



Handbook for S4 Pupil Choices



The heart, soul and future of our island community.



Contents	Page
Introduction by the Head Teacher	3
Transition from Third Year to Fourth Year	4
Choosing a Curriculum	5
Choices and Changes	5
Types of Course	5
Which Level of Course	5
Breadth, Balance and Progression	5
Curriculum for Excellence Curricular Areas	6
Choice Table	7
 Further Information on the courses	
Art and Design	8
Biology	10
Chemistry	11
Computing (ECDL)	13
Design and Manufacture	14
Engineering Science	15
English	16
French	18
Geography	20
Health and Food Technology	21
History	23
Mathematics	24
Music	26
Physical Education	28
Personal and Social Education	28
Religious and Moral Education	28
 Choice Sheet to return – Please tear out Headed paper insert	 30



Introduction by the Head Teacher

February 2016

Dear Parent/Guardian,

Your child is now about to enter into the Senior Phase of the curriculum which relates to the period S4 to S6 in schools or the equivalent in terms of college or other means of study. At this stage most young people will engage with the qualifications framework and more formal assessment and certification will take place. *Building the Curriculum 3 page 39*

During the first three years of secondary school, all pupils follow a Broad General Education as part of Curriculum for Excellence. Pupils in third year have already had the opportunity to gain greater depth and understanding in specific subjects, while continuing to cover a broad range of subjects. In fourth year pupils will narrow down the subjects that they will study and have the opportunity to choose subjects that they wish to specialise in. These subjects will form the framework for qualifications and certification. Having had the opportunity to study many of the subjects in greater detail in S3 should help pupils to make a more informed choice about what to choose in S4.

This booklet is designed to help guide these choices by giving you information about the education available in Sanday School. It is important that you make decisions *with* your child, while recognising that they need clear guidance on appropriate choices. You can meet with subject staff to discuss pupil's options should you need further information. Pupils will also have the opportunity to have a one to one interview with the Careers Guidance officer.

Please do not hesitate to contact us if you would like to talk about any issues relating to choices that are not covered by the booklet. It is important to note that decisions made at this stage will not have a significant impact on future career paths as pupils will have opportunity to pick up other subjects and qualifications throughout the totality of the Senior Phase.

Throughout the Senior Phase pupils should develop a wide range of learning skills through a broad base of curriculum experience while being supported to develop in a positive way both personally and socially so that all pupils are able to apply their learning experiences to a wide variety of contexts and are well prepared for lifelong learning.

We look forward to helping your child to have confidence to embark on the next step of their learning journey and to experience the excitement of learning new skills and achieving the very best they can.

Yours sincerely

Wendy S Bowen

Head Teacher



Transition from Third Year to Fourth Year

Careful subject choice at this stage is important to maximise your child's learning. Pupils in Sanday will aim to work towards 7 National Qualifications.

In choosing a curriculum

We recommend that you consider the following:

A **balanced** choice

It is our aim to give each child a balanced learning experience which avoids over-specialisation at this early stage.

An **open** choice

Choices at this stage should aim to keep as many future opportunities as possible open. Young people often change their minds as they grow older and decisions should not be based primarily on what pupils feel are their future career aspirations at this age.

A choice for **success**

There can be a danger of taking too many subjects at too difficult a level. As a result, pupils can become overloaded and cannot cope; poor results in all certificate examinations are then likely. The school can assist by giving advice.

A **considered** choice

It is important to consider carefully all relevant information before making final choices. Look for opportunities to build on success and to build confidence with a view to your child becoming a successful lifelong learner.



Choices and Changes

We aim to offer as much choice as possible but we cannot necessarily anticipate how many pupils will opt for each subject on offer. Whilst the majority of pupils should be able to take the subjects they choose, occasionally one or two choice combinations cause difficulties in any school due to staffing limitations and timetable constraints. Each pupil's curriculum will be negotiated on an individual basis and finalised once timetabling implications have been considered. You will be consulted throughout the process.

Our ultimate aim is to ensure that no child is prevented from remaining at Sanday School as a result of limitations in the range of courses available.

Types of Course

The Scottish Qualifications Authority (SQA) is responsible for all qualifications provided in Scottish schools, colleges and some workplaces.

We will be offering courses at National 4 and National 5 level. These replace the Standard grade courses. In all cases qualification at National 4 level is internally assessed, whilst qualification at National 5 level involves some external assessment.

In most subjects, all pupils will begin by studying similar work and it is not until later in the year that pupils are advised which levels of certification they should pursue. This ensures that pupils have every chance to gain the best possible award.

Breadth, Balance and Progression

Sanday School can offer a full and wide curriculum in any terms. This year all pupils will study Biology. Pupils are strongly recommended to select at least one social subject to ensure they experience breadth and balance in their learning.

Pupils can choose their courses confident that there will be an appropriate continuation of study once they leave Sanday School.



Below are the eight Curriculum for Excellence Curricular Areas showing the subjects available in Sanday School

<p>Languages</p> <ul style="list-style-type: none"> • English • French
<p>Mathematics</p>
<p>Sciences</p> <ul style="list-style-type: none"> • Biology • Chemistry
<p>Expressive Arts</p> <ul style="list-style-type: none"> • Art and Design • Music
<p>Social Studies</p> <ul style="list-style-type: none"> • Geography • History
<p>Technologies</p> <ul style="list-style-type: none"> • Design and Manufacture • Engineering Science • Information Technology
<p>Health and Well Being</p> <ul style="list-style-type: none"> • Health and Food Technology • PE • Personal and Social Education
<p>Religious and Moral Education</p>



Choice Table

In S4 you will study seven National Course subjects leading to a qualification at National 4 or National 5 standard and also take a computer qualification (ECDL).

Compulsory subjects

All pupils will study
English Mathematics Biology Personal and Social Education(PSE) Religious and Moral Education (RME) Physical Education (PE) Information and Communications Technology (ICT)
All pupils will also undertake a one-week period of work experience
A residential experience will be offered each year to all pupils
Other curricular themes such as citizenship and enterprise education are covered across the curriculum and through after-school activities

Once you have read the course information that follows, you should then select one subject from each of the following four columns

Column A	Column B	Column C	Column D
Chemistry	Geography	Engineering Science	Design and Manufacture
Art	Health Food Technology	History	French

You should indicate your choices on the loose sheet enclosed with this booklet.

In the next few pages you will find information about all the courses offered at Sanday School. Please read the information carefully before making your final choices.



ART AND DESIGN



This course covers 2 main Units at National 4 and 5

Expressive Activity

This Unit helps learners to develop an understanding of the factors that influence and inspire artists' work. They will also consider how artists use art materials, techniques and/or technology in their work. Learners will research and develop their personal thoughts and ideas in 2D and/or 3D formats in response to given stimuli. They will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways.

Design Activity

This Unit helps learners to plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work. They will also experiment with and develop media handling skills when producing their design ideas in 2D and/or 3D formats.

Additional units:

National 4: Added Value unit : Assignment

This course will be assessed through an assignment in which learners will produce a solution to an appropriately challenging problem. It is internally assessed.

This Unit adds value by introducing challenge and application.

National 5: Added Value unit :Portfolio and Question paper

The course will be assessed by a Portfolio and a question paper. The portfolio will be sufficiently open and flexible to allow for personalization and choice, focusing on both the process and products of learning. The students will produce one piece of expressive art work and one design solution. The portfolio and question paper will both be externally assessed.



Summary Table:

National 4	National 5
Expressive Activity	
Design Activity	
Added Value Unit: Art and Design Practical Activity	
<p>Course Assessment: Added Value Unit: This course will be assessed through an assignment in which learners will produce a solution to an appropriately challenging problem. (internally assessed)</p>	<p>Course Assessment: Added Value Unit: The Course will be assessed by an assignment and a question paper. The assignment will require application of knowledge, understanding and skills from across the Units in which students will develop a product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. (externally assessed)</p>

This course can lead to:

- Studying Art at Higher
- Art courses at Orkney College
- University



Biology

This course covers 3 main units at National 4 and 5. Practical work is a key element of each unit.

Cell Biology

This Unit develops knowledge and understanding about cellular activities and structures. It includes studying photosynthesis, respiration, DNA, enzymes, proteins and biotechnology.

Multi cellular Organisms

This Unit develops knowledge and understanding about plants and animals and how they work. It includes digestion, control and communication (nervous system and hormones), reproduction and growth, variation and inheritance and health issues.

Life on Earth

This Unit develops knowledge and understanding about ecosystems, biodiversity and the distribution of life on earth, and the impact of human activities on the environment.

Additional Units:

National 4: Added Value Unit: Assignment

This course will be assessed through unit assessments and an assignment in which learners will choose a topic to research and then present their findings. They will have appropriate teacher support and complete it at some point in the course.

National 5: Assignment and Question Paper

The Course will be assessed through unit assessments and by an assignment and a question paper. The purpose of the assignment will be to allow the learner to carry out an investigation into a biology topic of their own choice.

Summary Table:

National 4	National 5
Unit: Cell Biology	
Unit: Multi cellular Organisms	
Unit: Life on Earth	
Course Assessment: Added Value Unit: Assignment – (internally assessed)	Course Assessment: Assignment and Question paper (both externally assessed)

This course can lead to:

- Other SQA qualifications in Biology such as Higher Biology and other Scientific Studies
- Further study, employment or training.





Chemistry



This course covers 3 units at National 4 and 5:

Chemical Changes and Structure

In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience learners will investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment. Focusing on these reactions, learners will work towards the concept of chemical equations. Learners will research atomic structure and bonding related to properties of materials.

Nature's Chemistry

In this Unit, learners will research the Earth's rich supply of natural resources which are used by each and every one of us. Learners will investigate how fossil fuels are extracted and processed for use. They will investigate: the chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this; plants as a source of fuels, carbohydrates and consumer products; and how chemists use plants in the development of products associated with everyday life.

Chemistry in Society

In this Unit, learners will focus on the chemical reactions, properties and applications of metal and alloys. The chemistry of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of plastics and new materials. Learners will investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and will research the use of chemical analysis for monitoring the environment.

These units will be assessed by experimental reports, research investigations and sets of questions.

In addition there will be an assessment of Added Value:

National 4; Added Value

The course will be assessed through an assignment requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units.

National 5: Added Value

This consists of two components: a question paper and an assignment. The assignment requires demonstration of the breadth of skills, knowledge and understanding acquired and how they can be applied in unfamiliar contexts and/or integrated ways.

**Summary Table:**

National 4	National 5
Unit: Chemical Changes and Structure	
Unit: Nature's Chemistry	
Unit: Chemistry in Society	
Course Assessment: Added Value Unit: Assignment (internally assessed)	Course Assessment: Assignment (externally assessed) and Question paper (externally assessed)

This course can lead to:

- Other SQA qualifications in Chemistry or related areas
- Further study, employment or training.



Information Technology

The school has been working to develop the Digital PC Passport Qualification. At present we do not offer the full award, but pupils will be studying aspects of this National Progression Award. Pupils may achieve individual modules over the course of the year but due to time constraints it is unlikely that we will complete the full qualification.

Pupils will have the opportunity to look at contemporary issues in regards to the use of technologies. There are three modules which pupils will study aspects of and these are;

Information Literacy

Network Literacy

Social Media Literacy

Pupils will gain experience in using a variety of Microsoft programmes such as Words, Excel, Powerpoint. Pupils will be encouraged to work with alternative programmes in order to create exciting and different ways of presenting their work.

Within the time pupils will also have the opportunity to study basic programming code, so that pupils have an awareness of the how computer programmes are built.

This qualification can also lead to:

- other computer courses e.g. Higher computing



Design and Manufacture



This course replaces Craft and Design. It is similar in many ways, but with less emphasis on the names of tools and processes.

This course covers 3 main units at National 4 and 5:

Design and Manufacture

Students will look at a problem and develop ideas to 'solve' that problem in 'hard' materials: wood, metal, plastics etc.. They will work on paper and with models, developing skills in design and engineering drawing, to develop an idea which can be carried forward to a making stage.

Materials and Manufacture

Students take an already developed ideas, and through investigating materials and processes, plan how to make things. While they are making, and when things are completed they will review how what they have done meets with what they set out to do.

Project

Students start with a problem or issue, and through drawing, planning and making, develop a solution which they can test.

Additional Units:

National 4: Added Value Unit: Project

This course will be assessed through a design and Make assignment in which learners will produce a solution to an appropriately challenging problem.

National 5: Assignment and Question Paper

The Course will be assessed by Design project and a question paper. A range of Design Projects will set, with enough choice to allow students to follow strengths and personal interests.

Summary Table:

National 4	National 5
Design and Manufacture	
Materials and Manufacture	
Design Project	
Course Assessment: Added Value Unit: Project & Portfolio (internally assessed)	Course Assessment: Design Project and question paper (externally assessed)

This course can lead to:

- Other SQA qualifications, eg Product Design, Craft Skills
- It is an ideal way to develop work for Craft or Technical Apprenticeships



Engineering Science

This course replaces Technological Studies. Like that course, it looks at the how and why of making things work. It does include some maths.

This course covers 3 main units at National 4 and 5:

Engineering Contexts and Challenges

This Unit looks at the real challenges faced by engineers, in the past and today. Students will explore what Scotland and the worlds big challenges are, and how engineers might go about addressing them. This will be taught through investigative project work.

Electrical and Electronic Systems

This Unit is about the theory and practice of building electronic circuits. Students will analyse, plan, build and test analogue and digital electronic systems that can be used to solve real problems.

Mechanical Systems

Through designing and engineering solutions to practical problems, students will learn about mechanisms and how they work. They will analyse forces and energy in systems and calculate (maths) how things should work. They can then test and assess efficiency.

Additional Units:

National 4: Added Value Project

This is to develop and build an engineering solution to a problem, applying knowledge and understanding of mechanical systems.

National 5: Assignment and Question Paper

National 5 has the same units, but addresses them in greater depth. There is an externally set and assessed question paper.

Summary Table:

National 4	National 5
Engineering Contexts and Challenges	
Electrical and Engineering Systems	
Mechanical Systems	
Course Assessment: Added Value Unit Engineering Project (internally assessed)	Course Assessment: Externally set assignment and question paper.

This course can lead to:

- Other qualifications - Physics, Technical studies, Engineering.
- A Good foundation for application into Maritime Studies, Engineering or Craft Apprenticeships.
- Entry into work – eg the Forces or Renewables industry



English



This course is made up of six Units at National 4 and 5 as follows:

English: Analysis and Evaluation (National 4)

This Unit will help students to develop **listening** and **reading** skills through the study of literature, language and media. For assessment, they must provide evidence of their understanding, analysis and evaluation of texts they have listened to and read.

English: Creation and Production (National 4)

This Unit will enable students to develop **talking** and **writing** skills. For assessment, they must produce evidence of talk and writing which is appropriate to its purpose and audience, and demonstrate technical accuracy in their written work.

Literacy: (National 4)

This Unit aims to develop students' reading, writing, listening and talking skills in a variety of ways relevant to their learning throughout the school and to their lives beyond. For assessment, they must show their ability to read, listen to and understand straightforward texts; communicate clearly through talk and writing; and write with technical accuracy.

Added Value Unit: English Assignment (National 4)

This Unit gives students the opportunity to apply their language skills to investigate and report on a topic of their choice. For assessment, they must present a report on this topic, orally or in writing, using their listening skills to respond to questions on their topic.

English: Analysis and Evaluation (National 5)

This Unit helps students to develop **listening** and **reading** skills through the study of a selection of literature, language and media which must include Scottish texts. For assessment, they must provide evidence of their ability to understand, analyse and evaluate more complex texts than at National 4.

English: Creation and Production (National 5)

This Unit aims to develop **talking** and **writing** skills in a broad range of situations. For assessment they must provide evidence of their ability to speak and communicate well in a variety of circumstances and to produce detailed writing which is suitable for its purpose.



Summary Table

National 4	National 5
English: Analysis and Evaluation	English: Analysis and Evaluation
English: Creation and Production	
Literacy	English: Creation and Production
Added Value Unit: English Assignment	
Internal Assessment	External Assessment
All units internally assessed on a pass/fail basis	Writing: Portfolio of Writing Reading: Two papers in which students must answer at least one question on a Scottish text.

This course can lead to:

- Other SQA qualifications such as Higher English or further study
- Employment or training



Modern Languages– French



At National 4 Level, you will work on three Units.

1. Understanding Language
This is about your ability to READ & LISTEN to written and spoken French.
2. Using Language
This is about your ability to TALK & WRITE in French
3. Added Value Unit
This is about your ability to READ & LISTEN to the language while **researching** a topic and then WRITE & TALK about the topic in a **presentation**.

All of the assessments for these Units will be carried out and marked by your teacher.

At National 5 Level, you will work on two Units.

1. Understanding Language
This is about your ability to READ & LISTEN to written and spoken French.
2. Using Language
This is about your ability to TALK & WRITE in French.

All of the assessments for these Units will be carried out and marked by your teacher and they will also be checked by someone from outside the school. Your teacher will build up a bank of evidence to show that you have passed the units.

At National 5 you will also sit **EXTERNAL EXAMS** and these will assess READING, LISTENING, TALKING and WRITING (Added Value).

EXTERNAL EXAMS – (National 5 only):

Component 1 — Reading and Writing

This question paper will have 50 marks (50% of the total mark) and has two sections:

- Section one, titled 'Reading', will have 30 marks.
- Section two, titled 'Writing', will have 20 marks.

Component 2 — Listening

- This question paper will have 20 marks (20% of the total mark).

Component 3 — performance: Talking

- The performance will have 30 marks (30% of the total mark).



Summary Table:

National 4		National 5	
Unit 1:		Understanding Language (Reading & Listening)	
Unit 2:		Using Language (Writing & Talking)	
Unit 3	Course Assessment: Added Value Unit: Assignment – Presentations (internally assessed)		Course Assessment: Assignment on Product Development and Question paper (externally assessed)

This course can lead to:

- Other SQA qualifications in French such as Higher and Advanced Higher
- Employment: tourism, hospitality, teaching, translation, interpretation, international organizations, etc...



Geography



This course covers 3 main units at National 4 and 5:

Physical Environments

This Unit develops knowledge and understanding of processes at work in physical environments. Key topics include formation of landscape features, land use management and weather in the U.K. It develops mapping and research skills.

Human Environments

This Unit develops knowledge and understanding of processes and interactions in human environments. Key topics compare developed and developing countries and include contrasts in development, world population and issues in urban and rural landscapes. It develops mapping and research skills.

Global Issues

This Unit develops knowledge and understanding of two significant global issues, including climate change and one other. It develops skills in interpreting and evaluating detailed numerical and graphical sources such as charts and graphs.

Additional Units:

National 4: Added Value Unit: Assignment

This course will be assessed through unit assessments and an assignment in which learners will choose an issue to research and then present their findings. They will have appropriate teacher support and complete it at some point in the course.

National 5: Assignment and Question Paper

The Course will be assessed through unit assessments and by an assignment and a question paper. The assignment will require application of knowledge, understanding and skills. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

Summary Table:

National 4	National 5
Unit: Physical Environments	
Unit: Human Environments	
Unit: Global Issues	
Course Assessment: Added Value Unit: Assignment – (internally assessed)	Course Assessment: Assignment and Question paper (both externally assessed)

This course can lead to:

- Other SQA qualifications in Geography or Environmental Science such as Higher Geography and Higher Environmental Science
- Further study, employment or training.



Health and Food Technology

This course covers 3 main units at National 4 and 5:

Food for Health

This Unit develops knowledge of health, nutrition, dietary needs and advice, as well as lifestyle choices and their impact on health. We will look at the nutrients in different foods and the impact these can have on health e.g. coronary heart disease and diabetes. It develops practical skills and knowledge in food preparation techniques and safe, hygienic practices.

Food Product Development

This Unit allows students to participate in practical activities that demonstrate the functional properties of food and its uses. We will look in depth at different ingredients and see what their function is in different recipes. We shall also investigate the process of sensory testing and look at the food product development process in industry. Students will design, make and evaluate food product solutions to meet specified needs whilst gaining a range of different skills using a variety of tools and equipment.

Lifestyle and Consumer Choices

This Unit allows learners to participate in activities to develop an awareness of current factors affecting food, lifestyle and wider consumer choices. These include things like Fairtrade and air miles as well as the more controversial issues of factory farming, food advertising and labelling and packaging. Technological developments are also important in this unit and we shall investigate the use of additives, irradiation and other technologies that are used to enhance our food. They will also develop the skills to apply that knowledge in practical classes.

Additional Units:

National 4: Added Value Unit

This course will be assessed through an assignment in which learners will produce a solution to an appropriately challenging problem.

National 5: Assignment and Question Paper

The Course will be assessed by an assignment and a question paper (each worth 50% of the course). The assignment will require application of knowledge, understanding and skills from across the Units in which students will develop a product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.



Summary Table:

National 4	National 5
Unit: Food for Health	
Unit: Food Product Development	
Unit: Contemporary Food Issues	
Course Assessment: Added Value Unit: (internally assessed)	Course Assessment: Assignment on Product Development and Question paper (externally assessed)

This course can lead to:

- Other SQA qualifications in Health and Food Technology such as Higher Health and Food Technology, Hospitality or related areas
- Further study, employment or training.



History



This course covers 3 main units at National 4 and 5:

Scottish History

This Unit develops knowledge and understanding of an area of Scottish History, probably 'Migration and Empire, 1830-1939'. Learners will develop techniques for evaluating a range of historical sources.

]

British History

This Unit develops knowledge and understanding of an area of British History, 'The Atlantic Slave Trade 1770 -1807'. Learners will develop techniques to evaluate the impact of this trade.

European and World History

This Unit develops knowledge and understanding of an area of World History, 'The USA 1850-1880'. Learners will evaluate the factors contributing to events such as the westward movement of settlers and the Civil War.

Additional Units:

National 4: Added Value Unit: Assignment

This course will be assessed through unit assessments and an assignment in which learners will choose a topic to research and then present their findings. They will have appropriate teacher support and complete it at some point in the course.

National 5: Assignment and Question Paper

The Course will be assessed through unit assessments and by an assignment and a question paper. The assignment will require application of knowledge, understanding and skills. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

Summary Table:

National 4	National 5
Unit: Scottish History	
Unit: British History	
Unit: European and World History	
Course Assessment: Added Value Unit: Assignment – (internally assessed)	Course Assessment: Assignment and Question paper (both externally assessed)

This course can lead to:

- Other SQA qualifications in History such as Higher History and other Social Studies
- Further study, employment or training.



Mathematics

This course covers 3 units at National 4 and 5:

Numeracy (National 4)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy.

Mathematics: Expressions and Formulae (National 4 & National 5)

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

Mathematics: Relationships (National 4 & National 5)

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

Mathematics: Applications (National 5)

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. Numerical skills underpin all aspects of the Course, and the ability to use these without the aid of a calculator will also be assessed.

Additional Units:

National 4: Mathematics Test

This is the Added Value Unit of the National 4 Mathematics Course.

National 5: Numeracy

N5 students and some N4 students will have the opportunity to take National 5 Numeracy as an additional unit.

National 5: Course Assessment Question Paper

The Course will be assessed by a question paper



Summary Table:

National 4	National 5
Unit: Numeracy	Unit: Applications
Unit: Expressions & Formulae	
Unit: Relationships	
Course Assessment: Mathematics Test (externally set and verified but internally marked)	Course Assessment: Question Paper (externally set and marked)

This course can lead to:

- Other SQA qualifications in Mathematics or related areas
- Further study, employment or training.



Music

Unfortunately we will not be able to offer music this year at Sanday however pupils that are involved in the music group Belkie Allsorts and the Strings Tuition will gain experience in performance. Some of the pieces that the Belkie Allsorts play would be comparable to National 4 and National 5 pieces.

This course covers 3 mandatory units at National 4 and 5:

1. Performing skills

This unit develops rehearsing and performing skills on two instruments of the student's own choice or on one instrument and voice. Students will have the opportunity to play music in a range of styles in solo and/or group settings. Students will be helped to reflect on the accuracy of their playing.

2. Composing skills

This unit allows students to make practical use of their knowledge of music styles and concepts when creating their own original music (through composing, arranging and improvising). Students will experiment with a variety of compositional methods and will be helped to reflect on the music which they write and/or record.

3. Understanding Music

In this unit, students will listen to a range of music in a variety of styles. Students will learn to aurally recognize different musical styles and sounds and will be able to identify and recognize a range of simple signs and symbols which are used in written music.

Additional Units:

National 4: Added value

Performing - Music performance - students will perform an eight minute programme on their 2 chosen instruments (or instrument and voice) consisting of at least two contrasting pieces. Marks will be given for accuracy of melody and rhythm, consistent tempo and flow, musicality and dynamic variety

National 5: Added value

Part 1 - Music performance - students will perform an eight minute programme on their 2 chosen instruments (or instrument and voice) consisting of at least two contrasting pieces (requiring a higher level of technical and interpretive ability). Marks will be given for accuracy of melody and rhythm, consistent tempo and flow, musicality and dynamic variety
Part 2 – question paper (students will be tested on their knowledge of music concepts and written notation)



Summary Table:

National 4	National 5
Unit: Performing skills	
Unit: Composing skills	
Unit: Understanding music	
Added value: Performing skills	Course Assessment/added value: Music performance and Question paper

This course can lead to:

- Other SQA qualifications in music and music technology such as Higher Music
- Further study, employment or training.



Physical Education

All pupils take part in Physical Education lessons. It provides an opportunity for them to relax and enjoy working without the pressures of academic achievement. Increasingly, research highlights an important relationship between physical fitness and effective learning across the curriculum. PE is a non-exam subject, but it is vital in helping children develop a solid foundation for a lifetime of physical activity.

The main aims of these lessons are to develop:

- An understanding of the different aspects of lifelong physical activity – functional, recreational, health-related, performance-related and support
- The use of choice to engage pupils fully in physical activity
- The physical competence of the pupil
- Cooperative, leadership and communication skills



The activities covered depend upon the size and composition of the group and availability of equipment, but may include: swimming, tennis, badminton, squash, basketball, hockey, volleyball, lacrosse, aerobics, dance, gymnastics, athletics, fitness activities, table tennis, archery, fencing, cricket, golf, road running and other activities as opportunities arise.

Personal and Social Education

This course continues from Curriculum for Excellence Level 4 outcomes and experiences. The focus is particularly on aspects of mental, emotional, social and physical health as pupils progress through S4. Work on substance misuse and relationships, sexual health and parenting is covered at the appropriate level. Pupils are engaged in personal planning to reflect on their learning and make choices for their future. They will continue with learning logs and produce updated profiles with an emphasis on producing C.Vs and personal statements. They will have the opportunity to complete a work experience placement on the mainland and gain a unit qualification from this. Pupils will be supported in making their choices for further study or training from both staff in Sanday and external agencies.

Religious and Moral Education

This course continues from Curriculum for Excellence Level 4 outcomes and experiences. Pupils will explore more of the values and issues from both religious perspectives (Christian and other world religions) and non-religious viewpoints. Key issues covered will be an introduction to morality and its link (or not) with religion, the nature of world conflict and capital punishment. Pupils will have the opportunity to choose other moral issues to study that are of particular interest to them or currently relevant.



This page has been deliberately been left blank.



Dear Parents,

Now that you have read the S4 course handbook and had opportunity to discuss with your child, the teachers and possibly the Careers Scotland staff, would you please indicate the courses you wish your child to study at fourth year.

Once completed this form should be returned to me as soon as possible.
Please do not hesitate to discuss any outstanding concerns or queries.

Wendy S Bowen

Head Teacher

Name of Child.....

You should select one subject from each of the following four columns.

Column A	Column B	Column C	Column D
Chemistry	Geography	Engineering Science	Design and Manufacture
Art	Health Food Technology	History	French
Choice:			

SignedParent

Signed.....Pupil