth 40 marks (30% of the overall course award). It consists of questions relating to music excerpts in a range of 20th and 21st century styles and genres. A range of question types are used, assessing understanding of relevant music and technological concepts.

LASSWADE HIGH SCHOOL
Music Technology
National 4

MUSIC TECHNOLOGY

National 4

3 UNITS

+

COURSE ASSESSMENT

UNIT 1 MUSIC TECHNOLOGY SKILLS
UNIT 2 UNDERSTANDING 20TH & 21st CENTURY MUSIC
UNIT 3 MUSIC TECHNOLOGY IN CONCEPT

ADDED VALUE UNIT:
MUSIC TECHNOLOGY ASSIGNEMENT (PRACTICAL)

WHAT SKILLS WILL MY CHILD DEVELOP?

- Researching information about a limited range of contexts where music technology may be used
- Using hardware and software to capture and manipulate audio
- Producing an audio master
- Working with others
- Enterprise and citizenship
- Analysing and evaluating

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Capturing audio – learn basic recording skills
- Manipulating audio – basic sound production skills
- Develop an understanding of a range of 20th and 21st century musical styles and genres
- Develop skills to allow reflection on work produced and that of others

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, rejecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- A blend of classroom approaches including practical and experiential learning; using music technology and IT
- Collaborative learning: learners can work independently and with others e.g. using ICT to create a radio broadcast or a video; small group projects could be shared with other groups for rejection and evaluation
- Space for personalisation and choice: learners may choose the contexts in which to apply their skills and may choose their assignment with support from their teacher
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communication.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards.
- Unit assessment (or 'evidence of learning') will demonstrate music technology skills across a wide range of possible contexts (creating sound ejects, recording a musical performance, using mixing software to create sampled sounds, creating an advertising jingle). Evidence may take the form of screen shots, a blog, written text, voice memos, presentations
- The Added Value Unit (Assignment) requires learners to demonstrate their ability to develop and produce music using music technology.

National 4 progresses onto National 5 Music Technology

LASSWADE HIGH SCHOOL
Practical Woodworking
National 5

PRACTICAL WOODWORKING

National 5

3 UNITS + COURSE ASSESSMENT

FLAT-FRAME CONSTRUCTION
CARCASE CONSTRUCTION
MACHINING AND FINISHING

COURSE ASSESSMENT UNIT: PRACTICAL ACTIVITY

WHAT SKILLS WILL MY CHILD DEVELOP?

- Skills in woodworking techniques for tasks with some complex features.
- Using a range of woodworking tools, equipment and materials safely and correctly.
- Reading and interpreting drawings and diagrams.
- Measuring and marking out timber sections and sheet materials.
- Cutting and shaping tasks with some complex features
- Practical creativity in the context of woodworking tasks with some complex features.
- Following given stages to take a practical problem-solving approach to woodworking task.
- Awareness of and adherence to safe working practices in a workshop environment.
- Knowledge and understanding of the properties and uses of a range of woodworking materials.
- Knowledge and understanding of sustainability issues in a practical woodworking context.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learners will be taught how to produce a range of common woodworking joints such as a Cross Halving and a Mortise and Tenon.
- Learners will complete three projects – a Tablet Stand, a Corner Unit/Tea Caddy and a Tool Box.
- The final project is different each year and is released from SQA shortly before the students start. In recent years it has been a Vanity Mirror, A Toy Box or a Wall Mounted Coat Stand.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions.
- A blend of classroom approaches including practical and experiential learning in real-life contexts; whole class learning; team working; visits.
- Collaborative learning: working in pairs, small groups or larger groups; working with partners in other Technologies subjects, Maths, Sciences.
- Space for personalisation and choice: learners can choose how they develop their Practical Activity
- Applying learning.
- Embedding literacy and numeracy skills: interpreting drawings/ diagrams, measuring, marking out, analysing data, designing.

National 5 progresses onto College Courses in Woodworking.

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- The Nat 5 course assessment is based on a practical project and Theory Exam. The project allows integration of the knowledge, understanding and skills gained in the units of the course.
- The assessment is 70% Practical and 30% external written exam.

RECOMMENDED ENTRY:
This is a composite class and the minimum requirement would be evidence of adequate previous practical experience in Practical Craft Skills in S3/N4 in Practical Woodworking.

PROGRESSION:
This course would be excellent preparation for students interested in a career in any Trade or going to college to study a Trade requiring hands on working with tools and working to Health and Safety Standards.

LASSWADE HIGH SCHOOL
Practical Woodworking
National 4

PRACTICAL WOODWORKING

NATIONAL **4**

3 UNITS

\+

COURSE ASSESSMENT

FLAT-FRAME CONSTRUCTION
CARCASE CONSTRUCTION
MACHINING AND FINISHING

ADDED VALUE UNIT:

MAKING A FINISHED PRODUCT IN WOOD

WHAT SKILLS WILL MY CHILD DEVELOP?

- Skills in woodworking techniques for tasks with some complex features.
- Using a range of woodworking tools, equipment and materials safely and correctly.
- Reading and interpreting drawings and diagrams.
- Measuring and marking out timber sections and sheet materials.
- Cutting and shaping tasks with some complex features
- Practical creativity in the context of woodworking tasks with some complex features.
- Following given stages to take a practical problem-solving approach to woodworking task.
- Awareness of and adherence to safe working practices in a workshop environment.
- Knowledge and understanding of the properties and uses of a range of woodworking materials.
- Knowledge and understanding of sustainability issues in a practical woodworking context.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learners will be taught how to produce a range of common woodworking joints such as a Cross Halving and a Mortise and Tenon.
- Learners will complete three projects – a Tablet Stand, a Corner Unit/Tea Caddy and a Tool Box.
- The final project is different each year and is released from SQA shortly before the students start. In recent years it has been a Vanity Mirror, A Toy Box or a Wall Mounted Coat Stand.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions.
- A blend of classroom approaches including practical and experiential learning in real-life contexts; whole class learning; team working; visits.
- Space for personalisation and choice: learners can choose how they develop their Practical Activity
- Applying learning.
- Embedding literacy and numeracy skills: interpreting drawings/ diagrams, measuring, marking out, analysing data, designing.

National 4 progresses onto N5 in Practical Woodworking

LASSWADE HIGH SCHOOL
Mathematics
Advanced Higher

MATHEMATICS

Advanced Higher

3
UNITS

+
COURSE ASSESSMENT

UNIT 1 Expressions & Functions.
UNIT 2 Relationships & Calculus.
UNIT 3 Applications.

One Question Paper

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

Methods in Algebra and Calculus

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout

Applications of Algebra and Calculus

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction

Geometry, Proof and Systems of Equations

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof

Entry Requirement:

Pass at Higher Mathematics.

WHAT SKILLS WILL MY CHILD DEVELOP?

- the ability to use mathematical reasoning skills to think logically, provide justification and solve problems
- knowledge and understanding of a range of complex concepts
- the ability to select and apply complex operational skills
- The ability to use reasoning skills to interpret information and to use complex mathematical models
- the ability to effectively communicate solutions in a variety of contexts
- the ability to explain and justify concepts through the idea of rigorous proof

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- Motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- Deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas
- The ability to think creatively

ASSESSMENT

- To gain Advanced Higher Mathematics, learners must pass the Course Assessment.
- The Course Assessment is one exam. This is marked by the SQA
- Advanced Higher Mathematics is graded from A to D or as No Award

LASSWADE HIGH SCHOOL
Mathematics
Higher

MATHEMATICS

Higher

3
UNITS

UNIT 1 Expressions & Functions
UNIT 2 Relationships & Calculus
UNIT 3 Applications

+
COURSE ASSESSMENT

Two Questions Papers.
Paper 1 – Non – Calculator
Paper 2 – Calculator

WHAT SKILLS WILL MY CHILD DEVELOP?

- Understand and use a range of complex mathematical concepts and relationships.
- Select and apply operational skills in algebra, geometry, trigonometry, calculus within mathematical contexts.
- Use mathematical reasoning skills to think logically, provide justification or proof and solve problems. Communicate mathematical information with complex features

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- Motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- Deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Select and apply mathematical techniques in a variety
  of mathematical situations
- Study in-depth mathematical concepts and the ways in which mathematics describes our world.
- Allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
  Study in-depth mathematical concepts and the ways in which mathematics describes our world

ASSESSMENT

- To gain Higher Mathematics, learners must pass the Course Assessment – final exam.
- The Course Assessment is two exam papers -one non-calculator and one calculator. These are marked by the SQA.
- Unit assessments will still be banked to allow for Recognising Positive Achievement.

Higher Mathematics is graded from A to D or as No Award

Entry Requirement: Pass at National 5 Mathematics.

Higher Mathematics Progresses onto Advanced Higher Mathematics

LASSWADE HIGH SCHOOL

Mathematics

National 5

MATHEMATICS

National 5

UNIT 1 EXPRESSIONS AND FORMULAE

UNIT 2 RELATIONSHIPS

UNIT 3 APPLICATIONS

COURSE ASSESSMENT : TWO QUESTION PAPERS

WHAT SKILLS WILL MY CHILD DEVELOP?

- Understanding and applying mathematical skills in algebra, geometry, trigonometry and statistics
- Selecting and applying mathematical techniques to real life contexts
- Interpreting, communicating and managing information in a mathematical form
- Using mathematical language and exploring mathematical ideas

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A mixture of classroom approaches to the teaching of Mathematics- whole class direct, group tasks, cooperative activities
- Learning activities which will develop learners confidence and motivation in Mathematics
- Use of technology to enhance the learning of Mathematics – use of ipads and infuse learning
- Applying learning to real life situations and also using their mathematics skills in other areas of the curriculum

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active & independent learning across a range of tasks and activities
- A blend of classroom approaches to teaching to motivate learners to understand Mathematical concepts
- Applying learning to real life situations and using these skills in other subjects
- Collaborative learning using technology to engage learners in the world of Mathematics

ASSESSMENT

- To gain a N5 award, learners must pass the Course Assessment.
- The Course Assessment consists of two question papers – one non calculator and one calculator. The assessment is marked by SQA and graded A – D
- Numeracy N5 Unit will also be covered.
- Unit Assessments & N4 AVU will still be banked to allow for Recognising Positive Achievement

National 5 progresses onto Higher Mathematics

LASSWADE HIGH SCHOOL
Mathematics
National 4

MATHEMATICS

National 4

3 UNITS

+ COURSE ASSESSMENT

UNIT 1 EXPRESSIONS AND FORMULAE

UNIT 2 RELATIONSHIPS

UNIT 3 NUMERACY

VALUE ADDED UNIT : MATHS TEST

WHAT SKILLS WILL MY CHILD DEVELOP?

- Understanding and applying mathematical skills in algebra, geometry, trigonometry and statistics
- Using mathematical techniques and reasoning skills to solve mathematical problems
- A positive attitude to mathematics based on an understanding of its use in real-life situations
- Leadership and teamwork skills in group activities

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A mixture of classroom approaches to the teaching of Mathematics- whole class direct, group tasks, cooperative activities.
- Learning activities which will develop learners' confidence and motivation in Mathematics.
- Use of technology to enhance the learning of Mathematics – use of Ipads and infuse learning.
- Applying learning to real life situations and also using their mathematics skills in other areas of the curriculum

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active & independent learning across a range of tasks and activities
- A blend of classroom approaches to teaching to motivate learners to understand Mathematical concepts
- Applying learning to real life situations and using these skills in other subjects
- Collaborative learning using technology to engage learners in the world of Mathematics

ASSESSMENT

- To gain a N4 award, learners must pass all Units, and the Value Added Test
- The Value Added test is in two parts, non calculator and calculator
- Unit Assessments are test which cover a number of standards.
- Units are assessed as a pass or a fail

National 4 progresses onto National 5 Maths. Students will have also achieved N5 Numeracy Unit & N5 Expressions & Formula.

National 4 also progresses onto the Personal Finance Courses at Level 4 & 5.

LASSWADE HIGH SCHOOL
Mathematics
National 4 Lifeskills

Lifeskills MATHEMATICS

National 4

3 UNITS

UNIT 1 FINANCE & STATISTICS
UNIT 2 GEOMETRY & MEASURE
UNIT 3 NUMERACY

\+ COURSE ASSESSMENT

VALUE ADDED UNIT : MATHS TEST

WHAT SKILLS WILL MY CHILD DEVELOP?

- Understanding and applying mathematical skills to straight forward real – life problems or situations.
- Using mathematical techniques and reasoning skills to solve mathematical problems
- A positive attitude to mathematics based on an understanding of its use in real-life situations
- Leadership and teamwork skills in group activities

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A mixture of classroom approaches to the teaching of Mathematics- whole class direct, group tasks, cooperative activities.
- Learning activities which will develop learners' confidence and motivation in Mathematics.
- Use of technology to enhance the learning of Mathematics – use of Ipads and infuse learning.
- Applying learning to real life situations and also using their mathematics skills in other areas of the curriculum

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active & independent learning across a range of tasks and activities
- A blend of classroom approaches to teaching to motivate learners to understand Mathematical concepts
- Applying learning to real life situations and using these skills in other subjects
- Collaborative learning using technology to engage learners in the world of Mathematics

ASSESSMENT

- To gain a N4 Lifeskill award, learners must pass all Units, and the Value Added Test
- The Value Added test is in two parts, non calculator and calculator
- Unit Assessments are test which cover a number of standards.
- Units are assessed as a pass or a fail

National 4 Lifeskills progresses onto Personal Finance

PERSONAL FINANCE

National 4 and 5

LASSWADE HIGH SCHOOL
Mathematics S5/S6 Only
Personal Finance

National 4 and 5

PERSONAL FINANCE

Institute of Finance – Foundation Course in Finance

This course is all about you and your money. It looks at all areas of personal finance. It looks at how you need to manage your money when you start work, go to college or get your first flat.

The SQA equate the Foundation Certificate course to Level 4 and the Intermediate Certificate course to Level 5

Course Content:
Foundation Course:

The course consists of two Units:
Unit 1 – Introduction to Money
Unit 2 – Money Management

Intermediate Course:

The Course consists of three Units:
Unit 1 – Personal Finance
Unit 2 – Money Management
Unit 3 – Finance Management

Course Assessment:

Foundation Course- There are two final exams for each unit. These exams are set by the SQA and are completed online through SOLAR.
Intermediate Course- There are three final exams for each unit. These exams are set by the SQA and are completed online through SOLAR.

Recommended Entry:

Foundation Course: National 3 Lifeskills Mathematics, National 4 Lifeskills Mathematics.
Intermediate Course: National 4 Mathematics, National 4 Lifeskills Mathematics.

LASSWADE HIGH SCHOOL
Coaching and Sport Leadership
S6 only
SCQF Level 6

COACHING AND SPORT LEADERSHIP

Higher

2 Units

UNIT 1: Leadership: An Introduction

UNIT 2: Leadership in Practice

INTERNAL ASSESSMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- Communication
- Working with others
- Leadership Skills
- Organisation Skills
- Confidence in leading groups
- Evaluating

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Opportunities to complete additional coaching courses/qualifications.
- Opportunities to work with active/schools local primary schools.
- Carrying out leadership roles in school and authority events.
- Learning through role play activities in vocational contexts
- Planning and carrying out practical tasks and assignments
- Work experience in sports and coaching.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Develop communication skills by working with peers and outside agencies.
- Develop coaching skills through a variety of activities.
- Develop an awareness of health and safety issues relevant to a range of activities.
- Build skills needed for leadership through practical roles and responsibilities.
- Develop skills of planning, implementing and evaluating activity sessions.
- Experience in coaching and leadership in local primary schools.
- Develop employability skills.
- Engage in self and peer evaluation.

ASSESSMENT (Internal Assessment)

- Introduction to leadership folio.
- Leadership report.
- Leadership in Practice folio.
- Planning, organisation and implementation of an event.

Potential Additional Accreditation:

- Competition organiser training
- Jog Scotland Award
- Club Golf Coaching Award
- Rugby Right Award

LASSWADE HIGH SCHOOL
Exercise and Fitness Leadership Higher

EXERCISE and FITNESS LEADERSHIP

Higher

4
UNITS

INTERNAL ASSESSMENT

UNIT 1: Circuit Training

UNIT 2: Free Weight Training

UNIT 3: Cardiovascular Training

UNIT 4: Exercise to Music

WHAT SKILLS WILL MY CHILD DEVELOP?

- Communication
- Transferable skills
- Problem solving
- Evaluating
- Prepare learners for employment in the sports and fitness industry

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- High quality gym facilities
- Circuit training
- Gym Induction
- Circuit Training
- Free Weight Training

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Build knowledge, skills and understanding of current philosophies of sport and fitness.
- Develop knowledge and skills in planning, implementing evaluating, the context of Sport and Recreation.
- Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills.
- Develop study skills and skills in investigating aspects of the industry which are specific to their interests and needs.

ASSESSMENT (Internal Assessment)

- Observation Checklist
- Training plan evaluations
- Candidate Log

LASSWADE HIGH SCHOOL
Hospitality
National 5

HOSPITALITY

NATIONAL 5

UNIT 1 COOKERY SKILLS, TECHNIQUES AND PROCESSES
UNIT 2 UNDERSTANDING AND USING INGREDIENTS
UNIT 3 ORGANISATIONAL SKILLS FOR COOKING

COURSE ASSESSMENT – PRACTICAL ACTIVITY- ASSIGNMENT AND QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- The ability to use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- Be able to select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- Be able to work safely and hygienically

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A practical cookery based course which develops students into young chefs.
- Students will learn and practise a wide range of food preparation skills and various cookery processes in order to produce commercially acceptable products.
- Theory lessons are tailored to make clear and relevant links to practical skills and the hospitality industry.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning.
- Collaborative learning: working in pairs, small groups or larger groups to develop dishes and cater for small events.
- Space for personalisation and choice: learners can choose how to respond to the practical task in the Added Value Unit
- Applying learning
- Embedding literacy and numeracy skills: measuring; estimation; managing production timing; communicating; reflecting and reviewing; researching and presenting information; using technology.

ASSESSMENT

- To achieve the National 5 Hospitality: Practical Cookery Course, learners must carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale. It will require learners to demonstrate their ability to follow safe and hygienic practices throughout.
  They also have to complete a question paper and time plan which is marked by the SQA.
- National 5 Courses are graded A - D

Please remember students will be asked to make a small contribution towards the cost of food and disposable items.

LASSWADE HIGH SCHOOL
Hospitality
National 4

HOSPITALITY

National 4

3 UNITS + COURSE ASSESSMENT

UNIT 1 COOKERY SKILLS, TECHNIQUES AND PROCESSES
UNIT 2 UNDERSTANDING AND USING INGREDIENTS
UNIT 3 ORGANISATIONAL SKILLS FOR COOKING

ADDED VALUE UNIT: PRODUCING A MEAL

WHAT SKILLS WILL MY CHILD DEVELOP?

- The ability to use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- Be able to select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- Be able to work safely and hygienically

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A practical cookery based course which develops students into young chefs.
- Students will learn and practise a wide range of food preparation skills and various cookery processes in order to produce commercially acceptable products.
- Theory lessons are tailored to make clear and relevant links to practical skills and the hospitality industry.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning.
- Collaborative learning: working in pairs, small groups or larger groups to develop dishes and cater for small events.
- Space for personalisation and choice: learners can choose how to respond to the practical task in the Added Value Unit
- Applying learning
- Embedding literacy and numeracy skills: measuring; estimation; managing production timing; communicating; reflecting and reviewing; researching and presenting information; using technology.

ASSESSMENT

- To achieve the National 4 Hospitality: Practical Cookery Course, learners must pass all of the required Units, including the Added Value Unit.
- Learners will carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale. It will require learners to demonstrate their ability to follow safe and hygienic practices throughout.
- National 4 Courses are not graded.

Please remember students will be asked to make a small contribution towards the cost of food and disposable items.

LASSWADE HIGH SCHOOL
Physical Education
Advanced Higher

PHYSICAL EDUCATION

Advanced Higher

2 UNITS

+

COURSE ASSESSMENT

SCQF: Level 7 (32 SCQF Credit points)

UNIT 1 Performance skills
UNIT 2 Factors impacting on performance
Course assessment structure:

Component 1:	**Performance**	**30 marks**
Component 2:	**Project**	**70 marks**
TOTAL:		**100 marks**

Course Content:

Unit 1: Performance Skills

In this Unit, learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. They will learn how to problem solve and make effective decisions while adapting these skills and techniques in challenging performance contexts. The Unit offers considerable opportunity for personalisation of physical activity. This is completed in the practical setting and assessed internally by the centre.

Unit 2: Factors impacting on performance

In this Unit, learners will develop their independent research, analytical and evaluative skills by investigating a range of factors which have an impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social and physical factors can positively and/or negatively affect performance. Learners will reflect on performance development plans and evaluate the effect of the factors from their research. The Unit offers opportunities for personalisation within a range of contexts. This is completed in written form and assessed internally by the centre.

Course Assessment:

Performance:
30 marks (30% of the total marks available).

The purpose of the performance is to assess the learner's ability to carry out a single, high-level performance in one physical activity in a challenging, demanding and/or competitive context.

Project:
70 marks (70% of the total marks available) and have a word limit of 5000.

The project is designed to assess learners' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. This research could be into a topic which impacts either on the learner's performance, or the performance of another person, team or group. Learners will be expected to complete this through independent study with guidance and support from the centre.

Recommended entry

Learners are expected to have attained the skills, knowledge and understanding required by all of the following or equivalent qualifications and/or experience:

- Higher Physical Education at A
- Higher English at A or B
- Candidates should be competing in their chosen activity at a level that meets assessment standards for Advanced Higher for the duration of the course

Progression

- Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness
- Degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology
- Further study, employment and/or training related to personal training or health promotion

LASSWADE HIGH SCHOOL
Physical Education
Higher

PHYSICAL EDUCATION

Higher

2
UNITS

UNIT 1 Performance Skills
UNIT 2 Factors Impacting on Performance

+
COURSE ASSESSMENT

Performance + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- Develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- Select and apply skills and make informed decisions to effectively perform in physical activities
- Analyse mental, emotional, social and physical factors that impact on performance
- Understand how skills, techniques and strategies combine to produce an effective performance
- Analyse and evaluate performance to enhance personal effectiveness

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Improve their own health and wellbeing
- Develop, demonstrate and evaluate performance
- Use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance

ASSESSMENT

- To gain Higher P.E, learners must pass the two units and the Course Assessment (Performance and Question Paper for 100 marks)
- Units are assessed as pass or fail by the school and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualification certificate
- The SQA has provided examples of Unit assessments that teachers can use as they are, or adapt to suit the needs of learners
- The performance will be internally assessed and the Question paper will be marked externally by the SQA
- Higher P.E is graded from A to D or as No Award

LASSWADE HIGH SCHOOL

Physical Education
National 5

PHYSICAL EDUCATION

National 5

2 UNITS + COURSE ASSESSMENT

PERFORMANCE SKILLS
FACTORS IMPACTING ON PERFORMANCE

COURSE ASSESSMENT: PERFORMANCE + PORTFOLIO

WHAT SKILLS WILL MY CHILD DEVELOP?

- effective and safe performance in a comprehensive range of physical activities
- understanding impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and evaluating to enhance performance
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving
- selecting, applying and adapting skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- communication and interpersonal skills to build positive relationships
- demonstrating initiative and strategic skills
- confidence and creativity
- analysis and evaluation

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (the Performance and the Portfolio)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be videos of performance, peer and self-reflection, graphic organisers, cause and effect, Q charts, oral evidence through question/answer sessions, use of ICT
- The Course Assessment consists of the Performance and the Portfolio which will be marked according to SQA guidance and instructions and graded A to D.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- Space for personalisation and choice: learners choose their specialism for the Course Assessment Assignment (Performance) and select their activities for their Portfolio
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- We will offer a range of activities which may include;
- Handball, Gymnastics, Swimming, Basketball, Badminton, Football and Rugby.
- We will work through the Factors that impact on performance through the practical activities and how this relates to each individual's ability to improve their own performance.
- Within the portfolio students will be expected to work independently to improve their own performance and work through an improvement programme
- Students will be able to choose their one off performance activity to gain the best grade possible.

National 5 progresses onto
Higher Physical Education

LASSWADE HIGH SCHOOL
Physical Education
National 4

PHYSICAL EDUCATION

3 UNITS

PERFORMANCE SKILLS
FACTORS IMPACTING ON PERFORMANCE

ADDED VALUE UNIT: PERFORMANCE

NATIONAL **4**

WHAT SKILLS WILL MY CHILD DEVELOP?

- effective and safe performance in a range of physical activities
- identifying impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and reflecting on performance development
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving in straightforward contexts
- selecting and applying skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- evaluation and analysis
- communication and interpersonal skills to build positive relationships
- strategic skills
- confidence and creativity

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') may be videos of performance, peer and self-reflection, use of ICT
- The Added Value Unit consists of a Performance in an activity of the learner's choice.

- **+ ADDED VALUE UNIT**

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- Space for personalisation and choice: learners select their activities
- The Added Value Unit (Performance) allows learners to choose their own specialism
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- We will offer a range of activities which may include;
- Handball, Gymnastics, Swimming, Basketball, Badminton, Football and Rugby.
- We will work through the Factors that impact on performance through the practical activities and how this relates to each individual's ability to improve their own performance.

National 4 progresses onto National 5

LASSWADE HIGH SCHOOL
Physical Education
National 5

PE AESTHETIC COURSE

National 5

2 UNITS

+ COURSE ASSESSMENT

PERFORMANCE SKILLS
FACTORS IMPACTING ON PERFORMANCE

COURSE ASSESSMENT: PERFORMANCE + PORTFOLIO

WHAT SKILLS WILL MY CHILD DEVELOP?

- effective and safe performance in a comprehensive range of physical activities
- understanding impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and evaluating to enhance performance
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving
- selecting, applying and adapting skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- communication and interpersonal skills to build positive relationships
- demonstrating initiative and strategic skills
- confidence and creativity
- analysis and evaluation

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (the Performance and the Portfolio)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be videos of performance, peer and self-reflection, graphic organisers, cause and effect, Q charts, oral evidence through question/answer sessions, use of ICT
- The Course Assessment consists of the Performance and the Portfolio which will be marked according to SQA guidance and instructions and graded A to D

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- Space for personalisation and choice: learners choose their specialism for the Course Assessment Assignment (Performance) and select their activities for their Portfolio
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- We will offer a range of activities which may include;
- Gymnastic, Dance, Netball, Badminton and Volleyball
- We will work through the Factors that impact on performance through the practical activities and how this relates to each individual's ability to improve their own performance
- Within the portfolio students will be expected to work independently to improve their own performance and work through an improvement programme
- Students will be able to choose their one off performance activity to gain the best grade possible

National 5 progresses onto Higher Physical Education

LASSWADE HIGH SCHOOL
Physical Education
National 4

PE AESTHETIC COURSE

National 4

3
UNITS

+
Added Value Unit

PERFORMANCE SKILLS
FACTORS IMPACTING ON PERFORMANCE

ADDED VALUE UNIT: PERFORMANCE

WHAT SKILLS WILL MY CHILD DEVELOP?

- effective and safe performance in a range of physical activities
- identifying impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and reflecting on performance development
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving in straightforward contexts
- selecting and applying skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- evaluation and analysis
- communication and interpersonal skills to build positive relationships
- strategic skills
- confidence and creativity

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') may be videos of performance, peer and self-reflection, use of ICT
- The Added Value Unit consists of a Performance in an activity of the learner's choice
- Added Value Unit

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- Space for personalisation and choice: learners select their activities
- The Added Value Unit (Performance) allows learners to choose their own specialism
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- We will offer a range of activities which may include;
- Gymnastics, Dance, Netball, Badminton and Volleyball
- We will work through the Factors that impact on performance through the practical activities and how this relates to each individual's ability to improve their own performance

National 4 progresses onto National 5

LASSWADE HIGH SCHOOL
Rugby – S4 only
National 4/5

RUGBY

National 4/5

2 UNITS + COURSE ASSESSMENT

PERFORMANCE SKILLS
FACTORS IMPACTING ON PERFORMANCE

COURSE ASSESSMENT: PERFORMANCE + PORTFOLIO

WHAT SKILLS WILL MY CHILD DEVELOP?

- effective and safe performance in a comprehensive range of physical activities
- understanding impacts on performance (wellbeing factors)
- positive attitudes, fitness, self-reliance and self-management
- recording, monitoring and evaluating to enhance performance
- researching to develop knowledge, understanding and skills
- decision-making and problem-solving
- selecting, applying and adapting skills
- planning, preparing and organisational skills
- carrying out roles and responsibilities
- demonstrating appropriate etiquette and following rules and guidelines
- communication and interpersonal skills to build positive relationships
- demonstrating initiative and strategic skills
- confidence and creativity
- analysis and evaluation

ASSESSMENT

- To gain National 5, learners must pass all Units and the Course Assessment (the Performance and the Portfolio)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be videos of performance, peer and self-reflection, graphic organisers, cause and effect, Q charts, oral evidence through question/answer sessions, use of ICT
- The Course Assessment consists of the Performance and the Portfolio which will be marked according to SQA guidance and instructions and graded A to D.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning to develop and consolidate skills, improve fitness and enhance wellbeing
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: learning from each other, in partnership and in teams as well as through whole class learning
- Space for personalisation and choice: learners choose their specialism for the Course Assessment Assignment (Performance) and select their activities for their Portfolio
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- We will work through the Factors that impact on performance through the practical activities and how this relates to each individual's ability to improve their own performance.
- Within the portfolio students will be expected to work independently to improve their own performance and work through an improvement programme

LASSWADE HIGH SCHOOL
Sport and Recreation: Skills for Work National 5

SPORT AND RECREATION: SKILLS FOR WORK

National 5

5 UNITS

INTERNAL ASSESSMENT

UNIT 1: Assist with a Component of Activity Sessions

UNIT 2: Employment Opportunities in the Sport and Recreation Industry

UNIT 3: Assist with Fitness Programming

UNIT 4: Assist with Daily Centre Duties

WHAT SKILLS WILL MY CHILD DEVELOP?

- Communication
- Working with others
- Problem solving
- Evaluating

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learning in a real or stimulating workplace setting
- Learning through role play activities in vocational contexts
- Carrying out case study work
- Planning and carrying out practical tasks and assignments
- Work experience in the sport and recreation industry

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Build knowledge, skills and understanding related to the sport and recreation industry.
- Develop an awareness of health and safety issues relevant to a range of activities.
- Develop communication and customer care skills
- Build technical knowledge and skills in relation to setting up and checking equipment
- Encourage skills of planning, reviewing and evaluating activity sessions
- Develop employability skills
- Develop skills working with clients in the fitness industry.

ASSESSMENT (Internal Assessment)

- Observation Checklist
- Lesson plan evaluations
- Candidate Log
- Short response test
- Review pro forma

LASSWADE HIGH SCHOOL
Sport and Recreation: Skills for Work National 4

SPORT AND RECREATION: SKILLS FOR WORK

National 4

5
UNITS

INTERNAL ASSESSMENT

UNIT 1: SKILLS FOR EMPLOYMENT
UNIT 2: ASSIST WITH ACTIVITY SESSIONS
UNIT 3: DEALING WITH FACILITIES AND EQUIPMENT
UNIT 4: DEALING WITH ACCIDENTS AND EMERGENCIES
UNIT 5: PERSONAL FITNESS

WHAT SKILLS WILL MY CHILD DEVELOP?

- Communication
- Working with others
- Problem solving
- Evaluating

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Learning in a real or stimulating workplace setting
- Learning through role play activities in vocational contexts
- Carrying out case study work
- Planning and carrying out practical tasks and assignments

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Build knowledge, skills and understanding related to the sport and recreation industry.
- Develop an awareness of health and safety issues relevant to a range of activities.
- Develop communication and customer care skills
- Build technical knowledge and skills in relation to setting up and checking equipment
- Encourage skills of planning, reviewing and evaluating activity sessions
- Develop skills in setting persona fitness goals and reviewing progress

ASSESSMENT (Internal Assessment)

- Observation Checklist
- Lesson plan evaluations
- Candidate Log
- Short response test
- Review pro forma

National 4 progresses onto National 5 Sport and Recreation: Skills for Work

LASSWADE HIGH SCHOOL
Religious Moral and Philosophical Studies
Higher

RELIGIOUS, MORAL and PHILOSOPHICAL STUDIES

Higher

3 UNITS

COURSE ASSESSMENT

WORLD RELIGION
MORALITY AND BELIEF
RELIGIOUS AND PHILOSOPHICAL QUESTIONS

ASSIGNMENT AND QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- Critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- Investigate religious, moral and philosophical questions and responses
- Express detailed, reasoned and well-structured views
- Gain in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- Gain in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Investigate and express detailed, reasoned and well-structured views about religious, moral and philosophical topics or issues
- Interpret and explain sources related to world religions
- Enquire into and evaluate contemporary moral questions and responses
- Critically analyse religious and philosophical questions and responses

ASSESSMENT

- To gain Higher RMPS, learners must pass the three units and the Course Assessment
- Units are assessed as pass or fail by the school and are quality assured by the SQA. Achievement of units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers can use as they are, or adapt to suit the needs of learners
- The course assessment consists of an Assignment and a Question Paper which is in three sections. These are marked externally by the SQA
  Higher RMPS is graded from A to D or as a No Award

Higher progresses onto Advanced Higher Religious, Moral and Philosophical Studies

LASSWADE HIGH SCHOOL
Religious, Moral and Philosophical Studies
National 5

RELIGIOUS, MORAL and PHILOSOPHICAL STUDIES

National 5

3 UNITS

WORLD RELIGION
MORALITY AND BELIEF
RELIGIOUS AND PHILOSOPHICAL QUESTIONS

\+ COURSE ASSESSMENT

COURSE ASSESSMENT:
ASSIGNMENT AND QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- detailed factual knowledge and understanding of religious, moral and philosophical questions and responses to them • detailed factual and theoretical knowledge and understanding of the impact and significance of religion today
- expressing detailed and reasoned views about contemporary moral questions
- critical thinking and philosophical enquiry
- making comparisons
- putting values or beliefs into action to benefit others
- making informed moral decisions
- researching, processing and analysing information in detail
- commenting on the meaning and context of sources

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- A World Religion; we will study the beliefs and practices of Islam. This will include a visit to an appropriate Holy building or centre
- Medicine and the Human Body; Students will study issues such as euthanasia and embryo research.
- Religious and Philosophical Questions; Students will consider aspects of Science and Religion such as the existence of God, The Big Bang and Darwin's Theory of Evolution

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- This is a fascinating contemporary course. It looks at relevant moral issues in today's society. It is particularly suited to students with philosophical and inquiring minds

ASSESSMENT

- The first three units will be assessed in class as an open book task
- The assignment which is worth 20% of the final mark, will be written up as a report in exam conditions
- The final exam will be an external assessment based on the content of the first three units. This will be out of a total of 80 marks

National 5 progresses onto Higher Religious, Moral and Philosophical Studies

LASSWADE HIGH SCHOOL

Religious, Moral and Philosophical Studies National 4

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

National 4

3 UNITS + COURSE ASSESSMENT

UNIT 1: WORLD RELIGION
UNIT 2: MORALITY AND BELIEF
UNIT 3: RELIGIOUS AND PHILOSOPHICAL QUESTIONS
COURSE ASSESSMENT:
ASSIGNMENT AND UNIT ASSESSMENTS

WHAT SKILLS WILL MY CHILD DEVELOP?

- straightforward knowledge and understanding of beliefs, practices and sources related to world religions
- straightforward knowledge and understanding of religious, moral and philosophical questions and responses to them
- straightforward factual knowledge and understanding of the impact and significance of religion today
- expressing reasoned views about contemporary moral questions
- critical thinking and philosophical enquiry
- making comparisons
- putting values or beliefs into action to benefit others
- making informed moral decisions
- researching and communicating findings on RMPS topics or issues
- commenting on the meaning and context of sources

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- This is a fascinating contemporary course. It looks at relevant moral issues in today's society. It is particularly suited to students with philosophical and inquiring minds.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning by setting targets, reflecting on learning, evaluating progress
- A blend of classroom approaches including learning from each other, in partnership and in teams as well as through whole class learning
- Collaborative learning: working with others will enable learners to understand and respect the views and perspectives of others
- Space for personalisation and choice: learners select topics from one of the world's six major religions and can choose their issue for their Added Value Unit (Assignment)
- Applying learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking
- The Added Value Unit consists of an Assignment in which learners investigate an issue or topic of their choice in greater depth.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units.
- Students will need to complete an Assignment on a moral issue of their choice in order to achieve National 4.

National 4 progresses onto National 5

LASSWADE HIGH SCHOOL
Biology
Advanced Higher

BIOLOGY

Advanced Higher

3 UNITS

Cells and Proteins
Organisms and Evolution
Investigative Biology

\+ COURSE ASSESSMENT

Project + Question Paper

What skills will my child develop?

Extending and applying knowledge of biology to new situations, interpreting and analysing information to solve more complex problems

- develop a critical understanding of the role of biology in scientific issues and relevant applications, including the impact these could make on the environment/ society
- extend and apply knowledge, understanding and skills of biology
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures, in a biology context
- extend and apply problem solving skills in a biology context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in biology

What will my child experience during the course?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and project work); whole class or small group discussions; direct interactive teaching
- Space for personalisation and choice
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies

Assessment

- Write up of a project pilot study.
- An experimental project must be undertaken, written up and sent for external assessment. This is worth 30 marks

There is a final exam, which is externally marked and is worth 90 marks

What will the course involve?

Learners will engage in a wide range of investigative tasks, which allows them to develop important skills to become inventive and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy.

Unit 1 builds on understanding of the genome from Higher Biology and Higher Human Biology. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists. Unit 2 builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. In addition, there are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.
Unit 3 builds on understanding of the scientific method from Higher Biology and Higher Human Biology. The collection of experimental data will provide an opportunity to develop planning and organising skills. This Unit will also be integrated across the other Units of the Course.

1. **Cells and proteins**
   Laboratory techniques, the role of proteins in; the body, cell reactions, membrane, cell signalling, nerve transmission, photoreceptors (including an eye dissection) and the cell cycle
2. **Organisms and evolution**
   Fieldwork techniques; evolution; meiosis; sex-linked patterns of inheritance; courtship; parasitism and the immune system
3. **Investigative Biology**
   Scientific method; looking at scientific literature; scientific ethics; pilot studies; controlling variables; experimental design; controls and critical evaluation of scientific research

LASSWADE HIGH SCHOOL
Biology
Higher

BIOLOGY

Higher

3 UNITS + COURSE ASSESSMENT

UNIT 1 DNA and the Genome

UNIT 2 Metabolism and Survival

UNIT 3 Sustainability and Interdependence

Assignment + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- Apply knowledge and understanding of Biology
- Understand Biology's role in scientific issues and relevant applications of biology, 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 biology context
- Use technology, equipment and materials safely in practical scientific activities, including using risk assessment
- Develop planning and problem solving skills in a biology context
- Use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Develop deeper understanding of the underlying themes of biology: evolution and adaptation
- Become scientifically literate
- Draw on knowledge and understanding and apply the skills
- of scientific inquiry to practical investigations/experiments

What will the course involve?

The Higher Biology course has been designed to provide a progression from National 5 Biology course. By choosing to study Biology, students will be provided with the opportunity to build on their existing scientific understanding and to find out about specialised cells including the use of stem cells in society, the way that the brain and nervous system respond to changes and how characteristics are inherited. This will demonstrate the importance and the impact that Biology has on their lives, on the lives of others, on the environment and on society.

DNA and the Genome

Structure of DNA; Replication of DNA; Control of Gene Expression; Cellular Differentiation; Structure of the genome; Mutations; Genome Sequencing.

Metabolism and Survival

Metabolic Pathways and their Control; Cell respiration; Metabolic Rate; Metabolism in conformers and regulators; Metabolism and Adverse Conditions; Environmental control of Metabolism; Genetic control of metabolism; Ethical Consideration with the use of Micro-organisms.

Sustainability and Interdependence

Food Supply, Plant Growth and Productivity; Plant and Animal Breeding; Crop Protection; Animal Welfare; Symbiosis; Social Behaviour; Mass Extinction and Biodiversity; Threats to Biodiversity.

ASSESSMENT

- To gain Higher Biology learners must pass the course assessment (Assignment and Question Paper)

- The Course Assessment consists of an Assignment and a Question Paper which is in two sections. These are marked externally by the SQA

LASSWADE HIGH SCHOOL
Biology
National 5

BIOLOGY

National 5

3 UNITS

+

COURSE ASSESSMENT

CELL BIOLOGY
MULTI-CELLULAR ORGANISMS
LIFE ON EARTH

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- a deeper knowledge and understanding of biology
- a deeper understanding of biology's role in scientific issues
- an understanding of biology in society and the environment
- scientific inquiry skills to plan and carry out experiments
- scientific analytical thinking skills in a biology context
- the ability to use technology, equipment and materials, in scientific activities
- problem-solving skills in a biology context
- use and understand scientific literacy, to communicate ideas and issues
- finding associations and investigating models in real-life contexts
- information-handling skills (selecting, presenting, processing information)
- the knowledge and skills for more advanced learning in biology
- the ability to review science-based claims in media reports
- an understanding of the importance of accuracy
- evaluating environmental and scientific issues
- risk assessment and decision-making

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies

A National 5 pass progresses onto Higher Biology or Human Biology

Biology is the study of life at all levels from cells to organisms to the earth's ecosystems. By choosing to study Biology, students will be provided with the opportunity to build on their existing scientific understanding and to find out about specialised cells including the use of stem cells in society, the way that the brain and nervous system respond to changes and how characteristics are inherited. This will demonstrate the importance and the impact that Biology has on their lives, on the lives of others, on the environment and on society

1. **Cell Biology**
   Cell structure; Transport across cell membranes; DNA and the production of proteins; Genetic engineering; Respiration
2. **Multi-Cellular Organisms**
   Producing new cells; Control and communication; Reproduction; Variation and Inheritance; Transport systems – plants; Transport systems – animals; Absorption of materials
3. **Life on Earth**
   Ecosystems; Distribution of organisms; Photosynthesis; Energy in ecosystems; Food production; Evolution of species

ASSESSMENT

- To gain National 5, learners must pass the Course Assessment (the Assignment and the Question Paper)

- The Course Assessment consists of the Assignment - a research investigation on a key topic. This will be presented as a report, researched in advance and written up under controlled conditions with the student's research/data available and a Question Paper (exam). Both are marked by the SQA and will be graded A to D

LASSWADE HIGH SCHOOL
Biology
National 4

3
UNITS
+ UNIT
ADDED VALUE

CELL BIOLOGY
MULTI CELLULAR ORGANISMS
LIFE ON EARTH

ADDED VALUE UNIT: ASSIGNMENT

BIOLOGY

National 4

WHAT SKILLS WILL MY CHILD DEVELOP?

- knowledge and understanding of biology
- an understanding of biology's role in scientific issues
- an understanding of biology in society and the environment
- scientific inquiry skills to plan and carry out experiments
- scientific analytical thinking skills in a biology context
- the ability to use technology, equipment and materials, in scientific activities
- problem-solving skills in a biology context
- finding associations and investigating models in real-life contexts
- use and understand scientific literacy to communicate ideas and issues
- information-handling skills (selecting, presenting, processing information)
- the ability to review science-based claims in media reports
- an understanding of the importance of accuracy
- evaluating environmental and scientific issues
- risk assessment and decision-making

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, using feedback
- A blend of classroom approaches including experimental, hands-on, practical, investigative approaches, whole class discussions, interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning e.g. with other sciences, mathematics, social studies, technologies or religious, moral and philosophical studies; with organisations such as STEMNET
- Space for personalisation and choice: learners can choose what to observe or measure and their methodology; learners will choose the topic for their Added Value Unit (Assignment)
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information; evaluating; recording and displaying data; interpreting data; using technology.

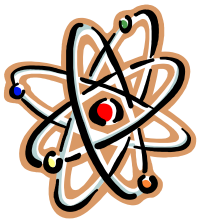
Biology is the study of life at all levels from cells to organisms to the earth's ecosystems. By choosing to study Biology, students will be provided with the opportunity to build on their existing scientific understanding and to find out about specialised cells including the use of stem cells in society. The way that the brain and nervous system respond to changes and how characteristics are inherited. This will demonstrate the importance and the impact that Biology has on their lives, on the lives of others, on the environment and on society.

1. **Cell Biology**
2. **Multi cellular Organisms**
3. **Life on earth**

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will ensure that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation. This may be evidenced in a portfolio of work
- The Assignment will require learners to research a topic of their choice, in consultation with their teacher. The investigation will be undertaken in up to 8 hours of class time

National 4 progresses onto National 5 Biology



LASSWADE HIGH SCHOOL
Chemistry
Advanced Higher

CHEMISTRY

Advanced Higher

3 UNITS + COURSE ASSESSMENT

Researching Chemistry
Inorganic and Physical Chemistry
Electromagnetism

Project + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- a critical understanding of the role of chemistry in scientific issues and relevant applications, including the impact these could make on the environment/society
- knowledge and understanding of chemistry
- the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- scientific inquiry and investigative skills, including planning and experimental design
- analytical thinking skills, including critical evaluation of experimental procedures in a chemistry context
- problem solving skills in a chemistry context
- an understanding of scientific literacy using a wide range of resources in order to communicate complex ideas and issues and to make scientifically informed choices
- skills of independent/autonomous working in chemistry

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and project work); whole class or small group discussions; direct interactive teaching
- Space for personalisation and choice
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies

WHAT WILL THE COURSE INVOLVE?

The Advanced Higher Chemistry course has been designed to provide a progression from the Higher Chemistry course. The course aims to assist students towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. An opportunity for engaging in some independent research is provided through the project.

Researching Chemistry:
Gravimetric analysis; Volumetric analysis;
Practical skills and techniques and
Stoichiometric Calculations
Inorganic and Physical Chemistry
Electromagnetic radiation and atomic spectra; Atomic orbitals; electron configurations and the Periodic Table; Transition metals ;Chemical equilibrium ;Reaction feasibility ;Kinetics
Organic Chemistry and Instrumental Analysis
Molecular orbitals; Molecular structure
Stereo chemistry; Experimental determination of structure; Pharmaceutical chemistry

ASSESSMENT

- An experimental project must be undertaken, written up and sent for external assessment. This is worth 30 marks.

- There is a final exam, which is externally marked and is worth 100 marks

Advanced Higher progresses onto Higher Education courses (college and university)

LASSWADE HIGH SCHOOL
Chemistry
Higher

CHEMISTRY

Higher

4 UNITS

+ COURSE ASSESSMENT

UNIT 1 Chemical Changes and Structure
UNIT 2 Researching Chemistry
UNIT 3 Nature's Chemistry
UNIT 4 Chemistry in Society

Assignment + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- Apply knowledge and understanding of Chemistry
- Understand chemistry's role in scientific issues and relevant applications of chemistry, 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 chemistry context
- Use technology, equipment and materials, safely, in practical scientific activities, including using risk assessment
- Develop planning skills
- Use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- Problem-solve in a chemistry context

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Study matter and its interactions
- Find out about and appreciate the application of chemistry in everyday contexts
- Enjoy practical and experiential learning opportunities
- Plan and design experiments/practical investigations
- Process information, make predictions, and draw valid conclusions
- Evaluate experiments/practical investigations

An A or B grade in Higher Chemistry allows progression to Advanced Higher Chemistry

WHAT WILL THE COURSE INVOLVE?

The Higher Chemistry course has been designed to provide a progression from the National 5 Chemistry course. The course aims to assist students towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature.

Chemical Changes and Structure
Controlling the rate; periodicity;
Structure and bonding

Researching Chemistry
Research Project

Nature's Chemistry
Esters, Fats and Oils; Proteins; Chemistry of Cooking; Oxidation of food; Soaps; Detergents and Emulsions; Fragrances; Skin Care**.**

Chemistry In Society
Getting the most from Reactants; Equilibria; Chemical Energy; Oxidising and Reducing Agents; Chemical Analysis

ASSESSMENT

To gain Higher Chemistry learners must pass the course assessment (Assignment and Question Paper)

The Course Assessment consists of an Assignment and a Question Paper which is in two sections. These are marked externally by SQA

LASSWADE HIGH SCHOOL
Chemistry
National 5

CHEMISTRY

National 5

3 UNITS

+ COURSE ASSESSMENT

CHEMICAL CHANGES AND STRUCTURE
NATURES CHEMISTRY
CHEMISTRY IN SOCIETY

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- application of knowledge to new situations and a more advanced understanding of chemistry and its impact
- scientific inquiry and investigation skills
- scientific analytical thinking skills
- the ability to use technology, equipment and materials
- questioning and independent thinking
- problem-solving in a chemistry context
- using and understanding scientific literacy in everyday contexts
- planning experiments to test hypotheses or illustrate effects
- recording observations
- collecting, processing and analysing data
- making predictions and generalisations based on evidence
- drawing valid conclusions with explanations and evidence

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies

A pass at National 5 progresses onto Higher Chemistry

All Chemistry courses are of value to anyone intending to study a Science course at University or Further Education College. Knowledge of the subject is also useful for careers in: Agriculture; Beauty Industry; Catering; Engineering (of all kinds); Environmental Sciences; Health Sciences; Laboratory Work; Medicine and Quality Control. All students considering a science course at College or University should check to see if Chemistry is an essential entry requirement

1. **Chemical Changes and Structure**
   Rates of reaction; Atomic structure and bonding related to properties of Materials; Acids and bases; Formulae and reaction quantities
2. **Nature's Chemistry**
   Everyday consumer products; Energy from fuels; Homologous series
3. **Chemistry in Society**
   Metals; Properties of plastics; Fertilisers; Nuclear chemistry; Chemical analysis

ASSESSMENT

- To gain National 5, learners must pass the Course Assessment (the Assignment and the Question Paper)

The Course Assessment consists of the Assignment (a research investigation on a key topic, its application and its impact on society/environment. This will be presented as a report, researched in advance and written up under controlled conditions with the student's research/data available) and a Question Paper (exam). Both are marked by the SQA and will be graded A to D

LASSWADE HIGH SCHOOL
Chemistry
National 4

CHEMISTRY

National 4

3 UNITS

CHEMICAL CHANGES AND STRUCTURE
NATURES CHEMISTRY
CHEMISTRY IN SOCIETY

\+ ADDED VALUE UNIT

ADDED VALUE UNIT: ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- application of knowledge and understanding of chemistry
- scientific inquiry and investigation skills
- scientific analytical thinking skills
- the ability to use technology, equipment and materials
- questioning and independent thinking
- problem-solving in a chemistry context
- using and understanding scientific literacy in everyday contexts
- planning experiments
- recording observations
- collecting and analysing data
- reviewing and re-designing research methods

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice
- The Added Value Unit (Assignment) allows learners to choose their research topic and present their findings
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Applying learning to familiar situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies

All Chemistry courses are of value to anyone intending to study a Science course at University or Further Education College. Knowledge of the subject is also useful for careers in: Agriculture; Beauty Industry; Catering; Engineering (of all kinds); Environmental Sciences; Health Sciences; Laboratory Work; Medicine and Quality Control. All students considering a science course at College or University should check to see if Chemistry is an essential entry requirement

1. **Chemical Changes and Structure**

2. **Natures Chemistry**

3. **Chemistry in Society**

ASSESSMENT

- To gain National 4, learners must pass all Units and the Assignment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or ‘evidence of learning’) could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units

National 4 progresses onto National 5 Chemistry

LASSWADE HIGH SCHOOL
Human Biology
Higher

HUMAN BIOLOGY

Higher

4 UNITS

+ COURSE ASSESSMENT

UNIT 1 Human Cells
UNIT 2 Physiology and Health
UNIT 3 Neurobiology and Communication
UNIT 4 Immunology and Public Health

Assignment + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- Apply knowledge and understanding of Human Biology
- Understand human biology's role in scientific issues and relevant applications of human biology, including the impact these could make in society and the environment
- Develop scientific inquiry and investigative skills and work independently
- Develop scientific analytical thinking skills, including scientific evaluation, in a human biology context
- Use technology, equipment and materials safely in practical scientific activities, including using risk assessment
- Use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- Plan and problem-solve in a human biology context

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Investigate the applications of human biology
- Acquire a deeper understanding of cellular processes, physiological mechanisms, communicate between organisms, and the biology of populations as they apply to the human species
- Apply skills and knowledge to experiments and practical investigations
- Adapt their learning to new situations
- Make decisions based on evidence
- Evaluate the impact of science developments on their own health and wellbeing, society and the environment

WHAT WILL THE COURSE INVOLVE?

The Higher Human Biology course has been designed to provide a progression from the National 5 Biology course. By choosing to study Biology, students will be provided with the opportunity to build on their existing scientific knowledge. This will demonstrate the importance and the impact that Biology has on their lives, on the lives of others, on the environment and on society

1. Human Cells
Division and differentiation in human cells; Structure and replication of DNA; Gene Expression, Genes and Protein in Health and Disease; Human Genomics; Metabolic Pathways; Cellular respiration; Energy Systems in Muscle Cells

2. Physiology and Health
Reproduction; Controlling Fertility; Ante and Postnatal Screening; Structure and Function of vein, capillaries and arteries; Structure and Function of the Heart; Pathology of cardio vascular disease (CVD)

3. Neurobiology and Communication
Nervous System; Perception and Memory; Communication and Social Behaviour

4. Immunology and Public health
Non-specific Defences; Specific Defences; Transmission of Control of Infectious Diseases; Active immunisation and Vaccination

ASSESSMENT:

- To gain Higher Human Biology, learners must pass the course assessment (Assignment and Question Paper)
- The Course Assessment consists of an Assignment and a Question Paper which is in two sections. These are marked externally by SQA

LASSWADE HIGH SCHOOL
Laboratory Skills
National 5

4
UNITS

CAREERS USING LABORATORY SCIENCE
WORKING IN A LABORATORY
PRACTICAL SKILLS
PRACTICAL INVESTIGATION

LABORATORY SKILLS

N5

WHAT SKILLS WILL MY CHILD DEVELOP?

- develop practical skills and knowledge for working in a laboratory; handling radioactive materials, chemical handling, microbiology and laboratory instrumentation
- scientific inquiry skills to plan and carry out experiments
- the ability to use technology, equipment and materials, in scientific activities
- problem-solving skills in a environmental science context
- finding associations and investigating models in real-life contexts
- use and understand scientific literacy to communicate ideas and issues
- information-handling skills (selecting, presenting, processing information)
- the ability to review science-based claims in media reports
- an understanding of the importance of accuracy
- evaluating environmental and scientific issues
- risk assessment and decision-making

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, using feedback
- A blend of classroom approaches including experimental, hands-on, practical, investigative approaches, whole class discussions, interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning e.g. with other sciences, mathematics, social studies, technologies or religious, moral and philosophical studies; with organisations such as STEMNET
- Space for personalisation and choice: learners can choose what to observe or measure and their methodology
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information; evaluating; recording and displaying data; interpreting data; using technology.

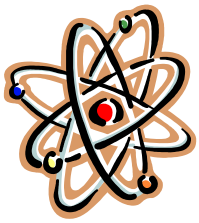
The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally. Throughout all units the course emphasises the employability skills and attitudes valued by employers which will help to prepare learners for the workplace. Learners will review their own employability skills, and will seek feedback from others on their strengths and weaknesses

1. **Careers using Laboratory Science**
2. **Working in a Laboratory**
3. **Practical Skills**
4. **Practical Investigation**

ASSESSMENT

Assessment of the course is through a range of methods including learner folio of written and/or oral evidence, practical activities supported by assessor observation checklists as well as self- evaluation.

There is no external exam for National 5 Laboratory Skills



LASSWADE HIGH SCHOOL
Physics
Advanced Higher

PHYSICS

Advanced Higher

3 UNITS

Rotational Motion and Astrophysics
Quanta and Waves
Electromagnetism

+ COURSE ASSESSMENT

Project + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- a critical understanding of the role of Physics in scientific issues and relevant applications, including the impact these could make on the environment/society
- knowledge and understanding of Physics
- the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- scientific inquiry and investigative skills, including planning and experimental design
- analytical thinking skills, including critical evaluation of experimental procedures in a Physics context
- problem solving skills in a Physics context
- an understanding of scientific literacy using a wide range of resources in order to communicate complex ideas and issues and to make scientifically informed choices
- skills of independent/autonomous working in Physics

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and project work); whole class or small group discussions; direct interactive teaching
- Space for personalisation and choice
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies

Advanced Higher progresses onto Higher Education courses (College and University)

WHAT WILL THE COURSE INVOLVE?

The Advanced Higher Physics course has been designed to provide a progression from the Higher Physics course. The course aims to assist students towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. The course seeks to illustrate and emphasise situations where the principles of physics are used and applied, in order to promote the student's awareness that physics involves interaction between theory and practice. An opportunity for engaging in some independent research is provided through the project

1. **Rotational Motion and Astrophysics**
   Equations of motion by calculus; Angular motion; Rotational motion; Gravitation; General relativity; Stellar Physics
2. **Quanta and Waves**
   Introduction to quantum theory; Particles from space; Simple harmonic motion; Waves; Interference; Polarisation
3. **Electromagnetism**
   Electric and magnetic fields; Capacitors and inductors in a.c. and d.c. circuits; Electro-magnetic radiation

ASSESSMENT

- An experimental project must be undertaken, written up and sent for external assessment. This is worth 30 marks
- There is a final exam, which is externally marked and is worth 100 marks

LASSWADE HIGH SCHOOL
Physics
Higher

PHYSICS

Higher

4 UNITS

+ COURSE ASSESSMENT

UNIT 1 Our Dynamic Universe
UNIT 2 Particles and Waves
UNIT 3 Electricity
UNIT 4 Researching Physics

Assignment + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- Apply knowledge and understanding of Physics
- Understand physic's role 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
- Use technology, equipment and materials, safely, in practical scientific activities
- Develop planning skills
- Use scientific literacy to communicate ideas and issues and to make scientifically informed choices
- Develop the knowledge and skills for more advanced learning in Physics

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Develop their interest in and understanding of the world
- Engage in a wide range of investigative tasks and develop important skills to become creative, inventive and enterprising
- Evaluate environmental and scientific issues, consider risk, and make informed choices
- Describe and interpret physical phenomena using mathematical skills
- Practise scientific methods of investigation from which general relationships are derived and explored

An A or B grade in Higher Physics Progresses to Advanced Higher Physics

WHAT WILL THE COURSE INVOLVE?

The Higher Physics course has been designed to provide a progression from the National 5 Physics course. The course aims to assist students towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. The course seeks to illustrate and emphasise situations where the principles of physics are used and applied, in order to promote the student's awareness that physics involves interaction between theory and practice.

1. **Our Dynamic Universe**
   Equations of motion; Forces and Energy: Collisions and Explosions: Gravitation: Special Relativity: The Expanding Universe
2. **Particles and Waves**
   Standard Model of the Atom Nuclear Reactions: Forces on Charged Particles; Particles from space; Wave Particle Duality; Interference and Diffraction; Refraction; Spectra
3. **Electricity**
   AC; Electrical circuits; Internal Resistance; Capacitors; Semi Conductors
4. **Researching Physics**
   Research Project

ASSESSMENT

- To gain Higher Physics learners must pass the course assessment (Assignment and Question Paper)

- The Course Assessment consists of an Assignment and a Question Paper which is in two sections. These are marked externally by SQA

LASSWADE HIGH SCHOOL

Physics
National 5

PHYSICS

National 5

3 UNITS + COURSE ASSESSMENT

DYNAMICS AND SPACE
ELECTRICITY AND ENERGY
WAVES AND RADIATION

COURSE ASSESSMENT: ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- in-depth knowledge and understanding of Physics
- applying this knowledge and understanding to new situations
- an understanding of the role of Physics in scientific issues and relevant applications of Physics in society and the environment
- scientific inquiry, investigative, analytical and evaluative thinking skills in Physics and real life contexts
- the ability to use technology, equipment and materials
- problem-solving skills and creativity in a Physics context
- extended scientific literacy, in everyday contexts, to communicate ideas and issues
- an insight into the underlying nature of our world and its place in the universe
- a deeper understanding of the processes behind scientific advances
- information-handling skills
- drawing valid conclusions and formulating hypotheses

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies

Scotland needs good scientists to go into research and develop new ideas and products for the wealth of the country.

Without Physics, many things that we accept today would just not exist, e.g. mobile telephones, television, computers, techniques used in medicine, electronics, lasers, atomic and nuclear Physics, particle Physics, Astro Physics, travel, Bio Physics and physical chemistry.

1. **Electricity and Energy**
   Conservation of energy; Electrical charge carriers and electric fields; Ohm's law Practical electrical and electronic circuits; Specific heat capacity Gas laws and the kinetic model

2. **Wave and Radiations**
   Nuclear radiation; Light; Electromagnetic spectrum; Wave parameters and behaviours

3. **Dynamics and Space**
   Acceleration; Newton's laws; Projectile motion; Space exploration Cosmology; Velocity–time graphs

ASSESSMENT

- To gain National 5, learners must pass the Course Assessment (the Assignment and the Question Paper)

- The Course Assessment consists of the Assignment (a research investigation on a key topic, its application and its impact on society/environment. This will be presented as a report, researched in advance and written up under controlled conditions with the student's research/data available) and a Question Paper (exam). Both are marked by the SQA and will be graded A to D

A pass at National 5 progresses onto Higher Physics

LASSWADE HIGH SCHOOL
Physics
National 4

PHYSICS

National 4

3 UNITS + ADDED VALUE UNIT

DYNAMICS AND SPACE
ELECTRICITY AND ENERGY
WAVES AND RADIATION

ADDED VALUE UNIT: ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- knowledge and understanding of Physics
- an understanding of the role of Physics in scientific issues and relevant applications of Physics in society and the environment
- scientific inquiry, investigative, analytical and evaluative thinking skills in Physics and real life contexts
- the ability to use technology, equipment and materials
- problem-solving skills in a Physics context
- scientific literacy, in everyday contexts, to communicate ideas and issues
- an insight into the underlying nature of our world and its place in the universe
- an understanding of the processes behind scientific advances
- information-handling skills
- drawing valid conclusions
- an understanding the importance of accuracy
- the knowledge and skills for more advanced learning in Physics

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback
- A blend of classroom approaches including experimental, practical and investigative approaches, whole class discussions and interactive teaching
- Collaborative learning: working with others in group or partner activities; intercurricular learning with other sciences, mathematics, technologies, religious and moral education; with organisations such as STEMNET
- Space for personalisation and choice: learners can choose what to observe or measure and their methodology; learners will choose the topic for their Added Value Unit (Assignment)
- Applying learning
- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting data; using technology and data loggers

National 4 progresses onto National 5 Physics

Scotland needs good scientists to go into research and develop new ideas and products for the wealth of the country.

Without Physics, many things that we accept today would just not exist, e.g. mobile telephones, television, computers, techniques used in medicine, electronics, lasers, atomic and nuclear Physics, particle Physics, astrophysics, travel, biophysics and physical chemistry.

- **Electricity and Energy**
  Conservation of energy; Electrical charge carriers and electric fields; Ohm's law Practical electrical and electronic circuits; Specific heat capacity Gas laws and the kinetic model
- **Wave and Radiations**
  Nuclear radiation; Light; Electromagnetic spectrum; Wave parameters and behaviours
- **Dynamics and Spaces**
  Acceleration; Newton's laws; Projectile motion; Space exploration Cosmology; Velocity–time graphs

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will ensure that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation. This may be evidenced in a portfolio of work
- The Added Value Unit (Assignment) will require learners to research a topical Physics issue during approximately 8 hours of class time

LASSWADE HIGH SCHOOL
Business Management
Higher – S6 only

BUSINESS MANAGEMENT

Higher

3 UNITS

+

COURSE ASSESSMENT

UNDERSTANDING BUSINESS
MANAGEMENT OF PEOPLE AND FINANCE
MANAGEMENT OF MARKETING AND OPERATIONS

ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- the ways in which society relies on businesses and other organisations to satisfy its needs
- a range of methods businesses and other organisations use to ensure customers' needs are met
- enterprising skills and attributes by studying relatively complex business issues
- business-related financial matters
- the ways businesses and other organisations can use resources to achieve maximum efficiency
- the steps taken by businesses and other organisations to improve overall performance and effectiveness
- the main effects that external influences, such as economic impact and sustainability, have on large organisations

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A mini enterprise activity competing with other companies to produce "planes" to meet customer requirements and quality standards and make a profit
- Carry out market research on different products and analyse the results
- Business simulation games to enhance learning

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- gain knowledge of the business environment
- understand how people contribute to business success
- find out about a range of business-based career opportunities that are available within all business sectors
- develop an enterprising attitude and critical appreciation of taking calculated risks in a business context
- gain an in-depth understanding of the importance to businesses of being customer-focused
- interpret, analyse and evaluate a range of complex business-related information to make critical, ethical, responsible and effective business decisions

ASSESSMENT

- The Course Assessment consists of an Assignment and a Question Paper which is in two sections. These are marked externally by the SQA
- Higher Business Management is graded from A to D or as No Award

LASSWADE HIGH SCHOOL
Business Management
National 5

BUSINESS MANAGEMENT

National 5

3 UNITS + COURSE ASSESSMENT

UNDERSTANDING BUSINESS
MANAGEMENT OF PEOPLE AND FINANCE
MANAGEMENT OF MARKETING AND OPERATIONS
EXTERNAL EXAM AND ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- enterprise and employability skills
- knowledge and understanding of the impact of business activities on society
- decision-making to solve straightforward business-related problems
- knowledge and understanding of entrepreneurial attributes
- the ability to interpret and evaluate straightforward business financial data
- knowledge of the use of technologies in business
- communicating straightforward business-related information
- knowledge and understanding of human resource management
- knowledge and understanding of marketing and operations systems
- the ability to analyse effective business practice
- awareness of the effects of internal and external influences on business activity

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A mini enterprise activity competing with other companies to produce “planes” to meet customer requirements and quality standards and make a profit
- Carry out market research on different products and analyse the results
- Business simulation games to enhance learning

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, theoretical and ICT-based learning; whole class learning; group work and peer learning; visits; focusing on real-life business contexts
- Collaborative learning: working co-operatively in pairs, small groups or larger groups. Space for personalisation and choice: learners can choose roles in enterprise group work; the Assignment also allows choice
- Applying learning
- Embedding literacy and numeracy skills: communicating; numeracy for financial management; researching, presenting and analysing information; interpreting data; using technology

ASSESSMENT

- The Course Assessment consists of a Question Paper (exam) and an Assignment requiring learners to produce a report on a business in response to a brief. Both are marked by the SQA and are graded A to D

National 5 progresses onto Higher Business Management

LASSWADE HIGH SCHOOL
Business Management
National 4

BUSINESS MANAGEMENT

National 4

2 UNIT

+ ADDED VALUE UNIT

BUSINESS IN ACTION
INFLUENCES ON BUSINESS

ADDED VALUE UNIT: BUSINESS ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- enterprise and employability skills
- knowledge and understanding of the ways in which business operates
- knowledge and understanding of the role of business
- knowledge and understanding of financial and economic situations
- straightforward business planning techniques to ensure success
- straightforward knowledge and understanding of entrepreneurial attributes for business start-up
- understanding of the straightforward actions taken by business to meet customers' needs and to remain competitive
- knowledge and understanding of key business facts and characteristics
- awareness of straightforward internal and external influences on business activity
- interpreting and drawing elementary conclusions from straightforward business information
- independence, communication and ICT skills

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- A mini enterprise activity competing with other companies to produce "planes" to meet customer requirements and quality standards and make a profit
- Carry out market research on different products and analyse the results
- Business simulation games to enhance learning

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and ICT-based learning; whole class learning; group work and peer learning; focusing on real-life business contexts
- Collaborative learning: working in pairs, small groups or larger groups on small business enterprise projects
- Space for personalisation and choice: learners can choose roles in enterprise group work and also their Assignment topic in discussion with teachers/lecturers
- Applying learning
- Embedding literacy and numeracy skills: communicating; financial awareness; researching, presenting and analysing information; using technology

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as written reports, presentations,e-portfolio, diaries, blogs, checklist, business plan. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will require learners to produce a business proposal.

National 4 progresses onto National 5 Business Management

LASSWADE HIGH SCHOOL
Geography
Higher

GEOGRAPHY

Higher

3
UNITS
+
COURSE ASSIGNMENT

UNIT 1: PHYSICAL ENVIRONMENTS(Biosphere, Lithosphere, Hydrosphere, Atmosphere)
UNIT 2: HUMAN ENVIRONMENTS(Urban, Population, Rural)
UNIT 3:GLOBAL ISSUES(River basin management and Development and Health)
Application of Skills

ASSIGNMENT + QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- use a wide range of geographical skills and techniques
- understand the complexity of ways in which people and the environment interact in response to physical and human processes on local, national, international and global scales
- understand spatial relationships and the complexity of the changing world in a balanced, critical and sympathetic way
- develop a geographical perspective on environmental and social issues and their significance
- develop an interest in, understanding of, and concern for the environment and sustainable development

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning and lectures
- Collaborative learning: learners can work in groups; inter-curricular projects with the sciences and other social studies
- Space for personalisation and choice: learners may choose their Assignment topic and research methodology, including field work
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Films and documentaries with a variety of Geographical Issues
- Engaging lessons
- Guest Speakers from Universities and industry
- Outdoor Learning
- Coastal fieldwork in North Berwick
- Urban fieldwork in Edinburgh

ASSESSMENT

- To gain Higher Geography, learners must pass the three Units and the Course Assessment.
- The Course Assessment consists of an Assignment (30 marks) and two Question Papers (worth 100 and 60 marks respectively). These are marked externally by the SQA
- Higher Geography is graded from A to D or as No Award

Higher progresses onto Advanced Higher Geography

LASSWADE HIGH SCHOOL
Geography
National 5

GEOGRAPHY

National 5

3 UNITS +

Assignment +

FINAL EXAM

UNIT 1: PHYSICAL ENVIRONMENTS

- Glaciated Uplands
- Coastal Landscapes
- Weather

UNIT 2: HUMAN ENVIRONMENTS

- Rural
- Urban
- Population

UNIT 3:GLOBAL ISSUES

- Environmental Hazards
- Health

WHAT SKILLS WILL MY CHILD DEVELOP?

- To be able to describe and explain our changing world and its human and physical processes.
- To develop a geographical perspective on environmental and social issues.
- An interest in, and concern for, the environment, leading to sustainable development and environmental stewardship.
- To be able to use, interpret and explain a range of geographical information including maps and data.
- The ability to investigate, research, critically evaluate and communicate information and findings through fieldwork.
- An awareness of G.I.S (Geographical Information Systems) e.g. using ICT.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress.
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning.
- Space for personalisation and choice: learners may choose their Assignment topic and methods of researching and presenting evidence, including field work.
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Teacher presentation of topic / skills.
- Self & Peer assessment as well as teacher assessment.
- Student presentations
- Films and documentaries regarding a variety of Geographical Issues.
- Guest Speakers e.g. Heriot-Watt University
- A variety of fieldtrips in the local area to carry out fieldwork research for the Assignment e.g. Edinburgh city centre, local farms.

ASSESSMENT

- To gain National 5 students must pass all outcomes from each Unit.
- Outcomes are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards).
- The Assignment will involve learners selecting, researching and presenting findings on an issue of their choice by applying their knowledge and understanding to data they have collected during a fieldtrip.
- There is also a Question Paper. Both are marked by the SQA and will be graded A to D.

LONDON FIELDTRIP 2019

- This is open to all Senior students especially those studying Geography, History and/or Modern Studies.
- This trip will take place in June 2019 and will cost approx. £250-£300 each.
  The trip includes return train fare, accommodation at a YHA Youth Hostel, visits to Bletchley Park, the Queen Elizabeth Olympic Park, the Houses of Parliament, the Natural History Museum and a West End show. More details to follow.

National 5 progresses onto Higher Geography

LASSWADE HIGH SCHOOL
Geography
National 4

GEOGRAPHY

National 4

3 UNITS

+

ADDED VALUE UNIT

UNIT 1: PHYSICAL ENVIRONMENTS
- Glaciated Uplands
- Coastal Landscapes
- Weather

UNIT 2: HUMAN ENVIRONMENTS
- Rural
- Urban
- Population

UNIT 3:GLOBAL ISSUES
- Environmental Hazards
- Health

WHAT SKILLS WILL MY CHILD DEVELOP?

- To be able to describe and explain our changing world and its human and physical processes.
- To develop a geographical perspective on environmental and social issues.
- An interest in, and concern for, the environment, leading to sustainable development and environmental stewardship.
- To be able to use, interpret and explain a range of geographical information including maps and data.
- The ability to investigate, research, critically evaluate and communicate information and findings through fieldwork.
  An awareness of G.I.S (Geographical Information Systems) e.g. using ICT.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress.
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning.
- Collaborative learning: learners can work in groups; inter-curricular projects with the sciences and other social studies.
- Space for personalisation and choice: learners may choose their Added Value Unit topic and methods of researching and presenting evidence, including field work.
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Teacher presentation of topic / skills.
- Self & Peer assessment as well as teacher assessment.
- Student presentations
- Films and documentaries regarding a variety of Geographical Issues.
- Guest Speakers e.g. Heriot-Watt University
- A variety of fieldtrips in the local area to carry out fieldwork research for the Added Value Unit e.g. Edinburgh city centre, local farms.

ASSESSMENT

- To gain National 4 students must pass all outcomes from each Unit.
- The Added Value Unit will involve learners selecting, researching and presenting findings on an issue of their choice by applying their knowledge and understanding to data they have collected during a fieldtrip.

LONDON FIELDTRIP 2019

- This is open to all Senior students especially those studying Geography, History and/or Modern Studies.
- This trip will take place in June 2019 and will cost approx. £250-£300 each.
- The trip includes return train fare, accommodation at a YHA Youth Hostel, visits to Bletchley Park, the Queen Elizabeth Olympic Park, the Houses of Parliament, the Natural History Museum and a West End show. More details to follow.

National 4 progresses onto National 5 Geography

LASSWADE HIGH SCHOOL
History
Advanced Higher

HISTORY

Advanced Higher

2 Units

Historical Study Unit:
Russia: from Tsarism to Stalinism, 1914-1945
Students will have the opportunity to study one of the most fascinating periods and countries in world history. Few countries have such a colourful and vivid history as Russia. This unit will allow students to study social, economic, political and military history within one in-depth area of study.

Historical Research Unit:
Dissertation
Students will choose, research, plan and write a 4000 word dissertation on an issue within Russian History. This is an excellent opportunity for young people to develop the essential skills required for further or higher education

Skills Development

History has been highlighted as developing skills required for further education, higher education, training or employment. Skills which will be developed in Advanced Higher History include:

- Evaluating a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts
- Engaging with the views of a range of historians
- Sustaining a coherent line of argument
- Drawing well-reasoned conclusions supported by detailed evidence
- Identifying appropriate research issues
- Planning and managing a complex programme of research
- Sourcing, collecting and recording appropriate and reliable information
- Evaluating, analysing and synthesising evidence
- Understanding how to organise, present and reference findings using appropriate conventions
- Literacy skills through extended writing
- Cooperative skills through working in pairs and in groups in order to complete activities and projects
- Independent learning skills

Class Experiences

- Teacher presentation of topic / skills
- Seminar/Tutorials – student led
- Student presentations
- Class debates
- Detective work
- Creative activities
- ICT (iPads and journal articles)
- Collaborative learning / circle time
- Skills practice – scaffolding
- Self & Peer assessment as well as teacher assessment.

Course Assessment

Each Unit will be assessed where the learner must display
evidence or ability to:

- Draw on factual and theoretical knowledge and Understanding of complex historical issues
- Critically analyse a range of historical sources
- Critically evaluate the causes or impact of complex
  historical developments
- The ability to carry out independent research on complex
  historical issues

Progression

The academic skills of self directed research, synthesis ,
analysis and evaluation of source material acquired in this
course provides valuable training for a wide range of
occupations such as law, accountancy, librarian, teacher,
civil service, banking, politics, journalism, archaeology,
Historic Scotland, museums, media, publishing,
human resource management, archivist,
insurance, intelligence work and police

LASSWADE HIGH SCHOOL
History
Higher

HISTORY

Higher

3
UNITS

+
COURSE ASSIGNMENT

UNIT 1: SCOTTISH HISTORY
UNIT 2: BRITISH HISTORY
UNIT 3:EUROPEAN AND WORLD HISTORY

Assignment + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- Develop a conceptual understanding of the past and an ability to think independently
- apply a detailed historical perspective in a range of contexts
- analyse various interpretations of historical sources and critically evaluate a variety of views
- understand the relationship between factors contributing to, and the impact of, historical events
- analyse, evaluate and synthesise historical information
- Research complex historical issues, drawing well-reasoned conclusions

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Develop a coherent and balanced understanding of Scottish, British, European and World history
- Develop thinking skills
- Develop skills in literacy through using and synthesising information in a variety of ways
- Research and investigate themes and events
- Synthesise information from a wide range of sources to produce detailed and reasoned lines of argument

ASSESSMENT

- To gain Higher History, learners must pass the three Units and the Course Assessment (Assignment and Question Paper)
- The Course Assessment consists of an Assignment and a Question Paper which is in four sections. These are marked externally by the SQA
- Higher History is graded from A to D or as No Award

Higher History progresses onto Advanced Higher History

LASSWADE HIGH SCHOOL
History
National 5

HISTORY

NATIONAL 5

3 UNITS

UNIT 1: SCOTLAND AND THE GREAT WAR
UNIT 2: THE ATLANTIC SLAVE TRADE 1770 – 1939
UNIT 3: HITLER AND NAZI GERMANY 1919 - 1939

WHAT SKILLS WILL MY CHILD DEVELOP?

- exploring, analysing, describing and explaining
- developing a detailed knowledge and understanding of historical themes and events
- evaluating the impact of historical developments
- evaluating the origin, purpose, content/context of historical sources
- handling a variety of primary and secondary sources e.g. print, photographs, newspaper archives, oral recordings
- drawing reasoned conclusions
- presenting information and views
- researching, organising and analysing information
- decision-making and problem-solving
- communicating for different purposes
- thinking independently

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Lunchtime History Film Club
- War Horse, All Quiet on the Western Front, Amazing Grace
- Links with the local Historical Society
- History Talks – Guest Speakers
- History Fieldtrips – World War 1 Battlefields

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent and collaborative learning
- A blend of classroom: whole class, small group or one to one discussions
- Space for personalisation and choice
- Collaborative learning: through discussion/debate, in groups (to research a topic and share findings with the class)
- Embedding literacy skills, selecting and assessing information, presenting findings, evaluating, debating, listening, reading, writing

ASSESSMENT

- To gain National 5 students must undergo two forms of assessment
- The Course Assessment consists of the Assignment worth 20% – a report on a historical issue of the student's own choice. It is researched in advance and written up under exam conditions.
- There is also a Question Paper which is worth 80% of their overall grade. Both are marked by the SQA and will be graded A to D

National 5 progresses onto Higher History

LASSWADE HIGH SCHOOL
History
National 4

HISTORY

National 4

3
UNITS

+
ADDED VALUE

UNIT 1: SCOTLAND AND THE GREAT WAR

UNIT 2: THE ATLANTIC SLAVE TRADE 1770 - 1939

UNIT 3: HITLER AND NAZI GERMANY 1919 - 1939

WHAT SKILLS WILL MY CHILD DEVELOP?

- exploring, analyzing, evaluating, problem solving
- an understanding of the past
- a straightforward knowledge and understanding of the future contributing to historical events
- the ability to comment on historical sources
- investigating historical events and forming views
- explaining historical events and drawing straightforward conclusions
- selecting and researching evidence

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- History Fieldtrips – World War 1 Battlefields
- Study support

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active, collaborative and independent learning
- A blend of classroom approaches: whole class, small group or one to one discussions
- Space for personalisation and choice
- Collaborative learning: through discussion/debate; in groups (to research a topic and share findings with the class);
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing

ASSESSMENT

- To gain National 4, students must pass all Units
- Units are assessed as pass or fail by the school (following SQA external quality assurance to meet national standards)
- Unit Assessment could be digital presentations, posters, leaflets, extended writing.
  Students may use these to build a portfolio to show their progress through the Units

National 4 progresses onto National 5 History

LASSWADE HIGH SCHOOL
Modern Studies
Advanced Higher

MODERN STUDIES

Advanced Higher

2 UNITS

This Course has two mandatory Units

Modern Studies: Contemporary Issues

In this Unit, learners will develop an in depth knowledge and understanding of contemporary political/social issues in the United Kingdom and adopt an international comparative approach to their study. Learners will develop skills to critically evaluate a range of sources of information and social science research methods

Modern Studies: Researching Contemporary Issues

In this Unit, learners will develop skills of: justifying appropriate research issues; planning a programme of research; researching, collecting and recording information; explaining approaches to organising, presenting and referencing findings; and using an appropriate referencing system

WHAT SKILLS WILL MY CHILD DEVELOP?

- The main aims of this Course are to enable learners to:
- analyse the complex political and social processes that lead to an understanding of contemporary society
- understand and analyse complex political or social issues in the United Kingdom and adopt an international comparative approach
- develop a range of independent practical research skills leading to carrying out research into a contemporary issue
- present complex ideas in a range of ways
- analysing, evaluating, and synthesising a range of sources relating to complex issues
- develop a knowledge and understanding of social science research methods
- apply a multidisciplinary approach drawing on analysis from a range of social sciences

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- applying knowledge and understanding of complex political or social issues in the United Kingdom and adopting an international comparative approach
- analysing complex political/social issues
- evaluating, analysing and synthesising a wide range of evidence
- structuring and sustaining detailed lines of argument, leading to reasoned conclusions
- evaluating the trustworthiness of sources of information
- critically evaluating research methods
- justifying appropriate complex, contemporary political/social issue research issues
- planning a programme of research
- researching, collecting and recording information
- explaining approaches to organising, presenting and referencing findings
- using an appropriate referencing system
- evaluating research methodology
- using a wide range of sources of information
- analysing the issue
- evaluating arguments and evidence
- synthesising information to develop a sustained and coherent line of argument, leading to a conclusion, supported by evidence
- organising, presenting and referencing findings using appropriate conventions

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

Social issues: law and order

Within this context, learners will study a range of complex social issues relating to law and order in the United Kingdom (including Scotland).

Throughout their study, an international comparative approach should be adopted. Centres and learners have flexibility in the international comparisons they make. It is not required that the countries chosen for comparative study have significantly different political systems, structures or issues from those in the United Kingdom. Centres and learners may choose to complete a case study of one or more comparator countries; or to focus on different comparator countries for each issue or topic within an area of study

UNIT ASSESSMENT

Modern Studies: Contemporary Issues

- In this Unit, the learner will be required to give evidence of the ability to:
- draw on knowledge and understanding to analyse complex political or social issues in the United Kingdom
- draw well-reasoned conclusions about a complex political or social issue
- critically evaluate social science research

Modern Studies: Researching

- In this Unit, the learner will be required to give evidence of the ability to:
- develop independent research skills in the context of complex political or social issues

Course assessment

This will be assessed through a combination of a question paper and a project. The question paper will require demonstration of knowledge, understanding and skills from across the Course. The project will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice

LASSWADE HIGH SCHOOL
Modern Studies
Higher

MODERN STUDIES

Higher

3
UNITS

UNIT 1: DEMOCRACY IN SCOTLAND AND UNITED KINGDOM
UNIT 2: SOCIAL ISSUES IN THE UNITED KINGDOM
UNIT 3: INTERNATIONAL ISSUES

+
COURSE ASSIGNMENT

Assignment + Question Paper

WHAT SKILLS WILL MY CHILD DEVELOP?

- develop a range of research and evaluation skills
- understand the democratic process and complex political issues
- understand complex social and economic issues at local, Scottish, national and international levels
- understand different views about the extent of state involvement in society
- understand the nature and processes of conflict resolution
- understand the importance of human and legal rights and responsibilities and their application in different societies

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Section One: Democracy in Scotland and the United Kingdom
- Section Two: Social inequalities – wealth and health
- Section Three: South Africa
- Assignment – own choice of an issue

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- achieve an understanding of contemporary society and their place in it
- research, understand and use a wide range of evidence on contemporary issues
- evaluate, analyse and synthesise evidence in order to detect and explain the degree of objectivity
- make and justify decisions and draw conclusions with supporting evidence
- construct complex arguments in a balanced and structured way
- communicate, by a variety of means, views, opinions, decisions and conclusions based on evidence

ASSESSMENT

- The Course Assessment consists of two Question Papers and an Assignment. These are marked externally by the SQA.
- Higher Modern Studies is graded from A to D or as No Award.

Higher Modern Studies progresses onto Advanced Higher Modern Studies or other social studies courses.

LASSWADE HIGH SCHOOL
Modern Studies
National 5

MODERN STUDIES

National 5

3
UNITS

DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM
SOCIAL ISSUES IN THE UNITED KINGDOM
INTERNATIONAL ISSUES
ADDED VALUE UNIT: ASSIGNMENT AND QUESTION PAPER

WHAT SKILLS WILL MY CHILD DEVELOP?

- detailed knowledge and understanding of the main democratic processes, institutions and organisations in Scotland and/or the UK
- detailed knowledge and understanding of causes of crime, the impact of crime, the police, punishments, the legal system and the government in tackling crime.
- Detailed knowledge and understanding of a world power (The USA) focusing on the political system, its international relations and inequalities within the USA.
- Detailed knowledge of the Nuclear Threat, its causes and consequences, and attempts at resolution.
- a range of research and information handling skills
- the ability to draw valid conclusions from evidence
- critical thinking skills such as explaining, analysing, evaluating

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Democracy in Scotland and the UK
- Crime and the Law
- The Nuclear Threat or USA

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, learning logs
- A blend of classroom approaches including visits and real life contexts; teamwork approaches; whole class learning; staff-led questioning; discussion and debate
- Collaborative learning: in groups and with others locally, nationally and internationally
- Space for personalisation and choice: learners may select topics within units, choose their Assignment topic and their methods of researching and presenting evidence
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information including statistics; evaluating; communicating

ASSESSMENT

- To gain National 5, learners must pass the Course Assessment (Assignment and Question Paper)
- The Course Assessment consists of an Assignment and a Question Paper.
- During the Assignment Learners will research a topical issue and write up their findings (in timed conditions of one hour).
- The Question Paper consists of 9 knowledge based questions and 3 skills based questions.
- The Course Assessment will be marked by the SQA and graded A to D
- The Assignment is worth 20% of the overall grade.
- The Question Paper is worth 80% of the overall grade.

National 5 progresses onto Higher Modern Studies

LASSWADE HIGH SCHOOL
Modern Studies
National 4

MODERN STUDIES

National 4

3 UNITS

DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM
SOCIAL ISSUES IN THE UNITED KINGDOM
INTERNATIONAL ISSUES

ADDED VALUE UNIT: RESEARCH ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

- straightforward knowledge and understanding of the main democratic processes, institutions and organisations in Scotland and/or the UK
- straightforward knowledge and understanding of the causes of crime, the impact of crime, the police, punishments, the legal system and the government in tackling crime.
- Straightforward knowledge and understanding of a world power (The USA) focusing on the political system, its international relations and inequalities within the USA.
- Straightforward knowledge of the Nuclear Threat, its causes and consequences, and attempts at resolution.
- a range of research and information handling skills
- the ability to draw valid conclusions from evidence
- critical thinking skills such as explaining, analysing, evaluating

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Democracy in Scotland and the UK
- Crime and the Law
- The Nuclear Threat or the USA

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, learning logs
- A blend of classroom approaches including visits and real life contexts; teamwork approaches; whole class learning; staff-led questioning; discussion and debate
- Collaborative learning: in groups and with others locally, nationally and internationally
- Space for personalisation and choice: learners may choose their Assignment topic and their methods of researching and presenting evidence
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or ‘evidence of learning’) might include digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays, and extended writing. A portfolio of work may be prepared
- The Added Value Unit (Assignment) will involve learners in selecting, researching and presenting findings on an issue of their choice, applying their knowledge and understanding

National 4 progresses onto National 5 Modern Studies

LASSWADE HIGH SCHOOL
People and Society – S4 Only
National 4

3
UNITS

+
ADDED VALUE UNIT

PEOPLE & SOCIETY

National 4

National 4 qualifications build on the learning undertaken within the Broad General Education.

These Units require learners to develop:

- ✓ Basic knowledge and understanding of the subject.
- ✓ Apply skills to a range of simple tasks in familiar contexts, with guidance from teachers.

WHAT SKILLS WILL MY CHILD DEVELOP?

- Active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps; self and peer evaluation.
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching; fieldwork, visits or trips; application of skills and knowledge to real-life situations.
- Collaborative learning: in groups or pairs to encourage teamwork; with learners in other curricular areas to reinforce and transfer skills; with external partners, as appropriate.
- Space for personalisation and choice.
- Embedding literacy and numeracy skills: information-handling; presenting findings; evaluating; talking, listening, reading, writing; using IT; gathering data

ASSESSMENT

- Learners must pass all Units:
  1. Compare and Contrast
  2. Making Decisions
  3. Investigating Skills
  4. Added Value Unit
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards).
- Unit assessment (or 'evidence of learning') might include digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays, extended writing. A portfolio of work may be prepared.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress.
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning.
- Collaborative learning: learners can work in groups; inter-curricular projects with the sciences and other social studies.
- Space for personalisation and choice: learners may choose their Added Value Unit topic and methods of researching and presenting evidence, including field work.
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

LONDON FIELDTRIP 2019

- This is open to all Senior students especially those studying Geography, History, Modern Studies and/or People and Society.
- This trip will take place in June 2019 and will cost approx. £250-£300 each.

The trip includes return train fare, accommodation at a YHA Youth Hostel, visits to Bletchley Park, the Queen Elizabeth Olympic Park, the Houses of Parliament, the Natural History Museum and a West End show. More details to follow

LASSWADE HIGH SCHOOL
Politics
Higher

POLITICS

Higher

3
UNITS

+
COURSE ASSIGNMENT

<u>UNIT 1: POLITICAL THEORY</u>: Power, Democracy and Political Ideologies
<u>UNIT 2: POLITICAL SYSTEMS</u>: UK and USA political systems
<u>UNIT 3: POLITICAL PARTIES AND ELECTIONS</u>: Ideas within political parties, Political Campaign Management and Voting Behaviour

Question Paper and Assignment

SKILLS DEVELOPMENT

Politics has been highlighted as developing skills required for further education, higher education, training or employment. Skills which will be developed in Higher Politics include:

- Evaluating a wide range of sources which have some complex features and drawing conclusions from them
- Engaging with theories and concepts
- Sustaining a coherent line of argument
- Drawing well-reasoned conclusions supported by detailed evidence
- Identifying appropriate research issues
- Planning and managing a complex programme of research
- Sourcing, collecting and recording appropriate and reliable information
- Evaluating, analysing and synthesising evidence
- Understanding how to organise, present and reference findings using appropriate conventions
- Literacy skills through extended writing
- Cooperative skills through working in pairs and in groups in order to complete activities and projects
- Independent learning skills

CLASS EXPERIENCE

- Teacher presentation of topic / skills
- Seminar/Tutorials – student led
- Student presentations
- Class debates
- Investigative work
- Creative activities
- ICT (iPads and journal articles)
- Collaborative learning
- Skills practice – scaffolding
- Self & Peer assessment as well as teacher assessment

Higher Politics progresses onto Advanced Higher Modern Studies

ASSESSMENT

- The Course Assessment consists of an Assignment and a Question Paper which is in sections. These are marked externally by the SQA
- Higher Politics is graded from A to D or as No Award
- It would be beneficial to have passed Higher Modern Studies

LASSWADE HIGH SCHOOL

Sociology

National 5

SOCIOLOGY

National 5

3 UNITS

Human Society

Culture and identity

Social issues

ADDED VALUE UNIT: ASSIGNMENT

WHAT SKILLS WILL MY CHILD DEVELOP?

The National 5 Sociology course helps candidates to develop an understanding of society.

They learn to think about human society, social issues, culture and identity from different points of view.

They also learn about the key role of evidence in supporting explanations for human social behaviour and become familiar with research methods in sociology.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

An understanding of society through a study of basic sociological perspectives, theories and concepts.

An understanding that sociology challenges ‘common-sense’ explanations about human social behaviour.

An awareness of cultural and social diversity and the significance of relationships among individuals, groups and institutions.

An awareness of the role of sources of information, research evidence and research methods in sociology.

Basic investigation skills to select, organise and interpret information.

Thinking and communication skills.

Confidence in investigating and using evidence to explain social experiences and social issues.

The ability to communicate their own and others’ experiences of social life and views of the world.

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

Human society

Candidates develop an understanding of the sociological approach to studying human societies. They investigate the research methods used in sociology and describe relationships that exist among individuals, groups and institutions from different sociological perspectives.

Culture and identity

Candidates develop a basic knowledge and understanding of how to use sociological concepts to explain culture and identity. They investigate and explain the relationship between culture and identity and develop skills in collecting, using and communicating information from a range of sources. They also develop an awareness of diversity.

Social issues

Candidates develop a sociological understanding of contemporary social issues. They develop knowledge of sociological theories and the terminology used to explain social issues. They also develop skills in using a range of sources, including research evidence, to justify points of view.

ASSESSMENT

Question Paper 2 hours 70 marks

Assignment 30 marks

National 5 progresses onto a range of Social Studies’ courses.

LASSWADE HIGH SCHOOL
Travel and Tourism: Skills for Work National 5

TRAVEL AND TOURISM: SKILLS FOR WORK

National 5

4 Units

- Employability
- Customer Service
- Scotland
- UK and Worldwide

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

The Travel and Tourism Skills for Work Course is designed to provide an appropriate introductory qualification in travel and tourism for learners. This Course will build on the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry. In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills

The specific aims of the course are:

- Prepare learners for work in the travel and tourism industry
- Develop customer care skills
- Understanding the importance of personal presentation
- Develop Skills to become effective job-seekers and employees in the Travel and Tourism Industry
- Develop a positive and responsible attitude to work and an understanding of the workplace
- Develop communication skills
- Develop detailed product knowledge and skills to deal effectively with customer enquiries
- Develop skills in reviewing and evaluating and planning for the future
- Prepare candidates for further learning, study and training opportunities in the Travel and Tourism industry

Travel and Tourism National 5 progresses Geography, Further Education, Training or employment in the Industry

WHAT SKILLS WILL MY CHILD DEVELOP?

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the knowledge and understanding of the travel industry across Scotland and further afield alongside the ability to engage with a fast growing industry

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Active and independent learning through self and peer evaluations, setting targets.
- A blend of classroom approaches including outdoor learning visits; teamwork approaches; whole class learning; staff-led questioning; discussion and debate
- Collaborative learning: in groups and with others locally, nationally and internationally
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information

ASSESSMENT

Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

- To gain National 5, learners must pass all Units
- Units are assessed as pass or fail by the school

Unit assessment might include digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays, and extended writing, recording of interview or a portfolio of work

LASSWADE HIGH SCHOOL
Edinburgh College
School Link Courses

These courses are available for application for students entering S5 or S6.

A variety of courses are available at SCQF levels 4, 5 and 6 in the following faculties:

Creative Industries

Engineering and Built Environment

Health, Wellbeing and Social Science

Tourism Hospitality and Business

What skills will my child develop during the course?

- Communication skills
- Practical and problem solving
- Independence
- Workplace and employability skills

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

The different courses offer the opportunity to study something of interest at college, whilst still attending senior school.
Many of the courses have an emphasis on practical skills.

WHAT ELSE WILL COLLEGE COURSES OFFER?

SQA/SCQF qualifications and possible progression onto relevant courses at Edinburgh College or into industry.

Useful notes:

Travel to courses is supported by Edinburgh College.

However, transport to Granton Campus on a Tuesday and Thursday afternoon may not be possible.

Students should be prepared that a place at a Granton based course may not be feasible and should choose courses based in the other campuses where appropriate.

For more information see:

http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme

LIFELONG LEARNING & EMPLOYABILITY

Foundation Apprenticeship

Midlothian

GET YOUR FUTURE ON TRACK

Business Skills

2019-2021

Aim High

A Foundation Apprenticeship prepares you for the world of work and gives you more choices when you leave school:

GO STRAIGHT INTO A CAREER

- You will get real-life work experience with top employers
- Gain the skills employers want

FAST TRACK ON TO A MODERN APPRENTICESHIP

- Learn on the job
- Get valuable industry experience
- You will complete units from a Modern Apprenticeship which will give you a head start
- Fast track on to a Modern Apprenticeship by completing parts of the qualification during your Foundation Apprenticeship studies

COLLEGE OR UNIVERSITY

- Gain an industry accredited qualification alongside your school studies to enhance your college or UCAS application
- Complete an HNC or a BA in a related subject
- Foundation Apprenticeships are recognised by most Scottish Universities as a higher equivalent

A GRADUATE APPRENTICESHIP

- Take your studies to a higher level. You will already have experience learning through work
- Earn while you learn

Foundation Apprenticeships allow pupils to gain valuable real-world work experience and gain an additional industry recognised qualification whilst still at school.

- It counts as one of your subject choices.
- You will develop the skills employers are looking for and build your confidence too.
- Pupil travel to training provider/work placement is funded.

HOW DOES IT WORK?

Foundation Apprenticeships are studied over two years. Pupils attend their training provider two afternoons per week and undertake a work placement with an employer. It's an opportunity to try out a career and see if it's right for you while you are still at school. Some delivery models may vary depending on the requirements of the specific Skill Area

Foundation Apprenticeship:

School + Training Provider + Work Experience = **WORK READY**

Who is it for?

The Foundation Apprenticeship in Business Skills is a two year course open to you in S5-6. You can take a Foundation Apprenticeship as one of your senior subject choices. You'll get the chance to learn in a real workplace and develop the new skills your future employers need, giving you a competitive edge while you're still at school.

You will need to be ready for working and studying at SCQF Level 6 (Higher equivalent) but in a vocational setting. The requirements of the course are set out below. Attainment will be measured by ongoing assessment and throughout an employer work placement.

How does it work?

1. You'll get time out of the classroom and complete an extended work placement with a top local employer interested in hiring young people.
2. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to apply on your work placement.
3. It fits alongside your other subjects in your senior timetable.

What are the benefits?

1. It's the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there's no final exam.
2. The time you spend on your placement will give you technical workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

What's the qualification?

You'll gain a Foundation Apprenticeship in Business Skills, which is the same level of learning as an SQA Higher (SCQF level 6).

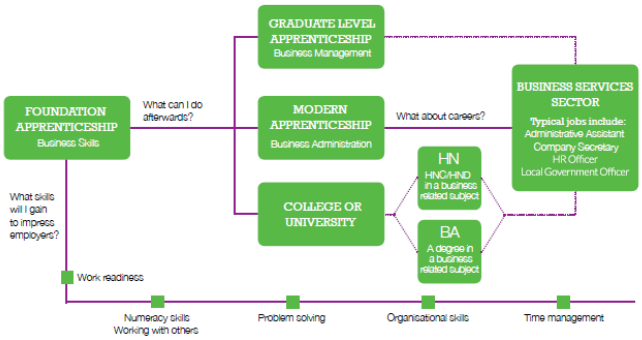
This includes:

- A National Progression Award (NPA) in Business Skills at SCQF level 6
- A Contemporary Business Issues unit
- Core units of an SVQ in Business and Administration at SCQF level 6

Where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- A Modern Apprenticeship: On completing your Foundation Apprenticeship, you'll have achieved core units of the Modern Apprenticeship in Business Administration.
- Further Education: Continue your studies at college, with an SVQ 4 in Business & Administration or another cross-sector area such as Management, business related HNCs and HNDs. Your workplace experience will support your college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by most Scottish Universities for most of their courses. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- Straight to a job: Use your qualification and work experience to find a job in business. Your Foundation Apprenticeship in Business Skills will also give you a good insight into other business-related subjects, such as digital marketing, procurement, supply chain management and enterprise.



What will I learn?

Your NPA in Business Skills will cover the following topics:

- Understanding Business
- Management of People and Finance
- PC Passport: Working with IT Software – Word Processing and Presenting Information
- PC Passport: Working with IT Software – Spreadsheet and Database
- Contemporary Business Issues
- You'll complete the units of your SVQ in Business and Administration mainly in the workplace, as part of your placement. You'll learn how to:
- Plan, manage and improve your own performance in a business environment
- Communicate in a business environment
- Support other people to work in a business environment
- Design and produce documents in a business environment

Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:

- Communication,
- Problem Solving,
- Time management, and
- Working with Others

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

Entry Requirement

- Achieved or working towards National 5 Mathematics and English
- The ability to work towards a SCQF Level 6 (Higher) qualification
- An interest in developing greater awareness of the industry or considering a career in the Business sector

Where will the qualification be delivered?

The Business Skills Foundation Apprenticeship will be delivered at Lasswade High School and is available to all Midlothian S5 pupils. Midlothian Council (LLE) will cover the cost of all travel to and from Lasswade High School and your work placement.

Who will deliver the course?

The course will be delivered by Midlothian Council (LLE) Assessors who have many years' experience of delivering qualifications in this subject area. LLE are an SQA Accredited Centre.

How will the course be delivered?

The first year of the course will be classroom based in order to develop knowledge needed for the world of work and in doing so, working towards the National Progression Award. There will also be an element of work experience in the first year. The second year will mainly be delivered in the workplace and will enable workplace competence to be developed. The course will be delivered on Tuesday and Thursday afternoons.

How long is the course?

The course is delivered over two Academic Years – so you will be committing to studying through S5 and S6

How many places are available?

20

How can I apply?

Talk to your Guidance teacher, SDS Careers Adviser in school or e-mail LLE on:
Midlothian.FoundationApprenticeship@Midlothian.gov.uk

Further Information

You can find out more about Foundation Apprenticeships at www.apprenticeships.scot or on @apprenticeship_scot You can hear from Foundation Apprentices and employers on YouTube by searching for 'apprenticeships.scot'

For more information please visit: **www.midlothian.gov.uk/lle**

Email: **midlothian.foundationapprenticeship@midlothian.gov.uk**

LLE Midlothian **lleadult_family**

LIFELONG LEARNING & EMPLOYABILITY

Foundation Apprenticeship

Midlothian

GET YOUR FUTURE ON TRACK

Social Services (Children and Young People)
2019-2021

Aim High

Foundation Apprenticeship **Social Services (Children and Young People)**

A Foundation Apprenticeship prepares you for the world of work and gives you more choices when you leave school:

GO STRAIGHT INTO A CAREER

- You will get real-life work experience with top employers
- Gain the skills employers want

FAST TRACK ON TO A MODERN APPRENTICESHIP

- Learn on the job
- Get valuable industry experience
- You will complete units from a Modern Apprenticeship which will give you a head start
- Fast track on to a Modern Apprenticeship by completing parts of the qualification during your Foundation Apprenticeship studies

COLLEGE OR UNIVERSITY

- Gain an industry accredited qualification alongside your school studies to enhance your college or UCAS application
- Complete an HNC or a BA in a related subject
- Foundation Apprenticeships are recognised by most Scottish Universities as a higher equivalent

A GRADUATE APPRENTICESHIP

- Take your studies to a higher level. You will already have experience learning through work
- Earn while you learn

Foundation Apprenticeships allow pupils to gain valuable real-world work experience and gain an additional industry recognised qualification whilst still at school.

- It counts as one of your subject choices.
- You will develop the skills employers are looking for and build your confidence too.
- Pupil travel to training provider/work placement is funded.

HOW DOES IT WORK?

Foundation Apprenticeships are studied over two years. Pupils attend their training provider two afternoons per week and undertake a work placement with an employer. It's an opportunity to try out a career and see if it's right for you while you are still at school. Some delivery models may vary depending on the requirements of the specific Skill Area

Foundation Apprenticeship:

School + Training Provider + Work Experience = WORK READY

Who is it for?

The Foundation Apprenticeship in Social Services (Children and Young People) is a two year course open to you in S5-6. You can take a Foundation Apprenticeship as one of your senior subject choices. You'll get the chance to learn in a real workplace and develop the new skills your future employers need, giving you a competitive edge while you're still at school.

You will need to be ready for working and studying at SCQF Level 6 (Higher equivalent) but in a vocational setting. The requirements of the course are set out below. Attainment will be measured by ongoing assessment and throughout an employer work placement.

How does it work?

1. You'll get time out of the classroom and complete an extended work placement with a top local employer interested in hiring young people.
2. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to apply on your work placement.
3. It fits alongside your other subjects in your senior timetable.

What are the benefits?

1. It's the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there's no final exam.
2. The time you spend on your placement will give you technical workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

What's the qualification?

You'll gain a Foundation Apprenticeship in Social Services (Children and Young People), which is the same level of learning as an SQA Higher (SCQF level 6).

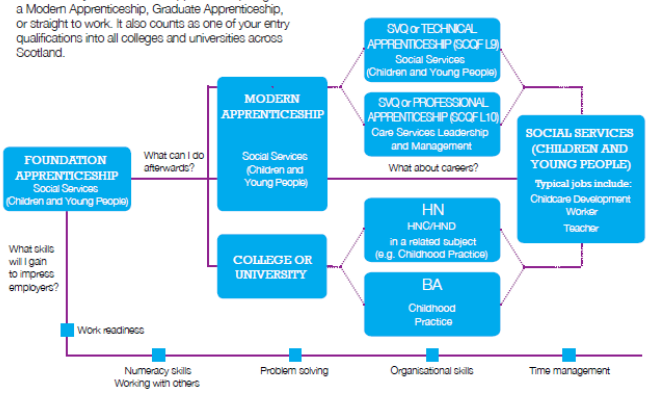
This includes:

- A National Progression Award (NPA) in Social Services (Children and Young People), at SCQF level 6
- Core units of an SVQ in Social Services (Children and Young People), at SCQF level 6
- A work placement

Where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- A Modern Apprenticeship: On completing your Foundation Apprenticeship, you'll have already achieved core units which can help you progress to the Modern Apprenticeship in Social Services (Children and Young People) giving you a head start.
- Further Education: Continue your studies at college, with an HNC or HND in a social services or childcare subject. Your workplace experience will support your college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by most Scottish Universities for most of their courses. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- Straight to a job: Use your qualification and work experience to find a job in the social services industry.



What will I learn?

Your NPA in (Children and Young People) will cover the following topics:

- Safeguarding Children and Young People
- Play for Children and Young People
- Communication with Children and Young People
- Development of Children and Young People
- Promote the Wellbeing and Safety of Children and Young People.

Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:

- Communication,
- Problem Solving,
- Time management, and
- Working with Others

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

Entry Requirement

- Achieved or working towards National 5 Mathematics and English
- The ability to work towards a SCQF Level 6 (Higher) qualification
- An interest in developing greater awareness of the industry or considering a career in the Care sector

Where will the qualification be delivered?

The Social Services (Children and Young People) Foundation Apprenticeship will be delivered in two venues depending on the number of pupils who are enrolled on the course. The venues will be the Dalkeith Campus (Dalkeith High School/ St. David's High School) and Penicuik High School. Midlothian Council (LLE) will cover the cost of all travel to and from the delivery venue and your work placement.

Who will deliver the course?

The course will be delivered by Midlothian Council's Learning and Development (L&D) Department through their own SQA accredited SVQ Assessment Centre. Their Assessors have many years' experience delivering qualifications in this subject area.

How will the course be delivered?

The first year of the course will be a blended learning approach. Classroom based in order to develop knowledge needed for the world of work and in doing so, working towards the National Progression Award. There will also be an equal element of work experience in the first year. The second year will also cover workplace learning and development to enable workplace competence. Also accreditation of specific unit areas which are classroom based. The course will be delivered on Tuesday and Thursday afternoons. In Year 2, depending on employer availability, an all-day placement or a work placement during holiday-time, may be necessary

How long is the course?

The course is delivered over two Academic Years – so you will be committing to studying through S5 and S6

How many places are available?

20

How can I apply?

Talk to your Guidance teacher, SDS Careers Adviser in school or e-mail LLE on:
Midlothian.FoundationApprenticeship@Midlothian.gov.uk

Further Information

You can find out more about Foundation Apprenticeships at www.apprenticeships.scot or on @apprenticeship_scot You can hear from Foundation Apprentices and employers on YouTube by searching for 'apprenticeships.scot'

For more information please visit: **www.midlothian.gov.uk/lle**

Email: **midlothian.foundationapprenticeship@midlothian.gov.uk**

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Skills Development Scotland

European Union gov.scot

EUROPE & SCOTLAND
European Social Fund
Investing in a Smart, Sustainable and Inclusive Future

DYW EDINBURGH, MIDLOTHIAN & EAST LOTHIAN Developing the Young Workforce

Midlothian

LIFELONG LEARNING & EMPLOYABILITY

Foundation Apprenticeship

Midlothian

GET YOUR FUTURE ON TRACK

IT: Software Development

2019-2021

Aim High

Get A Head Start

A Foundation Apprenticeship prepares you for the world of work and gives you more choices when you leave school:

GO STRAIGHT INTO A CAREER

- You will get real-life work experience with top employers
- Gain the skills employers want

FAST TRACK ON TO A MODERN APPRENTICESHIP

- Learn on the job
- Get valuable industry experience
- You will complete units from a Modern Apprenticeship which will give you a head start
- Fast track on to a Modern Apprenticeship by completing parts of the qualification during your Foundation Apprenticeship studies

COLLEGE OR UNIVERSITY

- Gain an industry accredited qualification alongside your school studies to enhance your college or UCAS application
- Complete an HNC or a BA in a related subject
- Foundation Apprenticeships are recognised by most Scottish Universities as a higher equivalent

A GRADUATE APPRENTICESHIP

- Take your studies to a higher level. You will already have experience learning through work
- Earn while you learn

Foundation Apprenticeships allow pupils to gain valuable real-world work experience and gain an additional industry recognised qualification whilst still at school.

- It counts as one of your subject choices.
- You will develop the skills employers are looking for and build your confidence too.
- Pupil travel to training provider/work placement is funded.

HOW DOES IT WORK?

Foundation Apprenticeships are studied over two years. Pupils attend their training provider two afternoons per week and undertake a work placement with an employer. It's an opportunity to try out a career and see if it's right for you while you are still at school. Some delivery models may vary depending on the requirements of the specific Skill Area

Foundation Apprenticeship:

School + Training Provider + Work Experience = **WORK READY**

Foundation Apprenticeship **IT: Software Development**

Who is it for?

The Foundation Apprenticeship in IT: Software Development is a two year course open to you in S5-6. You can take a Foundation Apprenticeship as one of your senior subject choices. You'll get the chance to learn in a real workplace and develop the new skills your future employers need, giving you a competitive edge while you're still at school.
You will need to be ready for working and studying at SCQF Level 6 (Higher equivalent) but in a vocational setting. The requirements of the course are set out below. Attainment will be measured by ongoing assessment and throughout an employer work placement.

How does it work?

1. You'll get time out of the classroom and complete an extended work placement with a top local employer interested in hiring young people.
2. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to apply on your work placement.
3. It fits alongside your other subjects in your senior timetable.

What are the benefits?

1. It's the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there's no final exam.
2. The time you spend on your placement will give you technical workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

What's the qualification?

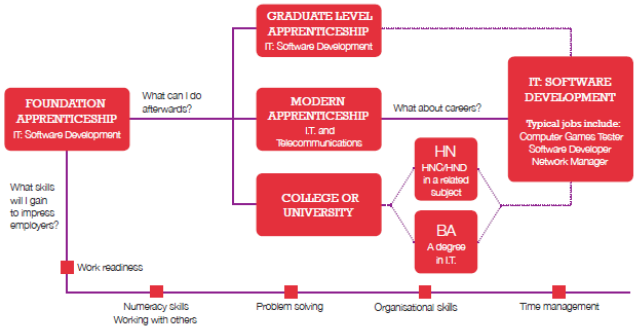
You'll gain a Foundation Apprenticeship in IT Software Development, which is the same level of learning as an SQA Higher (SCQF level 6).
This includes:

- A National Progression Award (NPA) in Software Development at SCQF level 6
- Core units of a Diploma for IT & Telecommunications Professionals at SCQF level 6
- A work placement

Where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- A Modern Apprenticeship: On completing your Foundation Apprenticeship, you'll have already achieved core units of the Modern Apprenticeship in IT and Telecoms, giving you a head start.
- A Graduate Apprenticeship: You'll have the right skills and experience to progress to a Graduate Apprenticeship in IT: Software Development.
- Further Education: Continue your studies at college, with an HNC or HND in an ICT and digital subject. Your workplace experience will support your college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by most Scottish Universities for most of their courses. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- Straight to a job: Use your qualification and work experience to find a job in the ICT and digital technologies industry.



What will I learn?

In year 1 (S5) you will study the following units:

- Computing Applications: Development
- Computing: Authoring a Website
- Software Design and Development
- Data modelling

Year 2 (S6) will mainly be delivered in the workplace where you will develop work ready skills and complete the following units:

- Personal Effectiveness 2
- Health and Safety in IT & Telecom
- Investigating and Defining Customer Requirements for IT & Telecoms Systems 2
- Object Oriented Computer Programming 2

Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:

- Communication,
- Problem Solving,
- Time management, and
- Working with Others

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

Entry Requirement

- Achieved or working towards National 5 Mathematics and English and science related subject
- Pupils should be working towards achieving one or two Highers over S5 and S6, experince of computing at National or higher lever is desirable but not essential
- Consideration will be given to all those not meeting these exact qualifications by way of completing a screening activity at Edinburgh College to establish eligibility.

Where will the qualification be delivered?

The IT: Software Development Foundation Apprenticeship will be delivered at Newbattle High School with some delivery in Edinburgh College (Midlothian Campus) and is available to all Midlothian S5 pupils. Midlothian Council (LLE) will cover the cost of all travel to and from the delivery venues and your work placement.

Who will deliver the course?

The course will be delivered by Edinburgh College on behalf of LLE. The college Assessors have many years' experience of delivering qualifications in this subject area. Edinburgh College are an SQA Accredited Centre.

How will the course be delivered?

The first year of the course will be classroom-based in order to develop knowledge needed for the world of work and in doing so, working towards the National Progression Award. The second year will be delivered in Edinburgh College (Midlothian Campus) and the workplace and will enable workplace competence to be developed. The course will be delivered on Tuesday and Thursday afternoons (13.30-16.30). In Year 2, depending on employer availability, an all day placement or a work-placement during holiday-time, may be necessary.

How long is the course?

The course is delivered over two Academic Years – so you will be committing to studying through S5 and S6

How many places are available?

20

How can I apply?

Talk to your Guidance teacher, SDS Careers Adviser in school or e-mail LLE on:
Midlothian.FoundationApprenticeship@Midlothian.gov.uk

Further Information

You can find out more about Foundation Apprenticeships at www.apprenticeships.scot or on @apprenticeship_scot You can hear from Foundation Apprentices and employers on YouTube by searching for 'apprenticeships.scot'

For more information please visit: **www.midlothian.gov.uk/lle**

Email: **midlothian.foundationapprenticeship@midlothian.gov.uk**

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Skills Development Scotland

European Union gov.scot EUROPE & SCOTLAND European Social Fund Investing in a Smart, Sustainable and Inclusive Future

DYW EDINBURGH, MIDLOTHIAN & EAST LOTHIAN Developing the Young Workforce

Edinburgh College

Midlothian

LASSWADE HIGH SCHOOL

Lasswade Employability Programme (LEP)
Enterprise and Employability
SCQF level 4&5

- **Two work experience placements within the Hospitality Sector**
- **National Progression Award (SCQF Level 4/5) in Enterprise and Employability**

This is a 1 year programme of study available to students moving in to S4/S5/S6 next session. This programme of study is focused on working within the Hospitality Sector which includes work experience placements in hotels and restaurants.

WHAT SKILLS WILL MY CHILD DEVELOP DURING THE COURSE?

- Confidence
- Raised motivation to engage in learning
- Experience career management skills
- Raised awareness of employers expectations
- CV and Application development
- Organisation
- Enterprise Activity
- Employability Skills

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Necessary skills and qualities that are required to be successful in the workplace.
- Valuable work experience placement, drawing on the many roles within the Hospitality Sector
- Developing employability skills

WHAT ELSE WILL LEP OFFER?

- Networking with various Hospitality employers
- Developing Skills for learning, life and work.
- Positive Partnerships for students, school and the wider community.
- Potential for future employment

ENTRY REQUIREMENTS

No specific entry requirements. A variety of subjects which will aid their future career choice. **An interest of working in the Hospitality sector is important.**

LASSWADE HIGH SCHOOL
Leadership Award

LEADERSHIP

SCQF
Level 6

UNIT 1

- 1 x 20 hour Unit: Leadership an Introduction

UNIT 2

- 1 x 40 hour Unit: Leadership in Practice

WHAT SKILLS WILL MY CHILD DEVELOP?

- Research skills
- Leadership skills
- Employability skills
- Teamwork skills
- Literacy skills
- Critical reflection skills

WHAT WILL LEADERSHIP LOOK LIKE IN LASSWADE?

- Delivery of the Award takes account of the needs and aspirations of each individual student.
- Students will have different levels of experience in relation to leadership and therefore their ability to take on a leading role will vary.
- Methods of delivery will include class teaching, class discussion, debate, group activities, research, practical and project work.

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- In Leadership an Introduction, students carry out research so they can find out about leadership (different styles, the skills and qualities found in effective leaders) and produce a report on their findings. They will then evaluate their own potential for leadership.
- In Leadership in Practice, students will take a leading role in an activity. They will prepare to carry out the activity by thinking about all the factors involved (resources, people, time, risk etc). Then they will carry out the activity, monitoring progress and making changes as needed. At the end, they will review the experience, and draw conclusions about themselves as a leader.

ASSESSMENT

- This award has no final exam. Evidence is gathered throughout the year to show that students have successfully completed all the tasks within the Units. Evidence can be included in a single folio of work relating to each task for each Unit.
- The assessment evidence can be presented in any form appropriate to the student and the activity undertaken. Written and/or recorded oral evidence may be produced in a variety of formats.

Future Progression Routes in Subject:

Students who undertake this Award could expect increased employment opportunities following on from the transferable skills and knowledge developed within this Award. This qualification provides progression routes to further education, training or employment.

LASSWADE HIGH SCHOOL
Personal Development Award

PERSONAL DEVELOPMENT AWARD

SCQF LEVEL 6

The course is project based and has four compulsory units.

- Unit 1 - Self-awareness
- Unit 2 - Self in society
- Unit 3 - Self at work
- Unit 4 – Practical abilities

WHAT SKILLS WILL MY CHILD DEVELOP?

The course provides students with the opportunity to develop skills and abilities on a wide range of contexts. These skills and abilities are:-

- Task management skills, such as prioritising tasks
- Interpersonal skills, such as being sensitive to others
- The ability to increase knowledge of own qualities and feelings
- Planning self-evaluation
- Planning ahead
- Review in progress
- Managing information
- Communicating effectively

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- In the *Personal Development: Self Awareness Unit* (SCQF levels 4–6), learners will aim to build confidence and self-esteem through self-evaluation of their own qualities, feelings, achievements and areas of development, whilst undertaking a group project.
- In the *Personal Development: Self and Community* Unit, learners will aim to improve their self-reliance and confidence. They will develop their interpersonal skills as they work with others to participate in a group project in the context of one or more communities.
- In the *Personal Development: Self and Work* Unit, learners will aim to improve their self-reliance and confidence by participating in setting targets for the development of task management skills while carrying out a vocational project.
- In the *Personal Development: Practical Abilities* Unit, learners will aim to improve their self-reliance and confidence by demonstrating their practical abilities while participating in one or more projects.

WHAT WILL LEADERSHIP LOOK LIKE IN LASSWADE?

- Delivery of the Award takes account of the needs and aspirations of each individual student.
- Students will have different levels of experience in relation to Personal Development and therefore their ability to take on an independent role will vary.
- Methods of delivery will include class teaching, class discussion, debate, group activities, research, practical and project work.

ASSESSMENT

- There is no final exam in this course. Students should maintain a folio of evidence and will be assessed at the end of each unit.

Future Progression Routes in Subject:

Students who undertake this Award could expect increased employment opportunities following on from the transferable skills and knowledge developed within this Award. This qualification provides progression routes to further education, training or employment.

LASSWADE HIGH SCHOOL
Early Education and Childcare
National 4/5

EARLY EDUCATION AND CHILDCARE

National 4/5

UNIT 1: CHILD DEVELOPMENT AND HEALTH
UNIT 2: PLAY IN EARLY EDUCATION AND CHILDCARE
UNIT 3: WORKING IN EARLY EDUCATION AND CHILDCARE
UNIT 4: PARENTING

ADDED VALUE UNIT: PRACTICAL ACTIVITIES/LEARNING IN AN EARLY LEARNING AND CHILDCARE SETTING.

WHAT SKILLS WILL MY CHILD DEVELOP?

- Principles of child development from 0-16 years
- Sequences and patterns in child development
- Health needs of children and how health factors may affect the development of children
- Understanding of the benefits of a variety of types of play to children ages 0-12 years
- Students will learn how children benefit from a range of play experiences through planning, setting up and reviewing play experiences in their placement settings
- Develop and understanding of the early education and childcare sector
- Look at career options within the sector e.g. Nursery Nurse, teacher etc
- Understanding of the role of a parent
- Investigate support available to parents from the family and community

WHAT WILL LASSWADE HIGH SCHOOL OFFER?

- Classroom based sessions exploring the knowledge and principle of Early Education and Childcare
- Liaise with early year providers for placement opportunities
- Liaise with specialist professional early years workers to give talks on specific areas of work

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Practical hands on experience in an Early Years and Childcare setting – setting up resources and play opportunities, observing children's progress and development and recording this information, communicating with the team, maintaining a safe and secure environment.
- This practical learning will be supported by theoretical classroom sessions which will include – opportunities to develop skills and knowledge in a relevant setting, communication, being a parent, managing behaviour, play and emotional literacy.

ASSESSMENT

- Assessment strategies used in this course will allow the students to demonstrate competency in knowledge, skills and attitudes required to be employed in the early education and childcare sector. These include:- communication, self evaluation and reflection, the qualifications required to work in the early education and childcare setting, using a variety of research methods.

There will be an interview process for this course as spaces are limited.

LASSWADE HIGH SCHOOL

UNIFORMED AND EMERGENCY SERVICES

Uniformed and Emergency Services

National 4

The Uniformed and Emergency Services class covers a number of life skills, military skills and personal skills throughout S3 and S4. You will work towards National 4 SQA in Uniformed and Emergency services, First Aid, Duke of Edinburgh Award and ACF internal qualifications that will lead to an additional National 4 qualification should you reach the relevant stage in S4.

In S3 you will be introduced to the following:

- Map work which can be aligned to Geography
- Physical Achievement
- Military and service knowledge
- Duke of Edinburgh Award
- First Aid

Developing skills such as:

- Team work
- Leadership
- Self discipline
- Life skills (confidence, public speaking, adaptability and flexibility)

Unit 1 of Uniformed and Emergency services will also be completed in S3.

Unit 1 consists of researching job roles across all uniformed and emergency services, responsibilities in the work place, career paths, training requirements and self-evaluations.

In S4 you will build on the knowledge and skills developed in S3 and complete Units 2-4 of the Uniformed and Emergency Services Award.

Throughout Units 2 – 4 you will learn/investigate the following:

- Health and Safety in the workplace
- Diversity, stereotyping and inclusion
- Interview and communication skills
- Local community issue awareness
- Team work
- Self-reflection and other life skills

Qualifications:

- National 4 in Uniformed and Emergency services
- Duke of Edinburgh Bronze and Silver
- First Aid (Heart start and Youth First Aid)
- National 4 ACF Customised Award (provided you achieve 2 star)

There will be an interview process for this course as spaces are limited.

LASSWADE HIGH SCHOOL

VOLUNTEERING AWARD

VOLUNTEERING AWARD LEVELS 3 TO 5

Unit 1: Preparing to Volunteer
Learners will aim to learn about the context of volunteering and then plan a volunteering experience that meets their individual needs and aspirations.

Unit 2: Volunteering Experience
Learners will aim to undertake a minimum of 20 hours of volunteering in either one placement or across a number of placements depending on their individual needs and aspirations.

Unit 3: Volunteering: Investigative Project
Learners will aim to reflect on their performance after their volunteering experience. They will review the impact of their experience on their personal development.

What skills will my child develop?

- Gardening Skills
- Planning, Researching and Decision Making
- Effective questioning and reflection
- Communicating ideas, views, feelings and information orally and in writing technical accuracy
- Interpersonal skills, working with others
- Self awareness and self evaluation skills
- Task management skills
- Using technology to communicate

What will the award look like in Lasswade?

- In Lasswade High School learners will have the opportunity to work with a wide range of outside agencies and local Volunteering Involving Organisations, to develop their self-reliance and confidence and learn skills for life and work through volunteering in their community.

What will my child experience?

- Active and independent learning by setting targets, reflecting on learning , evaluating progress
- A blend of classroom approaches including learning from each other, in partnership and in teams as well as through whole class learning
- Collaborative learning: working with others will enable learners to understand and respect the views and perspectives of others
- Space for personalisation and choice: learners select an area of their community to investigate in greater depth that interests them to investigate in detail
- Apply learning
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening and talking

Assessment

- Learners must pass all units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or “evidence of learning”) could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the units
- The Awards could also facilitate progression into more specialist qualifications such as the National Progression Awards in Organising Volunteering Events in Sport and Working as a Volunteer to Support a Community Project

For more detailed course information:
http/www.sqa.org.uk/sqa/47598.html