INTRODUCTION

During first and second year the students have studied a wide range of subjects and courses designed to provide a broad educational experience in keeping with a Curriculum for Excellence guidelines.

Third year though, is a pivotal time for learners. Students will complete their entitlement to the broad general education by studying across all of the curriculum areas but now they have the opportunity to specialise in areas of strength or interest. This will give them the chance to deepen their learning and in turn pave the way into national qualifications in the Senior Phase of S4 to S6.

Students will therefore study nine subjects in third year. The decision about which to areas to specialise in is a very important one as when the students move into fourth year they will be studying seven subjects for their Nationals.

As a parent, you have an important role in helping your daughter or son to make the best course specialisations possible. Such choices are important and we would encourage you to discuss the various options at home, setting high but realistic expectations, and taking account of abilities, interests, teachers' recommendations and any career intentions which your child may express.

Information is provided by the school in this booklet, at parents' meetings, through school reports and via individual interviews.

However, should you have any questions, or require information regarding the contents of this booklet, please contact the appropriate Guidance Teacher.

2C1	Mr D Saffhill
2C5	Mrs S McLennan
2L2 & 2L3	Mrs M Murphy
2L4	Mrs M Brandie

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THE S3 CURRICULUM

In third year students will work at the third and fourth curriculum level to complete their broad general education, but will have the opportunity to specialise in subjects which they have developed an aptitude for or interest in.

Students will study nine subjects (as well as the core of PE, PSE and RMPS) and this must include at least one subject from each of the curricular areas listed below

- Expressive arts
- Health and wellbeing
- Languages (English and a Modern Language)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

THE S4 CURRICULUM

In fourth year students will follow a course of 7 subjects chosen at the end of S3.

CORE SUBJECTS IN S3 AND S4

Current arrangements provide for one period of Religious, Moral and Philosophical Studies and Personal and Social Education and two periods of Physical Education per week.

NATIONAL 4 & 5 QUALIFICATIONS

Qualification		Grading
National 5	SQA exam in April/May	**A, B, C & D**
National 4	Non exam based	**Pass/Fail**
National 3	Non exam based	**Pass/Fail**

As has been the case in previous years, the school will endeavour to remain as flexible as possible – for as long as possible – in terms of student progress and in determining the final level of presentation in S4. This will however vary subject-to-subject, depending as always upon SQA requirements, upon the nature of the courses themselves, and upon whether or not a transfer between levels is actually feasible once courses have started.

To achieve a pass or, at Nat 5, a grade, students will have to show what they have achieved in all the basic elements of the subject. A combination of internal and external assessment will inform the process. Grades and results will appear on the certificate awarded at the end of the course.

AFTER S4

After sitting Nat 4 & 5s, students will move in fifth year to Higher or further Nat5 courses, as appropriate. Advanced Higher in sixth year is available to those students who complete a Higher course with a sufficiently high award, usually an A or, at the very least, a grade B.

Students gaining an A or B in Nat 5 for their respective subjects may proceed to Higher courses in S5 and, if successful, to Advanced Higher in S6. Those gaining a pass at Nat4 will proceed to Nat5s in S5 with the possibility, if successful, of going on to Higher in S6. Those who fail at Nat5 in S4 or 5 but wish to return for to school for S5 or 6 to continue with the same subject may be offered the course again, if this is deemed appropriate.

Below is a simplified diagram indicating the most likely progression routes from Nat 4 & 5 to Highers and beyond.

In S4		S5		S6
National 5 (A, B or C)	to	Higher	to	Advanced Higher
National 4	to	National 5	to	Higher
National 4 (Fail)	to	National 4	to	National 5

Courses may not be offered by the school in all subjects at all levels. Classes will only run if student numbers and staffing resources permit.

CHOOSING A COURSE

Equal Opportunities

Penicuik High School is committed to Equal Opportunities for all. Pupils should make the choices best suited to their abilities and career intentions, and avoid making choices based on traditional views of what are girls' and boys' subjects.

In order to make the best decisions, pupils must read the subject descriptions in this booklet very carefully, and ask themselves why they want the choices they are making.

Pupils and parents should think carefully about:

- What pupils are likely to achieve in S3/S4
- New subjects they may wish to take
- Their best or their favourite subjects
- Qualifications which will be required for college or university

Careers Advice

At this stage in S2 you have to make an important decision about which subjects to study in S3 and S4. Choosing these subjects is not about choosing a career. However, if you have some idea about what you would like to do when you leave school, you should check out now which subjects are needed.
If you haven't yet thought about the job or area of work or study you might want to go on to when you leave school, don't worry. Choose subjects you enjoy or are good at but will also keep as many career options open to you as possible. Speak to subject teachers who will tell you more about the courses they offer.
Your Skills Development Scotland (SDS) Careers Advisers, **Caroline Steele and Stephen McBroom** , are in school every Monday, Wednesday and Thursday to meet pupils on a one-to-one basis and deliver group sessions. If you would like to speak to them about your subject choice (you can bring along someone from home if you prefer) ask your guidance teacher to arrange a one-to-one appointment. Caroline can be contacted by email at caroline.steele@sds.co.uk and will be attending the Course Choice Evening, Parents Evening and Careers Convention.

My World of Work

Start your research on the SDS website www.myworldofwork.co.uk where you can find out more about different industries, look at the advice on choosing you subjects and there is even a parents' area where all of the different options are explained

Specialisation and Choice

Courses and Programmes

ART & DESIGN

Is the course for me?

These courses are suitable for all students with an interest in art and design, and for those wishing to progress to higher levels of study. Students will build on art and design skills developed through the experiences and outcomes of early-stage art and design in the Broad, General phase of S1 & 2.

Why choose Art and Design?

The form of every man-made object we buy is the work of designers. In addition, a whole range of our entertainment stems from expressive artists through painting, sculpture, photography in films, DVDs, book illustrations, CD covers. This course will help you to appreciate good design and creative expression by the practice of design and expressive skills.

These courses will teach you many skills:

- to communicate personal thoughts, feelings and ideas using art and design media
- to demonstrate knowledge, understanding and appreciation of art and design practice
- to work imaginatively and develop individual creativity
- to understand the social and cultural influences on artists and designers and their work

What exactly will I do?

- You will explore design in a range of forms over two years. You might explore product design, jewellery, fashion and textiles and graphic design.
- You will learn how to express your thoughts and ideas through drawing and painting, collage, printmaking and sculpture.
- You will find out about the work of artists and designers

What is the Course Structure?

National 4
You will complete three Units:

1) **Expressive with Critical Activity**
   You will produce a range of visual research and development, and study artists' working practices.
2) **Design with Critical Activity**
   You will produce a range of investigative research and development, and study designers' working practices.
3) **Added Value Unit: for National 4**
   You will produce one finished piece of expressive art, and a piece of design.

National 5
There are three course components:

- Component 1 – Question Paper – 50 marks (20%)
- Component 2 – Expressive Portfolio – 100 marks (40%)
- Component 3 – Design Portfolio – 100 marks (40%)

All components are externally assessed.

What can I do next?

This Course may lead on to National 4 or 5 in S4 and in S5/S6 National 5, Higher Art and Design, Higher Photography or Advanced Higher Art and Design.

Further study, employment and/or training in Art, Design, Photography/Film

Department contact person:
Ms J Dixon, Head of Department

BIOLOGY

Course Aims
Biology in S3 allows learners to continue with their Broad General Education in Science at Curriculum Level 4 through investigation of the living world. It will develop your ability to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for you to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions, enabling you to develop an informed and ethical view of topical issues. Learners will be able to develop communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems.

Course Outline
There are three units which make up the course:-

- *Life on Earth* will include the study of distribution of life on Earth; key features of ecosystems; adaptation and natural selection leading to the evolution of species; contribution of behaviour to survival; dependence on ecosystems of human society; techniques used to study populations, communities, ecosystems and the environment.

- *Cell Biology* including cell structure; cell processes such as enzyme catalysed reactions, photosynthesis and respiration; the therapeutic application of cells; the uses of microbes and the biological basis of inheritance.

- *Multicellular organisms* will include cells in organisms; control and communication, reproduction; the need for transport in plants and animals; digestion and health.

Progression
Depending upon your performance in S3 you may be presented for National 3, 4 or 5 Biology in S4.

Homework
Homework assignments are issued once per week and substantial revision is required for the end of topic and sub-topic tests.

Department contact person:
Mrs A MacFadyen, Principal Teacher Curriculum, Science

BUSINESS MANAGEMENT

Do you want to be one of the successful entrepreneurs who are frequently portrayed in the media? Are you interested in working for yourself or learning how to run or be part of a successful business?

The aim of the Business Management course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing economic environment, and to encourage entrepreneurial attitudes. Learners will gain an insight into the steps businesses take to remain competitive and successful using real-life contexts and practical activities. Enterprise and employability skills will be developed and learners will develop an understanding of the personal qualities and attributes required of people in business.

The knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that learners can manage their own personal financial affairs with confidence, and gain a better understanding of the impact of economic issues on their lives.

During S3, learners will continue to work through CfE outcomes and experiences at the third and fourth levels through a series of task where they will work on their own or in groups to explore areas of business and enterprise. At an appropriate point in S3, learners will begin to work on the National 4/5 Design and Manufacture course.

The course has three main areas of study:

Understanding Business
Learners will develop skills, knowledge and understanding by carrying out learning activities relating to the role of business and entrepreneurship within society, using real-life contexts. The unit will allow learners to explore issues relating to the external environment in which organisations have to operate, and the effects they can have on business decision-making and survival.

Management of People and Finance
Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. Learners will follow basic theories, concepts and processes relating to financial aspects of business that will allow them to prepare and interpret information in order to solve financial issues and to ensure the survival of the organisation.

Management of Marketing and Operations
Learners will carry out activities that will introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness.

Assessment

National 4
At National 4 level all three units are assessed internally and externally verified by the SQA. Pupils will achieve either a Pass or Fail on their certificate.

National 5
Pupils will complete a project on a local business which will account for 25% of their final mark. Pupils will sit an external exam which will account for 75% of their final mark.

Department contact person:
Mr P Beards, Head of Department

BUSINESS MANAGEMENT

National 4

Recommended Entry Level
Business National 3 or a student who has real interest in developing entrepreneurial skills or
speak to the Business Education Department

Course Outline
Business is a relatively 'new' course in terms of school subjects. Business was introduced into the Scottish curriculum in answer to employer demands. The Course aims to enable learners to develop:

- knowledge and understanding of basic business concepts such as the role of the key departments in a business – Marketing, Finance, Human Resources, Operations
- awareness of how businesses can meet customers' needs and wants
- enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- financial awareness through a business context
- an insight into the impact of the economy on businesses and our daily lives

Course Assessment
The course has Unit Assessments in the following areas:

Business In Action
Influences on Business

A pass is required in both Units to pass the course along with a pass in the Added Value Unit where students research and create a proposal for a business. The Added Value Unit equates to 8 hours of independent learning.

Possible Progression Following Successful Completion of the Course:

- National 5 Business Management
- Employment, Further Education

Department contact person:
Mr P Beards, Head of Department

BUSINESS MANAGEMENT

National 5

Recommended Entry Level
Business National 4 or speak to Business Education Department

Course Outline
Business is a relatively 'new' course in terms of school subjects. Business was introduced into the Scottish curriculum in answer to employer demands. The Course aims to enable learners to develop further:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into how organisations ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources to improve their overall performance by exploring the role of key departments – Marketing, Finance, Human Resources and Operations
- an awareness of how external influences impact on organisations

Course Assessment
The course has content covers in the following areas:

Understanding Business
Marketing & Operations
People & Finance

Final course grades comprise of an Assignment worth 30 marks. This comprises of a business report where students work independently to research a business topic/area based on an organisation of their choice.

The final exam is worth 90 marks and comprises of one paper over 2 hours.

Possible Progression Following Successful Completion of the Course:

- Higher Business Management (ideally with an A-C pass at National 5 Business Management)
- Employment, Further Education

Department contact person:
Mr P Beards, Head of Department

CHEMISTRY

Chemistry is the study of the materials which make up the earth, the atmosphere or anything living here. Chemistry is not only a fascinating subject in its own right but it also underpins many other areas of science – e.g. biological sciences, medical sciences and geography

A Chemistry qualification can also be a useful entry into other non-scientific careers since success in Chemistry will show you have the ability to communicate, to be numerate as well as being able to reason clearly and problem-solve.

The general aim of the S3 Chemistry course is to allow learners to continue with their Broad General Education in Science at Curriculum Level 4 developing skills of scientific inquiry, investigation, analysis and knowledge and understanding of key chemical concepts.
This will be done using a variety of approaches, including investigation and problem solving. If you are studying this subject you will apply these skills in the chemical contexts of each of the three units (described below) and will research issues, apply scientific skills and communicate information in ways which will develop your skills of scientific literacy and numeracy.

What will you learn?
You will develop skills of scientific inquiry and investigation related to Chemistry. During the next two years you will develop scientific and analytical thinking skills, developing an understanding of Chemistry's role in scientific issues, acquiring and applying knowledge of Chemistry concepts, developing understanding of chemical products and how they are formed and applied in society.

There are 3 units which make up each of the courses -

1. **Chemical Changes and Structure**
   You will develop your understanding of chemical changes and the structure of atoms, elements and compounds. You will investigate, through experimentation, the chemistry of acids and bases. You will apply the knowledge and skills to environmental issues

2. **Nature's Chemistry**
   You will build on your understanding of natural resources and associated products to gain knowledge and develop skills. You will apply these skills when considering ethical and environmental implications of the application of chemical knowledge to fuelling a modern society and providing consumer products.

3. **Chemistry in Society**
   You will be introduced to important chemical concepts and apply skills while considering the applications of Chemistry in society and our lives. You will also consider the environmental and ethical implications of aspects of Chemistry in society.

Progression
Depending upon your performance in S3 you will progress over the next two years to presentation at National 3, 4 or National 5.

Homework
Weekly homework is set.

Department contact person:
Mrs A MacFadyen, Principal Teacher Curriculum, Science

COMPUTING SCIENCE

National 4 and National 5

Recommended Entry Level
Good basic ability in IT or speak to the Computing department

Course Outline:
Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The course comprises:

- Information System Design and Development
- Software Design and Development
- Practical Assignment Task

Information System Design and Development: The aim of this topic is for the learner to develop knowledge, understanding and practical problem-solving skills related to information system design and development through a range of practical and investigative tasks. Learners will apply computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal and environmental issues related to one or more information systems

Software Design and Development: This topic looks at and explores the key facts and ideas relating to software development and design, including simple algorithms, data handling and human computer interaction. Learners develop skills in problem solving through practical tasks using appropriate programming environments in contemporary contexts such as games development and intelligent systems.

Practical Assignment Task: The purpose of the assignment is to assess practical application of knowledge and skills from the topics to develop a solution to an appropriately challenging computing science problem. It will assess learners' skills in analysing a problem, designing, implementing and testing a solution to the problem, and reporting on that solution.

Course Assessment
To gain the award of the course, the candidate must pass:

- Added Value Unit (National 4 only)
- Practical assignment task (31%) – National 5 only
- Written examination (69%) – National 5 only

Department contact person:
Mr P Beards, Head of Department

NPA CONSTRUCTION CRAFT & TECHNICIAN (SCQF LEVEL 4)

Do you enjoy the practical aspects of Design and Technology? Are you considering a career in a trade such as joinery, decorating, plumbing or bricklaying?

Construction Craft & Technician provides learners with an introduction into several of the important trades in the construction industry allowing them to make informed career choices.

The course is practical and experiential in nature so where possible you will learn by doing. A key component of the course is employability skills where learners develop appropriate attitudes and work practices to enhance employability in the construction sector.

Whilst there are no formal entrance requirements for this course it would be helpful for learners to have the following skills and aptitudes:

- Basic proficiency in numeracy
- Basic proficiency in literacy
- The ability to read basic drawings
- Motivation to work independently

Learners studying this course may progress into a craft apprenticeship. They may also choose to progress into a full-time pre-vocational course in a further education college. All learners will benefit from the transferable employability skills developed in this course, regardless of which career they choose.

Course content

During S3, learners will continue to work through CfE outcomes and experiences at the third and fourth levels through practical activities. At an appropriate point in S3, learners will begin to work on the Construction Craft Course. This includes a mandatory section of two that give an introduction into careers in the construction industry and an opportunity for learners to develop their employability skills.

Learners will then complete three further units covering:

- Carpentry and joinery
- Brickwork
- Laying slabs and casting concrete

Assessment

To achieve the course award candidates must pass all units by completing tasks to the required standards, use and maintain equipment properly and by following health and safety rules.

Department contact person:
Mr P Beards, Head of Department

DESIGN AND MANUFACTURE

Have you ever wondered how everyday products are manufactured, how they were designed or what they are made from? Do you like to create or make things or to invent solutions to problems?

Design and Manufacture provides learners with an introduction to design, materials and manufacture. You will be able to develop your skills in designing and communicating design proposals and learn about the properties and uses of materials by making models and prototypes in the workshop.

The course is practical and experiential in nature so where possible you will learn by doing, i.e. design tasks or practical tasks.

The skills and knowledge gained in this course have direct relevance to a variety of areas of life and work. For example, the ability to be able to read drawings is a very relevant skill for architects, engineers, designers and trades such as joinery and building. The folio problem solving and design skills are important for learners who are considering careers in design, graphics, marketing and engineering. Knowledge and understanding of materials and processes is very relevant for those considering a career in design or manufacturing. Finally, all learners benefit from practical experience in a workshop environment but this is particularly relevant for those considering a practical career or trade.

During S3, learners will continue to work through CfE outcomes and experiences at the third and fourth levels through design and make activities, design folio and graphic exercises and study of technology and the impact it has on society and the environment.

At an appropriate point in S3, learners will begin to work on the National 4/5 Design and Manufacture course.

There are three main areas of work covered:

Design
Learners develop skills in problem solving and design through a number of design tasks. In each task we will consider the various factors that influence design such as ergonomics, aesthetics and function.

Materials and manufacturing
Learners will develop an appreciation of the properties and uses of materials and how these influence product design. This will be achieved through a series of exercises where the learners make a series of models and prototypes in response to the design tasks in the Design unit.

Design and Manufacture Project Work
Learners will design and manufacture products to a brief.

A folio of design work will be produced showing research into the problem, generation and development of ideas and planning for the manufacture of a prototype. Following this the prototype will be manufactured in the school workshop.

Learners will have an opportunity to apply their knowledge and skills in design, communication, materials and processes throughout the project work.

Homework

This will take the form of either short answer questions from the knowledge and interpretation section of the course or sketching and rendering exercises.

Department contact person:
Mr P Beards, Head of Department

ENGLISH

The study and practice of English is a life skill which underpins the performance of students in all their academic subjects. In S3 the students will continue to work, in mixed ability classes, on the experiences and outcomes of the broad general education whilst improving the skills needed for their national qualifications.

Entrance requirements:
Building on the progress made in the broad general education from S1 to S3 all students will follow an English course up to the end of S4. The vast majority of students will study towards qualifications at National 4 or National 5.

Course Outline:
Both courses involve the study of the four communicative skills; reading, writing, talking and listening.

National 4

The course comprises 4 units:

Unit 1 Analysis and Evaluation: reading and listening skills are developed
Unit 2 Creation and Production: talking and writing skills are developed
Unit 3 Literacy: a specific study of literacy skills is undertaken
Unit 4 Assignment: the students combine and apply their skills in order to investigate and report on a specific topic.

Assessment

The 4 units are internally assessed by the class teachers as a pass or fail and the results are externally verified by SQA at National 4.

National 5

Assessment

The course will be externally assessed and graded. The award will be based on 2 outcomes:

1. Question Paper: this will be used to assess reading skills.
2. Writing Folio: this will be used to assess writing skills.

Course Component
Students must pass the following: Spoken language course component

Department contact person:
Ms A Adams, Head of Department

Environmental Science

Course Aims

This course is recommended for those learners who have not yet attained Level 3 in Science. It gives you the opportunity to complete this level building the skills needed for progression to N4. Environmental Science encompasses elements of Biology and Chemistry while looking to future sustainability. Throughout the course learners will research issues, apply scientific skills and communicate information related to their findings, which will develop scientific literacy and numeracy. Working collaboratively you will develop your scientific inquiry through experiments and practical investigation.

Course Outline

There are three units which make up the course:-

1. *Living Environment* covering the key areas of interdependence; adaptation for survival; the impact of population growth and natural hazards on biodiversity; the nitrogen cycle and the environmental impact of fertilisers.
2. *Earth's resources* includes key areas on the responsible use and conservation of non-renewable and renewable resources; the formation and use of fossil fuels; the derivation and uses of materials derived from crude oil; the risks and benefits of different energy sources, including those produced from plants; the carbon cycle and processes involved in maintaining the balance of gases in the air, and the causes and implications of changes in the balance.
3. *Sustainability* explores the sustainability of key natural resources and possible implications for human activity, the interaction between humans and the environment and the impact of human activity on an area, the role of agriculture in the production of food and raw material and its environmental impacts and sustainability, society's energy needs, and the impact of developments in transport infrastructure in a selected area and development of sustainable systems.

Progression

Depending on your performance in S3 and 4 you may presented for National 3 or 4 Environmental Science in S4.

Department contact person:

Mrs A MacFadyen, Principal Teacher Curriculum Science

GEOGRAPHY

If you want to understand why our landscape looks the way it does or why we live the way we do**, this is the course for you.** Geography looks in depth at our Earth and the natural processes that have helped to form it. Geography also looks at how humans live on the Earth and the reasons why we are facing environmental changes. Geography looks at how we can change and adapt to the challenges of a 21st century world.

The skills that Geographers will develop are: building up factual knowledge, making connections between events, developing good literacy and numeracy skills, and most importantly, having a good understanding of the world around you.

Employers like Geography students because the depth and breadth of the subject makes them very adaptable in the modern work place, Geographers can turn their hands to almost anything.

Course Content (leading to National 3/4/5)
Physical Environments – We look at some of the most spectacular scenery around the world and learn how it was formed and how it continues to shape the way we live.
Human Environments – In this topic we find out how cities grow and the differences between cities in rich and poor countries. We look at Edinburgh as a case study. We also look at world population and the consequences of its growth.
Global Issues – In this topic we look at the causes and consequences of Volcanoes, Earthquakes and Hurricanes. We then go on to investigate why poor countries are poor and how charities and aid can help them.

Homework
This will be given throughout the year in a variety of forms.

Fieldwork
This is an important part of Geography. Fieldwork will make up 20% of your final grade. We will visit a location within our local area and carry out fieldwork tasks there. This will then be written up in the form of an Added Value Assignment.

Progression
After completing Geography in S4 pupils can go on to study it at National 5 or Higher level in S5/6.

Department contact person:
Mr A Johnstone, Head of Social Subjects Faculty

HISTORY

History is all about questions. If you are always wandering why did that happen? Who said that? When did that change? **History is the subject for you**
History makes us. That's why you'll find it so exciting. Without stories of the past much of what we do would be empty: you've already begun to learn how history fills our lives from films and computer games to fashion and the news.
But we make history too. **You'll learn with us** how people try to persuade you to think in the way they want; and you'll learn how to spot this and work out what they really mean.
Finally **we'll teach you the crucial skills of critical thinking, understanding and writing**. You'll be able to **read and write well**, understand a wide range of information and construct coherent arguments.

That's why employers love historians: they can think for themselves!

What will I study in the National Course?

- **World History: Hitler and Nazi Germany 1919-1939?**
  - How bad did it get for Germany in the 1920s: losing land, money, people, leaders?
  - How did Hitler take over Germany? Defeating democracy, revolution or depression?
  - What did Hitler do to Germans, Jews and others in his Nazi dictatorship?
- **Scottish History: Scotland and the Great War 1910-1919**
  - Why did Scots join the army? Trenches, tanks, machine guns: Technology of war
  - The role of women during the war.
  - Who were the 'Conchies'?
  - The legacy of War: economic, social and political
- **British History: The Atlantic Slave Trade 1770-1807**
  - Out of Africa? Gold, Diamonds, Timbuktu? Was Africa really civilised before we got there?
  - Did African 'slave factories' build Britain? Is Liverpool famous for slavery not the Beatles?
  - How actually did they buy and sell people? Chained, whipped and sold...all for British gold!
  - 'Amazing Grace, how sweet the sound:' Why do we not have slavery in Britain today?

Assessment:

- Internal assessment for National 4 and 5: verbal, illustrated and written tests: for example a mock trial of Nazis, a debate on the 'Reichstag Fire – who really started it? Making models to make Hitler rise, Scots emigration leaflets, Sugar Plantation planning, Abolition Debates
- An added value assignment: an essay for N5 (20% of overall grade), debate or research project for N4
- For National 5 only: One 80 mark written exam paper with a variety of short answer questions.

Department contact person:
Mr A Johnstone, Head of Social Subjects Faculty

HOME ECONOMICS

N4/N5 HOSPITALITY

Course Aims

This course provides candidates with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities of Cfe as well as skills for learning, skills for life and skills for work, which include aspects of numeracy and thinking skills.
This course also aims to enhance their personal effectiveness in terms of cookery and to provide a skill set for those who wish to progress to further study in the hospitality context, a booming industry in Scotland.
In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

The course aims to enable candidates to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

This is a predominantly a practical course, where we have high expectations around teamwork, application and results. Students will cook a wide range of dishes covering cake, pastry and dough making as well as soups, pasta, salads and a wide range of food preparation techniques. There are now externally written elements to the N5 course that require detailed evaluations and knowledge of ingredients, diet and health as well as skills within planning and organisation.

Course assessment structure

Question paper

The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course. The question paper will ask candidates to state, name, give, identify, describe, explain, calculate and evaluate and is worth 25% of the overall course award and is externally marked by the SQA.

Assignment (externally marked by the SQA)

Practical activity (marked internally and verified by the SQA)

The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components.
The purpose of this is to assess candidates' ability to plan, prepare and present a three-course meal to a given specification within a given timescale. A brief specifies the three dishes to be produced.
The assignment and practical activity give candidates an opportunity to demonstrate a wide range of skills, knowledge and understanding in the context of producing and serving a four course meal and make up the remaining 75% of the overall marks for the course assessment.

Department contact person:
Miss G Gungui, Head of Department

NATIONAL 4/ 5 HEALTH AND FOOD TECHNOLOGY

Course aims

This course allows candidates to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices. The course uses an experiential, practical and problem-solving approach to learning, which develops knowledge, and understanding, and practical skills. The course uses real-life situations taking account of local, cultural and media influences and technological innovations. Please note that there will be a course fee or the option of purchasing your own fabric and notions

Course outline:

The course has six broad and inter-related aims which allow candidates to:

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

This course is for learners that have an interest in health, food and consumer issues. The knowledge and skills developed in the course prepare learners for decisions required in learning, life and work. Learners undertaking the course will focus on health, food and consumer issues and develop practical skills that are transferable to a range of contexts, including employment.

These are the main areas covered:

- Food for Health
- Food Product Development
- Contemporary Food Issues

Assessment

- Internal assessment for each unit at National 4.
- N4 completing an Added Value Unit to achieve a full course award
- National 5 complete a Course Assignment where the **practical element is graded internally** (Verified by SQA) with the **course assignment booklet and question paper externally** assessed.

Progression

- Higher Health and Food Technology course or relevant component Units
- SQA qualifications in health and food technology or related areas
- Further study, employment or training

Department contact person:
Miss G Gungui, Head of Department

MATHEMATICS

'*To face the challenges of the 21st Century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.*' - Building the Curriculum 1

All students will study mathematics in S3 and will continue to do so in S4.

Mathematics is the study of the properties, relationships and patterns found in numbers and shapes, and the application of this knowledge to analyse, interpret, simplify and solve problems.

Numeracy is the specific application of those mathematical skills in the situations we meet on a regular basis.

Mathematics is a rich and stimulating subject with the capacity to engage and fascinate learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills and the ability to think in abstract ways, as well as offering opportunities for creativity. It is this universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics is important in everyday life, allowing us to make sense of the world around us. It enables us to think abstractly, model real-life situations and make generalisations, and equips us with the skills we need to interpret and analyse information, assess risk and make informed decisions. Mathematics supports us in the workplace and helps us to be creative and logical when enjoying the challenge of solving problems, tackling puzzles or playing games.

Mathematics plays an important role in other areas, such as science or technologies and is vital to research and development in fields such as engineering, computer science, medicine and finance. Learning mathematics gives pupils access to the wider curriculum and the opportunity to pursue further studies and interests.

The maths courses are designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. They will build on prior learning and develop:

- Use knowledge and understanding of the number system, patterns and relationships
- Use knowledge and understanding of measurement and its application
- Use knowledge and understanding of shape and space
- Research and evaluate data to assess risk and make informed choices
- Apply numeracy and mathematical skills

In S3, learners continue to study a broad Curriculum for Excellence course at third and/or fourth level. This will allow them to have a wide experience of mathematics in S3. In S4 we run courses from National 3 to National 5 in Mathematics and Applications of Mathematics according to the needs of the learners. Assessment in S4 will be in the form of regular internal assessments, an external exam or a combination of those.

Department contact person:
Mr M Atkinson, Head of Department

MEDIA

Media in S3 builds on the media outcomes and experiences of S1 and S2 and allows students to consolidate and deepen their media knowledge, understanding and skills. They will learn how to analyse and create media texts and appreciate the opportunities and challenges that occur within the media industry.

What will I learn in Media?

- A range of media forms (e.g. film, TV and streaming services, advertising)
- To analyse and create media content
- Media history and industry
- The role of media within today's society
- Key media production skills, particularly for film production

Suitability

These courses are suitable for students who:

- have performed well in S2, particularly in English and Art
- enjoy writing, research and discussion
- have a genuine interest in all forms of media
- are able to work effectively in a group
- are interested in creating their own films

The course has an equal balance between creating and analysing media texts.

After gaining a strong grasp of key Media concepts and production skills in S3, students will be advised in S4 whether to sit National 4 or 5. For National 4, all units are **internally** assessed. The National 5 course has an increased focus on production skills and two forms of **external assessment** - *Question Paper (50%)* and the *Assignment (50%).*

Progression

National 4, 5 and Higher Media; NPA in Film and Media.

Department contact person:

Mr M Smith, Head of Department

MODERN LANGUAGES

Did you know that…

- Only 6% of the world's population are native English speakers?
- Over 75% of the world's population speaks no English at all?

In an increasingly globalised society, the demand for foreign language speakers has never been higher. More and more businesses are expanding worldwide – which increases opportunities for foreign language speakers! Furthermore, for all pupils thinking of university study, an additional language is a prerequisite in some courses. Entrance requirements are getting tighter every year, so in order to keep your options open for as long as possible you should ensure that you choose a Modern Language as one of your specialisations.

How can studying a language help you?

- Improved communication skills
- Studying another language can aid your understanding of how English works
- Increased self-confidence through pair and group communication and discussion – and success!
- Increased employability
- Greater opportunities to live and work abroad
- Awareness of the cultures and customs of other countries
- Plus…being able to communicate with others in their language is very satisfying!

Career Pathways in Modern Languages

With a language, you will have a huge array of options open to you. More and more jobs require an ability to speak a foreign language as an additional skill. A large number of companies also seek to recruit people who can speak another language. Practically any job can involve languages, whether it's based in the UK or abroad. Here are some examples:

International Relations	Courier	Civil Service
Resort Representative	Tourist Guide	Engineering
Translating	Interpreting	Export Sales
Marketing	Journalism	Broadcasting
Library & Information Work	Publishing	Diplomatic Service
Secretarial Work	Immigration Officer	Teaching
Law	Accountancy	Hospitality

FRENCH

French is one of very few languages spoken on all five continents. It is spoken as a first language in more than two dozen countries including Belgium, Switzerland and Canada, as well as parts of Africa and the Caribbean. It is also an official working language of several international bodies including the European Union, the International Monetary Fund, the International Red Cross and the United Nations.

Throughout S3 and S4, pupils will work towards qualifications at National 4 or National 5 level. They will continue to develop their language skills in the areas of Reading, Writing, Listening and Talking using a variety of resources including ICT.

The course will cover a variety of different topic areas across four contexts: Society, Learning, Employability and Culture.

Pupils will work within a range of realistic contexts to explore these topic areas. Examples of the types of activity pupils may undertake include the following:

- Writing a blog about a French film they have watched
- Promoting Scotland as a tourist destination
- Completing a research task about contemporary issues in French speaking countries.

Pupils will use up to date technology, modern resources and each area will offer choice and variety.

As well as developing language skills, the study of a modern language promotes the development of higher order thinking skills such as analysis, problem solving, application and evaluation.

Progression

Pupils who achieve an award at National 5 level in S4 may progress to Higher in S5 and Advanced Higher in S6.
Pupils who achieve an award at National 4 level in S4 may progress to National 5 in S5 and Higher in S6.

Department Contact Person:
Mrs R Andrew/Mrs K McEvoy, Heads of Department

SPANISH

In all corners of the globe people have become increasingly aware of the growing presence and importance of Spanish. With over 400 million speakers, Spanish is now the world's third most spoken language. It is not only the official language of Spain, but also of much of Latin America – one of the biggest emerging markets. Spanish is set to be one of the dominant languages of the future.

Spanish will be offered to pupils as an option in S3. As this will be a completely new subject for many of our pupils, some may find the pace of learning somewhat faster than they have been used to in French. Pupils will have the opportunity to gain an award in Spanish at National 4 or 5 Level in S4.

As with French, pupils will experience and use the language in a range of realistic contexts to develop skills in reading, writing, listening and talking across the contexts of Society, Learning, Employability and Culture. Possible activities include:

- Writing to a Spanish pen pal to tell them about yourself
- Creating a podcast to talk about what you do in your free time.
- Learning about Spanish and Latin American culture and customs.

Pupils will use up to date technology, modern resources and each area will offer choice and variety.

As well as developing language skills, the study of a modern language promotes the development of higher order thinking skills such as analysis, problem solving, application and evaluation.

Progression

Pupils who achieve an award at National 5 level in S4 may progress to Higher in S5 and Advanced Higher in S6.
Pupils who achieve an award at National 4 level in S4 may progress to National 5 in S5 and Higher in S6.

Department Contact Person:
Mrs R Andrew/Mrs K McEvoy, Heads of Department

LANGUAGE IN WORK

As part of the Broad General Education, pupils are entitled to the study of a foreign language until the end of S3. Pupils who do not wish to continue with French or Spanish past the end of S3 will have the opportunity to complete a one-year “Language in Work” course.

In this course, pupils will have the opportunity to gain units in the Modern Languages for Life and Work award offered by the SQA. This award aims to develop pupils’ language and employability skills in practical, relevant contexts. This award is offered at National 3 and National 4 level. Pupils will gain accreditation for units achieved on their SQA certificate at the end of S4.

This course may be offered in Spanish, German, or both, depending on staff availability.

Department Contact Person:
Mrs R Andrew/Mrs K McEvoy, Heads of Department

MUSIC

Selecting music in S3 builds upon the key skills listed below, and delivers the experiences and outcomes of Curriculum for Excellence whilst also beginning to prepare pupils to undertake the new SQA National 4 or 5 courses.

Later in the year, pupils will be encouraged to either select a music performing or music technology route. Throughout the course, pupils will have the opportunity to develop a range of skills and develop their online music profile through the use of One Note.

The S3 course will build upon work undertaken throughout S1 and S2. The course will encourage pupils to develop their skills in performing, both individually and as part of a group, compose their own music and use music technology. Tuition may be available from our extended team of dedicated music instructors.

Pupils will also experience musical enrichment through studying music in a wider social context. The courses adopt a diverse range of teaching and learning approaches from skills building to group activities, at all times they are designed to meet the needs of each learner.

The key skills outlined above clearly show that a course in music offers young people far more than only learning instrumental skills. Key employability skills are developed throughout the course as are confidence and resilience; there are also a number of opportunities for young people to perform and also to develop links with community organisations. These transferable skills are viewed highly by both employers and admissions for further education. The new national courses are diverse, challenging and exciting and offer young people great scope for personalisation and choice.

The Creative industries sector in Scotland supports over 60,000 jobs and contributes £5billion to our economy. There are a choice of careers in the music industry covering a range of skills and interests, from business to education, from performing to promotion. What is clear is that with emerging technologies and also how, where and when music is accessed, creative, visionary and inspirational young people are needed to drive music forward into the future.

Department contact person:
Mr K Murphy, Head of Department

NPA PHOTOGRAPHY AT SCQF LEVEL 4

Is the Course for me?

The National Progression Awards in Photography at SCQF level 4 will develop knowledge and understanding in practical photography. The Award is aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level.

The focus in each is mainly on practical photography with the use of practical activities, discussion, project work, practical visits and exhibition work.

The course consists of four compulsory units. During this course you will learn to:

- Develop confidence in photography skills for everyday use, eg gathering and selecting images, identifying key components, labelling and storing, mounting and presenting final images
- Understand categories of photography (still life, portraiture and landscape)
- Identify a selection of diverse images taken indoors and outdoors
- Create a portfolio of work
- Develop individual confidence to evaluate and critique your own work
- Use simple automatic functions of cameras to capture good images

The course will also enable you to:

- Develop critical thinking skills
- Provide understanding of current developments within photography
- Prepare for progression to the NPA in Photography at level 5
- Prepare for progression to further studies and/or employment opportunities in photography and related areas

Department contact person:
Miss J.Dixon, Head of Department

PHYSICAL EDUCATION

Entrance requirement:
A proven interest and high level of participation in Physical Education.

S3 PE Course outline:
In PE, students are given the opportunity to take part in a range of energetic physical activities. Where possible they will have an element of choice in the type of activities they participate in on the course. Within these activities they will be encouraged and supported to demonstrate ability in selecting, adapting and applying movement skills and strategies with increasing consistency and control.

Students will experience a range of different roles in various activities, develop skills to lead groups, contribute to a supportive and inclusive environment and demonstrate behaviour that contributes to fair play.

Students will analyse elements of their own and others' work in PE, recognising strengths and identifying areas where improvements can be made. They will also be given opportunities to monitor and take responsibility for improving their own performance. In addition, they will be able to explain links between the energy used while being physically active, the food they eat, and their health and wellbeing. The course will also look at factors which can influence participation in physical activity.

Looking ahead, students who opt to continue with their PE studies into S4 will follow the National 4/5 course as outlined below. There are 3 units in National 4:

- **Performance Skills**
  - Demonstrate a range of performance skills in a minimum of 2 activities
  - Demonstrate basic control, fluency, movement awareness and appropriate decision making.
- **Factors Impacting Performance**
  - Describe the impact of a minimum of two factors on performance
  - Identify strengths and weaknesses in performance
  - Plan and carry out a action plan to improve performance and evaluate performance development
- **Added Value Unit - Prepare for and carry out a performance in one activity**
  - Prepare physically, emotionally and mentally for a performance
  - Select and apply appropriate skills, use safe practice and follow rules

National 5 will involve pupils being assessed in two 'single performances' and completing an externally marked **Portfolio**. This involves providing evidence of the process involved in planning for personal performance development and evaluating skills.

Assessment
All units of National 4 are internally assessed and verified by the SQA.
National 5 assessment is weighted evenly between a written Portfolio and the performance assessment. Performance assessment will be carried out through two activities with a combined final mark out of 60 marks. The Portfolio is out of 60 marks and is marked externally by the SQA.

Homework
Homework will be a regular feature of all PE courses. These are completed online via OneNote and must be completed out of class time.

Additional information
Various activities will be offered depending on staffing and facilities.
Students must be prepared to participate fully in all practical areas or they will not fulfil the course requirements.

Department contact person:
Miss N McShannon, Head of Department

PHYSICS

Course Aims

Physics in S3 allows learners to continue with their Broad General Education in Science at Curriculum Level 4 developing their interest in, and understanding of this particular branch. You will engage in a wide range of investigative tasks, which will allow you to develop important skills, to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

The course continues the broad general Science education allowing learners to understand and investigate the world in an engaging and enjoyable way. It develops an ability to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions.

Course Outline

There are three units which make up the course. Each unit contains exploration of the following concepts giving appropriate progression to National Qualification levels:-

1. Electricity and Energy explores electrical circuits heat energy, the particulate nature of matter, and applications of electrical energy transfer.

2. Waves and Radiations covers the physics of waves, nuclear radioactivity and their applications.

3. Dynamics and Space includes study of how forces affect motion, energy transformation calculations, and cosmology.

Progression

Depending upon your performance in S3 you will progress over the next two years to presentation at National 3, 4 or 5.

Homework

Homework assignments are issued once per week.

Department contact person:

Mrs A MacFadyen, Principal Teacher Curriculum, Science

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

RMPS develops skills of analysis, interpretation, questioning and seeing the pros and cons of an argument. You will be encouraged to share your own beliefs and opinions, by giving a reasoned argument, as well being challenged by opposing opinions.

Those choosing RMPS as a **specialisation** will develop their skills to a much deeper level by examining the consequences of belief and morality as well a philosophical approach to various topics, including;

- **Religion – Islam**- We take an in depth look into one of the world's most influential religions. From God and Muhammad, to the Muslim understanding of heaven and hell and teachings in the Qur'an. You'll also study the Five Pillars as well as examining how such beliefs and practices have an impact on daily life.
- **Morals – Morality and Medicine**- We will look at medical and ethical questions that arise in hospitals regarding end of life decisions and IVF and embryos. As well as learning about the topics you'll discuss the rights and wrongs, and many different opinions about each area.
- **Philosophy – Existence of God and the Origins of the Universe and Life –** We will study and debate questions like, "does God exists?", "how did the universe begin?" and "did humans evolve or were we created by God?".

Depending on how you progress you will be presented for the National 4 or 5 examination. All pupils will complete an assignment on a religious or moral topic of their choice as course work.

Homework - Will be given once a week.

How will you get your grade? - You will sit assessments in class in S4. National 5 pupils will sit an exam at the end of the course consisting of 3 sections.

RMPS is useful for any career that involves working with people. From Law to Journalism, Social Work to Medicine, RMPS develops your awareness and ability to think 'outside of the box'. It is accepted as a university entrance qualification. You can progress to Higher and Advanced Higher RMPS at Penicuik High School.

All pupils will also cover the following in core classes:

- The Youth Philanthropy Initiative - exploring issues of social justice and local charities
- Religion, belief and Values Award

Department contact person:
Miss H Lyon, Head of Department

SUPPORT FOR LEARNING (SFL) AND ADDITIONAL SUPPORT NEEDS (ASN)

In S3 and S4, there are several types of support on offer to students with ASN. Support is allocated on a needs-led basis and within the resources available at any time in the SfL Department.

In Class Support

Students with identified ASN may have access to in-class support from the SfL Assistants. In addition, SfL teachers will co-ordinate and monitor the support provided to a number of students, which may include targeted support through tutorial sessions. The SfL teachers can provide direct support while also working with subject staff to develop flexible approaches to enable our students to access the curriculum. They will also assist with the development of differentiated materials.

In S3 and S4, blocks of time are allocated to many subjects such as CDT, Art and English departments to encourage and enable all students to complete coursework for SQA to the best of their ability. This support, though primarily targeted at students with ASN, is available to others in the class.

Tutoring and Group Teaching

The SfL team work closely with our guidance colleagues and should concern be raised about the progress of a young person in school, tuition, within a small group setting may be arranged to enable the student to 'catch up'. This work can be done in class or within the SfL department. Direct tuition is also offered to ASN students to reinforce class work, complete homework and to support the development of literacy and numeracy skills. The department takes a nurturing approach towards all pupils who work directly with our staff in order to promote positive well-being and positive behaviour.

Specialist Programmes

Students who are already on *Toe by Toe* may continue these into S3. As the number of students using IT in examinations increases, support is offered in this area to develop pupil independence of the available software and hardware.

SQA Assessment Arrangements

From S1, SfL teachers continue to gather information on student performance from observation, assessments and staff referrals and this is collated to provide the required evidence for SQA when examination concessions are requested. Moderation of Assessment Arrangements can help a pupil by removing the barriers to his/ her learning created by a particular additional support need.

Department contact person:
Mrs T Edge-Loake, Head of Department

UNIVERSITY ENTRANCE REQUIREMENTS

Although you may not have decided what to do after you leave school, the choices you make now can affect which courses you take in fifth and sixth year. In turn, the courses you take then will influence what you do when you leave. Some advice is given on this page to students who are considering a Higher or Further Education course after school. You are advised to choose those National qualification subjects which will lead to the Highers you may need for university or college entrance.
On the next page you will find a list of college and university addresses and telephone numbers. Generally, colleges and universities are very pleased to receive enquiries from young people, or their parents, who are looking ahead and planning for the future. The Library Learning Resources Centre has a wide range of books, prospectuses and IT software, including "Which University".
In selecting subjects for a University Course, there are three levels of requirement to bear in mind.

- **The University General Entrance Requirement**
  This lists the minimum number of subjects and levels needed for an application to be considered. Edinburgh University, for instance, look for a breadth of study across four or more subjects, so would require a minimum 4 passes at Higher Grade. English, and increasingly Maths, at National 5 are also required.

- **The Faculty Requirement**
  In addition to the General Requirement, certain Faculties within a University may demand passes in certain subjects at particular levels. Because of the wide variation between faculties and universities it is not possible to give details here. Information can be obtained from the appropriate university prospectus, or by checking university websites.

- **The Course Requirement - the 'going rate'**
  Depending upon the popularity of a course, or the availability of places, students may need to achieve a higher quality of pass, or number of passes, than is listed. This may vary from year to year, depending on 'supply and demand'. A telephone call to the appropriate university admissions department will usually elicit the 'going rate' for the previous year or the Guidance staff will be able to give advice.

Science, Medicine and Para-Medical Courses, e.g. Physiotherapy
Many courses require TWO science subjects as minimum requirements, at either National 5 or Higher. Students are strongly advised to check the relevant prospectus or university website to find out which combination is required.

SELECTED COLLEGES AND UNIVERSITIES

UCAS www.ucas.com	University of Aberdeen www.abdn.ac.uk Tel. 01224 272000	University of Abertay www.abertay.ac.uk Tel. 01382 308000
University of Dundee www.dundee.ac.uk Tel. 01382 383000	University of Edinburgh www.ed.ac.uk Tel. 0131 650 1000	Edinburgh Napier University www.napier.ac.uk 0333 900 6040
University of Glasgow www.gla.ac.uk Tel. 0141 330 2000	Heriot Watt University www.hw.ac.uk Tel. 0131 449 5111	Queen Margaret University www.qmu.ac.uk 0131 474 0000
Robert Gordon University www.rgu.ac.uk Tel. 01224 262000	University of St Andrews www.st-andrews.ac.uk Tel. 01334 476161	University of Stirling www.stir.ac.uk Tel. 01786 473171
University of Strathclyde www.strath.ac.uk Tel. 0141 552 4400	Duncan of Jordanstone College of Art www.dundee.ac.uk/djcad Tel. 01382 383000	Edinburgh College of Art www.eca.ac.uk Tel. 0131 651 5800
Glasgow School of Art www.gsa.ac.uk Tel. 0141 353 4500	Oatridge Agricultural College www.oatridge.ac.uk Tel. 01506 864800	Edinburgh College www.**edinburghcollege**.ac.uk 0131 669 4400

GLOSSARY

Broad General Education One of the key entitlements of Curriculum for Excellence (CfE) is that all children should receive a rounded education, known as a broad general education, from early years through to the end of S3. This provides your child with a wide range of knowledge, skills and exciting experiences that they can draw on as their lives, careers and job opportunities continue to change.

Curriculum Areas The curriculum areas are the organisers for ensuring that learning takes place across a broad range of contexts. They are:

Expressive Arts	*Health and Wellbeing*	*Languages*
Mathematics	*Religious and Moral Education*	
Sciences	*Social Studies*	*Technologies*

Further Education Further Education colleges offer National Certificate courses up to HND, Higher and GCE A level. Many of the courses they run are vocational. They prepare students for work or for Higher Education.

Higher Education Higher Education is the term used for Diploma, HND or Degree courses offered at universities and colleges in the UK.

National 3, 4 or 5 Qualification This is the system of courses and qualifications introduced from 2013 to replace Standard Grade and Intermediate Courses.

HNC (**Higher National Certificate)**: a qualification awarded by SQA for the successful completion of modular courses at a level above National Certificate. HNC courses are taught at Further Education Colleges.

HND (**Higher National Diploma**): awarded by SQA, a more advanced qualification than HNC

National Qualification Certificate The certificate issued by SQA on which are listed all courses and units successfully completed. Leads to HNC courses or further NQ courses at Further Education Colleges, or directly to employment.

SQA (**Scottish Qualifications Authority**): the body responsible for all National Certificate courses, their assessment and certification.

UCAS (**Universities and Colleges Admissions Service**): the organisation through which you apply for degree courses, DipHE and HND courses at universities and colleges in the UK. (See under University Entrance Requirements)