

# Breadalbane Academy



**Senior Phase  
Course Options  
S4 - 6**

**Session  
2024 - 2025**

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## Foreword

Breadalbane Academy offers a range of educational opportunities for pupils entering our Senior Phase.

This course options booklet is part of a wider process designed to explain your future choices in the next stage of your education and development. It includes detailed information about all courses on offer at Breadalbane Academy next session (2024/25) and also explores the opportunities you will have to develop your potential in preparation for competing with others from around the country for a job, or a place at the college or university of your choice. Please read it carefully and talk to your friends, parents/carers and your teachers about the information it contains so that you can select the most appropriate options for the next stage of your education.

## Making Appropriate Choices

You are approaching the next step in your Senior Phase at school and will soon have the opportunity to make your course choices for next session.

The subject areas you continue with next year may determine what opportunities are open to you later in life. Therefore, it is crucial that you take time to consider the different options carefully so that you can make choices that are right for you.

This booklet will help you to make sense of the process, as it details:

- Examinations & Awards
- Information regarding;
  - National Qualifications – Courses & Units
  - Scottish Baccalaureates
  - National Progression Awards
- Choosing your subjects
- Core subjects
- What things should I be thinking about when choosing subjects?

Pupil Support teachers have a particularly important role to play in assisting individual pupils to make appropriate choices. Parents are welcome to contact their child's support teacher to discuss any aspect of the course choice process.

Our support team members are: **Mr Davidson and Mrs Glover**, who will be overseeing the process and can be contacted at any time by emailing [breadalbane@pkc.gov.uk](mailto:breadalbane@pkc.gov.uk).

## Examinations & Awards

All school-based examinations and awards are currently administered by the Scottish Qualifications Authority (SQA). The National Qualifications programme is the normal S4, S5 and S6 examination system.

National Qualifications cater for all abilities.

- National 4:** National 4 award is a pass or fail and provides a stepping stone for some pupils to progress to National 5. It is internally assessed with no external exam.
- National 5:** Provides a progression route for some pupils who have gained a pass at National 4 level. National 5 level courses may provide a stepping stone for some pupils to progress to Higher level courses in S5 and S6. Pupils in S6 who wish to broaden their range of qualifications may also select from the range of National 5 courses. Some National 5 level courses do not specify previous study of the subject as an entry requirement.
- Higher:** Higher level courses will be part of the curriculum for many pupils returning to S5. The general recommended entry requirement for all Higher level courses is a Grade A, B or C B at National 5 level in the subject. (check individual course details).
- Advanced Higher:** These courses are offered mainly to those presently achieving grade A or B at higher level or who want to study the subject in greater depth. Advanced Highers are generally not required as an entrance qualification for University, but it can be an advantage for some universities and faculties. Advanced Higher Courses place a considerable emphasis on individual initiative and study with limited direct teacher tuition. It is a good introduction to the kind of study experienced at University.

The **progression routes** between these different courses are shown below with recommended entry requirements:

Level of study	Recommended entry qualifications
National 4 ↓	National 3
National 5 ↓	National 4
Higher Course ↓	National 5 Grades A, B or C
Advanced Higher Course	Higher Grades A or B

It would be unwise to study a course for which you don't have the recommended entry qualifications as you are unlikely to be successful in passing the examination at the end of the course. If you are uncertain whether you will be permitted to take a particular subject, discuss the matter with the principal teacher concerned.

## Scottish Baccalaureates

The Scottish Science Baccalaureate and the Scottish Languages Baccalaureates consist of a coherent group of current Higher and Advanced Higher qualifications in science and languages respectively and are open to S6 pupils. But what makes a Scottish Baccalaureate unique is the Interdisciplinary Project.

The Interdisciplinary Project is an Advanced Higher Unit in which you apply your subject knowledge in realistic contexts. You carry out an investigation or practical assignment which is likely to involve you working out with your school – in a college or university, or in a community or workplace setting. The Interdisciplinary Project will help you to develop and show evidence of initiative, responsibility and independent working. See [www.sqa.org.uk](http://www.sqa.org.uk) for more information.

## Foundation Apprenticeships

Foundation Apprenticeships are initiative introduced by the Scottish Government. They are 1- or 2-year courses and are open for young people moving into either S5 or S6. They will support pupils to be career ready through the local work placements and real-life projects undertaken. Young people working towards a Foundation Apprenticeship will gain knowledge, skills and hands-on industry experience at college and with a local employer. They are an industry-recognised qualification set at SCQF level 6 which is equivalent to Higher level. If choosing to study a Foundation Apprenticeship, pupils are required to attend Perth College every Friday. The school will support this by allowing pupils to drop 1 column to allow extra study periods for their other 4 subjects.

Perth College UHI deliver a presentation to all S4 pupils to provide them with full information on the range of Foundation Apprenticeship courses on offer. A full prospectus detailing all of these courses can be accessed at [www.perth.uhi.ac.uk/foundation-apprenticeships/](http://www.perth.uhi.ac.uk/foundation-apprenticeships/) and include:

### Two Year Foundation Apprenticeships

- [Business Skills](#)
- [Creative and Digital Media](#)
- [Social Services and Healthcare](#)
- [Social Services: Children and Young People](#)
- [Engineering](#)

### One Year Foundation Apprenticeships

- [Business Skills](#)
- [Financial Services](#)
- [Social Services: Children and Young People](#)

## Choosing your subjects

S4 Subject Choice – All S3 pupils will choose 5 subjects going into S4. All pupils will also study English and Maths in addition to their 5 personal choices. This can be a mixture of National 4, National 5, Skills for Work and Vocational courses.

S5 Subject Choice – All S4 pupils will choose 5 subjects going into S5. This can be a mixture of Higher, National 4/5, Skills for Work, Vocational and a Foundation Apprenticeship course.

S6 Subject Choice – All S5 pupils will choose 4 subjects going into S6. However, there is some flexibility depending on the number of Advanced Highers being taken. Those pupils who are choosing to undertake 3 Advanced Highers can have 2 study columns.

S3-5 pupils will all be interviewed by their Guidance Teacher to discuss their options fully. Parents/Carers are encouraged to attend these meeting, where possible. Further information about dates and how to arrange these meetings can be found in the [letter to parents](#).

Please understand that the option sheet cannot meet all requests. You may need to think of a two-year or three-year package to study all the subjects of interest to you, but aim to select subjects that will maximise your attainment at each stage of senior phase.

Further decisions about over-subscribed or non-viable classes will be made during April and May and all pupils that this affects will receive a brief interview about their choices.

Any pupil who needs to review their choices in the light of examination results will receive an interview by their support teacher on return to school in August.

## School Based Courses Offered at Breadalbane Academy for Session 2024 / 2025

Subject	Levels offered
Accounting ( <i>New</i> )	Nat 5
Activity Tourism	National Certificate Level 6 ( <b>S5/6 only, UHI Perth</b> )
Administration and IT	Nat 4/5 and Higher
Application of Mathematics	Nat 3 – 5 and Higher
Art and Design	Nat 3 - 5/Higher
Art and Design: Design	Advanced Higher
Art and Design: Expressive / Expressive Art (Photography)	Advanced Higher
Automotive Skills	Nat 4 Skills for Work
Biology	Nat 3 – 5/Higher/Adv Higher
Business Management	Nat 4/5 and Higher
Chemistry	Nat 3 – 5/Higher/Adv Higher
Computing Science	Nat 4/5 and Higher
Creative Thinking ( <i>New</i> )	SCQF Level 5
Drama	Nat 3 – 5/Higher/Adv Higher
Early Education and Childcare ( <i>New</i> )	Nat 4 Skills for Work
Engineering Science	Nat 4/5 and Higher
English	Nat 3 – 5/Higher/Adv Higher
Environmental Science	Higher
Exercise and Fitness Leadership	NPA Level 6
Fashion and Textile Technology	Nat 3 – 5/Higher
French	Nat 3 – 5/Higher
Gaelic Learners	Nat 3 – 5/Higher/Adv Higher
Gàidhlig	Nat 3 – 5/Higher/Adv Higher ( <b>GME pupils only</b> )
Geography	Nat 3 – 5/Higher/Adv Higher
Graphic Communication	Nat 4/5 and Higher
Hairdressing	Nat 4 ( <b>S4/5/6</b> ) Nat 5 ( <b>S5/6 only</b> )
Health and Food Technology	Nat 3 – 5/Higher/Adv Higher
History	Nat 4 – 5/Higher/Adv Higher
Literature 1 and Communication NC ( <i>New</i> )	Higher
Mathematics	Nat 3 – 5/Higher/Adv Higher
Modern Studies	Nat 3 – 5/Higher/Adv Higher
Music Performing	Nat 3 - 5/Higher/Adv Higher
Music Technology	Nat 3 – 5/Higher
Photography	NPA/Higher
Physical Education	Nat 3 – 5/Higher/Adv Higher
Physics	Nat 3 – 5/Higher/Adv Higher
Practical Cookery	Nat 4/5
Practical Woodwork	Nat 4/5
Religious, Moral and Philosophical Studies	Nat 4 – 5/Higher
Rural Skills	Nat 4 Skills for Work / NPA Level 5
Spanish	Nat 3 – 5/Higher
Sport and Recreation	Nat 4
Sport and Recreation and Uniformed and Emergency Services	Nat 4 and Nat 5 ( <b>S5/6 only</b> )



## Core subjects

In addition to your National Qualifications all S4, S5 and S6 pupils will continue to develop wider achievement and vocational education within their timetable. In this way, pupils will build up a variety of qualifications and experiences to support them in accessing their chosen career route.

We have found that pupils who are successful in achieving positive destinations talk confidently and knowledgeably about their:

- Personal skills
- Strengths
- Relevant experiences

Our curriculum allows us to embed these opportunities through our;

Core PSE

Core PE

Core RE

Senior Activities

Senior Activities provide all S5 and S6 pupils opportunities to develop a wide range of skills and additional qualifications ranging from level 4 to level 7.

## My World of Work

([My World of Work I](#))

**How to make your school option choices - the key things you need to think about when making your option choices:**

### **How do you like to learn?**

Everybody learns in their own way. Knowing how you learn best can help you figure out what subjects to choose. For example, if you enjoy learning through listening and speaking, you may be suited to learning languages.

### **Where can certain subjects take you?**

Your option choices can affect the jobs open to you in the future. You need to have studied certain subjects to apply for some courses or jobs. You can find out more about where your subjects can take you with the MWOW [Option Choices tool](#). Use the tool to explore job profiles, industries and Modern Apprenticeships.

### **What subjects do you enjoy?**

Doing what you love can make you more likely to do well. If you are interested in something, learning more about it can be fun.

### **What subjects are you good at?**

You are more likely to enjoy subjects that you do well in. But you don't only have to pick subjects you are good at — you should also think about subjects you have never done before.

### **What do other people think?**

Talk to people you trust, such as family members or friends, about where they think your strengths lie. Your choices have to be the right ones for you.

## **What other things should I be thinking about when choosing subjects?**

1. Keep as many career options open as possible.
2. Don't choose a subject because your friends have taken it. You may need a subject for your chosen career and this will be more important in the long run than being in the same class as your friends
3. If you have a particular career, Further or Higher Education course in mind you should check the entry qualifications before choosing your subjects. The Careers Library, Careers Adviser and Guidance teachers will help you investigate recommended entry level. Be cautious. You would be well advised to choose subjects which keep open as many other options as possible. You may change your mind!
4. Don't be put off a subject just because other people are better at it than you. If you are genuinely interested in a subject or, need the subject for your career, then you ought to consider choosing it regardless of how well others do in the subject.
5. Although careers are an important consideration it may be appropriate to think about developing yourself in a new subject area. This is especially relevant to S6 pupils who already possess a good group of qualifications
6. As university recommended entry levels have become more complicated, it is essential that you check with your chosen university as to those qualifications relevant to your course. Candidates for university entry often have to satisfy General Recommended entry level plus Faculty requirements and sometimes requirements of Departments. Before choosing your subjects for S5/6 you should check the entry qualifications for specific degree courses in the appropriate prospectuses. Applicants must also achieve Higher passes at certain levels which vary from one university to another. It should be noted that applicants who do not fulfil the going rates at the first sitting are required to obtain a higher level at a second sitting.
7. Candidates who require upgrading results in S6 to obtain entry may, in many cases, be allowed to try to obtain a good grade in Advanced Higher rather than repeat a Higher but pupils should consult individual departments within different universities to ascertain what their policy is before making a decision about subject choice in S6.

# Future Careers

We encourage all pupils to understand the link between what they study in the classroom and the world of work. The career posters below are there to help you be more aware of potential career pathways through subject study (click on the subject name to find about more about potential careers).

<a href="#"><u>Administration &amp; IT</u></a>	<a href="#"><u>Art &amp; Design</u></a>	<a href="#"><u>Biology</u></a>	<a href="#"><u>Chemistry</u></a>	<a href="#"><u>Computing Science</u></a>
<a href="#"><u>Design &amp; Manufacture</u></a>	<a href="#"><u>Engineering Science</u></a>	<a href="#"><u>Fashion &amp; Textiles</u></a>	<a href="#"><u>Geography</u></a>	<a href="#"><u>Graphic Communications</u></a>
<a href="#"><u>History</u></a>	<a href="#"><u>Mathematics</u></a>	<a href="#"><u>Modern Languages</u></a>	<a href="#"><u>Modern Studies</u></a>	<a href="#"><u>Music</u></a>
<a href="#"><u>Physical Education</u></a>	<a href="#"><u>Physics</u></a>	<a href="#"><u>Religious, Moral &amp; Philosophical Studies</u></a>	<a href="#"><u>Science</u></a>	

## Virtual Course Offer

### The Tayside Virtual Campus Offer

The Tayside Virtual Campus has been a highly successful in widening the curriculum offer for young people. The Tayside Virtual Offer will be available **from January 2024** and open for applications. The offer is likely to include a range of Advanced Highers, including Modern Languages. Higher Politics has also previously been offered through the Tayside Virtual Campus. These courses would be appropriate for **S6 pupils only**.

### The UHI Perth Virtual Offer

The Schools College Partnership offers a virtual programme (online courses) to school to widen the curriculum offer. This has previously included courses such as Higher Psychology and Higher Childcare and Development. The full School College Partnership offer (including online courses) will be made available on the **senior option form issued in January 2024** and should be discussed with Guidance Teachers.

# The Scottish Credit and Qualifications Framework

SCQF Levels	SQA Qualifications		
12			↑
11			
10			
9			Professional Development Award
8		Higher National Diploma	
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	
6	Higher, Awards, Skills for Work Higher		↑
5	National 5, Awards, Skills for Work National 5		↓
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award
3	National 3, Awards, Skills for Work National 3		
2	National 2, Awards		↓
1	National 1, Awards		

## The SCQF can:

- help you plan your learning journey and make the right choices;
- help employers understand different qualifications;
- help universities or colleges identify the level that you have studied in a particular subject;
- recognise other areas of your learning that can help your personal development and goals for the future; and
- increase your confidence and self-esteem by showing you the level of learning you have achieved.

## Course Information

### ENGLISH – NATIONAL 4

**What are the aims of this course**

- To build on skills in reading, writing, talking, listening & critical thinking
- To develop in pupils an appreciation of literature.

**What are the recommended entry levels for this course?**

- CfE Level 4

**What content is included in this course?**

- Analysis and Evaluation Unit ( Reading and Listening)
- Creation and Production Unit ( Writing and Talking)
- Literacy Unit
- Added Value Unit

**What skills will I develop?**

You will develop your language skills and critical appreciation of literature at a level beyond that already encountered in CfE Level 4. You will have a greater opportunity to work independently, plan your work and meet challenging deadlines.

**What learning and teaching approaches will I experience?**

You will encounter the usual mixture of classroom practice in English: direct teaching; pair and group work; whole class discussion and independent research which will create a stimulating but challenging learning experience.

**How will I be assessed?**

The National 4 candidates will complete a portfolio of work that will be assessed by your teacher. This will involve a mixture of reading and responding to texts, giving presentations and writing your own work.

**What are the homework requirements?**

You will be given formal homework on a weekly basis. You will also have various longer term projects. In total, you should spend at least two hours at home on English per week.

**What are the possible progression routes?**

- National 5 English.

**Certification anticipated in:**

National 4 English is allocated 24 SCQF credit points at SCQF level 4.

## ENGLISH – NATIONAL 5

### What are the aims of this course

- To build on skills in reading, writing, talking, listening & critical thinking
- To develop in pupils an appreciation of literature.

### What are the recommended entry levels for this course?

- CfE Level 4

### What content is included in this course?

- Reading for Understanding Analysis and Evaluation
- Literature (including Scottish Set Texts)
- Folio (Creative and Functional Writing)

### What skills will I develop?

You will develop your language skills and critical appreciation of literature at a level beyond that already encountered in CfE Level 4. You will have a greater opportunity to work independently, plan your work and meet challenging deadlines.

### What learning and teaching approaches will I experience?

You will encounter the usual mixture of classroom practice in English: direct teaching; pair and group work; whole class discussion and independent research which will create a stimulating but challenging learning experience.

### How will I be assessed?

The National 5 English exam comprises of two papers: Reading for Understanding, Analysis and Evaluation (RUA/E), in which you will read a previously unseen article and answer questions; and Critical Reading, where you will read an extract from one of the Scottish set texts and answer questions and also write a critical essay on a text you have studied in class. There is a writing folio to be submitted in March worth 30% of the final grade. Class teachers will continually assess pupils to ensure they are making adequate progress on the course. There is one Coursework Assessment: Performance – spoken language which is assessed on an achieved/not achieved basis.

### What are the homework requirements?

You will be given formal homework as required by the course. This will include pre-reading, drafts of work, notes tasks and practice questions. In addition, it is recommended students spend at least half an hour working through Scholar exam activities per week. Regular practice of exam skills builds confidence and fluency when tackling the exam.

### What are the possible progression routes?

- Higher English.

### Certification anticipated in:

National 5 English is allocated 24 SCQF credit points at SCQF level 5.

## ENGLISH - HIGHER

### What are the aims of this course

- To build on skills in reading, writing, talking, listening & critical thinking.
- To develop in pupils an appreciation of literature.

### What are the recommended entry levels for this course?

- National 5

### What content is included in this course?

- Reading for Understanding Analysis and Evaluation
- Literature ( including Scottish Set Texts)
- Folio ( Creative and Functional Writing)

### What skills will I develop?

You will develop your language skills and critical appreciation of literature at a level beyond that already encountered in National 5. You will have greater opportunity to work independently, plan your work and meet challenging deadlines.

### What learning and teaching approaches will I experience?

You will encounter the usual mixture of classroom practice in English: direct teaching; pair and group work; whole class discussion and independent research which will create a stimulating but challenging learning experience.

### How will I be assessed?

There is an external exam consisting of two papers. Paper 1 is Reading for Understanding, Analysis and Evaluation based on an unseen passage. Paper 2 is Critical Reading: in Section 1, pupils read an extract from one of the set Scottish texts and answer questions and in Section 2, pupils write about a text studied during the course. There is also a folio of writing submitted to the SQA in March worth 30% of your final grade. There is one internal assessment: Performance – spoken language which is assessed on an achieved/not achieved basis.

### What are the homework requirements?

You will be given formal homework as required by the course. This will include pre-reading, drafts of work, notes tasks and practice questions. In addition, it is recommended students spend at least half an hour working through Scholar exam activities per week. Regular practice of exam skills builds confidence and fluency when tackling the exam.

### What are the possible progression routes?

- Advanced Higher
- Higher English is accepted by all universities and colleges as an entry requirement and is an essential requirement for many.

### Certification anticipated in:

Higher English is allocated 24 SCQF credit points at SCQF level 6.

## ENGLISH – ADVANCED HIGHER

### What are the aims of this course

- To build on skills in reading, writing & critical thinking
- To develop in pupils a critical appreciation of literature.

### What are the recommended entry levels for this course?

- Higher English pass at level A or B.

### What content is included in this course?

- A Literary Study of Two Linked Texts
- Analysis of Unseen Texts
- Creative Portfolio
- Dissertation

### What skills will I develop?

You will develop your linguistic skills and critical appreciation of literature at a level beyond that already encountered in Higher English. You will learn to work more independently and develop your own approaches to literature.

### What learning and teaching approaches will I experience?

There will be a mixture of classroom teaching and personal study with opportunities provided to conduct your own research – individually or as a group. As class sizes are small, lessons will follow more of a tutorial type format.

### How will I be assessed?

There will be a question paper through which learners will write a critical response on drama or prose and undertake a textual analysis of an unseen poem and a portfolio which will contain two pieces of writing and a dissertation.

### What are the homework requirements?

You will be given formal homework as required by the course. This will include pre-reading, drafts of work, notes tasks and practice questions. In addition, it is recommended students spend at least half an hour working through Scholar exam activities per week. Regular practice of exam skills builds confidence and fluency when tackling the exam.

### What are the possible progression routes?

- Can be taken as part of the Language Baccalaureate course
- Advanced Higher English is accepted and highly valued by all university courses and is an excellent “stepping stone” between school and tertiary education.

### Certification:

Advanced Higher English is allocated 32 SCQF credit points at SCQF level 7.



## ENGLISH – Literature 1 and Communication National Certificate (Higher)

### What are the aims of this course

- To build on communications skills in a range of settings
- To develop in pupils a critical appreciation of literature.

### What are the recommended entry levels for this course?

- National 5 English Award

### What content is included in this course?

- During this course you will develop your production and evaluation of spoken and written communication. You will participate in the meaningful analysis of literature, its social and moral concerns, its devices and stylistic characteristics. You will be expected to discuss, and make reasoned judgements about literary texts, plays, poems, novels, short stories and non-fiction

### What skills will I develop?

You will develop your linguistic skills and critical appreciation of literature at a level beyond that already encountered at National 5. You will learn to work more independently and develop your own approaches to literature alongside your ability to communicate through writing and speech in a range of different contexts.

### What learning and teaching approaches will I experience?

You will encounter the usual mixture of classroom practice in English: direct teaching; pair and group work; whole class discussion and independent research which will create a stimulating but challenging learning experience.

### How will I be assessed?

This course is assessed through continuous assessment on a pass or fail basis. You will complete two critical evaluations of studied texts alongside a textual analysis of an unseen work of literature in a familiar genre. In addition to this you will produce writing that presents a detailed analysis and a clear argument, a spoken activity and a listening activity.

### What are the homework requirements?

You will be given formal homework as required by the course. This will include pre-reading, drafts of work, notes tasks and practice questions. Regular practice of written and communication skills builds confidence and fluency when tackling the assessments.

### What are the possible progression routes?

- This will develop strong foundation for the Higher English course should you wish continue to develop your English skills.
- The complete award is given equivalence to Higher English by some Higher Education institutions. **You should check with admission requirements of your chosen course.**

### Certification:

Literature 1 and Communication is allocated 18 SCQF credit points at SCQF level 6.

## FRENCH/GERMAN/SPANISH/GAELIC – NATIONAL 4

### What are the aims of the course?

- To build on skills in reading, writing, talking and listening.
- To develop literacy skills

### What are the recommended entry levels for this course?

The National 4 course is open to all S4/5/6 pupils who have shown competence in their previous language learning at Level 3.

### What content is included in this course?

- **Understanding Language Unit** (*Listening and Reading*)
- **Using Language Unit** (Talking and Writing)
- **Added Value Unit**

Skills are developed within the contexts of **Society, Learning, Employability** and **Culture**.

### What skills will I develop?

- Skills for learning, skills for life and skills for work
- Reading, Talking, Listening and Writing in French/German/Spanish/Gaelic
- Working with others and independent study
- Applying grammatical knowledge
- Presentation skills

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work to improve language proficiency.

### How will I be assessed?

The course is assessed internally. Pupils must pass unit assessments – one each for Listening, Talking, Reading and Writing as well as the Added Value Unit.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

### What are the homework requirements?

A large part of homework will be of a learning nature; vocabulary, verb structures and grammar. In addition, regular practice of reading will be required, as well as preparation for speaking tasks. Pupils will be expected to undertake regular and independent revision, in addition to their set homework.

### What are the possible progression routes?

- Achieving a pass at National 4 allows progression to the National 5 course.
- Alternatively, **further education** courses may be available at appropriate levels.
- Courses offered by **foreign language agencies** at appropriate levels.
- **Employment**, possibly making use of foreign language competence.

### Certification anticipated in:

National 4 French/German/Spanish/Gaelic is allocated 24 SCQF credit points at SCQF level 4.

## **Gàidhlig – National 4**

### **What are the aims of the course?**

- To build on skills in reading, writing, talking, listening & critical thinking
- To develop in pupils an appreciation of literature.

### **What are the recommended entry levels for this course?**

**As this is a Gàidhlig medium course previous learning and fluency in the language is essential.**

- CfE Level 3

### **What content is included in this course?**

- Analysis and Evaluation Unit ( Reading and Listening)
- Creation and Production Unit ( Writing and Talking)
- Literacy Unit
- Added Value Unit

### **What skills will I develop?**

The ability to listen, read, talk and write in Gaelic, as appropriate to purpose, audience and context appropriate to purpose and audience in the contexts of literature, language, media and culture

- ◆ the ability to create and produce texts, as appropriate to purpose, audience and context
- ◆ their knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others.

### **What learning and teaching approaches will I experience?**

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work to improve language proficiency.

### **How will I be assessed?**

The course is assessed internally. There will a focus on spoken Gaelic. Pupils must pass unit assessments

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

### **What are the homework requirements?**

A large part of homework will be of a learning nature; vocabulary, verb structures and grammar. In addition, regular practice of reading will be required, as well as preparation for speaking tasks. Pupils are encouraged to have as much exposure to Gaelic in the home as possible, and so if formal homework is not set, it is expected that pupils will either watch or listen to programmes on BBC Alba or Radio nan Gàidheal.

### **What are the possible progression routes?**

- A successful candidate at Nat 4 will be able to progress to a **National 5 Gàidhlig** course.
- **Employment**, possibly making use of Gaelic ability and cultural awareness.

## FRENCH / GERMAN / SPANISH /GAELIC – NATIONAL 5

### What are the aims of the course?

The course offers learners the opportunity to develop and extend their ability to communicate using the four skills - listening, talking, reading and writing.

### What are the recommended entry levels for this course?

- National 4 French/German/Spanish/Gaelic **or**
- Competence demonstrated in previous language learning

### What content is included in this course?

- **Understanding Language Unit** (*Listening and Reading*)
- **Using Language Unit** (*Talking and Writing*)

Skills are developed within the contexts of **Society, Learning, Employability** and **Culture**.

### What skills will I develop?

- Skills for learning, skills for life and skills for work
- Reading, Talking, Listening and Writing in French/German/Spanish/Gaelic
- Working with others and independent study
- Applying grammatical knowledge
- Presentation skills

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work to improve language proficiency.

### How will I be assessed?

The course is assessed by a talking assessment completed in class as well as a final examination which will determine the learner's final grade (A-D).

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

### What are the homework requirements?

A large part of homework will be of a learning nature; vocabulary, verb structures and grammar. In addition, regular practice of reading will be required, as well as preparation for speaking tasks. Pupils will be expected to undertake regular and independent revision, in addition to their set homework.

### What are the possible progression routes?

- A successful candidate at Nat 5 will be able to progress to a **Higher** Modern Languages course.
- Alternatively, **further/higher education** courses may be available at appropriate levels, up to and including degree courses.
- Courses offered by **foreign language agencies** at appropriate levels.
- **Employment**, possibly making use of foreign language competence.

**Certification anticipated in:** Nat 5 French/German /Spanish/Gaelic is allocated 24 SCQF credit points at SCQF level 5.

## Gàidhlig – National 5

### What are the aims of the course?

- To build on skills in reading, writing, talking, listening & critical thinking
- To develop in pupils an appreciation of literature.

### What are the recommended entry levels for this course?

**As this is a Gàidhlig medium course previous learning and fluency in the language is essential.**

- CfE Level 4

### What content is included in this course?

The course provides candidates with the opportunity to develop their reading, critical reading, listening, talking and writing skills in order to understand and use Gaelic language. The structure of the course enables candidates to focus on the skills required to understand, analyse, evaluate, create and produce language.

### What skills will I develop?

the ability to listen, read, talk and write in Gaelic, as appropriate to purpose, audience and context appropriate to purpose and audience in the contexts of literature, language, media and culture

- ♦ the ability to create and produce texts, as appropriate to purpose, audience and context
- ♦ the ability to apply knowledge of language
- ♦ their knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others.

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work to improve language proficiency.

### How will I be assessed?

The course is assessed internally as well as externally. There is also a final examination which will determine the learner's final grade (A-D). There will be a focus on spoken Gaelic

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

### What are the homework requirements?

A large part of homework will be of a learning nature; vocabulary, verb structures and grammar. In addition, regular practice of reading will be required, as well as preparation for speaking tasks. Pupils are encouraged to have as much exposure to Gaelic in the home as possible, and so if formal homework is not set, it is expected that pupils will either watch or listen to programmes on BBC Alba or Radio nan Gàidheal.

### What are the possible progression routes?

- A successful candidate at Nat 5 will be able to progress to a **Higher Gàidhlig** course.
- Alternatively, **further/higher education** courses may be available at appropriate levels, up to and including degree courses.
- **Employment**, possibly making use of Gaelic ability and cultural awareness.

## FRENCH / GERMAN / SPANISH /GAELIC – HIGHER

### What are the aims of the course?

The Higher course offers learners opportunities to:

- listen, talk, read and write in French/German/Spanish/Gaelic
- develop the language skill of translation

apply knowledge and understanding of French/German/Spanish/Gaelic more independently

### What are the recommended entry levels for this course?

National 5 in the relevant language.

- **Pupils with no previous knowledge of the language but have previously performed well in another language at Nat 5 or Higher level would be considered for this course. Please see Mr Reaper in the first instance.**

### What content is included in this course?

The contexts are the same as at National 5 level but are developed further at Higher level:

- **Society** (becoming an adult, teenage problems, the digital age, global citizenship)
- **Learning** (understanding yourself as a learner, choosing a university or college, lifelong learning)
- **Employability** (summer jobs, future employment, job opportunities)

**Culture** (taking a gap year, living in a multicultural society, traditions of other countries)

### What skills will I develop?

- Skills for learning, skills for life and skills for work
- Reading, Talking, Listening and Writing in French/German/Spanish/Gaelic
- Knowledge of detailed language required to translate French/German/Spanish/Gaelic accurately
- Working with others and independent study
- Applying grammatical knowledge and understanding
- Presentation skills

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work to improve language proficiency. Interactive language based websites are used to access news and events in the relevant language.

### How will I be assessed?

The skill of talking will be assessed in school with this mark counting towards 25% of the final mark. There is also a final examination assessing listening, reading and writing which will determine the learner's final grade (A-D).

### What are the homework requirements?

A large part of homework will continue to be of a learning nature; vocabulary, verb structures and grammar. In addition, regular practice of reading, listening and writing will be required, as well as preparation for speaking tasks. Pupils will be expected to undertake regular and independent revision, in addition to their set homework.

### What are the possible progression routes?

- Advanced Higher
- Higher education courses at appropriate levels, up to and including degree courses.
- Courses offered by foreign language agencies at appropriate levels.
- Employment, possibly making use of foreign language competence.
- A Higher in one language allows you to start a wide range of new languages at university.

**Certification anticipated in:** Higher French / German / Spanish /Gaelic are allocated 24 SCQF credit points at SCQF level 6.

## Gàidhlig – Higher

### What are the aims of the course?

- To build on skills in reading, writing, talking, listening & critical thinking
- To develop in pupils an appreciation of literature.

### What are the recommended entry levels for this course?

**As this is a Gàidhlig medium course previous learning and fluency in the language is essential.**

- CfE Level 5

### What content is included in this course?

The course provides candidates with the opportunity to develop their reading, critical reading, listening, talking and writing skills in order to understand and use Gaelic language. The structure of the course enables candidates to focus on the skills required to understand, analyse, evaluate, create and produce language.

### What skills will I develop?

Candidates will have the opportunity to:

- develop an understanding of how language works
- communicate ideas and information in Gaelic
- use creative and critical thinking to synthesise ideas and arguments
- develop critical literacy skills and personal, interpersonal and team-working skills
- develop independent learning
- enhance their enjoyment and understanding of their own language and culture, and those of others

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work to improve language proficiency.

### How will I be assessed?

The skill of talking will be assessed internally. There is also a final examination which will determine the learner's final grade (A-D).

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

### What are the homework requirements?

A large part of homework will be of a learning nature; vocabulary, verb structures and grammar. In addition, regular practice of reading will be required, as well as preparation for speaking tasks. Pupils are encouraged to have as much exposure to Gaelic in the home as possible, and so if formal homework is not set, it is expected that pupils will either watch or listen to programmes on BBC Alba or Radio nan Gàidheal.

### What are the possible progression routes?

- A successful candidate at Higher will be able to progress to an **Advanced Higher Gàidhlig course**.
- Alternatively, **further/higher education** courses may be available at appropriate levels, up to and including degree courses.
- **Employment**, possibly making use of Gaelic ability and cultural awareness.

## **FRENCH/SPANISH/GAELIC LEARNERS – ADVANCED HIGHER** *(possible virtual offer for French & Spanish)*

### **What are the aims of the course?**

The Advanced Higher course offers learners opportunities to:

- further develop the ability to listen and talk, read and write in French/Spanish/Gaelic
- further develop grammatical knowledge
- develop independent learning and higher-order language skills
- develop the ability to plan and research, integrating and applying language skills

### **What are the recommended entry levels for this course?**

- Higher French/Spanish/Gaelic pass at **A or B**

### **What content is included in this course?**

The contexts are the same as at Higher level but are developed further at Advanced Higher level:

- **Society** (new family structures, gender equality, environmental issues)
- **Learning** (understanding yourself as a learner, choosing a university or college, lifelong learning)
- **Employability** (summer jobs, future employment, equality in the workplace)
- **Culture** (taking a gap year, living in a multicultural society, traditions of other countries)

### **What skills will I develop?**

- Reading, Talking, Listening and Writing in French
- Knowledge of detailed language required to translate French accurately
- Independent study
- Applying grammatical knowledge and understanding
- Presentation skills
- Analysing and evaluating information

### **What learning and teaching approaches will I experience?**

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work to improve language proficiency. Interactive language-based websites are used to access news and events in the relevant language.

### **How will I be assessed?**

The course is assessed internally as well as externally. There is a final examination which will determine the learner's final grade (A-D).

### **What are the homework requirements?**

A large part of homework will continue to be of a learning nature; vocabulary, verb structures and grammar. In addition, regular practice of reading, listening and writing will be required, as well as preparation for speaking tasks. Pupils will be expected to undertake regular and independent revision, in addition to their set homework.

### **What are the possible progression routes?**

- Higher education courses at appropriate levels, up to and including degree courses.
- Courses offered by foreign language agencies at appropriate levels.
- Employment, possibly making use of foreign language competence.
- A Higher in one language allows you to start a wide range of new languages at university.

**Certification anticipated in:** Advanced Higher French/Spanish/Gaelic are allocated 32 SCQF credit points at SCQF level 7.



## GÀIDHLIG – ADVANCED HIGHER

### What are the aims of the course?

- To build on skills in reading, writing, talking, listening & critical thinking.
- To develop literacy skills including critical appreciation of literature.

### What are the recommended entry levels for this course?

The Advanced Higher course is open to all who have a Higher Gàidhlig pass from A-C.

### What content is included in this course?

- A Literary study of a variety of genres
- Analysis of Unseen Texts
- Translation Skills
- Practical Criticism

### What skills will I develop?

Candidates will have the opportunity to:

- develop an understanding of how advanced language works
- communicate ideas and information in Gaelic
- use creative and critical thinking to synthesise ideas and arguments
- develop critical literacy skills and personal, interpersonal and team-working skills
- develop independent learning
- enhance their enjoyment and understanding of their own language and culture, and those of others

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work to improve language proficiency.

### How will I be assessed?

There will be a Practical Criticism paper through which learners show their abilities to critically assess language. There is a Literature papers where pupils will critically show their analysis of Gaelic literature and showcase their own writing skills. Pupils will also tackle a translation excerpt and a speaking assessment.

### What are the homework requirements?

You will be given formal homework as required by the course. This will include pre-reading, drafts of work, notes tasks and practice questions. Regular practice of exam skills builds confidence and fluency when tackling the exam. Regular use of Gaelic outside the school environment is widely encouraged to build up the depth of language use.

### What are the possible progression routes?

- Advanced Higher Gàidhlig is accepted and highly valued by all university courses and is an excellent “stepping stone” between school and tertiary education.
- Higher education courses at appropriate levels, up to and including degree courses at a range of universities.

### Certification anticipated in:

Advanced Higher Gàidhlig is allocated 32 SCQF credit points at SCQF level 7.

## MATHEMATICS – NATIONAL 4

### **What are the aims of this course**

This course aims to provide students with a broad mathematical understanding and to build on previous knowledge and understanding. In most cases, it is only S4 candidates, who have not yet met the standard for presentation at National 5 Mathematics, who are presented for this course.

### **What are the recommended entry levels for this course?**

Candidates must be secure in all aspects of Level 3 experiences and outcomes and have tackled some Level 4 work, particularly in algebra. Students who have focused on numeracy, money and measure outcomes in S3 will be presented for National 4 Applications of Mathematics instead.

### **What content is included in this course?**

The course is structured in 3 units, covering topics which will develop skills in algebra, number, geometry, trigonometry and statistics.

### **What skills will I develop?**

Students will develop numeracy skills with particular emphasis on fractions, decimals and percentages. They will further develop their skills in algebra, working with brackets, equations and formulae. Students will extend their knowledge of geometry and be introduced to basic trigonometry and its applications. Students will also develop their skills in problem solving and logical thinking.

### **What learning and teaching approaches will I experience?**

The course is well supported by textbooks and other commercial resources. Some emphasis will be placed on independent learning, revision and consolidation. Students will be encouraged to work together to develop their understanding.

### **How will I be assessed?**

Each unit has a formal assessment which must be passed. In addition, there is a final “Added Value” assessment which contains a non-calculator paper and 2<sup>nd</sup> paper in which calculators may be used. This is graded as pass or fail. One re-attempt will be allowed.

### **What are the homework requirements?**

Students are expected to complete some work at home on set homework, revision and consolidation. A weekly quota of 1 – 2 hours should be considered a minimum commitment.

### **What are the possible progression routes?**

A pass would allow progression to National 5 Mathematics or National 5 Applications of Mathematics.

### **Certification:**

National 4 Mathematics is allocated 24 SCQF credit points at SCQF Level 4.

## MATHEMATICS – NATIONAL 5

### What are the aims of this course

This course aims to provide students with a broad mathematical understanding and to build on previous knowledge and understanding.

### What are the recommended entry levels for this course?

Candidates must be secure with all aspects of Level 4 experiences and outcomes or have passed National 4 Mathematics. S4 candidates will have experienced some National 5 topics in S3 as part of their broad, general education. It is likely that candidates choosing this course in S5 will have completed some National 5 Maths work during S4. S5 candidates who have not done so would be recommended to choose National 5 Applications of Mathematics instead.

### What content is included in this course?

The course is structured in 3 units, covering topics which will develop skills in algebra, number, geometry, trigonometry and statistics.

### What skills will I develop?

Students will learn about different types of numbers and how to manipulate them. They will further develop their skills in algebra and apply them to new areas such as quadratics, functions and graphs. Students will extend their knowledge of trigonometry and its applications. Students will also develop their skills in problem solving and logical thinking.

### What learning and teaching approaches will I experience?

The course is well supported by textbooks and other commercial resources. Some emphasis will be placed on independent learning, revision and consolidation. Students will be encouraged to work together to develop their understanding.

### How will I be assessed?

The department uses a mixture of topic tests and more demanding mixed assessments to provide feedback throughout the course. In January, students will tackle a prelim covering at least 2 units of work. A late prelim will be given in March which matches the format of the final exam: a non-calculator paper and 2<sup>nd</sup> paper in which calculators may be used. If S4 candidates are unable to complete these assessments successfully, they will have the opportunity to gain an award at National 4 level.

### What are the homework requirements?

Students are expected to complete a reasonable amount of work at home on set homework, revision and consolidation. A weekly quota of 2 – 3 hours should be considered a minimum commitment.

### What are the possible progression routes?

A pass at grade A or B would allow progression to Higher.

### Certification:

National 5 Mathematics is allocated 24 SCQF credit points at SCQF Level 5.

## MATHEMATICS - HIGHER

### What are the aims of this course

This course aims to prepare students for the study of maths, science or engineering at university by building on the mathematical knowledge and skills developed at National 5 level.

### What are the recommended entry levels for this course?

A National 5 Mathematics pass at A or B grade is recommended.

It should be noted that a C pass in National 5 is not a strong basis for progression to this level. It should also be made clear that any pass in National 5 Applications of Mathematics does not provide a progression route to Higher.

### What content is included in this course?

The course is structured in 3 units, covering topics which will develop skills in algebra, calculus and trigonometry.

### What skills will I develop?

Students will further develop their skills in algebra and apply them to new types of functions. Students will extend their knowledge of trigonometry and its applications and will study calculus for the first time.

### What learning and teaching approaches will I experience?

The course is well supported by textbooks and other commercial resources. There are many sources of help online for study at this level. A heavy emphasis will be placed on independent learning, revision and consolidation.

### How will I be assessed?

The department uses a mixture of topic tests and more demanding mixed assessments to provide feedback throughout the course. In addition, students will sit a prelim on approximately two thirds of the course in January, and late prelim in March, which matches the format of the final exam.

### What are the homework requirements?

The demands of this course are considerable, with students being expected to complete a good deal of work at home. A weekly quota of 3 – 4 hours should be considered a minimum commitment.

### What are the possible progression routes?

A pass at grade A or B would allow progression to Advanced Higher.

### Certification:

Higher Mathematics is allocated 24 SCQF credit points at SCQF Level 6.

## MATHEMATICS – ADVANCED HIGHER

### **What are the aims of this course**

This course aims to prepare students for the study of maths, science or engineering at university by building on the mathematical knowledge and skills developed at Higher.

### **What are the recommended entry levels for this course?**

A Higher pass at grade A or B is recommended.

### **What content is included in this course?**

The course is structured in 3 units, covering 15 topics which will develop skills in algebra, calculus, number theory and proof.

### **What skills will I develop?**

Students will learn about different types of numbers and how to manipulate them. They will further develop their skills in algebra and apply them to new areas such as sequences and series and formal proof. Students will extend their knowledge of calculus and its applications.

### **What learning and teaching approaches will I experience?**

The course is well supported by textbooks and other commercial resources. There is access to the online Scholar system for additional help. A heavy emphasis will be placed on independent learning, revision and consolidation.

### **How will I be assessed?**

Each unit has a series of topic tests which will give candidates feedback on their basic skills. In addition, a two-hour exam covering approximately two thirds of the course will be given in January. A late prelim will be given in March which will cover the full course. The course award is based entirely on the final exam. It is likely that the format of the paper will change slightly in 2020, but these changes have not yet been published.

### **What are the homework requirements?**

The demands of this course are considerable, with students being expected to complete a good deal of work at home. A weekly quota of 4 – 5 hours should be considered a minimum commitment.

### **What are the possible progression routes?**

This course would facilitate progression to the study of mathematics, or any other STEM subject, at University.

### **Certification:**

Advanced Higher Mathematics is allocated 32 SCQF credit points at SCQF Level 7.

## APPLICATIONS OF MATHEMATICS – NATIONAL 4

### **What are the aims of this course**

This course aims to provide students with a practical mathematical understanding for life and work, and to build on previous knowledge and understanding.

### **What are the recommended entry levels for this course?**

Candidates must be secure with all aspects of Level 3 experiences and outcomes or have passed National 3 Applications of Mathematics.

### **What content is included in this course?**

The course is structured in 3 units, covering topics which will develop skills in number, shape, measurement, statistics and managing money.

### **What skills will I develop?**

Students will learn about different ways to earn, spend, borrow and save money. They will measure and calculate length, area and volume and use scale drawings and plans. Students will learn how to calculate and manage risk, find averages and collect, organise and analyse data. Students will also develop their skills in problem solving and logical thinking.

### **What learning and teaching approaches will I experience?**

Some aspects of the course are covered by textbooks and other commercial resources, others will be tackled through cooperative, practical projects where students are encouraged to work together to develop their understanding. Some emphasis will be placed on independent learning, revision and consolidation.

### **How will I be assessed?**

Each unit has a formal assessment which must be passed. In addition, there is a final “Added Value” assessment which contains a non-calculator paper and 2<sup>nd</sup> paper in which calculators may be used. This is graded as pass or fail. One re-attempt will be allowed.

### **What are the homework requirements?**

Students are expected to complete some work at home on set homework, revision and consolidation.

### **What are the possible progression routes?**

This course is designed as a preparation for life and work outside school, but a pass can also lead on to Applications of Mathematics at National 5 level. Please note that these courses do **not** provide progression to Higher Mathematics.

### **Certification:**

National 4 Applications of Mathematics is allocated 24 SCQF credit points at SCQF Level 4.

## APPLICATIONS OF MATHEMATICS – NATIONAL 5

### What are the aims of this course

This course aims to provide students with a practical mathematical understanding for life and work, and to build on previous knowledge and understanding.

### What are the recommended entry levels for this course?

Candidates must be secure with Level 4 experiences and outcomes or have completed National 4 Applications of Mathematics or National 4 Mathematics. This course is available S5/6 students only.

### What content is included in this course?

The course is structured in 3 units, covering topics which will develop skills in number, shape, measurement, statistics and managing money.

### What skills will I develop?

Students will learn about different ways to earn, spend, borrow and save money. They will measure and calculate length, area and volume and use scale drawings and plans. Students will learn how to calculate and manage risk, find averages and collect, organise and analyse data. Students will also develop their skills in problem solving and logical thinking.

### What learning and teaching approaches will I experience?

Some aspects of the course are covered by textbooks and other commercial resources, others will be tackled through cooperative, practical projects where students are encouraged to work together to develop their understanding. Some emphasis will be placed on independent learning, revision and consolidation.

### How will I be assessed?

The department uses a mixture of topic tests and more demanding mixed assessments to provide feedback throughout the course. In January, students will tackle a prelim covering at least 2 units of work. A late prelim will be given in March which matches the format of the final exam: a non- calculator paper and 2<sup>nd</sup> paper in which calculators may be used.

### What are the homework requirements?

Students are expected to complete some work at home on set homework, revision and consolidation. A weekly quota of 2 – 3 hours should be considered a minimum commitment.

### What are the possible progression routes?

This course is designed as a preparation for life and work outside school, and is the highest level of award in Applications of Mathematics. Please note that this course does **not** provide progression to Higher Maths. Candidates who wish to study further maths could choose the National 5 Mathematics course or the stand alone Higher unit on Statistics.

### Certification:

National 5 Applications of Mathematics is allocated 24 SCQF credit points at SCQF Level 5.

## APPLICATIONS OF MATHEMATICS – Higher

### What are the aims of this course

♦ equip candidates with the mathematical and statistical literacy skills they need for life, work and further study in a wide range of curricular areas ♦ develop candidates' financial literacy in real-life contexts ♦ show candidates how they can use appropriate digital technology to manipulate and model mathematical, statistical and financial information ♦ develop candidates' mathematical reasoning skills so that they can generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions in familiar and unfamiliar situations ♦ develop candidates' range of mathematical skills so that they can analyse, interpret and present data and numerical information ♦ provide candidates with the skills to appraise quantitative information critically, considering modelling or statistical assumptions

### What are the recommended entry levels for this course?

A pass at National 5 Maths or National 5 Applications of Maths is recommended.

### What content is included in this course?

The Higher Applications of Mathematics course develops, deepens and extends the operational and reasoning skills necessary for solving problems. Through real-life contexts, candidates acquire and apply mathematical and statistical skills directly relevant to life and work, and learn about how mathematics affects the world they live in. Candidates analyse complex real-life problems and gain experience in making and justifying decisions and drawing conclusions.

### What skills will I develop?

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course: ♦ analyse complex real-life situations and problems involving mathematics ♦ select and apply skills in finance, statistics and probability, data modelling, and planning and decision making ♦ communicate mathematical information with complex features ♦ select and apply skills in numeracy ♦ use mathematical reasoning skills to extract and interpret information and draw conclusions or justify decisions ♦ use software where appropriate, for example to model and analyse statistical, mathematical, and financial problems

### What learning and teaching approaches will I experience?

The course is well supported by textbooks and other commercial resources. There are many sources of help online for study at this level. A heavy emphasis will be placed on independent learning, revision and consolidation.

### How will I be assessed?

The Course will be externally assessed within a **question paper and a project**, requiring demonstration of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts. **The grade achieved is based on the final examination and the project.**

### What are the homework requirements?

The demands of this course are considerable, with students being expected to complete a good deal of work at home. A weekly quota of 3 – 4 hours should be considered a minimum commitment.

### What are the possible progression routes?

Other qualifications in mathematics or related areas, for example Advanced Higher Statistics.  
Further study, employment and/or training.

### Certification:

Higher Applications of Mathematics is allocated 24 SCQF credit points at SCQF Level 6.



## BIOLOGY – NATIONAL 4

### What are the aims of this course?

The **National 4 Biology course** is designed for pupils who wish to find out how Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

### What are the recommended entry levels for this course?

For this course, potential pupils would be expected to have shown competence in their previous science studies.

### What content is included in this course?

The course is composed of three units of study including; **Cell Biology, Multicellular Organisms and Life of Earth.**

### What skills will I develop?

The main aims of this Course are to:

- develop and apply knowledge and understanding of Biology
- develop an understanding of Biology's role in scientific issues and relevant applications of Biology in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a Biology context
- develop the use of technology, equipment and materials and use them safely in practical scientific activities
- develop problem solving skills in a Biology context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
- develop the knowledge and skills for more advanced learning in Biology

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on **practical work**, experimental design and data analysis.

### How will I be assessed?

The course is assessed internally. Pupils must pass 3 knowledge based tests (including problem solving skills), complete a research task, investigation and added value unit.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

### What are the homework requirements?

Pupils are set a minimum of **one homework per key area**. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a **pass** at National 4 would allow progression to the **National 5** course.

### Certification anticipated in:

National 4 Biology is allocated 24 SCQF points at SCQF level 4.

## BIOLOGY – NATIONAL 5

### What are the aims of this course?

The **National 5 Biology course** is designed for pupils who wish to find out how Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

### What are the recommended entry levels for this course?

For this course, potential pupils would be expected to have shown competence in their previous science studies, such as a **PASS** at National 4 Biology or relevant component units.

### What content is included in this course?

The course is composed of three units of study including; **Cell Biology, Multicellular Organisms and Life of Earth.**

### What skills will I develop?

The main aims of this Course are for learners to:

- develop and apply knowledge and understanding of Biology
- develop an understanding of Biology's role in scientific issues and relevant applications of Biology, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a biological context
- develop the use of technology, equipment and materials and use them safely in practical scientific activities
- develop planning skills
- develop problem solving skills in a Biology context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in Biology
- develop skills of independent working

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on **practical work**, experimental design and data analysis.

### How will I be assessed?

The course is assessed through an external examination and an assignment. **The grade achieved is based on the final examination** (100 marks in a 2.5 hour test) **and the assignment** (20 marks completed under exam type conditions).

### What are the homework requirements?

Pupils are set a minimum of **one homework per key area**. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a **C grade** or above at National 5 would allow progression to the **Higher Biology** course.

### Certification anticipated in:

National 5 Biology is allocated 24 SCQF points at SCQF level 5, Grade A – D.

## BIOLOGY – HIGHER

### What are the aims of this course?

The **Higher Biology** course develops major biological concepts that make the subject an important and fundamental area of investigative science. It provides a general basis for further study or employment within areas related to Biology. The course develops a more thorough understanding of the biological concepts covered in the National 5.

### What are the recommended entry levels for this course?

For this course, potential pupils must have achieved an award in **National 5 at grade A-C**. However the recommended route for progression to a one year Higher course is an A or B grade at National 5.

### What content is included in this course?

The course is composed of three units of study including **DNA and the Genome, Metabolism and Survival** and **Sustainability and Interdependence**.

### What skills will I develop?

The main aims of this Course are for learners to:

- develop and apply knowledge and understanding of Biology
- develop an understanding of Biology's role in scientific issues and relevant applications of Biology, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a biological context
- develop the use of technology, equipment and materials and use them safely in practical scientific activities
- develop planning skills
- develop problem solving skills in a Biology context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in Biology
- develop skills of independent working

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work, skills development, experimental design and data analysis.

### How will I be assessed?

The course is assessed through an external examination and an assignment. **The grade achieved is based on the final examination** (120 marks completed within 3 hours of examination split over two papers), **and the assignment** (20 marks completed under exam conditions).

### What are the homework requirements?

Pupils are set a minimum of **one homework per week**. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a **C grade** or above at Higher would allow progression to the **Advanced Higher Biology** course. The AH course is designed for well motivated pupils that work well independently..

### Certification anticipated in:

Higher Biology is allocated 24 credit points at SCQF level 6, Grade A - C

## BIOLOGY – ADVANCED HIGHER

### What are the aims of this course?

- develop a critical understanding of the role of Biology in scientific issues and relevant applications, including the impact these could make on the environment/society.
- extend and apply knowledge, understanding and skills of biology.
- develop and apply scientific inquiry and investigative skills, including planning and experimental design.
- extend and apply problem solving skills in a biology context.

extend and apply skills of independent/ autonomous working in biology

### What are the recommended entry levels for this course?

For entry to this course pupils would normally be expected to have attained the skills, knowledge and understanding required by achieving a Higher Biology (grade A – C).

### What content is included in this course?

The course consists of three units: **Investigative Biology, Cells and Proteins and Organisms and Evolution.**

The course provides pupils with the opportunity to develop a deeper understanding of the cell by studying key roles of proteins within the cell. This understanding of cellular processes is then related to physiological function. At the whole organism scale the course explores how sexual reproduction and parasitism are main drivers of evolution. This allows pupils to develop a deeper understanding of the mechanism of evolution, the biological consequences of sexual reproduction and the biological inter-relationships involved in parasitism. The course provides a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the pupil has the opportunity to produce an extended piece of scientific work.

### What skills will I develop?

Through the course pupils will develop important skills, attitudes and attributes related to biology, including: developing scientific and analytical thinking skills in a biological context; developing understanding of biological issues; and acquiring and applying knowledge and understanding of biology. These skills will enable learners to develop an informed and ethical view of complex issues. Pupils will be able to develop their communication and collaborative working skills and be able to apply critical thinking in new and unfamiliar contexts to solve problems. This will enable learners to become scientifically literate citizens, who are able to make rational decisions that are based on evidence and interpretation of scientific information.

The further development of scientific skills and experience acquired in previous learning will extend the pupils capability to embark on independent investigative work, and by designing and carrying

- out their own investigation candidates will increase their scientific literacy and develop skills for learning, life and work

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work, experimental design and data analysis.

### How will I be assessed?

The Course will be externally assessed within a **question paper and a project**, requiring demonstration of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts. **The grade achieved is based on the final examination and the project.**

### What are the homework requirements?

Pupils are set a minimum of **one homework per week**. This could include written tasks, learning or consolidation of knowledge and understanding. There is a much greater emphasis on independent learning and pupils are expected to complete background research and reading.

**What are the possible progression routes?**

This Course or its Units may provide progression to:

- Further/higher education such as doing HNCs, HNDs or degree programmes. Examples of further and higher education programmes that learners doing the course might progress into include medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science and health.
- Advanced Higher Biology provides good preparation for learners progressing to further and higher education as candidates must be able to work with more independence and less supervision.
- For many candidates the progression will be directly to employment or work based training programmes. Examples of employment opportunities and training programmes are careers in the health sector, agricultural science, education, environmental science.

**Certification:**

Advanced Higher Biology is allocated 32 SCQF credit points at SCQF Level 7.

## CHEMISTRY – NATIONAL 4

### What are the aims of this course?

The **National 4 Chemistry course** is designed for pupils who wish to gain an overview into the exciting world of atoms and chemicals.

### What are the recommended entry levels for this course?

For this course, potential pupils would be expected to have shown competence in their previous science studies.

### What content is included in this course?

The course is composed of three units of study including; **Chemical Changes and Structures, The Nature's Chemistry** and **Chemistry in Society**.

### What skills will I develop?

The main aims of this Course are to:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop problem solving skills in a chemistry context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
- ♦ develop the knowledge and skills for more advanced learning in chemistry

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on **practical work**, experimental design and data analysis.

### How will I be assessed?

The course is assessed internally. Pupils must pass 3 knowledge based tests (including problem solving skills), complete a research task, investigation and added value unit.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

### What are the homework requirements?

Pupils are set a minimum of **one homework per key area**. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a **pass** at National 4 would allow progression to the **National 5** course.

### Certification anticipated in:

National 4 Chemistry is allocated 24 SCQF points at SCQF level 4.

## CHEMISTRY – NATIONAL 5

### What are the aims of this course?

The **National 5 Chemistry course** is designed for pupils who wish to begin a detailed study into the exciting world of atoms and chemicals.

### What are the recommended entry levels for this course?

For this course, potential pupils would be expected to have shown competence in their previous science studies, such as a PASS at National 4 Chemistry or relevant component units.

### What content is included in this course?

The course is composed of three units of study including; **Chemical Changes and Structures, The Nature's Chemistry** and **Chemistry in Society**.

### What skills will I develop?

The aims of this Course are for learners to:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem solving skills in a chemistry context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on **practical work**, experimental design and data analysis.

### How will I be assessed?

The course is assessed through an external examination and an assignment. **The grade achieved is based on the final examination** (100 marks in a 2.5 hour test) **and the assignment** (20 marks completed under exam type conditions).

### What are the homework requirements?

Pupils are set a minimum of **one homework per key area**. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a **C grade** or above at National 5 would allow progression to the **Higher Chemistry** course.

### Certification anticipated in:

National 5 Chemistry is allocated 24 SCQF points at SCQF level 5, Grade A – D.

## CHEMISTRY – HIGHER

### What are the aims of this course?

The **Higher Chemistry** course is designed for pupils who wish to continue their study of Chemistry to a higher level. It allows pupils to gain a deeper understanding and appreciation of chemical processes.

### What are the recommended entry levels for this course?

For this course, potential pupils must have achieved an award in **National 5 at grade A-C**. However the recommended route for progression to a one year Higher course is an A or B grade at National 5.

### What content is included in this course?

The course is composed of three units of study including: **Chemical Changes and Structures, The Nature's Chemistry and Chemistry in Society**.

### What skills will I develop?

The main aims of this Course are for learners to:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- develop the use of technology, equipment and materials, use them safely in practical scientific activities, including using risk assessments
- develop planning skills
- develop problem solving skills in a chemistry context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work, experimental design and data analysis.

### How will I be assessed?

The course is assessed through an external examination and an assignment. **The grade achieved is based on the final examination** (120 marks completed within 3 hours of examination split over two papers), **and the assignment** (20 marks completed under exam conditions).

### What are the homework requirements?

Pupils are set a **minimum** of one homework per week. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a C grade or above at Higher would allow progression to the **Advanced Higher Chemistry** course. The AH course is designed for well motivated pupils that work well independently.

### Certification anticipated in:

Higher Chemistry is allocated 24 SCQF points at SCQF level 6, Grade A - C



## CHEMISTRY – ADVANCED HIGHER

### What are the aims of this course?

The purpose of the course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course continues to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations.

### What are the recommended entry levels for this course?

The Course is suitable for learners who are secure in their learning of Higher Chemistry. The Course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning. It is designed for all learners who can respond to a level of challenge, especially those considering further study or a career in chemistry and related disciplines. It is expected learners will have a pass (grade A-C) in Higher Chemistry.

### What content is included in this course?

The course consists of three units: **Inorganic and Physical Chemistry; Organic Chemistry and Instrumental Analysis and Researching Chemistry**. The Course will develop a critical understanding of the role of chemistry in scientific issues and relevant applications, including the impact these could make on the environment/society. It aims to further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices.

### What skills will I develop?

The Course aims to enable learners to:

- extend and apply knowledge, understanding and skills of chemistry
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a chemistry context
- extend and apply problem solving skills in a chemistry context
- extend and apply skills of independent/autonomous working in chemistry

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work, experimental design and data analysis

### How will I be assessed?

The Course will be externally assessed within a **question paper and a project**, requiring demonstration of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts. **The grade achieved is based on the final examination and the project.**

### What are the homework requirements?

Pupils are set a minimum of **one homework per week**. This could include written tasks, learning or consolidation of knowledge and understanding. There is a much greater emphasis on independent learning and pupils are expected to complete background research and reading.

### What are the possible progression routes?

This Course or its Units may provide progression to:

- HND/degree programmes in a chemistry-based course or a related area, such as medicine, law, dentistry, veterinary medicine, engineering, environmental and health sciences
- careers in a chemistry-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy development, engineering, technology,

pharmaceuticals, environmental monitoring, forensics, research and development, management, civil service and education

### Certification:

Advanced Higher Chemistry is allocated 32 SCQF credit points at SCQF Level 7.

## PHYSICS – NATIONAL 4

### What are the aims of this course?

The **National 4 Physics course** is designed for pupils who wish to gain an overview into the world of physics and how it is applied in modern society, from engineering to transport.

### What are the recommended entry levels for this course?

For this course, potential pupils would be expected to have shown competence in their previous science studies.

### What content is included in this course?

The course is composed of three units of study including; **Dynamics and Space, Electricity and Electronics** and **Waves and Radiation**.

### What skills will I develop?

The main aims of this Course are to:

- develop and apply knowledge and understanding of physics
- develop an understanding of physics' role in scientific issues and relevant applications of physics in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop problem solving skills in a physics context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
- develop the knowledge and skills for more advanced learning in physics

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on **practical work**, experimental design and data analysis.

### How will I be assessed?

The course is assessed internally. Pupils must pass 3 knowledge based tests (including problem solving skills), complete a research task, investigation and added value unit.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

### What are the homework requirements?

Pupils are set a minimum of **one homework per key area**. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a **pass** at National 4 would allow progression to the **National 5** course.

### Certification anticipated in:

National 4 Physics is allocated 24 SCQF points at SCQF level 4.

## PHYSICS – NATIONAL 5

### What are the aims of this course?

The **National 5 Physics course** is designed for pupils who wish to begin a detailed study into the exciting applications of physics in our modern world from grand scale astronomy to the microscopic scale where physics can be applied to understand the particles and waves around us. Applications such as astronomy, transport, flight, medicine, engineering (mechanics and electronic) will be considered.

### What are the recommended entry levels for this course?

For this course, potential pupils would be expected to have shown competence in their previous science studies, such as a PASS at National 4 Physics or relevant component units.

### What content is included in this course?

The course is composed of six key areas of study: **Dynamics; Space; Electricity; Properties of Matter; Waves and Radiation.**

### What skills will I develop?

The aims of this Course are for learners to:

- develop and apply knowledge and understanding of physics
- develop an understanding of physics' role in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem solving skills in a physics context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics
- develop skills of independent working

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on **practical work**, experimental design and data analysis.

### How will I be assessed?

The course is assessed through an external examination and an assignment. **The grade achieved is based on the final examination** (135 marks in a 2.5 hour test) **and the assignment** (20 marks completed under exam type conditions).

### What are the homework requirements?

Pupils are set a minimum of **two homeworks per key area**. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a **C grade** or above at National 5 would allow progression to the **Higher Physics** course.

### Certification anticipated in:

National 5 Physics is allocated 24 SCQF points at SCQF level 5, Grade A – D.

## PHYSICS – HIGHER

### What are the aims of this course?

The **Higher Physics course** is designed for pupils who wish to continue their study of Physics to a higher level. It allows pupils to gain a deeper understanding and appreciation of physics and its applications from quantum theory to the universe.

### What are the recommended entry levels for this course?

For this course, potential pupils must have achieved an award in **National 5 at grade A-C**. However the recommended route for progression to a one year Higher course is an A or B grade at National 5.

### What content is included in this course?

The course is composed of three units of study including; **Our Dynamic Universe, Particles and Waves and Electricity**.

### What skills will I develop?

The main aims of this Course are for learners to:

- develop and apply knowledge and understanding of physics.
- develop an understanding of physics' role in scientific issues and relevant applications of physics, including the impact these could make in society and the environment.
- develop scientific inquiry and investigative skills.
- develop scientific analytical thinking skills, including scientific evaluation, in a physics context.
- develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments.
- develop planning skills.
- develop problem solving skills in a physics context.
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices.
- develop the knowledge and skills for more advanced learning in physics.
- develop skills of independent working.

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on **practical work**, experimental design and data analysis.

### How will I be assessed?

The course is assessed through an external examination and an assignment. **The grade achieved is based on the final examination** (155 marks completed within 3 hours of examination split over two papers), **and the assignment** (20 marks completed under exam conditions).

### What are the homework requirements?

Pupils are set a minimum of **one homework per week**. This could include written tasks, learning or consolidation of knowledge and understanding.

### What are the possible progression routes?

Achieving a **C grade** or above at Higher would allow progression to the **Advanced Higher Physics** course. The AH course is designed for well motivated pupils that work well independently.

### Certification anticipated in:

Higher Physics is allocated 24 SCQF points at SCQF level 6, Grade A - C

## PHYSICS – ADVANCED HIGHER

### What are the aims of this course

The purpose of the course is to develop learners' knowledge and understanding of Physics beyond Higher level and give them invaluable experience of applying this to familiar and unfamiliar contexts. This will develop core problem solving skills in pupils beyond the higher course that can be transferred to other subject disciplines.

### What are the recommended entry levels for this course?

The Course is suitable for learners who are secure in their learning of Higher Physics. The Course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning. It is designed for all learners who can respond to a level of challenge, especially those considering further study or a career in physics, engineering and related disciplines. It is expected learners will have a pass (grade A-C) in Higher Physics.

### What content is included in this course?

The course consists of four units: **Rotational Motion and Astrophysics; Quanta and Waves; Electromagnetism and Researching Physics.** The Course will develop a critical understanding of the role of physics in scientific issues and relevant applications. It also sets the scene of up to the minute research to give you an understanding of the current advances in physics. It aims to further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices.

### What skills will I develop?

The Course aims to enable learners to:

- extend and apply knowledge, understanding and skills of physics
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a physics context
- extend and apply problem solving skills in a physics context
- extend and apply skills of independent/autonomous working in physics
- 

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work, experimental design and data analysis. Content will also be delivered by means of weekly lectures to give you an experience of the styles of learning beyond school.

### How will I be assessed?

The Course will be externally assessed within a **question paper and a project**, requiring demonstration of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts. **The grade achieved is based on the final examination and the project.**

### What are the homework requirements?

Pupils are set a minimum of **one homework per week**. This could include written tasks, learning or consolidation of knowledge and understanding. There is a much greater emphasis on independent learning and pupils are expected to complete background research and reading.

**What are the possible progression routes?**

This Course or its Units may provide progression to:

- HND/degree programmes in a physics-based course or a related area, such as physics, astronomy, engineering, environmental and health sciences. The problem solving and numeracy skills developed are applicable in a huge array of further education programs
- careers in a physics-based discipline or related area, or in a wide range of other areas, such as research physicist, astronomer, engineer (for example aeronautical engineering), renewable energy development, technology, environmental monitoring, research and development, management, civil service, education. Additionally the analytical and numeracy skills developed in the course are highly valued with employers, leading to careers in accountancy and risk assessment (actuary).

**Certification:**

Advanced Higher Physics is allocated 32 SCQF credit points at SCQF Level 7.

## Scottish Science Baccalaureate / Interdisciplinary project

### The aims of this unit are to:

This Unit aims to develop pupil's skills and abilities as independent learners. The prime focus of this Unit is the development of generic and cognitive skills through a science based project. The project is designed to encourage pupils to draw on many areas of learning from across the curriculum and to make connections between science and the world in which they live, learn and work. It should also encourage partnership working between different providers to help pupils access different learning environments. All of these features will encourage the pupil's awareness of the value and transferability of these skills and in turn, will support the pupil's transition into Higher/Further Education and the workplace.

### What are the recommended entry levels for this course?

The Scottish Science Baccalaureate requires two, different eligible Science Courses, at **least one of which must be at Advanced Higher level**. Pupils may choose two Core courses, or one Core course and one Broadening course from the following lists:

#### Core courses

Biology\*  
Chemistry\*  
Environmental Science  
Human Biology  
Physics\*

#### Broadening courses

Computing Science\*  
Design and Manufacture\*  
Engineering Science\*  
Graphic Communication\*  
Geography\*  
Psychology

\* Currently available nationally at Advanced Higher level

### What content is included in this course?

The mandatory components of the Science Baccalaureate are:

Interdisciplinary Project Unit	Advanced Higher	SCQF level 7	(16 SCQF points) 2
eligible Courses	Advanced Higher	SCQF level 7	(64 SCQF points) 1
eligible Course	Higher	SCQF level 6	(24 SCQF points)

One of the above Courses **must** be Mathematics\* (or Mathematics of Mechanics\* or Statistics\*) and this may be at Higher or Advanced Higher level. Components **do not** have to be completed in the same academic year, for example a Higher course completed in S5 can contribute.

### What skills will I develop?

Pupils will develop and demonstrate the following generic and cognitive skills across the three stages of the project:

- ♦ **application:** of subject knowledge and understanding
- ♦ **research skills:** analysis and evaluation
- ♦ **interpersonal skills:** negotiation and collaboration
- ♦ **planning:** time, resource and information management
- ♦ **independent learning:** autonomy and challenge in own learning
- ♦ **problem solving:** critical thinking; logical and creative approaches
- ♦ **presentation skills**
- ♦ **self-evaluation:** recognition of own skills development and future areas for development

**What learning and teaching approaches will I experience?**

The project, which must involve a science based investigation or practical assignment, will explore and bring out the relevance of science in one or more of the following broad contexts:

- ◆ employability
- ◆ enterprise
- ◆ citizenship

**Pupils will carry out the project following three stages:**

**Stage 1** -Negotiate and plan a science based Interdisciplinary Project.

**Stage 2** -Carry out and evaluate the Interdisciplinary Project.

**Stage 3** - Review and evaluate the process of his/her own learning.

**How will I be assessed?**

Evidence of achievement should be organised in a folio or e-portfolio which contains five mandatory pieces of evidence. These are:

- ◆ project proposal
- ◆ project plan
- ◆ presentation of project findings/product
- ◆ evaluation of project
- ◆ self-evaluation of generic/cognitive skills development

Evidence in the folio may be presented in any suitable recorded format including e-evidence. Evidence may be gathered at appropriate points throughout the Unit in unsupervised conditions.

**Certification:****Criteria for award of Distinction**

The Scottish Science Baccalaureate with Distinction will be awarded to candidates who achieve:

Grade A in one Advanced Higher eligible Course

Grade A in one other component

Grade B or above in all other components

**Criteria for award of Pass**

Candidates who achieve at least Grade C in all mandatory components and who do not meet the criteria for Distinction will be awarded a Pass in the Scottish Science Baccalaureate. The Interdisciplinary Project Unit will be graded A, B or C.



## Environmental Science – Higher

### What are the aims of the course?

The course develops a scientific understanding of environmental issues. It provides a broad and up-to-date selection of ideas relevant to the central position of environmental science in society. This allows a deeper understanding of the environmental issues and possible solutions to these.

The course provides a range of opportunities for candidates to investigate key areas of the living environment such as biodiversity and interdependence. Through the Earth's systems, candidates will investigate resource issues in the geosphere, hydrosphere, biosphere and atmosphere. Sustainability and sustainable development are explored through food, water and energy security; as well as investigating issues relating to waste generation and its management.

### What are the recommended entry levels for this course?

For this course, potential pupils should have achieved an award in National 5 at grade A-C. However the recommended route for progression to a one year Higher course is an A or B grade at National 5. Entry to this course can also be considered for pupils who have a pass at A or B in National 5 in two of the following: Chemistry, Biology, Geography.

### What content is included in this course?

The course is composed of three units of study:

#### Living Environment:

- investigating ecosystems and biodiversity
- interdependence
- human influences on biodiversity

#### Earth's Resources:

- the geosphere
- the hydrosphere
- the biosphere
- the atmosphere

#### Sustainability:

- global challenges
- food
- water
- energy
- waste management
- anthropogenic climate change
- 

### What skills will I develop?

- demonstrating knowledge and understanding of environmental science by making accurate statements
- describing information, providing explanations and integrating knowledge
- applying knowledge of environmental science to new situations, analysing information and solving problems
- planning and designing experimental/field work investigations to test given hypotheses or to illustrate particular effects
- carrying out experiments/field work investigations safely, recording detailed observations and collecting data
- selecting information from a variety of sources
- presenting information appropriately in a variety of forms
- processing information (using calculations and units, where appropriate)
- making predictions and generalisations based on evidence/information
- drawing valid conclusions and giving explanations supported by evidence/justification
- evaluating experiments/field work investigations and suggesting improvements
- communicating findings/information effectively

**What learning and teaching approaches will I experience?**

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. There is an emphasis on practical work (including outdoor learning), experimental design and data analysis.

**How will I be assessed?**

The course assessment has three components: two question papers and an assignment. The relationship between these three components is complementary, to ensure full coverage of the knowledge and skills of the course.

Question paper one assesses the application or extension of knowledge and/or skills in unfamiliar situations, field work and theoretical contexts. It also assesses scientific inquiry skills, analytical-thinking skills and the impact of applications on society and the environment.

Question paper two samples knowledge and understanding and a selection of skills by presenting candidates with appropriately challenging context-based questions of around 10 marks, broken down into sub-parts.

The assignment allows assessment of skills that cannot be assessed through the question paper, for example, the handling and processing of data gathered from experimental/field work by the candidate.

**What are the homework requirements?**

Pupils are set a minimum of one homework per week. This could include written tasks, learning or consolidation of knowledge and understanding.

**What are the possible progression routes?**

Achievement of Higher Environmental Science could result in progression into careers involving ecology and environmental management, or HND/degree courses in such areas. Skills developed in this subject also complement the skills in other sciences such as numeracy, data analysis and problem solving which can be readily applied in a wide variety of careers.

## Accounting: National 5

### What are the aims of this course

In today's challenging global economy, it has never been more important to have a good understanding of business finance. This course aims to develop knowledge and skills in financial and management accounting, which are used by businesses daily. It will provide a solid basis in preparing and analysing key financial documents used in businesses around the world, increasing learners' enthusiasm for the subject and creating a solid foundation on which to build.

### What are the recommended entry levels for this course?

You should be heading towards a National 5 Mathematics award to be able to cope with the calculations required in this course.

### What content is included in this course?

Managing finances is key to the success of every business. The financial statements & practices covered at National 5 are those used by most businesses regularly. These include:

- Management Accounting: Cash Budgets; Stock Control; Overheads; Job Costing.
- Financial Accounting: Income Statements; Statement of Financial Position; Financial Ratios.

### What skills will I develop?

This course will expose pupils to the skills required to source, create and report on different financial and management accounts, which are key to working in any business. Developing logic skills and being challenged to solve business problems with their own ideas, this course balances numeracy, business acumen and logical thinking. These skills will stand out on University and College applications across a large number of subjects.

### What learning and teaching approaches will I experience?

A range of teaching and learning approaches are key to this course. This includes modelling of financial statements, independent working, regular retrieval practice, peer support, and revision practice. Students should be prepared to work independently as well as with other students and should be comfortable with numeracy and arithmetic.

### How will I be assessed?

Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout. There will be formal End of Unit teacher-marked assessments as well as self-assessed in-class work. At the end of S4 pupils will be presented for formal SQA assessments, which may involve exams, project work, or a combination of both.

### What are the homework requirements?

Homework is mainly restricted to revision of key teaching points

### What are the possible progression routes?

Pupils have the option to progress to Higher and Advanced Higher Accounting.

### Certification anticipated in:

National 5 Accounting

## ADMINISTRATION & IT – NATIONAL 4 & 5

### What are the aims of this course

In today's hi-tech world, it is extremely important to have a good understanding of administration & computer technology and how they are used in industry & business. What used to be an added extra is now a fundamental part of working life. As the world relies more and more on digital technology, how businesses use technology has evolved. Administration supports the effective running of organisations and offers wide ranging employment opportunities.

This course will help you develop a range of essential skills that will stand you in good stead regardless of the career path you eventually choose. It is also extremely useful in other walks of life. For example, being organised and being able to produce professional looking documents could be extremely useful for producing coursework at college/university or when you are applying for jobs. The course is designed for those who are interested in developing their IT, Administrative and Event Management skills.

National 4 and 5 are similar courses but National 5 has more content and IT difficulty.

### What are the recommended entry levels for this course?

You need to have an interest in IT, be willing to learn both practical IT skills and theoretical knowledge, and be interested in the world of work. Depending on how well you cope with the workload will determine which level you can be entered for.

### What content is included in this course? Course Details: This course has 3 mandatory units IT Solutions for Administrators

- Presenting & printing business information to a professional standard
- Using word processing applications (Word): creating & editing business documents, creating & editing tables, integrating and merging data
- Using spreadsheet applications (Excel): managing financial data using functions, formulae and charts
- Using database applications: searching, adding & sorting information

### Communication in Administration

- Searching for and presenting information from the Internet
- Creating and amending existing powerpoint presentations to a professional standard
- Using desktop publishing to produce business documents
- Using e-mail, e-diary and emerging technologies (eg blogs, podcasts, websites and social media)

### Administrative Practices

- Tasks, skills and qualities of an administrative assistant
- Customer care
- Health, safety and the security of people, property and information
- Organising and supporting events

### What skills will I develop?

The course promotes the development your IT skills, using technology for communication and research, event management, solving problems and teamwork

### What learning and teaching approaches will I experience?

- Active and open-ended learning activities such as research, case studies and presentation tasks
- Use of real-life contexts including business scenarios to develop your skills, knowledge & understanding
- ICT including web-based resources, multi-media (eg youtube & video clips) and Microsoft office business software (word, spreadsheets, databases, desktop publishing and powerpoint)
- Teamwork to organise and co-ordinate a real event

### How will I be assessed?

- The final grade will include an IT project (completed in class) and a practical exam in May.
- National 4 is completed through internal assessments including an Added Value Unit.

### What are the homework requirements?

Homework will be issued on a regular basis.

### What are the possible progression routes?

The National 5 course or its components may provide progression to;

- Higher Administration and IT course or relevant component Units
- Further study, employment or training

## ADMINISTRATION & IT – HIGHER

### What are the aims of this course

The course is designed for those who are interested in the management aspects of administration and advanced uses of IT, in particular improving your skills in the main business software packages (Excel, Access, & Word). You will also get the opportunity acquire skills in Event Management.

The course is a blend of applied, experiential learning and related theory and uses real-life contexts, which makes this course relevant to the world of work. Its uniqueness lies in enabling you to work towards industry standards in IT whilst developing your knowledge and understanding of current administrative practices. The course also takes into account emerging technologies such as social media and the impact they can have on organisations.

### What are the recommended entry levels for this course?

The recommended entry to this course is to have already attained National 5 Administration & IT and National 5 Mathematics. \*\*\***However, as there is limited opportunity to study this subject lower down in the school, it is possible to take this Higher as a “crash”\*\*\*.** If the Higher proves to be too challenging then there is the option to work towards the National 5 qualification instead.

### What content is included in this course?

**Course Details:** This course has 3 units

**IT Solutions for Administrators** *This unit should enable you to:*

- Develop your skills in IT to organise and manage information in administration related contexts
- Be able to use a variety of business software to analyse, process and manage information in order to create and edit relatively complex business documents.

**Communication in Administration** *This unit should enable you to:*

- Develop a range of IT skills for research and communicating information to others
- Develop an understanding of barriers to communication and how to overcome them as well as how to maintain the security and confidentiality of information.

**Administrative Theory and Practice** *This unit should enable you to:*

- Acquire an in-depth knowledge and understanding of the factors contributing to effectiveness of the administrative function such as strategies for effective time and task management, effective team working, customer care and workplace legislation
- Analyse the role and importance of human resource management in business.

### What skills will I develop?

The course promotes the development your IT skills, using technology for communication and research, event management, solving problems and team work

### What learning and teaching approaches will I experience?

- Active and open ended learning activities such as research, case studies and presentation tasks
- Practical experience using the main software business packages in business related tasks
- Team work for event management
- Textbooks & course notes
- Teacher led questions & additional theory via power point
- Past paper practice
- DVD's / You Tube to demonstrate theory

### How will I be assessed?

There will be an assessment opportunity (prelim) in January  
The final grade will include a theory exam paper and an IT project (completed in class).

### What are the homework requirements?

Homework will be issued on a regular basis; due to the assessment arrangements of the course there will be a greater focus on homework during the later stages of the course.

### What are the possible progression routes?

Advanced Higher is not available in this subject but a Higher pass in this subject will give you an excellent understanding of IT and Administrative procedures which will be of benefit if in whatever career you embark on

## BUSINESS MANAGEMENT – National 4 & 5

### What are the aims of this course

Business Management is relevant to everybody – no matter what route their lives take. We all come into contact with business on a daily basis, from using public transport, to buying something in a shop or when watching TV. Business has a powerful influence and impact on us, the economy and the world.

In today's expanding global society, it has never been more important to have a good understanding of business. As the world relies more and more on digital technology, business practices evolve, and every industry relies on those business principles to survive and grow. There has never been a more exciting time to learn about businesses and how they operate.

This course will enable you to understand this, the activities businesses undertake, and how they can be successful. It will also help develop your employability and enterprise skills.

### What are the recommended entry levels for this course?

Pupils will have to display a genuine interest in the subject. The ability to write clearly and express views is important, though the skill of answering particular command words will be taught. At National 5, pupils will be required to learn their work and write detailed answers. At National 4 clear written work and the ability to meet deadlines is very important. A disciplined approach to study will be very useful.

### What content is included in this course? Course

**Details:** This course has 3 units Understanding

#### Business

- What makes a business successful; The role of business, sectors of industry, types of business organisations, aims & objectives, customer satisfaction, business influences and stakeholders

#### Management of Marketing and Operations

- Marketing: Methods of market research and their costs and benefits, stages in the product life cycle, elements of the marketing mix (price, place, product and promotion) and ways ICT can be used to contribute to effective marketing
- Operations: How businesses manage their operations: Factors to consider when choosing a supplier, stock management, production methods, how to ensure high quality in production practices and outlining how technology can be used to effective operational activity

#### Management of People and Finance

- People: Stages in the recruitment process, methods of training and their costs and benefits, examining methods of motivating staff and outlining their costs and benefits and current employment legislation
- Finance: Sources of finance and their costs and benefits, interpreting a break-even chart, interpreting a cash budget and identifying cash flow issues (and appropriate solutions) and preparing a simple profit and loss account.

### What skills will I develop?

The course promotes the development of problem solving and decision-making skills within a business setting. You will also develop your research, communication and analytical and evaluative skills as you apply your knowledge and understanding of the theory of business.

### What learning and teaching approaches will I experience?

- Active and open-ended learning activities such as research, case studies and presentation tasks
- Use of real-life business contexts including business news to develop your skills, knowledge & understanding
- ICT: including web-based resources, multi-media (eg youtube & video clips) and Microsoft business software (word, spreadsheets, powerpoint etc)
- Field trips, visits and input by external contributors

### How will I be assessed?

- For National 4 there are two internal units and there is also an added value unit (researching a small business) to complete.
- To attain the National 5 qualification you will need to complete the course assessment – an external exam worth 90 marks and an assignment (completed in class and at home - worth 30 marks).

**What are the homework requirements?** Homework will be issued on a weekly basis.

### What are the possible progression routes?

- Higher Business Management or relevant component units
- Further study, employment and/or training

**Certification:** National 5 Business Management is allocated 24 SCQF credit points at SCQF level 5.

## BUSINESS MANAGEMENT – HIGHER

### What are the aims of this course

The study of Business Management develops an awareness of the key elements of management within the context of the business as a whole. It has been devised to enable you to develop and enquiring mind in relation to business activity within the UK economy and also on a global scale. Not only is this course extremely useful if you intend pursuing a business or management related college or university course, but it will also arm you with the first tools necessary to become effective employees and possibly entrepreneurs of the future.

### What are the recommended entry levels for this course?

Ideally you will have already passed Business Management at National 5. Additionally, by the time you start this course you will have passed your Higher English or have passed National 5 English and be working towards the Higher

**\*\*\* Please note, many previous pupils have studied Higher Business Management as a “crash” with NO previous business experience and attained A’s and B’s. This Higher has a great deal of content & theory and so you need to be skilled in research and written work to cope with the demands of the course. Students looking to “crash” this subject should be in S6\*\*\***

### What content is included in this course?

**Course Details:** This course has 3 units

**Understanding Business** This unit looks at:

- Sectors of industry, types of business organisations, business objectives, internal & external factors that affect decision making, business structures and stakeholder interest, conflict and resolution.

**Management of Marketing and Operations** This unit looks at

- Market research, the “marketing mix” - product, price, place & promotion (Marketing)
- Stock management, production methods, quality and the costs/benefits of fair trade activities, environmental responsibility and operating ethically (Operations)

**Management of People and Finance** This unit looks at

- Recruitment & selection of staff, training, motivation and leadership (Human Resources)
- Sources of finance, financial records (including cash budgets, profit & loss accounts and balance sheets) and financial analysis

For all topics you will also look at how businesses use technology to support the different functions

### What skills will I develop?

- The course promotes the development of problem solving and decision making skills within a business setting. You will also develop your research, communication and analytical and evaluative skills as you apply your knowledge and understanding of the theory of business

### What learning and teaching approaches will I experience?

- Active and open ended learning activities such as research, case studies and presentation tasks
- Use of real-life contexts including business news to exemplify your skills, knowledge & understanding
- ICT including web-based resources, multi-media (eg youtube & video clips) and Microsoft Office business software (word, spreadsheets, powerpoint etc)
- Field trips, visits and input by external contributors

Discussion and informed debate

### How will I be assessed?

- The exam in May is a mixture of case study and knowledge based questions worth 90 marks.

There is a Business Assignment worth 30 marks which is completed in class.

### What are the homework requirements?

- Homework will be issued on a weekly basis.

There is also an expectation that you will thoroughly revise everything you have learned in class.

### What are the possible progression routes?

- Advanced Higher Business Management or relevant component units

Further study, employment and/or training

## BUSINESS MANAGEMENT – ADVANCED HIGHER (*possible virtual offer*)

### What are the aims of this course

The study of Business Management develops an awareness of the key elements of management within the context of the business as a whole. It has been devised to enable you to develop and enquiring mind in relation to business activity within the UK economy and also on a global scale. Not only is this course extremely useful if you intend pursuing a business or management related college or university course, but it will also arm you with the first tools necessary to become effective employees and possibly entrepreneurs of the future.

### What are the recommended entry levels for this course?

Ideally you will have already passed Business Management at Higher. Additionally, by the time you start this course you will have passed your Higher English or have passed National 5 English and be working towards the Higher. Alternatively, an A pass at National 5 Business and a pass at Higher English would be considered.

### What content is included in this course?

**Course Details:** This course has 3 units

**The External Business Environment** *This unit looks at:*

The effects of external influences on organisations operating at a multinational and global level.

**The Internal Business Environment** *This unit looks at:*

Traditional and contemporary management theories used by organisations to maximise their efficiency. internal factors that influence the success of teams.

**Evaluating Business Information** *This unit looks at:*

Evaluating a range of business information used by organisations to reach conclusions. The analysis and evaluation of business information, based on a research project carried out on a topic from the Course.

### What skills will I develop?

The course promotes the development of problem solving and decision making skills within a business setting. You will also develop your research, communication and analytical and evaluative skills as you apply your knowledge and understanding of the theory of business

### What learning and teaching approaches will I experience?

- Active and open ended learning activities such as research, case studies and presentation tasks
- Use of real-life contexts including business news to exemplify your skills, knowledge & understanding
- ICT including web-based resources, multi-media (eg youtube & video clips) and Microsoft Office business software (word, spreadsheets, powerpoint etc)
- Field trips, visits and input by external contributors
- Discussion and informed debate

### How will I be assessed?

- The exam in May is a mixture of case study and knowledge based questions worth 80 marks.
- There is a Business Assignment worth 40 marks which is completed in class.

### What are the homework requirements?

- Homework will be issued on a weekly basis.
- There is also an expectation that you will thoroughly revise everything you have learned in class.

### What are the possible progression routes?

- Further study, employment and/or training



## Geography – National 4/5

### What are the aims of this course

This course progresses on from the level 4 People and Place Outcomes. It will develop the knowledge and skills pupils gained during S1-S3 and will give the pupils the chance to discover more about the world around them and their place within it. The aim is to offer the pupils a rich and varied experience within the classroom and also out in the field. The course covers local, national and international issues and encourages pupils to see the links that exist between these different areas of our world. The interrelationship between people and the environment around them is a key principle that underpins all that we do.

### What are the recommended entry levels for this course?

Pupils need to have completed a range of outcomes at level 4 in social subjects.

### What content is included in this course?

**Course Details:** This course has 3 mandatory units and an assignment.

#### Physical environments

- River landscapes
- Limestone landscapes
- Weather

#### Human environments

- Agriculture in one more economically and one less economically developed country
- Settlement in one more economically and one less economically developed country
- Population in one more economically and one less economically developed country

#### Global issues

- Climate change
- Impact of human activity on the natural environment

#### Assignment

Pupil driven research exercise focussed on one of the areas we have studied in class.

### What skills will I develop?

- Pupils will develop skills in communication, research and analysis, presentation, personal expression, political awareness, evaluation, teamwork, and a whole range of other useful life skills.

### What learning and teaching approaches will I experience?

- Class discussion and debate
  - Case studies
  - Internet research
  - DVD's and online video clips
  - Textbooks
  - Past paper practice
  - Teacher led questions & additional theory via power point

Group work and cooperative learning.

### How will I be assessed?

- There will be assessment throughout the course covering each unit.
- A Prelim in January / February 2020.
- An Assignment based on a field work exercise.

Homework will be regularly issued and marked.

### What are the homework requirements?

- Homework will be issued regularly and in a variety of formats.

There is also an expectation that pupils will thoroughly revise everything they have learned in class.

### What are the possible progression routes?

From N4/5 Geography you can progress to any of the Higher social subjects as some of the key skills will be interchangeable.

### Certification:

N4/5 Geography= SCQF level 4/5.

# Geography : Higher

## What are the aims of this course

Higher Grade Geography is concerned with investigating the real world. Examining how physical systems interact with human activities. We aim to examine, analyse and connect the natural and human dimensions of the earth. We hope to give the pupils a greater understanding and appreciation of the world out with the bounds of Highland Perthshire. Hopefully identifying the role we all have to play in bigger picture.

## What are the recommended entry levels for this course?

While entry is at the discretion of the department, students would normally be expected to have attained:

- National 5 Geography Pass.
- National 5 pass at band 1-4 in other Social Subjects or Environmental Science.

Pupils will need to have decent writing skills as assessment is primarily written. If you are unsure then please get in touch with department.

**What content is included in this course? (this should include component units)** The course consists of three units and an added-value assignment. This is a similar structure to the N5 Geography course.

### Geography: Physical Environments

The four sub-sections are –

- *Atmosphere*: the characteristics and effects of the atmosphere on global and regional scales.
- *Hydrosphere*: the hydrological cycle, Hydrographs.
- *Lithosphere*: the development of regional landscapes, processes of slope formation.
- *Biosphere*: soils, vegetation.

### Geography: Human Environments

The three sub-sections are –

- *Population geography*: demographic systems, population change, migration.
- *Rural geography*: agricultural systems, rural landscapes, rural change.
- *Urban Geography*: urban systems, functions and structures, urban change.

### Geography: Global Issues

We will study 2 of a possible 5 global issues

**Option 1-Global climate change Option 2-Development and Health.**

### Geography: Assignment

This is a detailed investigation employing a wide range of skills and accounts for 27% of the total mark.

## What skills will I develop?

- Throughout the course you will have the opportunity to develop a wide range of skills including research, evaluation and presentation, IT, mapping and statistics and analysis of complex systems in the physical and human worlds.

## What learning and teaching approaches will I experience?

The department uses a wide range of learning and teaching approaches – ICT, power points, discussions, videos, books, report writing, mind mapping etc. However more emphasis is placed on case studies in Higher than in National 5. **This year there will be a two day residential activity focussed on introducing, practicing and utilising the Geographical methods and techniques required for the Assignment.**

## How will I be assessed?

Units are assessed internally by your teacher in accordance with SQA guidelines. All three Unit's outcomes must be achieved before sitting the final external exam

External assessment is based on an SQA paper and a controlled assessment relating to the Assignment

- Externally assessed question papers worth 160 marks, split over two papers 100 marks in paper one (covering Physical and human environments)  
60 marks in paper 2 (covering global issues and a skills question)

Assignment write up worth 30 marks **1 hr 30 mins**

## What are the homework requirements?

One exam style question every 2 weeks with continuous revision of notes throughout the year.

## What are the possible progression routes?

Students who achieve Higher Geography may progress to:

- Advanced Higher Geography
- Higher Modern Studies or Higher History
- Further Education and Higher Education

For relevant employment or training opportunities see Advanced Higher for types of jobs.

## Certification:

The Higher Course in Geography is allocated 24 SCQF credit points at SCQF level 6.

## Geography : Advanced Higher

### What are the aims of this course

The course is designed so that pupils are given the opportunity to research topics of their choosing. These opportunities allow pupils to become skilled at analysis of both data collected in the field and written articles. Advanced Higher Geography provides a sound base from which to pursue further or higher education as well as enhancing pupils general education and personal development.

### What are the recommended entry levels for this course?

An A or B pass in Higher Geography and a mature attitude to independent study. Pupils without a pass in Higher Geography will have to discuss their entry with the Geography and Guidance Departments. The most important requirement though is enthusiasm.

### What content is included in this course? (this should include component units)

The course consists of three compulsory 40 hour units plus 40 hours flexible time.

#### ***Geographical Methods and Techniques (40 hours)***

This unit enables you to build on the skills and methods which are developed throughout the Geography curriculum from Standard Grade to Higher. A large emphasis is placed on analysis of data and pupils will be expected to use statistical techniques such as standard deviation, Pearson Product etc.

#### ***Geographical Study (40 hours)***

In this unit you are required to plan, research and analyse a topic in depth and present your findings in no more than 25 pages (there is no word count limit).

#### ***Geographical Issues (40 hours)***

This unit deals with the analysis of key geographical issues from the Environmental Interactions unit of Higher Geography. You will be required to study one of these, and produce a critical evaluation.

### What skills will I develop?

- Planning, researching, analysing, report writing, statistical techniques, critical evaluation of resources, ICT, graphing and sampling techniques.

### What learning and teaching approaches will I experience?

Pupils are given their first taste of Higher Education. Initially pupils will be taught all the necessary techniques in order to carry out a detailed analysis of two subject areas. Beyond this we are attempting to get pupils to research on their own and use the teacher to bounce ideas off and point them in the right direction of useful resources and techniques.

### How will I be assessed?

Component 1 — externally assessed question paper 50 marks.

Component 2 —externally assessed project-portfolio 100 marks consisting of a Geographical Study — 60marks and a Geographical Issue — 40marks. In addition to these, pupils will have to develop and demonstrate a range of mandatory skills and Knowledge over the course of the year. [More info on course assessment.](#)

### What are the homework requirements?

Pupils will have reports throughout the year to complete however the main emphasis is the completion of both their Geographical Study based on their own fieldwork and their Geographical Issue. Both have an unlimited word count.

### What are the possible progression routes?

Pupils will be developing higher order skills that are transferable both into further education at University or college or into the world of work .In a number of Universities Geography is accepted as an arts, social science or science subject. This means that there is a very wide range of directions that this qualification can lead into. Potential employment utilising Geographical knowledge and skills include:

The Oil industry, Urban Planner/Community Development, Cartographer, GIS Specialist, Climatologist, Transportation Management, Environmental Management, Agricultural industries, Researcher, Marketing (to name but a few)..

**Certification:** The Advanced Higher Course in Geography is allocated 32 SCQF points at SCQF level 7.

## History - National 4 and National 5

### What are the aims of this course?

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. The course encourages pupils to develop an openness to new ideas and helps them to understand the world in which they live and the forces which have shaped the world today.

### What are the recommended entry levels for this course?

Pupils will have to have followed History courses in S1 and S2 and should have displayed a genuine interest in the subject. The ability to write clearly is very important. At National 5, pupils will be required to learn their work, write detailed answers and to integrate historical sources. At National 4 clear written work and the ability to meet deadlines is very important. A disciplined approach to study will be very useful.

### What content is included in this course?

Both National 4 and 5 follow the same mandatory course content, but will be assessed in different ways.

- Scottish:- Migration and Empire, 1830-1939
- British:- Changing Britain, 1760-1807

European/World:- Hitler and Nazi Germany, 1919-1939

### What skills will I develop?

The course further develops elements of knowledge and understanding of History, report writing and analytical skills This includes: -

- Developing and applying skills, knowledge and understanding.
- Commenting on the origin and content of historical sources.
- Commenting on the impact of historical developments and the factors which contributed to them.
- Making judgements to form a conclusion.
- Organising work in a logical and coherent manner.
- Researching and selecting relevant information to answer a specific question.

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches are used including individual work, group work and cooperative activities. Pupils will have to make notes when required and research themes in history using computers, databases, documentary evidence and books. National 5 pupils will need to learn their work.

**National 4:** Pupils sit a unit assessment on each of the three areas of study, plus an Added Value Unit where there is more freedom of choice. Pass or fail is dependent on pupils meeting the marking criteria. There is no examination. There are no grades, just Pass or Fail.

### **National 5:**

- Pupils sit three unit assessments which are more demanding than those at National 4.
- They also sit an external examination on the course content which is marked by the SQA.
- They write a previously prepared Assessment Task of their own choice [essay] under test conditions with the help of one side of notes – marked by the SQA.

**At National 5, success in the externally marked components will be the most important factor in establishing whether a pupil has passed. Pupils will be graded A – D, with A – C being a pass.**

### What are the homework requirements?

Pupils can expect to be set homework each week. They will be expected to meet these deadlines. This could include written tasks, learning or consolidation of knowledge and understanding and may also include pupils' carrying out research tasks as part of homework activities.

**What are the possible progression routes?**

This Course or its Units may provide progression to other qualifications in History or related areas, for example progression onto National 5, Higher and in the future Advance Higher. Higher and Advanced Higher History are highly respected qualifications by the universities because of the academic rigor they require.

**Certification anticipated in:**

The unit assessments will help staff to decide whether pupils sit National 4 or National 5. Those entered for National 5 must show that they can write developed answers with a good range of supporting evidence. They must also show that they have mastered higher order skills of document analysis and have the ability to learn their work.

To achieve the **National 4 History Course**, pupils must pass all of the required Units, including the Added Value Unit. The course is worth a total of 24 SCQF Credit points, made up from three end of unit assessments and a pass in the Added Value Unit.

To achieve the **National 5 History Course**, pupils must pass all of the require Units, an external examination and the externally assessed Assessment Task. This is in line with National 5 assessments in other subjects.

National 5 learners will also have produced a National 4 Value Added Unit as a fall back in case they do not pass National 5. The content is the same as the Assessment Task.

## HISTORY - HIGHER

### What are the aims of this course?

The aims of Higher History are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, evaluating sources and drawing conclusions.

### What are the recommended entry levels for this course?

- National 5 History
- Course in another social subject at National 5 might be appropriate.

### What content is included in this course?

The course consists of 3 parts:

Historical Study: Britain 1851 -1951

Europe and the World: USA 1918-1968 OR The Cold War 1945-1989

Special Topic: Scotland and the Impact of the Great War, 1914 -1928

### What skills will I develop?

Students are encouraged to think critically for themselves. They will learn to write clear, structured essays and to compare, analysis and evaluate information.

- [Critical Thinking at Higher (SCQF level 6) Planning and Organising at Higher (SCQF level 6)]

### What learning and teaching approaches will I experience?

A degree of independent learning is required and students should read around the topics. Class discussion, Power Point presentations, DVD, note making and practice answers are all part of the learning experience. Essay writing skills will be developed and document analysis will be further enhanced

### How will I be assessed?

There are three components: two question paper and an assignment, both of which are marked by the SQA.

Paper I is marked out of 44 and consists of two essays – one on Britain and one on the USA.

Paper II consists of 4 document based questions and is marked out of 36.

The assignment is marked out of 30 and is based on research skills and a degree of personal choice. This assignment is written in school and then marked by the SQA..

### What are the homework requirements?

Students will be set essays from past papers and questions from document papers to practice the skills needed to pass the examination successfully. Students should expect homework each week.

### What are the possible progression routes?

University; a career in the Law; the Armed Forces – particularly those seeking a commission; Journalism; Teaching; Archaeology; Museums; Tourism; any career where you are required to analyse and evaluate information and write a report based on your findings.

This Course or its Units may provide progression to:

- Advanced Higher History or other subjects at Advanced Higher
- A Higher National programme in Social Sciences
- A higher education Course

Training or employment

### Certification:

Higher History is allocated 24 SCQF credit points at SCQF level 6.

## HISTORY – ADVANCED HIGHER

### What are the aims of this course?

The aims of Advanced Higher History are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, evaluating sources and drawing conclusions.

### What are the recommended entry levels for this course?

- Higher History at grades A and B.
- A course in another social subject at National 5 grades A and B might be appropriate.

### What content is included in this course?

- The course covers the creation of the Weimar Republic in Germany at the end of the First World War.
- The Treaty of Versailles and its implication for the new republic.
- The economic difficulties of the 1920s including the hyper-inflation of 1923.
- Economic recovery prior to the Wall Street Crash.
- The rise of Adolf Hitler and the Nazi Party.

The creation of dictatorship 1933-1939, e.g. the Night of the Long Knives, the roll of the SS

### What skills will I develop?

Students will be expected to read around the subject and isolate different points of view to support or challenge an argument.

Students will have the opportunity to study a topic in-depth, thus extending their knowledge and understanding of a period of history which shaped the late 20th and early 21st centuries.

- Students will continue to develop key skills of analysis and evaluation.

### What learning and teaching approaches will I experience?

A degree of independent learning is required and students should read around the topics. Class discussion, Power Point presentations, DVD, note making and practice answers are all part of the learning experience. Essay writing skills will continue to be developed and document analysis will be further enhanced.

### How will I be assessed?

**One Examination Paper** = 3 hours = 90 marks

**Section A:** Extended Response questions [2 essays out of a choice of 5] = 50 marks

**Section B:** Historical Sources – [3 document questions similar to those at Higher] = 40 marks

**Project [dissertation]** = 50 marks – open book – a vital part of the course. Total = 140 marks

### What are the homework requirements?

Students will be set essays from past papers and questions from document papers to practice the skills needed to pass the examination successfully. Students should expect homework each week.

### What are the possible progression routes?

University; a career in the Law; the Armed Forces – particularly those seeking a commission; Journalism; Teaching; Archaeology; Museums; Tourism; the wider heritage industry; Politics and Local Government and the Diplomatic Service, Also, any career where you are required to analyse and evaluate information and write a report based on your findings.

This Course or its Units may provide progression to:

- University – a degree in History, or related subjects, or to support new skills required for non-related degree subjects.
- A higher education course at college.

Training or employment.

### Certification:

Advanced Higher History is allocated 32 SCQF credit points at SCQF level 7.

## MODERN STUDIES – National 4/5

### What are the aims of this course

This course will develop the knowledge and skills pupils gained during S1-S3. Progressing on from level 4 People and Society outcomes the course will give the pupils the chance to discover more about society in the UK. How it is governed and organised, How do we select and manage our representative. We will look at Crime and Law in the UK and evaluate its effectiveness. We will also look at Global issues ranging from the work of the UN through to terrorism.

### What are the recommended entry levels for this course?

You need to have completed a range of outcomes at level 4 social studies (Modern Studies, Geography or History) or the equivalent in Environmental science.

- Pupils should be aware that the assessment of this course is primarily written so a decent level English is a benefit. If you have any questions/ concerns regarding entry then please get in touch with the department..

### What content is included in this course?

**Course Details:** This course has 3 mandatory units and an assignment

#### Democracy in Scotland and the UK

- We will look at the political structures in the UK and Scotland
- Electoral systems in use in the UK
- Political participation

#### Crime and law in the UK

- Rights and responsibilities in the UK
- The law
- How it is enforced

#### International issues:

- The UN: what does it do? How does it do it? Is it successful?
- Global conflict and terrorism

#### Assignment

Pupil driven exercise focussed on one of the areas we have studied in class

### What skills will I develop?

- Pupils will develop skills in communication, research, personal expression, political awareness, evaluation, teamwork, sense of humour and a whole range of other useful life skills

### What learning and teaching approaches will I experience?

- Class discussion and debate
- Case studies
- Internet research / DVD's and online video clips
- Textbooks / Past paper practice
- Teacher led questions & additional theory via power point / Group work

### How will I be assessed?

- There will be assessment throughout the course.
- There will be assessment opportunity in January / February 2020.
- Specific pieces of assessed work

### What are the homework requirements?

Homework will be issued regularly and in a variety of formats. There is also an expectation that you will thoroughly revise everything you have learned in class..

### What are the possible progression routes?

- From N4/5 Modern Studies you can progress to any of the Higher social subjects as some of the key skills will be interchangeable. University – a degree in History, or related subjects, or to support new skills required for non-related degree subjects.
- A higher education course at college.

### Certification:

National 4/ 5= level 4/5 SCQF point s=24)



## MODERN STUDIES - HIGHER

### What are the aims of this course

This course will build on and expand pupils' political understanding of the world. It will deal with local, national and international issues whilst explaining and enhancing the pupils understanding of their role in each of these areas. We will look at political systems within the UK, social issues in the UK and look in depth at one of the G20 countries. The assignment will give pupils the chance to investigate any of these areas to a much greater depth whilst developing key learning skills. It is hoped that this course will challenge pupils to look beyond their local environment. They will develop an understanding of how they can play a role and influence decision making processes in Scotland and beyond.

### What are the recommended entry levels for this course?

You need to have already passed a social subject at Nat 5. It is also preferable if you have a good pass in English as the assessment is dependent on your ability to express yourself clearly and in an organised manner.

- *Should this not apply to you but you are still interested then you need to come and speak to a member of the Modern Studies department.*

### What content is included in this course?

**Course Details:** This course has 3 mandatory units and an assignment

#### Democracy in Scotland and the UK

- We will look at the political structures in the UK and Scotland
- Electoral systems in use in the UK
- Political participation

#### Social inequality in the UK

- Where does inequality exist in the UK
- Why does it exist and who is affected
- What has been done to reduce inequality

#### International powers: China

- We will look at social, political and economic change in China
- China's increasing role on the world stage
- What role China may play in the future

#### Assignment

Pupil driven exercise focussed on one of the areas we have studied in class

### What skills will I develop?

- Pupils will develop skills in communication, research, personal expression, political awareness, evaluation, teamwork, sense of humour and a whole range of other useful life skills

### What learning and teaching approaches will I experience?

- Class discussion and debate
- Case studies
- Internet research / DVD's and online video clips
- Textbooks / Past paper practice
- Teacher led questions & additional theory via power point / Group work

### How will I be assessed?

- There will be assessment throughout the course.
- There will be assessment opportunity in January / February 2020.
- Specific pieces of assessed classwork

### What are the homework requirements?

Homework will be issued regularly and in a variety of formats. There is also an expectation that you will thoroughly revise everything you have learned in class

### What are the possible progression routes?

From Higher Modern Studies pupils may progress to any of the other social subjects at Higher level or Advanced Higher..

### Certification:

Higher Modern Studies = SCQF level 6 (24 SCQF points)

## Modern Studies Advanced Higher

### What are the aims of this course?

The course uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom (UK) and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they encounter in their lives.

### What are the recommended entry levels for this course?

Candidates should have achieved the Higher Modern Studies course or equivalent qualifications and/or experience prior to starting this course.

### What content is included in this course?

We look at Law and Order and research skills in our course

Section 2: Law and order and research methods.

Topics are:

A: understanding the criminal justice system

B: understanding criminal behaviour

C: responses by society to crime

D: social science research methods and issues

### What skills will I develop?

- ♦ applying knowledge and understanding of complex political or social issues in the United Kingdom and adopting an international comparative approach
- ♦ justifying and analysing complex political or social issues
- ♦ analysing, evaluating, and synthesising a wide range of evidence and arguments
- ♦ analysing and evaluating sources of information and social science research methods
- ♦ planning, researching, collecting and recording information
- ♦ explaining approaches to organising, presenting and referencing findings
- ♦ synthesising information to develop a sustained and coherent line of argument, leading to a conclusion, supported by evidence

### How will I be assessed?

Question paper 90 marks

- Part A consists of a question from each topic (A–C).
- Candidates attempt: two 30-mark extended-response questions from a choice of three
- Part B consists of questions from topic D.
- Candidates attempt both questions: one 15-mark question on research methods one 15-mark question about the trustworthiness of a source

Project–dissertation 50 marks

- The word count for the project–dissertation is 5,000 words.

### What are the homework requirements?

There will be ongoing research tasks in terms of the dissertation. There will be regular reading to do in line with the course content and there will be a need for pupils to prepare for class discussions.

### What are the possible progression routes?

- degree courses in social subjects and social sciences or related areas
- further study, employment and/or training

### Certification anticipated in:

This course consists of 32 SCQF credit points, which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

## Scottish Baccalaureate in Social Sciences – Interdisciplinary Project

### What are the aims of this course?

The Scottish Baccalaureate in Social Sciences has been designed to provide a challenging and rewarding experience for candidates in the sixth year of secondary school who are able to cope with the demands of Higher and Advanced Higher through an Interdisciplinary Project, which offers added breadth and value and helps to equip the candidate with the generic skills, attitudes and confidence necessary to make the transition into Higher Education and/or employment.

Candidate choice of study will be important and should be related to areas of interest and/or to future career aspirations.

### What are the recommended entry levels for this course?

The Baccalaureate is intended for candidates who, in the sixth year of secondary education, are working at Higher and Advanced Higher level in two different, eligible subjects, together with English or Mathematics. Two of the subjects must be at Advanced Higher level.

The eligible subjects are:-

Classic Studies, Accounting, Economics, Business Management, Geography, Environmental Science, History, Modern Studies, Philosophy, Politics, Psychology, Religious, Moral and Philosophical Studies and Sociology.

Candidates are expected to have a Higher in either English or Maths.

### What content is included in this course?

The defining feature of the Scottish Baccalaureate in Social Sciences is the interdisciplinary project. This is usually of the candidate's own choosing but reflects one of the subjects already studied at Higher or Advanced Higher. Their research must be at Advanced Higher level.

The Interdisciplinary Project offers candidates a flexible approach to their learning. Study will be based on the main subject area but will also draw on knowledge and skills from a range of other disciplines.

### What skills will I develop?

- Application of subject knowledge and understanding
- Research skills: analysis and evaluation
- Interpersonal skills: negotiation and collaboration
- Planning: time, resource and information management
- Independent learning: autonomy and challenge in own learning
- Problem solving: critical thinking; logical and creative approaches
- Presentation skills
- Self evaluation

### What learning and teaching approaches will I experience?

Candidates meet once a week with their allocated teacher who will offer guidance, suggest and help obtain resources and generally monitor progress, but the emphasis is on independent learning. Candidates also need to establish partnerships with associations, universities, commercial organisations etc. that might be able to help them with their project.

### How will I be assessed?

Candidates need to produce a folio of their research. They are then expected to create a presentation on which they will be assessed. The Interdisciplinary Project will be internally assessed and subject to external verification by visiting examiners and external marking by the SQA.

The Interdisciplinary Project Unit will be graded A, B, or C. In order to pass the Unit, candidates must achieve at least a Grade C.

The Scottish Baccalaureate in Social Sciences with Distinction will be awarded to candidates who achieve:

- ☐ Grade A in one Advanced Higher eligible Course
- ☐ Grade A in one other component
- ☐ Grade B or above in all other components

**What are the homework requirements?**

The whole focus of the Baccalaureate is independent learning and time management is very important. Pupils are expected to plan their own work schedule and a spreadsheet illustrating this is part of the folio of work. Candidates are expected to allocate at least 80 hours of their own time to the project. One period will be set aside each week to meet with your teacher whose role is that of a tutor.

**What are the possible progression routes?**

Higher Education and University. Management level work. Employment/training.

**Certification anticipated in:**

Scottish Baccalaureate in Social Sciences – at Advanced Higher Level. SCQF level 7.

## Religious, Moral and Philosophical Studies (RE/RME) - National 5

### What are the aims of the course?

The National 5 Religious, Moral and Philosophical Studies course helps candidates to develop an understanding of the society in which they live and work through learning about, and from, religious beliefs, non-religious viewpoints and personal experience.

The course encourages candidates to develop values and beliefs and learn how to express them. It helps them to develop respect for others and an understanding of beliefs and practices which are different from their own. They develop an understanding of human beliefs, values and behaviour; and examine how religion, morality and philosophy might help people find meaning and purpose in life. Candidates have opportunities to develop literacy, personal learning and thinking skills as well as a sense of responsible citizenship.

### What are the recommended entry levels for this course?

Candidates should have achieved the third curriculum level or the National 4 Religious, Moral and Philosophical Studies course or equivalent qualifications and/or experience prior to starting this course.

### What content is included in this course?

#### World Religion

Candidates study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion.

#### Morality and Belief

Candidates study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

#### Religious and Philosophical Questions

Candidates study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.

### What skills will I develop?

Candidates develop a range of skills at a straightforward level, including the ability to:

- give accurate accounts of factual information relating to aspects of religion, morality and philosophy
- demonstrate an understanding of aspects of religion, morality and philosophy
- analyse beliefs and practices related to world religions, moral issues and philosophical questions
- evaluate beliefs and practices related to world religions, moral issues and philosophical questions

### What learning and teaching approaches will I experience?

You will experience the usual pedagogy of the RMPS classroom (direct teaching; group work; whole class discussion and independent learning.)

### How will I be assessed?

#### Component 1: question paper

The question paper contains three sections. Candidates must answer one part from each section.

The question paper gives candidates an opportunity to demonstrate application of the following skills and breadth of knowledge and understanding from across the course: The question paper has 80 marks out of a total of 100 marks.

#### Component 2: assignment

Candidates have an open choice of religious, moral or philosophical issue. Their choice is not constrained by the content of the question paper. The assignment is worth 20 marks and was designed to test skills and knowledge and understanding within the context of religious, moral and philosophical questions

### What are the homework requirements?

There will be an expectation of revision on a weekly basis. There will be also formal homework issued.

### What are the possible progression routes?

Higher RMPS is available for progression from N5.

### Certification anticipated in:

National 5 RMPS is allocated 24 SCQF credit points at SCQF level 5.

## Religious, Moral and Philosophical Studies (RE/RME) - Higher

### What are the aims of the course?

- This course helps candidates to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. There is an exploration of religious, moral and philosophical elements that help people find meaning and purpose in life.
- Candidates develop their understanding of human beliefs, values and behaviour.

### What are the recommended entry levels for this course?

Ideally you will have already passed RMPS at National 5. Additionally, by the time you start this course you will have passed your NAT 5 English or be working towards an English Higher.

### What content is included in this course?

- **World religion** Candidates develop in-depth knowledge and understanding of the impact and significance of religion today. They study key beliefs and practices of one of the world's six major religions and the contribution these make to the lives of followers.
- **Morality and belief** Candidates develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. Candidates study religious viewpoints from one of the world's six major religions.
- **Religious and philosophical questions** Candidates develop skills to critically analyse religious and philosophical questions and responses. They study religious viewpoints from one of the world's six major religions.

### What skills will I develop?

- researching, analysing, evaluating and synthesising information to draw detailed, reasoned and well-structured conclusions, explaining relevant abstract ideas. Also, identifying and responding to different ideas and viewpoints
- evaluating and expressing reasoned and well-structured views and explaining relevant theoretical ideas.
- demonstrating in-depth factual and abstract knowledge and understanding of the significance and impact of religion today by explaining some key beliefs, and the contribution these make to the lives of followers

### What learning and teaching approaches will I experience?

You will encounter the usual mixture of classroom practice in RMPS: direct teaching; pair and group work; whole class discussion and independent research which will create a stimulating but challenging learning experience.

### How will I be assessed?

Candidates are assessed by two question papers and an assignment. The question papers have a greater emphasis on the assessment of knowledge and understanding than the assignment.

### What are the homework requirements?

Homework will be issued with an assumption that revision will be done throughout the year.

### What are the possible progression routes?

Higher RMPS is accepted by all universities and colleges

### Certification anticipated in:

Higher RMPS is allocated 24 SCQF credit points at SCQF level 6.

## ART & DESIGN – NATIONAL 4

### What are the aims of this course

Art & Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

### What are the recommended entry levels for this course?

Pupils who are secure at Level 3 or have achieved National 3 in Art & Design  
A pre-requisite to doing National 4 is Literacy secure at Level 2  
Pupils who have not previously taken a certificate course in Art & Design would be considered.

### What content is included in this course?

**Expressive:** (Drawing, Painting) (Unit) Pass/Fail (**Practical Portfolio**) Pass/Fail  
**Design:** (Product, Jewellery, Textile/Fashion (Unit) Pass/Fail (**Practical Portfolio**) Pass/Fail  
**Art & Design Studies:** (Critical Evaluation and Historical Context) Pass/Fail

### What skills will I develop?

- Observational drawing, development of ideas, working with different media and techniques, problem solving, following a design process, critical evaluation, knowledge and understanding of art terminology, historical movements and their characteristics, literacy.

### What learning and teaching approaches will I experience?

Expressive and Design – Practical demonstrations and tasks, experimentation with media and materials. These units are linked with the study of artists and designers  
Art & Design Studies – Illustrated Lectures, co-operative learning, looking at art & design work, mind mapping, critical evaluation, note-taking and essay writing.

### How will I be assessed?

Practical units are internally marked  
There are no external examinations. The written element for Art & Design Studies is internally assessed.

### What are the homework requirements?

Regular homework is set for pupils to clarify what is learnt in class in Art & Design Studies and practical work. Research for practical units, practical tasks set to reinforce class work and working in sketchbooks..

### What are the possible progression routes?

National 5 Art & Design Employment or training

### Certification anticipated in:

National 4 Art and Design is allocated 24 SCQF credit points at SCQF level 4.  
Core Skills component Critical Thinking at SCQF level 4.  
Reviewing and evaluating at SCQF level 4.

## ART & DESIGN – NATIONAL 5

### **What are the aims of this course**

Art & Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

### **What are the recommended entry levels for this course?**

Pupils who are secure at Level 4 or have achieved National 4 in Art & Design A pre-requisite to doing National 5 is Literacy secure at Level 3

### **What content is included in this course?**

**Expressive:** (Drawing, Painting) (**Practical Portfolio**) assessed by SQA

**Design:** (Product, Jewellery, Textile/Fashion (**Practical Portfolio**) assessed by SQA

**Art & Design critical paper:** SQA Written Examination assessed by SQA

### **What skills will I develop?**

- Observational drawing, development of ideas, working with different media and techniques, problem solving, following a design process, critical evaluation, knowledge and understanding of art terminology, historical movements and their characteristics, literacy.

### **What learning and teaching approaches will I experience?**

Expressive and Design – practical demonstrations and tasks, experimentation with media and materials. These are linked with the study of artists and designers. Pupils work on 2 portfolios of work that are submitted to the SQA from development from a folio of work in each area. The written exam focuses on knowledge and understanding of artists and designers and their related field of art. These are delivered through Illustrated Lectures, co-operative learning, mind mapping, critical evaluation, note-taking and essay writing.

### **How will I be assessed?**

Practical Expressive and Design folio's are sent to SQA for External marking.

There is a written exam Paper for Art & Design which is also externally assessed by SQA.

### **What are the homework requirements?**

Regular written homework is set for pupils to clarify what is learnt in class and research for Art & Design Studies. Research for practical units, practical tasks set to reinforce class work and working in sketchbooks.

### **What are the possible progression routes?**

Pupils who achieve an A or high B at National 5 can be considered to progress to Higher Art & Design

### **Certification:**

National 5 Art and Design is allocated 24 SCQF credit points at SCQF level 5.

Core Skills component Critical Thinking at SCQF level 5.



## ART & DESIGN –HIGHER

### **What are the aims of this course?**

Art & Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

### **What are the recommended entry levels for this course?**

Pupils will need to achieve an A or a high B at National 5 or equivalent. It is a prerequisite to be secure at Level 4 for literacy. Pupils who have not previously taken a certificate course in Art & Design or achieved this entry level will find the standard and level of work expected at Higher level very demanding.

### **What content is included in this course?**

**Expressive folio:** (Drawing, Painting) (**Practical Portfolio**) assessed by SQA

**Design folio:** (Product, Jewellery, Textile/Fashion) (**Practical Portfolio**) assessed by SQA

**Art & Design Studies:** (Critical Evaluation and Social, Cultural and Historical Context) SQA Written Examination

### **What skills will I develop?**

- Observational drawing, development of ideas, working with different media and techniques, problem solving, following a design process, critical evaluation, knowledge and understanding of art terminology, historical movements and their characteristics, literacy.

### **What learning and teaching approaches will I experience?**

Expressive and Design – practical demonstrations and tasks, experimentation with media and materials.

Art & Design Studies – Illustrated Lectures, mind mapping, critical evaluation, note-taking and essay writing.

### **How will I be assessed?**

Both Expressive and Design Practical portfolios are externally assessed by the SQA. There is a written exam Paper 2 for Art & Design Studies

### **What are the homework requirements?**

Regular written homework tasks are set for pupils to clarify what is learnt in class, and research for Art & Design Studies. Research for practical units, practical tasks set to reinforce class work and working in sketchbooks. Revision for NABs and Prelim exam.

### **What are the possible progression routes?**

- Advanced Higher (A or B at Higher will be considered, C (only in exceptional circumstances, and will be discussed with Art & Design staff and DHT)
- Further Education programmes
- Higher Education programmes
- Training or employment.

### **Certification:**

Higher Art and Design is allocated 24 SCQF credit points at SCQF level 6.

## ART & DESIGN - ADVANCED HIGHER EXPRESSIVE

### What are the aims of this course

Expressive provides opportunities for a pupil to study in depth, an area of personal interest and area of the visual arts. This body of work allows pupils to personalise an in depth folio of work based on a specific theme. This allows them to develop and deepen their knowledge and understanding in this particular area. It is an intensive and enjoyable programme of study which can be used as an entry requirement and part of their portfolio submission for Art College. This level of study is excellent preparation for creative courses of study in art, design and architecture at further and higher education.

### What are the recommended entry levels for this course?

For this course, potential pupils would be expected to have achieved a minimum grade B at Higher Art & Design, although pupils who achieve a C pass can be considered depending on their motivation and commitment. There is the possibility of studying stand-alone units if a pupil has the ability but no prior qualifications. They will need to discuss this with staff and provide evidence.

### What content is included in this course?

**Expressive Enquiry:** A practical portfolio of research, development and final outcomes with a Statement of Intent submitted to the SQA for external assessment.

**Expressive Studies:** A report from the investigation and research of a selected area of Expressive Art of personal interest that is related to practical work.

### What skills will I develop?

The Advanced Higher expressive course encourages persistence, resilience, creativity, independent self-directed study, initiative to make informed creative decisions.

**Art Studies:** This research informs practical work, and allows pupils to look in depth at artists relevant to their area of the visual arts to complement and inform practical work by developing knowledge of materials, techniques and processes, critical evaluation, knowledge and understanding of visual arts language and terminology, historical movements and their characteristics. Report writing skills are developed as pupils record their findings and display evidence of critical and creative thinking.

- **Practical Folio:** This allow pupils to work from a self-directed expressive theme, following a creative process, by developing their observational and experimental capabilities, initiating and developing their ideas, learning and working with different media and techniques, problem solving issues as they arise, reflecting and evaluating their own work to refine their thought processes through sketches

### What learning and teaching approaches will I experience?

**Expressive Folio:** practical demonstrations and tasks, independent working, experimentation with media and materials, use of sketchbooks.

**Art Studies:** Illustrated Lectures, mind mapping, critical evaluation, note-taking and essay writing.

### How will I be assessed?

All work is submitted to the SQA for external assessment. There are no exams at this level of study.

### What are the homework requirements?

Pupils will be expected to complete about 2 hours per week independent work. This may include written homework, research for Folio and Design Studies, practical tasks and working in sketchbooks.

### What are the possible progression routes?

This course or its Units may provide progression to:

- Further Education programmes
- Higher Education programmes
- Training or employment.

### Certification anticipated in:

Advanced Higher Design is allocated 32 SCQF credit points at SCQF level 7.

## ART & DESIGN - ADVANCED HIGHER DESIGN

### What are the aims of this course

Design provides opportunities for a pupil to study in depth, an area of personal interest and area of design. This body of work allows pupils to personalise an in depth folio of work based on a specific theme. This allows them to develop and deepen their knowledge and understanding in this particular area. It is an intensive and enjoyable programme of study which can be used as an entry requirement and part of their portfolio submission for Art College. This level of study is excellent preparation for

creative courses of study in art, design and architecture at further and higher education.

### What are the recommended entry levels for this course?

For this course, potential pupils would be expected to have achieved a minimum **grade B at Higher Art & Design**, although pupils who achieve a C pass can be considered depending on their motivation and commitment. There is the possibility of studying stand-alone units if a pupil has the ability but no prior qualifications. They will need to discuss this with staff and provide evidence.

### What content is included in this course?

**Design Enquiry:** A practical portfolio of research, development and final outcomes with a Statement of Intent submitted to the SQA for external assessment.

**Design Studies:** A report from the investigation and research of a selected area of design of personal interest that is related to practical work.

### What skills will I develop?

The Advanced Higher design course encourages persistence, resilience, creativity, independent self-directed study, initiative to make informed creative decisions.

**Design Studies:** This research informs practical work, and allows pupils to look in depth at designers relevant to their area of design to complement and inform practical work by developing knowledge of materials, techniques and processes, critical evaluation, knowledge and understanding of design language and terminology, historical movements and their characteristics. Report writing skills are developed as pupils record their findings and display evidence of critical and creative thinking.

- **Practical Folio:** This allow pupils to work from a self-directed design brief and follow the design process, by developing their research capabilities, initiating and developing their own design ideas, learning and working with different media and techniques, problem solving issues as they arise, reflecting and evaluating their own work to refine their design proposals through sketches and working models. Final outcomes are manufactured by the pupil to a high standard of finish.

### What learning and teaching approaches will I experience?

**Design Folio:** practical demonstrations and tasks, independent working, experimentation with media and materials, use of sketchbooks.

**Design Studies:** Illustrated Lectures, mind mapping, critical evaluation, note-taking and essay writing

### How will I be assessed?

**All work** is submitted to the SQA for external assessment. There are no exams at this level of study

### What are the homework requirements?

Pupils will be expected to complete about 2 hours per week independent work. This may include written homework, research for Folio and Design Studies, practical tasks and working in sketchbooks.

### What are the possible progression routes?

This course or its Units may provide progression to:

- Further Education programmes
- Higher Education programmes
- Training or employment.

### Certification anticipated in:

Advanced Higher Design is allocated 32 SCQF credit points at SCQF level 7.

## National Progression Award (NPA) - PHOTOGRAPHY

### What are the aims of this course

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

### What are the recommended entry levels for this course?

Although there is no compulsory entry requirement it is advisable that Pupils have completed National 5 Art and Design.

### What content is included in this course?

**There are four mandatory units for NPA Photography**

1. Understanding Photography – Technical skills and Exposure
2. Photographing People – Portraiture, Composition and Lighting
3. Photographing Places – Landscape, Composition and Using Perspective

Working with Photographs – Digital Editing, selection and presentation.

### What skills will I develop?

Pupils will develop understanding of photography in everyday use including:

- The creative processes involved within photography/creative media
- Developing basic knowledge and understanding of practical skills when working with photographs
- Understanding of how to create good images when photographing people and places
- Critical thinking skills

### What learning and teaching approaches will I experience?

A combination of teacher led workshops, independent enquiry, group tasks, and presentation tasks.

### How will I be assessed?

Units are assessed internally at Pass/Fail.

### What are the homework requirements?

Independent enquiry and research tasks will be issued regularly to support class work.

### What are the possible progression routes?

Pupils can progress to Higher Photography

- Further training or Education in Photography/Art and Design .

### Certification:

NPA in Photography is allocated 24 SCQF credit points at SCQF level 4 and 5.

## PHOTOGRAPHY – HIGHER

### **What are the aims of this course?**

The Higher Photography Course enables learners to communicate personal thoughts, feelings and ideas using photography, and to develop technical and creative skills in using photographic media, techniques and processes. Learners will develop knowledge and understanding of a range of photography practice, and analyze the impact of social and cultural influences on photographers and their work.

### **What are the recommended entry levels for this course?**

NPA level 5 photography **OR** National 5 Art & Design.

### **What content is included in this course?**

In this course, pupils will study the following areas:

Pupils develop knowledge and understanding of camera techniques and controls. They analyse factors which influence photographers and their work. Applying their knowledge of light and image formation when creating photographic images and use creative techniques and processes for effect. Manage and organise data, information and images.

Pupils experiment with photographic techniques, technology and processes. Learning to plan, produce and present photographic images in different styles and genres. Evaluating own photographic images and their use of imaging techniques in their work.

### **What skills will I develop?**

Emphasis is on skill development and application

Pupils will develop practical skills in photography, expanding their knowledge and understanding of photographic media, camera techniques and processes. They will produce investigative research before planning, developing and realising their own ideas for their own photographs. Pupils will be required to demonstrate technical photography skills and show imaginative and personal creative responses when photographing a variety of subjects. They will also evaluate their own and others photographic work and practice. They will develop the opportunity to express themselves through photography in visually imaginative ways.

### **What learning and teaching approaches will I experience?**

The course is practical and experiential with an integrated approach to learning.

### **How will I be assessed?**

Pupils receive their course award grade from a folio of practical photography work which is worth 77% of the overall course award and a written exam which is worth 23% of the overall course award. Both components are externally assessed by the SQA.

### **What are the homework requirements?**

Research for practical units, practical tasks set to reinforce class work and working in sketchbooks.

### **What are the possible progression routes?**

Progression opportunities to study Advanced Higher Art: Expressive Photography or other qualifications in photography, art, design or related areas, or enter further study, employment or training.

### **Certification:**

Higher Photography is allocated 24 SCQF credit points at SCQF level 6.

## DRAMA – NATIONAL 4 / 5

### What are the aims of these courses?

National 4 and National 5 Drama help you to develop an appreciation of drama forms and mediums; production skills; staging, performance and scripts. Drama improves your personal and social development: working with others helps you to learn patience, tolerance, self-discipline and respect. You will also improve your self - confidence, self-awareness, concentration and communication skills, as well as your performance skills and production theory. This is an excellent course for students interested in a career in the world of theatre, media; public relations, teaching, social sciences and so on.

### What are the recommended entry levels / criteria for these courses?

#### National 4 Drama

CfE Secure Level 3 Drama

#### National 5 Drama

- A pass in National 4 Drama

**Note:** This course will particularly benefit those pupils who have participated in Drama Masterclasses and/or extra-curricular Drama activities within school.

### What content is included in these courses?

Both National 4 and National 5 Drama develop the candidate's knowledge and understanding of drama skills and production skills, which for National 5 pupils will be assessed in a formal written exam and performance exam at the end of the course, but which are internally assessed at National 4 level.

The National 4 and National 5 courses focus on the skills of exploring, acting, devising and using production skills in a variety of dramatic contexts.

**1. Drama Skills** –pupils will explore a range of stimuli for inspiration and drama explorative strategies to develop performance skills. Pupils will devise and perform a short, original piece of drama and take responsibility for writing and directing a section of their drama.

**2. Production Skills** – pupils will explore a variety of theatre arts, including acting, lighting, sound, costume, set design, make-up, props or stage management. Pupils will then apply this knowledge to a set text and they will perform in a group production.

### What skills will I develop?

We will explore a range of drama explorative strategies and dramatic techniques; drama forms and mediums, theatre production skills/theatre arts and study dramatic extracts.

### What learning and teaching approaches will I experience?

You will experience working both in the Drama Studio for practical work and in the classroom for theory work. You will encounter a mixture of classroom practice in Drama: direct teaching; pair and group work; whole class discussion and independent research.

### How will I be assessed?

#### National 4

The final National 4 course pass/fail award is internally assessed by the school and verified by the SQA. The course is assessed internally by the teacher and verified by the SQA.

#### National 5

Pupils will sit an SQA written examination paper (40% of final grade) and an examination performance (60% of final grade) which is assessed by a visiting SQA examiner. Pupils can choose to be assessed as an actor or a designer in the final performance exam.

### What are the homework requirements?

The course requires a significant amount of study time in and out of school. Assignments will vary according to the topic of study and will include essays, dramatic commentaries, evaluations, background reading and research, learning lines, drawing plans and performance rehearsals.

### What are the possible progression routes?

- National 4 Drama students can progress to National 5 Drama
- National 5 Drama students can progress to Higher Drama
- Further study, employment and/or training

### Certification anticipated in Intermediate 2 Drama:

National 4 Drama is allocated 24 SCQF credit points at SCQF level 4.

National 5 Drama is allocated 24 SCQF credit points at SCQF level 5.

## DRAMA - HIGHER

### What are the aims of this course

This course is designed for anyone who has an interest in Drama, whether from an academic, vocational or personal point of view. It is designed to give you knowledge and understanding of many aspects of drama, including an appreciation of theatre forms and styles, theatre practitioners and drama plays/scripts. In addition, the course aims to develop your production theory e.g. lighting, sound, costume and son on . You will increase your experience of theatrical performance, as well as develop knowledge of the social/historical/theatrical contexts of plays. You will develop your self-awareness, self-confidence and social and communication skills.

### What are the recommended entry levels for this course?

- National 5 Drama at a grade A-C OR
- National 5 English at a grade A-C

### What content is included in this course?

Higher Drama develops pupils' knowledge and understanding of drama and performance in its many facets, focusing on acting, directing and group work skills. The course also develops your knowledge of production theory, such as lighting, sound, hair costume & set design etc.

**1. Drama Skills** – practical group work where a significant theme or issue is explored to create a performance piece. Individuals take on a director's responsibility for a section of the devised production, which is performed in front of an audience. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how key evaluation skills.

**2. Production Skills** – learners will learn about the staging and production aspects of drama e.g. lighting, sound, set design, props and costume and so on, as well as the different types of performance spaces. Learners will study short extracts of script and then perform in a small, short group production, where they can choose to be assessed on their acting skills or on their performance of a production role.

### What skills will I develop?

- responding to text, including stimuli, when creating drama
- developing knowledge and understanding of social and cultural influences when creating drama
- exploring drama form, structure, genre and style
- gaining knowledge and understanding of production skills e.g. lighting, sound, costume, make-up
- working with others to share and use drama ideas and to use production skills when presenting.
- using evaluative skills within the creative process

### What learning and teaching approaches will I experience?

You will experience working both in the Drama Studio for practical work and in the classroom for theory work. You will encounter a mixture of classroom practice in Drama: direct teaching; pair and group work; whole class discussion and independent research.

### How will I be assessed?

Pupils will sit an SQA written examination paper (40% of final grade) and an examination performance (60% of final grade) which is assessed by a visiting SQA examiner. Pupils can choose to be assessed as an actor, a director or a designer in the final performance exam.

### What are the homework requirements?

The course requires a significant amount of study time in and out of school. Assignments will vary according to the unit of work and will include essays; evaluations; background reading and research; creating cue sheets and design plans; learning lines and performance rehearsals.

### What are the possible progression routes?

- Higher Drama can lead to Advanced Higher Drama – an excellent 'stepping stone' to F. E.
- Higher Drama is accepted by many universities and colleges as an entry requirement and is an essential requirement for any Performing Arts FE Qualifications.

### Certification anticipated in Higher English:

Higher Drama is allocated 24 SCQF credit points at SCQF level 6.

## DRAMA – ADVANCED HIGHER

### What are the aims of this course

This course is designed for pupils who have studied Drama at Higher level and who wish to specialise either in acting, production or direction. It is designed to give you in-depth knowledge of a range of theatre practitioners, methodologies and practices, as well as to study a wide range of theatrical texts and playwrights. In addition, the course aims to develop your drama skills and increase your experience of theatrical performance. You will also develop your research skills, to research specialist areas of drama that you are particularly interested in, as well as researching the work of key theatre practitioners.

### What are the recommended entry levels for this course?

- Higher Drama at grade C+

### What content is included in this course?

Advanced Higher Drama develops pupils' knowledge and understanding of theatre practitioners, theatre history and drama techniques focusing on acting, production skills, directing and research.

**1. Drama Skills** – practical group work where a significant theme is explored to create a performance. The devised work must be influenced by the work/methodologies of at least one theatre practitioner e.g. Brecht or Artaud etc. Learners will develop knowledge and understanding of the social and cultural influences on drama. Learners will also learn key evaluation skills.

**2. Production Skills** – learners will explore the practises of a range of theatre practitioners and perform in a group production, where they can choose to be assessed on their acting skills, directing skills or on their performance of a theatre production role. Learners will also study a range of theatrical texts, before selecting one to develop for performance/production.

### What skills will I develop?

- developing knowledge and understanding of social and cultural influences when creating drama
- exploring drama form, structure, genre and style, using the influences of key theatre practitioners e.g. Brecht or Artaud.
- gaining knowledge and understanding of production skills e.g. lighting, sound, set design, costume and so on.
- developing research skills, to research key theatre practitioners and specialist Drama topics

### What learning and teaching approaches will I experience?

You will experience working both in the Drama Studio for practical work and in the classroom for theory work. You will encounter a mixture of classroom practice in Drama: direct teaching; group work; class discussion & independent research. **Note:** large parts of the course will be self-directed & take the form of self-study. Learners must be prepared to conduct/ organise their own research.

### How will I be assessed?

There is no final written exam for this course. There will be a performance exam (50% of final grade) which is assessed by a visiting SQA examiner. Learners can choose to be assessed as an actor, a director or a designer in their final performance exam. There will also be an assignment (20% of final grade) and a final project dissertation (30% of final grade) which is externally assessed by the SQA. The dissertation and assignment will each be about a specialist area of drama and theatre practitioner that is of particular interest to the learner.

### What are the homework requirements?

The course requires a significant amount of study time in and out of school. Assignments will vary according to the unit of work and will include essays, dramatic commentaries, evaluations, background reading and research, learning line, drawing plans and performance rehearsals.

### What are the possible progression routes?

- Advanced Higher Drama is accepted by many universities and colleges as an entry requirement and is an essential requirement for any Performing Arts FE Qualifications.
- Advanced Higher Drama is highly valued as a qualification by employers.

### Certification anticipated in Higher English:

Higher Drama is allocated 24 SCQF credit points at SCQF level 7.



## MUSIC – NATIONAL 4

### What are the aims of this course

To develop skills/interests in **Performing**, **Listening** and **Composition** through the exploration of a wide variety of musical styles.

### What are the recommended entry levels for this course?

- Pupils who have enjoyed participating in class performances activities in the BGE (S1-3)
- Pupils who want to further develop performing skills on 2 instruments (this includes voice)
- Pupils who want to participate in the musical life of the school
- Pupils who are prepared to continue practice at home

### What content is included in this course?

The course consists of 3 elements: **Performing Skills, & Understanding Music.**

#### What skills will I develop:

**Performing:** Pupils will gain experience on 2 instruments (grade 2 standard or equivalent) or instrument/voice. They may play/sing solo and/or in a group in a wide variety of styles. In addition, pupils will be asked to complete an online practice diary, reflecting on their skills weekly, via Google Classroom.

**Composing:** Pupils will be given the opportunity to develop composing skills in a variety of styles, including traditional and classical, through to rock and film soundtrack. They will be encouraged to make full use of music technology, including the recording studio and midi/notation software.

**Understanding Music:** Pupils will listen to a wide variety of music, including Scottish, world, jazz, rock and classical. For assessment purposes, they will be asked to identify specific features, demonstrate an understanding of music literacy and show an awareness of cultural influences.

### What learning and teaching approaches will I experience?

- ✓ Pupils practise/compose/record either individually or in small groups,
- ✓ Extensive use will be made of new ICT resources to record and research.
- ✓ Students will be expected to take a degree of individual responsibility for their learning.
- ✓ It is an expectation that senior phase pupils contribute to the musical life of the department, by joining an ensemble, (e.g. choir, ukulele club, school band, pipe band, ceilidh band, rock group) and want to participate in Performing Arts community events.

### How will I be assessed?

Evidence is gathered through completed classwork, and compiling recordings of your playing.

You will be asked to give a live performance of 8mins on both instruments/voice.

### What are the homework requirements?

- ✓ Students will be required to practise regularly at home and/or in the department at lunchtime.
- ✓ Online diaries are to be completed at home
- ✓ Further research and music literacy tasks will be set, as appropriate.

### What are the possible progression routes?

Students may progress to **National 5**, although, if necessary, there is flexibility to allow movement between course levels within an academic year. It may also be possible to pursue a particular interest in **Music Technology**.

### Certification:

National 4 Music is allocated 24 SCQF credit points at SCQF Level 4.

## MUSIC – NATIONAL 5

### What are the aims of this course

To develop skills/interests in **Performing**, **Listening** and **Composition** through the exploration of a wide variety of musical styles.

### What are the recommended entry levels for this course?

Pupils who are playing pieces at/or working towards grade 3 level on 2 instruments/voice

Pupils who have enjoyed participating in class performances activities in the BGE (S1-3)

Pupils who want to participate in the musical life of the school

Pupils who are prepared to continue practice at home

Pupils who have achieved National 4 Music course

### What content is included in this course?

**Performing** – Developing performing skills on your 2 chosen instruments, compiling recordings, logging progress and sharing your achievements with others

**Composing** – Composition assignment Writing a piece of music and submitting a recording, score/performance plan with written reflection

**Understanding Music** – Learn how to describe a range of musical styles, using musical vocabulary and understand basic notation and symbols.

### Externally assessed

25% Instrument 1

25% Instrument 2

15% Composition assignment

35% Understanding Music Paper

### What skills will I develop?

#### **Performing:**

Pupils will gain experience on 2 instruments (at minimum **grade 3** standard or equivalent) or instrument/voice. They may play/sing solo and/or in a group in a wide variety of styles. In addition, pupils will be asked to provide evidence of critical reflection on their performances.

**Composing:** Pupils will write one complete piece of original music between. They will submit a recording, score/plan and reflection to the SQA for marking in March. Pupils will be encouraged to make full use of new music technology equipment, including the MacBook digital audio workstations, fully equipped recording studio and Sibelius notation software.

**Understanding Music:** Pupils will listen to a wide variety of music, including Scottish, world, jazz, rock and classical. For assessment purposes, they will be asked to identify specific features, demonstrate an understanding of music literacy and show an awareness of cultural influences.

### What learning and teaching approaches will I experience?

Pupils practise/compose/record either individually or in small groups Extensive use will be made of new ICT resources to record and research.

Pupils will be expected to take a high degree of individual responsibility for their learning.

It is an expectation that senior phase pupils contribute to the musical life of the department, by joining an ensemble, (e.g. choir, ukulele club, school band, pipe band, ceilidh band, rock group) and want to participate in Performing Arts community events.

### How will I be assessed?

All elements are now externally assessed.

An SQA assessor will examine pupils performance skills in Feb/March time (8min programme)

Composition assignment is sent for marking in March

A listening paper is sat in May/June

### What are the homework requirements?

Students will be required to practise regularly at home and in the department at lunchtime. Online diaries are to be completed at home

Further research and music literacy tasks will be set, as appropriate.

### What are the possible progression routes?

Students may progress to **Higher**. It may also be possible to pursue a particular interest in **Music Technology**.

### **Certification:**

National 5 Music is allocated 24 SCQF credit points at SCQF Level 5.

## MUSIC - HIGHER

### What are the aims of this course

To develop skills/interests in **Performing**, **Listening** and **Composition** through the exploration of a wide variety of musical styles.

### What are the recommended entry levels for this course?

- Students who obtain a secure pass at National 5 in Music performance
- Student who are currently working towards **grade 4** standard on 2 instruments/voice, with a good understanding of music literacy and some experience composing.
- Students who have actively contributed towards Performing Arts events/activities

### What content is included in this course?

The course consists of 3 elements: **Performing**, **Composing** and **Understanding Music**

#### **Externally assessed**

- 25% Instrument 1
- 25% Instrument 2
- 15% Composition assignment

35% Understanding Music Paper

### What skills will I develop.

**Performing:** Pupils will gain experience on 2 instruments (at minimum grade 4 standard or equivalent) or instrument/voice. They may play/sing solo and/or in a group in a wide variety of styles. In addition, pupils will be asked to provide evidence of critical reflection on their practice, via a weekly diary.

**Composing:** Pupils will compose an original piece of music, which will form their Assignment. They will be encouraged to make full use of new music technology equipment, including the MacBooks, making use of the Recording studio and notation software "Sibelius" on PCs.

**Understanding Music:** Pupils will listen to a wide variety of music, beginning at the Renaissance period through to 21st century, tracking the development of the orchestra through baroque, classical, romantic, modern. For assessment purposes, they will be asked to identify specific features, demonstrate an understanding of music literacy and show an awareness of cultural influences.

### What learning and teaching approaches will I experience?

Pupils practise/compose/record either individually or in small groups, while listening is the only whole-class activity. Extensive use will be made of Internet and ICT resources. Pupils will be expected to take a high degree of individual responsibility for their learning.

### How will I be assessed?

All elements are externally assessed.

- An SQA assessor will examine pupils performance skills in Feb/March time (12min programme)
- Composition assignment is sent for marking in March

A listening paper is sat in May/June

### What are the homework requirements?

- ✓ Students will be required to practise regularly.
- ✓ Regular written/listening tasks will be set.

Online diaries to be kept up-to-date

### What are the possible progression routes?

Students may progress to **Advanced Higher**, It may also be possible to pursue a particular interest in Music Technology to broaden understanding and acquire new recording and editing skills.

- Performing Arts qualifications are highly regarded by universities and employers, as performance develops the whole person and rich interpersonal skills, with well documented research linking creating and performing skills with high achievement and success.

### Certification:

Higher Music is allocated 24 SCQF credit points at SCQF Level 6.

## MUSIC - ADVANCED HIGHER

### What are the aims of this course

To develop skills/interests in Performing, Listening and Composition through the exploration of a wide variety of musical styles and experiences. What are the recommended entry levels for this course?

### What are the recommended entry levels for this course?

- A secure pass at Higher level Music performing at grade 4 or above
- Participation in musical ensembles in school/central groups
- Ability to undertaking Independent study and research

### What content is included in this course?

The course consists of 3 elements: Performing, Composing and Understanding Music.

### What skills will I develop?

**Performing:** Pupils will gain experience on 2 instruments (at minimum grade 5 standard or equivalent) or instrument/voice. They may play/sing solo and/or in a group in a wide variety of styles. In addition, pupils will be asked to provide evidence of critical reflection on their performances.

**Composing:** Pupils will be given the opportunity to develop composing skills in a variety of styles, including traditional and classical, through rock to soundtrack. They will be encouraged to make full use of music technology, including the recording studio and midi/notation software.

**Analysing Music:** Advanced Higher pupils are required to submit a new Music Assignment, where each pupil will chose a piece to analysis, discussing the composer's style and compositional techniques. Comments must be made on cultural and social factors of the time. This is externally marked (600-800 words)

**Understanding Music:** Pupils will listen to a wide variety of music, including Scottish, world, jazz, rock and classical. For assessment purposes, they will be asked to identify specific features, demonstrate an understanding of music literacy and show an awareness of cultural influences. What learning and teaching approaches will I experience? Pupils practise/compose/record either individually or in small groups, while listening is the only whole-class activity. Extensive use will be made of Internet and ICT resources. Students will be expected to take a high degree of individual responsibility for their learning.

### What learning and teaching approaches will I experience?

Pupils practise/compose/record either individually or in small groups, while listening is the only whole-class activity. Extensive use will be made of Internet and ICT resources. Students will be expected to take a high degree of individual responsibility for their learning.

### How will I be assessed?

- 50% An SQA assessor will examine pupil's performance skills (16min programme)
- 10% One Composition is required with written review
- 5 % Written Music Assignment (600-800 words)
- 35% 1hour listening paper is sat in May/June

### What are the homework requirements?

Students will be required to practise regularly. In addition, regular written/listening tasks will be set..

### What are the possible progression routes?

Students may progress to Courses in Further/Higher education. Careers may be linked to Performing and Composing, film music, music journalism, music education and community outreach, public relations and events management, music administrator, advertising in radio and television, working with professional arts organisation, Instrument manufacture, technician, Music health and well-being, community workshops. Performing Arts qualifications are highly regarded by universities and employers, as performing music develops the whole person and rich interpersonal skills, with well documented research linking creating and performing skills with high achievement and success.

### Certification:

Advanced Higher Music is allocated 32 SCQF credit points at SCQF Level 7.

## NATIONAL 4/5 MUSIC TECHNOLOGY

### What are the aims of this course?

To develop technical and creative skills through practical learning.

To develop knowledge and understanding of music technology and musical concepts, particularly those relevant to 20th and 21st century music.

### What are the recommended entry levels for this course?

- An interest in creating and recording music
- Enjoys working with musicians and spending time planning and recording music technology projects
- An interest in computers and audio equipment
- Enjoys listening, in detail, to different styles of music.
- There are no requirements to play an instrument, as you will be learning how music is recorded and produced. However skills on keyboard/voice/guitar would be advantageous for some project work.

### What content is included in this course?

At all levels the course consists of 3 areas: **Music Technology Skills, Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music and Music Technology in Context.**

### What skills will I develop?

**Music Technology Skills:** Pupils will develop a range of skills and techniques relating to the creative use of music technology hardware and software. Pupils will explore a range of uses of this technology through practical activities.

**Understanding 20th and 21st Century Music:** Pupils will develop knowledge and understanding of 20th and 21st century musical styles and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Pupils will also develop a broad understanding of copyright and the music industry.

**Music Technology in Context:** In this Unit, pupils will use music technology skills in a range of contexts such as live performance, radio broadcast, audio books, multi-track recording, sound design/film foley for animation/film, TV themes and computer gaming.

### What learning and teaching approaches will I experience?

There will be a combination of whole-class, small group and individual teaching/activities. Extensive use will be made of new MacBook Digital Audio Workstations, recording equipment resources and other relevant technology. Students will be expected to take a high degree of individual responsibility for their learning.

### How will I be assessed?

At all levels, 3 units must be passed and are assessed internally. National 5 and Higher complete the **course assessment**, pupils will draw on and apply the skills, knowledge and understanding they have developed during the course. These will be assessed through a **question paper** and externally mark coursework. The question paper will assess concepts relating to music technology and 20th and 21st century music. Coursework will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. It will be sufficiently open and flexible to allow for personalisation and choice.

N4 – Completed Music technology skills tasks and listening assessment (Pass/Fail) N5 –2 Projects 70%+ Question paper (30%)

### What are the homework requirements?

For homework, pupils will be expected to **regularly use departmental technology resources at lunchtimes and/or afterschool**. This time will be invaluable for completing recording sessions and completing project work.

Online paperwork - logging progress

Regular listening/revision tasks will also be set.

### What are the possible progression routes?

Higher Music Technology Sound  
engineering at College

### Certification:

National 4 Music Technology is allocated a PASS/FAIL credit points at SCQF Level 4 National 5 Music Technology is graded A-D allocated 24 credit points at SCQF Level 5.

## HIGHER MUSIC TECHNOLOGY

### What are the aims of this course?

To develop technical and creative skills through practical learning.

To develop knowledge and understanding of music technology and musical concepts, particularly those relevant to 20th and 21st century music.

### What are the recommended entry levels for this course?

- National 5 Music Technology B or above
- An interest in creating and recording music
- Passion for developing more advanced recording skills and using creative FXs and processes.
- Organising musicians and spending time planning and recording music technology projects
- An interest in computers and audio equipment
- Enjoys listening, in detail, to a wide range of styles of music.

There are no requirements to play an instrument, as you will be learning how music is recorded and produced. However skills on keyboard/voice/guitar would be advantageous for some project work.

### What content is included in this course?

At all levels the course consists of 3 areas: **Music Technology Skills, Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music** and **Music Technology in Context**.

#### What skills will I develop?

**Music Technology Skills:** Pupils will develop a range of more advanced recording skills and techniques relating to the creative use of music technology hardware and software. Pupils will explore a range of uses of this technology through practical activities.

**Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music:** Pupils will develop knowledge and understanding of 20th and 21st century musical styles and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Pupils will also develop a broad understanding of copyright and the music industry.

**Music Technology in Context:** An independent assignment (70%) that demonstrates Higher Music technology skills, this piece of work is planned, implemented and evaluated by each candidate and will display a high degree of creativity and care. Assignment work must feature stereo recording techniques, a range of sophisticated FXs and processes, precise editing skills and a range of live recordings. Specific requirements and guidelines will be agreed by the teacher and SQA marking schemes.

#### What learning and teaching approaches will I experience?

Independent learning

Collaborative learning

1:1 teacher feedback sessions

Whole class music lectures

Working out with timetabled lessons to use facilities / recording session at lunch afterschool.

#### How will I be assessed?

70% Higher Assignment (Easter)

Question paper (Summer)

#### What are the homework requirements?

For homework, pupils will be expected to **regularly use departmental technology resources at lunchtimes and/or afterschool**. This time will be invaluable for completing recording sessions and completing project work.

Online paperwork - logging progress

Regular listening/revision tasks will also be set.

#### What are the possible progression routes?

This course may provide progression to: Further study in Music Technology, Creative Digital media and Creative industry related areas, employment and/or training. Employment may lead to the areas of production of music, composing, recording, sound engineering, recording industry, music business, theatre arts companies, touring productions, facility arena and club management, events management, film music, foley artist, music journalism, music education, public relations in advertising, radio and television advertising, music merchandising, technician. Performing Arts qualifications are highly regarded by universities and employer, developing the whole person gaining rich interpersonal skills, with well documented research linking creating and performing skills with high achievement and success.

#### Certification:

Higher Music Technology is graded A-D and allocated 24 credit points at SCQF Level 6

## COMPUTING SCIENCE – NATIONAL 4

**What are the aims of this course:**

This course aims to introduce and develop aspects of computational thinking and to develop knowledge and understanding of key facts and ideas in computing science. Candidates will apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions and develop an understanding of the impact of computing science in changing and influencing our environment and society

**What are the recommended entry levels for this course?**

The Course is designed to build on prior learning from within the broad general education in S1-3.

**What content is included in this course?**

**Software Design and Development:** Learners will develop basic computational thinking and programming skills through practical tasks using Scratch or Visual Basic.

**Information System Design and Development:** Learners will implement practical solutions using Microsoft Access to create databases and HTML to create web-based information systems. Learners will also develop an understanding of basic computer hardware, software, and security issues through a range of practical and investigative tasks.

**Computing Science Assignment (Added Value Unit):** This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.

**What skills will I develop?**

Programming skills, independent working and thinking, working with others, problem solving, collaborative working, research and presentation

**What learning and teaching approaches will I experience?**

- active learning
- development of problem solving skills and analytical thinking skills
- practical investigation and inquiry
- appropriate and effective use of technology,
- building on the principles of Assessment is for Learning
- collaborative learning and independent thinking.

**How will I be assessed?** All Units are internally assessed and contain practical and written elements. They will be assessed on a pass/fail basis.

**What are the homework requirements?**

Regular homework is given to reinforce knowledge gained throughout the year.

**What are the possible progression routes?**

A pass at this level would enable progression to National 5 Computing Science.

**Certification:**

National 4 Computing Science is allocated 24 SCQF credit points at SCQF Level 4.

## COMPUTING SCIENCE – NATIONAL 5

### **What are the aims of this course:**

This course aims to introduce and develop aspects of computational thinking and to develop knowledge and understanding of key facts and ideas in computing science. Candidates will apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions and develop an understanding of the impact of computing science in changing and influencing our environment and society.

### **What are the recommended entry levels for this course?**

A pass in National 4 Computing Science or completion of Level 4 knowledge and skills from the S3 Core class in Computing Science.

### **What content is included in this course?**

Significant changes were made to the course content in 2017/18. The course now comprises four main sections:

#### **Software Design and Development**

Candidates cover knowledge and skills in designing, implementing and testing programs through tackling a number of practical programming tasks. They build on prior programming skills and use Visual Basic to create simple windows applications.

#### **Information System Design and Development**

Candidates cover knowledge and skills in designing, implementing and testing databases through tackling a number of practical tasks. They use Microsoft Access to create relational databases and learn to use SQL to create queries to sort and search for information stored.

#### **Web Design and Development**

Candidates cover knowledge and skills in designing, implementing and testing web pages through tackling a number of practical tasks. They use HTML, CSS and Javascript to create interactive, multi-media systems.

#### **Computer Systems**

Candidates learn about basic computer architecture, how data is stored on computer systems, their environmental impact, security risks and associated precautions and current laws that apply to computer systems.

### **What skills will I develop?**

Programming skills, independent working and thinking, working with others, problem solving, collaborative working, research and presentation skills.

### **What learning and teaching approaches will I experience?**

- active learning
- development of problem solving skills and analytical thinking skills
- practical investigation and inquiry
- appropriate and effective use of technology,
- collaborative learning and independent thinking.

### **How will I be assessed?**

There is continuous assessment throughout the course. The course award is determined via a practical assignment, covering knowledge and skills across the course is, which is worth 50 marks and is externally marked, and a final exam which is worth 110 marks.

### **What are the homework requirements?**

There is a written piece of homework most weeks, with ongoing learning homework after each class.

### **What are the possible progression routes?**

A pass in National 5 Computing Science provides progression to Higher Computing Science in S5 or S6.

### **Certification:**

National 5 Computing Science is allocated 24 SCQF credit points at SCQF Level 5.



## COMPUTING SCIENCE – HIGHER

### What are the aims of this course?

- develop and apply aspects of computational thinking in a range of contemporary contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

Related to these aims, and underlying the study of computing science, are a number of unifying themes, including technological progress and trends, the relationship between software, hardware and system performance, and information representation and transfer as a core component of any computation. These are used to explore a variety of specialist areas through practical and investigative tasks.

### What are the recommended entry levels for this course?

The Course provides progression from the National 5 Computing Science Course.

Learners would be expected to have attained the skills, knowledge and understanding required by the following National 5 Computing Science Course gaining an A/B award.

Due to the skills-based nature of this course it is not suitable as a “crash” Higher.

### What content is included in this course?

The course has four areas of study:

#### **Software design and development**

Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. They do this by using appropriate modular software development environments. Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.

#### **Computer systems**

Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

#### **Database design and development**

Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

#### **Web design and development**

Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

### What skills will I develop?

Programming skills, independent working and thinking, working with others, problem solving,

collaborative working, research and presentation

**What learning and teaching approaches will I experience?**

- active learning
- development of problem-solving skills and analytical thinking skills
- practical investigation and inquiry
- appropriate and effective use of technology,
- building on the principles of Assessment is for Learning
- collaborative learning and independent thinking.

**How will I be assessed?**

Both units have assessment in the form of written and practical tasks. The Assignment uses knowledge and skills gained through the Units to solve an appropriately challenging computing science problem. There is also a final theory exam.

**What are the homework requirements?**

There is at least one significant written piece of homework each week with ongoing learning homework after each class.

**What are the possible progression routes?**

This Course or its Units may provide progression to:

- Advanced Higher Computing Science Course
- National Certificate Group Awards in Computing, IT and related areas
- employment, apprenticeships and/or training in IT and related fields

and ultimately, for some, to:

- a range of computing-related Higher National Diplomas (HNDs)
- degrees in Computing, IT and related disciplines
- careers in Computing, IT and related disciplines

**Certification anticipated in:**

To achieve the Higher Computing Science Course, learners must pass the assignment (completed in class) worth 50 marks and the final question paper which has 110 marks.

Course assessment provides the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined based on the total mark for all Course assessments together.

Higher Computing Science is allocated 24 SCQF credit points at SCQF Level 6.

## Creative Thinking Level 5

### What are the aims of this course?

The Creative Thinking course has been put together through collaborations between Scotland's creative collages and those in Industry at the forefront of innovation and creativity, to help students build their critical thinking and problem-solving skills. These skills are vital for today's rapidly changing employment landscape. Critical thinking and problem-solving top the list of skills employers believe will grow in prominence in the next five years. The course develops these meta-skills which will enable our learners to succeed in a rapidly changing employment landscape developing the skills needed in the future workforce.

### What are the recommended entry levels for this course?

This course is recommended for those who plan to work in the Creative Industries.

### What content is included in this course?

Creative thinking is deliberately gaining new insights and different ideas through existing information and research. Using a wide variety of strategies, ideating, and testing you discover new solutions for issues in every area of life, including at school and work.

Each year the course is presented as a 'Playlist' which contains a minimum of two challenges that are delivered throughout the year. The Playlist will cover all of the skills with evidence of learning being gathered in a variety of ways, e.g., sketchbooks, physical work (including sculptures, models, fashion pieces, posters, leaflets, photography, and collages), digital work etc.

### What skills will I develop?

- **Research** - Use both primary and secondary research to explore a problem; Make effective use of a variety of research methods and draw conclusions from the outcomes.
- **Conceptualise** - Propose creative ideas based upon the research conducted; Propose imaginative and challenging creative concepts informed by research outcomes.
- **Fail & Fix** - Fail and Fix initial ideas. Test and improve ideas; compare, contrast, and develop solutions, utilising user testing and iteration to inform decisions.
- **Communicate** - Clearly and creatively communicate and evaluate ideas; Independently select and utilise appropriate media to articulate ideas and present critical reflection.
- **Evaluate** - Demonstrate critical evaluation of independent work; Consider, identify, and articulate the socio-cultural context, impact, and potential of outcomes

### What learning and teaching approaches will I experience?

The Course is largely learner-centred and includes practical and experiential learning opportunities.

### How will I be assessed?

At the end of each project there will be a summative assessment point. Teachers mark students against all 5 LOs using the appropriate rubric (level 5). The Stellar Assessment App will generate the overall grade for each project. To generate the final grade, students can choose their best two overall marks from their 3 projects. These will then be averaged out equally by the teacher to reach a final course award grade. This may be subject to external verification.

### What are the homework requirements?

Homework is ongoing throughout the course.

### What are the possible progression routes?

Creative Thinking is available at Level 6. The Creative thinking qualification is accepted by many further education establishments and also by employers in the Creative Industries.

## Graphic Communication National 5

### What are the aims of this course

The course enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

### What are the recommended entry levels for this course?

An interest in enhancing your graphic communication skills.

### What content is included in this course?

On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require relevant visual impact and graphics that transmit information.

### What skills will I develop?

These include

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts
- initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- visual literacy by interpreting simple but unfamiliar graphic communications
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- knowledge of graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- the ability to take initiative in evaluating work in progress and completed graphics, and applying suggestions for improvement in presentation
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

### How will I be assessed?

To gain an award for this subject, pupils will be required to complete an **assignment** and an **examination paper**. The assignment will require pupils to demonstrate their skills and knowledge developed in this course. Evidence will be produced through the pupil's response to a given brief. This represents 33% of the final grade. The examination represents the remaining 67%.

### What are the homework requirements?

Homework is ongoing throughout the course.

### What are the possible progression routes?

Higher and Advanced higher Graphic Communication.

### What are the aims of this course

The course enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

## Higher Graphic Communication

### What are the aims of this course

The aims are to enable learners to develop:

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

### What are the recommended entry levels for this course?

Pupils will need a National 5 or equivalent in Graphic Communication or have a committed attitude to complete a Higher course.

### What content is included in this course?

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

### What skills will I develop?

- replicating familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations
- applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features
- applying graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features
- understanding the application of colour, illustration and presentation techniques in a broad range of graphics contexts
- critically reviewing graphics work as it progresses and evaluating completed task work suggesting strategies for improvement
- extending visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views
- extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features
- selecting, managing, and using graphic communication equipment, software and materials effectively across tasks
- understanding a broad range of computer-aided graphics techniques including commercial/industrial practice
- an informed understanding of the impact of graphic communication technologies on the environment and society

### What learning and teaching approaches will I experience?

The qualification is largely learner-centred and includes practical and experiential learning opportunities. Because the world of graphic communication covers such a wide variety of styles and modes of communication, there is a broad scope for personalisation and choice within the Course for each learner.

### How will I be assessed?

To gain an award for this subject, pupils will be required to complete an **assignment** and an **examination paper**. The assignment will require pupils to demonstrate their skills and knowledge developed in this course. Evidence will be produced through the pupil's response to a given brief. The breakdown is that the assignment represents 36 % of the final grade. The examination represents the remaining 64%.

### What are the homework requirements?

Homework is ongoing throughout the course.

### What are the possible progression routes?

Advanced Higher Graphic Communication. Courses in the building industry. Architecture, design based courses at College and University. Graphic artist. Autocad operator etc.

## Engineering Science National 5

### What are the aims of this course

The aims of the Course are to enable learners to:

- apply knowledge and understanding of key engineering facts and ideas
- understand the relationships between engineering, mathematics and science
- apply skills in analysis, design, construction and evaluation to a range of engineering problems
- communicate engineering concepts clearly and concisely, using appropriate terminology
- develop an understanding of the role and impact of engineering in changing and influencing our environment and society

### What are the recommended entry levels for this course?

Mathematical ability must be good. It would be advantageous to have completed the electronics masterclass.

### What content is included in this course?

The Course enables learners to develop: a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems.

### What skills will I develop?

These include

- analysing engineering problems
- designing, developing, simulating, building, testing and evaluating solutions to engineering problems in a range of contexts
- investigating and evaluating existing and emerging technologies
- communicating engineering concepts clearly and concisely, using appropriate terminology
- knowledge of the many types of engineering
- knowledge of the wide role and impact of engineering on society and the environment
- knowledge of the workings of a range of engineered objects
- knowledge and understanding of key concepts related to electronic and microcontroller-based systems, and their application
- knowledge and understanding of key concepts related to mechanical, structural and pneumatic systems, and their application
- knowledge of the relevance of energy, efficiency and sustainability to engineering problems and solutions
- applying engineering knowledge and skills in a range of contexts

### What learning and teaching approaches will I experience?

On completing the Course, learners will have developed skills in analysis and problem solving, engineering design, the use of equipment and materials, and evaluation. Course activities also provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self- and peer- evaluation, in a technological context.

### How will I be assessed?

To gain an award for this subject, pupils will be required to complete an **assignment** and an **examination paper**. The assignment will require pupils to demonstrate their skills and knowledge developed in this course. Evidence will be produced through the pupil's response to a given brief. This represents 31 % of the final grade. The examination represents the remaining 69%.

### What are the homework requirements?

Homework is ongoing throughout the course.

### What are the possible progression routes?

Higher and Advanced higher Engineering science.

## Higher Engineering Science

### What are the aims of this course

The aims of the Course are to enable learners to:

- extend and apply knowledge and understanding of key engineering concepts, principles and practice
- The understand the relationships between engineering, mathematics and science
- apply analysis, design, construction and evaluation to a range of engineering problems with some complex features
- communicate engineering concepts clearly and concisely, using appropriate terminology
- develop a greater understanding of the role and impact of engineering in changing and influencing our environment and society

### What are the recommended entry levels for this course?

Pupils will need to achieve a good pass at National 5 or equivalent in Mathematics and Engineering Science or Physics. Pupils who have not achieved this entry level will find the standard and level of work expected at Higher level very demanding.

### What content is included in this course?

The Course enables learners to develop and extend a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems.

### What skills will I develop?

These include

- analysing engineering problems with some complex features
- designing, developing, simulating, building, testing and evaluating solutions to engineering problems in a range of contexts
- investigating and evaluating existing and emerging technologies
- communicating engineering concepts clearly and concisely, using appropriate terminology
- knowledge and understanding of the many types of engineering
- knowledge and understanding of the wide role and impact of engineering on society and the environment
- knowledge and understanding of the workings of a range of engineered objects
- knowledge and understanding of key concepts related to electronic and microcontroller-based systems, and their application
- knowledge and understanding of key concepts related to mechanical, structural and pneumatic systems, and their application
- knowledge and understanding of the relevance of energy, efficiency and sustainability to engineering problems and solutions
- applying engineering knowledge, understanding and skills in a range of contexts

### What learning and teaching approaches will I experience?

On completing the Course, learners will have developed greater skills in: analysis and problem solving, engineering design, the use of equipment and materials, and evaluation. Course activities also provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self- and peer- evaluation, in a technological context.

### How will I be assessed?

To gain an award for this subject, pupils will be required to complete and pass an **assignment** and an **examination paper**. The assignment will require pupils to demonstrate their skills and knowledge developed in this course. Evidence will be produced through the pupil's response to a given brief. The breakdown is that the assignment represents 31 % of the final grade. The examination represents the remaining 67%.

### What are the homework requirements?

Homework is ongoing throughout the course.

### What are the possible progression routes?

Advanced Engineering science, HNC / HND, Degree courses in Engineering, construction, electronics, mechanical, control engineering etc.

## Practical Woodwork National 4/5

### What are the aims of this course

The aims of the Course are to enable learners to develop skills, knowledge and understanding of:

- woodworking techniques
- measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical woodworking context

### What are the recommended entry levels for this course?

Students should have an interest in enhancing practical abilities.

### What content is included in this course?

On completing the Course, the learners will have developed skills in flat frame and carcass construction, machining and finishing. Learners will also acquire knowledge and understanding of materials, manufacturing processes and safe working practices.

### What skills will I develop?

These include

- using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features.
- adjusting tools where necessary, following safe practices.
- reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts.
- measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features.
- practical creativity in the context of simple and familiar woodworking tasks with some complex features.
- following, with autonomy, given stages of a practical problem-solving approach to woodworking tasks.
- applying knowledge and understanding of safe working practices in a workshop environment.
- knowledge and understanding of the properties and uses of a range of woodworking materials.
- knowledge and understanding of sustainability issues in a practical woodworking context.

### What learning and teaching approaches will I experience?

The Course is largely learner-centred and includes practical and experiential learning opportunities.

### How will I be assessed?

To gain an award for this subject, pupils will be required to complete a piece of **coursework** and an **examination paper**. The coursework will require pupils to demonstrate their practical skills and knowledge developed in this course. Evidence will be produced through the pupil producing a finished product, to a given standard and specification. This represents 54 % of the final grade. The examination represents the remaining 46%.

### What are the homework requirements?

Homework is ongoing throughout the course.

### What are the possible progression routes?

Employment, apprenticeships and/or training in design and/or manufacturing related fields



## Practical Cookery – National 5

### What are the aims of this course:

The course, which is a combination of practical and written work, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts.

### What are the recommended entry levels for this course?

For all senior phase pupils, it is available to all who have a genuine interest in developing their knowledge and skills.

### What content is included in this course?

- Cookery Skills, Techniques and Processes: This unit aims to develop learners' cookery skills, food preparation techniques and their ability to follow cookery processes
- Understanding and Using Ingredients: This unit aims to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses.
- Organisational Skills for cooking: This unit aims to develop learners' organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work hygienically and safely.

### What skills will I develop?

- Food preparation techniques and cookery processes to make a range of dishes
- Food safety and hygienic practices in the kitchen
- Selecting, weighing and measuring, using appropriate ingredients to make, garnish or decorate dishes
- Following recipes in the preparation of dishes
- Producing dishes, taking into account the number of portions and presenting them appropriately

### What learning and teaching approaches will I experience?

- The course is based on 60% practical work and 40% written tasks.
- Working with industry partners to develop skills for working within the hospitality sector.

### How will I be assessed?

- National 5 will be externally assessed by completing a written exam and assignment planning booklet and an internally assessed Practical Activity which will be to prepare and cook a 3 course meal for 4 people.

### What are the homework requirements?

Carrying out practical activities at home if possible, completing written tasks such as time plans and exam style questions.

### What are the possible progression routes?

Careers in the Hospitality and Tourism industry.

Related further/higher education courses.

### Certification:

Practical Cookery: National 5 is allocated 24 SCQF credit points at SCQF level 5.

## HEALTH AND FOOD TECHNOLOGY – NATIONAL 5 / HIGHER / AH

### What are the aims of this course?

Health and Food Technology provides an opportunity to study the relationships between health, nutrition, and the functional properties of food, lifestyle choices and consumer issues. This course develops an awareness of informed food and dietary choices that can have a positive effect on the health of learners and enable them to advise others. Learners also develop a range of skills and applications of food preparation techniques, although it is more academic than practical.

### What are the recommended entry levels for this course?

Aspiring for English at National 5 level.

For the Higher course, Health and Food Technology and English at National 5.

Advanced Higher – Health and Food Technology and English at Higher.

### What content is included in this course?

Courses at National 4 and 5 consist of the following:

- **Food for Health**

This unit develops learners' knowledge and understanding of the relationship between food, health and nutrition; dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and reflect on food products which meet individual needs.

- **Food Product Development**

This unit allows learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products; the stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs. Learners will also develop and apply knowledge and understanding of safe and hygienic food practices.

- **Contemporary Food Issues**

In this unit learners will develop knowledge and understanding of consumer food choices; explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues; consider technological developments in food and organisations which protect consumer interests; food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

### What skills will I develop?

- Problem solving skills related to a range of health, food, nutrition and consumer needs
- Organisational skills necessary to plan, prepare and evaluate products and processes
- Technological skills related to food production
- Practical food preparation skills
- Decision making skills related to current consumer issues

### What learning and teaching approaches will I experience?

- The learning will be taught through both practical and theory lessons.
- There will be times when you will be working individually on research topics to complete the course assessments.
- Visits to industry to develop experience real life approaches and support to areas of study such as product development

### How will I be assessed?

- At National 5 and Higher the learner will also be required to undertake a practical Assignment to integrate extend and apply the skills and techniques from the units above. Learners will work to an SQA given brief, which will allow the task to be sufficiently open and flexible to allow personalisation and choice. This is externally assessed and worth 50% of the overall course grade.
- Question Paper which carries the other 50% of the marks

- Advanced Higher learners will be required to complete a research project of their choice relevant to the course. This is worth 60% of the overall course grade.
- Question Paper which carries the other 40% of the marks

**What are the homework requirements?**

- Learning of the work before each unit assessment
- Regular homework exercises relevant to ongoing topic and to develop exam technique.
- Research work required for the Course Assessment

**What are the possible progression routes?**

Relevant courses of study at degree level, including Nursing, Dietetics and Food, Health and Nutrition related subjects. Home Economics and Primary Teaching.

**Certification:**

National 5 Health and Food Technology is allocated 24 SCQF points at SCQF level 5.

Higher Health and Food Technology is allocated 24 SCQF points at SCQF level 6.

Advanced Higher is allocated 32 SCQF points at SCQF level 7.

## **FASHION AND TEXTILE TECHNOLOGY – National 4/5 / Higher**

### **What are the aims of this course?**

To develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile related activities.

### **What are the recommended entry levels for this course?**

National 5 English is preferred, a genuine interest in design and manufacture of textile items.

### **What content is included in this course?**

There are 3 main areas of study:

- Fashion and Textile Technology: Textile Technologies. This unit provides learners with the opportunity to develop detailed knowledge and skills related to textile technologies.
- Fashion and Textile Technology: Fashion and Textile Development. This unit provides learners with the opportunity to explore fashion/textile trends and the fashion/ textile item development process.
- Fashion and Textile Technology: Fashion and Textile Choices. This unit provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers.

The learner will also be required to undertake a Practical Activity to integrate, extend and apply the skills and techniques from the above units.

- Practical Activity: Learners will work to a given brief, which will allow the task to be sufficiently open and flexible to allow personalisation and choice.

### **What skills will I develop?**

- Textile construction techniques
- Planning and making skills
- Handling of tools and equipment safely
- Investigation, presentation and evaluation skills

### **What learning and teaching approaches will I experience?**

- This is a practical based course and this activity will form the main part of the course
- There will be theoretical aspects to this course.

### **How will I be assessed?**

- Completing a written exam.
- Completing the Practical Activity to an appropriate degree of accuracy

### **What are the homework requirements?**

- Learning of the work before each unit assessment
- Regular homework exercises relevant to ongoing topic and to develop exam technique
- Research work required for the Practical Activity

### **What are the possible progression routes?**

Degree courses in:

Fashion Design; Textile Design; Marketing; Applied Consumer Studies; Textile Technology; Clothing Design and Technology.

### **Certification:**

National 5 Fashion & Textile Technology is allocated 24 SCQF credit points at SCQF level 5.  
Higher Fashion and Textile Technology is allocated 24 SCQF credit points at SCQF level 6

## Physical Education – National 4/5

### What are the aims of this course?

The course aims to enable candidates to:

- ♦ develop the ability to safely perform a comprehensive range of movement and performance skills
- ♦ understand factors that impact on personal performance in physical activities
- ♦ build capacity to perform effectively
- ♦ develop approaches to enhance personal performance
- ♦ monitor, record and evaluate performance development

### What are the recommended entry levels for this course?

A genuine interest in all areas of P.E. Excellent participation in P.E S1-S3.

It is beneficial for pupils to excel in at least two activities.

Pupils must come with an excellent attitude to work hard and fully participate in all activities.

### What content is included in this course?

The course will include 4 Periods a week with 1 period each week a Theory lesson within a classroom.

Over the year pupils will learn about the 4 factors that impact performance. Through each activity pupils will Investigate, Analyse, Develop and review their performance through the four factors (Mental, Emotional, Social and Physical).

### What skills will I develop?

The skills, knowledge and understanding that learners acquire by successfully completing this Course are transferable to learning, to life and to the world of work.

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches will be utilised across a range of experiences. Pupils will also use ICT to enhance their learning experience within PE.

### How will I be assessed?

#### National 5

Course Assessment – Candidates will participate in two “One off” performances which counts towards 50% of final Grade at national 5

Portfolio – 50% of final Grade at National 5

#### National 4

Course Assessment one off performance – Pass or Fail

Performance skills – Pass 2 activities at National 4 level.

Factors Impacting Performance unit – Pass or Fail

### What are the homework requirements?

Homework will be given out when appropriate to add depth or consolidate learning completed in the class. It is expected pupils remain active out with school.

### What are the possible progression routes?

Progression is possible from Nat 4 to Nat 5 and from Nat 5 to Higher but at least a grade B pass is necessary at Nat 5. Pupils may also wish to proceed with vocational courses such as Sport and Recreation (Level 5) and Uniform Services (Level 4) or Exercise and Fitness Leadership (Level 6).

### Certification:

**National 5 or National 4**

## Physical Education – Higher

### What are the aims of this course?

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, looking specifically at the impact of mental, emotional, social and physical factors, understand what is required to develop it and then apply this knowledge to their own performance.

By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed as physical education contributes to social, mental and emotional development.

### What are the recommended entry levels for this course?

Pupils would have achieved an A or B at National 5 PE.

It is highly recommended that pupils will have or be participating in Higher English.

It is beneficial that pupils will excel in at least 2 activities

Pupils must come with an excellent attitude to work hard and fully participate in all activities.

### What content is included in this course?

The course will include 5 Periods a week with 2 periods each week within a classroom. Over the year pupils will develop a deep knowledge about the 4 factors that impact performance. Through each activity pupils will Investigate, Analyse, Develop and review their performance through the four factors (Mental, Emotional, Social and Physical).

### What skills will I develop?

The skills, knowledge and understanding that learners acquire by successfully completing this Course are transferable to learning, to life and to the world of work.

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches will be utilised across a range of experiences. Pupils will also use ICT to enhance their learning experience within PE.

### How will I be assessed?

**Course Assessment** – Pupils will be required to pass this element which will count towards 50% of the overall grade. This includes completing 2 one off performances in a challenging or competitive environment. Each performance is 25% of the overall grade.

**Exam** – The Exam will count towards 50% of the overall grade.

### What are the homework requirements?

Homework will be given out when appropriate to add depth or consolidate learning completed in the class. This will generally be completed online. It is expected pupils remain active out with school.

### What are the possible progression routes?

Progression is possible from Higher into Advanced Higher PE. Pupils may also wish to proceed with vocational courses such as Sport and Recreation (Level 5) and Uniform Services (Level 4) or Exercise and Fitness Leadership (Level 6).

**Certification: Higher PE – Level 6**

## Physical Education – Advanced Higher

### What are the aims of this course?

The main purpose of the Course is to research and analyse factors which underpin and impact on performance, and use this knowledge to develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation, and communication.

### What are the recommended entry levels for this course?

Candidates wishing to select Advanced Higher should have achieved at least a Higher PE at Grade B and have passed Higher English.

Pupils should also have a specialist activity which they excel in.

### What content is included in this course?

During the Course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance.

### What skills will I develop?

The Course has six broad and inter-related aims to enable learners to:

- ☐ investigate and evaluate how a range of factors impact on performance
- ☐ understand and apply methods to develop performance
- ☐ develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- ☐ select and apply a range of movement and performance skills, by making informed decisions during high-level performance
- ☐ carry out high-level personal performance in a selected physical activity
- ☐ analyse and evaluate the process of performance development

### What learning and teaching approaches will I experience?

Learning at this level within PE involves a lot of self-discipline and taking greater ownership for your own learning and development.

### How will I be assessed?

**Physical Education: Performance Skills** – must pass one activity at Advance Higher level

**Physical Education: Factors Impacting on Performance** – must be completed to pass course

#### Course Assessment:

**Performance** – A one off performance will take place on an activity of your choice and marked out of 30.

**Project** – this is a self-study piece of work which involves pupils investigating their performance as well as accessing academic literature to enhance their knowledge. This is sent to the SQA and marked out of 70.

### What are the homework requirements?

Pupils will have on going homework to develop their knowledge and investigate areas of theory.

### What are the possible progression routes?

This Course or its Units may provide progression to:

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

**Certification:** Advanced Higher PE (Level 7)

## **NPA – Exercise and Fitness Leadership - Level 6 (S5/6 Only)**

### **What are the aims of this course?**

The **NPA in Exercise and Fitness Leadership** provides a structured opportunity for candidates to experience a number of recognised ways of leading others in fitness activities as defined by the National Occupational Standards in an environment which is realistic but supported. The NPA allows candidates to develop their personal leadership qualities and to develop their knowledge and skills in fitness.

### **What are the recommended entry levels for this course?**

Pupils who wish to undertake this should have a keen interest in health and fitness.  
It would be beneficial to have completed National 5 PE and Biology/ Human Biology.  
Pupils who are also selecting Higher PE or have completed Higher PE are able to undertake this course.

### **What content is included in this course?**

The course will cover 3 units from: Cardio Vascular, Fixed Weights, Free Weights, Circuit Training or Exercise to Music.

Within each unit pupils will develop their understanding of the different forms of exercise, how to deliver appropriate sessions as well as the development of the body and benefits of exercise on the body.

### **What skills will I develop?**

Pupils will develop a range of skills through group work and working individually to enhance their knowledge. They will also develop skills in delivery and organisation through delivering fitness sessions.

### **What learning and teaching approaches will I experience?**

A range of learning and teaching approaches will be utilised across a range of experiences. Pupils will also use ICT to enhance their learning experience.

### **How will I be assessed?**

Pupils will be assessed throughout the year through unit assessments which are set out by the SQA.

### **What are the homework requirements?**

Pupils will have on going homework to develop their knowledge and understanding.

### **What are the possible progression routes?**

The National Progression Award in Exercise and Fitness Leadership is designed as a progression route to the full range of Sport and Fitness HN awards which are available in further education.

**Certification:** NPA Level 6 Exercise and Fitness Leadership



## N4 Automotive Skills and Safe Road User

### What are the aims of this course

The aims of the Automotive Skills Course at SCQF level 4 are to:

- Develop an awareness of the range of career opportunities within the automotive industry.
- Develop an understanding of good working practices.
- Develop an awareness of relevant health and safety issues.
- Develop a positive and responsible attitude to work.
- Encourage candidates to apply their knowledge and understanding of automotive by using the skills of evaluation and problem-solving in a vocational context.
- Develop awareness of candidates' individual strengths and weaknesses in relation to the requirements of automotive, and to reflect on how this affects their employability.
- Prepare candidates for further learning opportunities, study and training for employment in the automotive and related industries.

The aims of the Automotive Safe Road User at SCQF level 4 are to:

- Develop responsible, careful and considerate attitudes and behaviour towards road use.
- Understand the impact that other road users have on them and the impact that they may have on other road users.
- Understand the key elements of the Highway Code.

### What are the recommended entry levels for this course?

No specific knowledge is required to embark on these Awards.

### What content is included in this course?

- **The Garage** – Introduces candidates to the structure and organisation of the retail automotive industry and the range of job roles and responsibilities within it. The unit also provides a basic introduction to some health and safety legislation applicable to vehicle service and repair workshops.
- **The Technician** – Candidates will use a range of common hand tools as well as more specialised tools and equipment. They will also learn the names, functions and serviceability of automotive components while engaged in practical activities and gain basic knowledge of working safely in an automotive engineering environment.
- **The Car** – This unit introduces candidates to basic safety checks, wheel changing and valeting as carried out by technicians in the automotive industry.
- **The Vehicle Modification Project** – Candidates will carry out a modification project.
- **Developing Positive Road User Attitude** – Candidates will assess how the attitudes and behaviours of themselves and others can affect safe road use.
- **Understanding How to Use the Roads** – Candidates will have the opportunity to consider a range of aspects related to preparing and undertaking a journey by road.

### What skills will I develop?

Practical experiences of carrying out basic vehicle checks are included as well as the specific skills involved in removing and replacement of components and mechanisms.

Central to the content are the generic employability skills valued by employers in the automotive sector.

The safe Road User course will enable Candidates to develop the life skill of being a safe, effective and considerate road user with the positive attitude and behaviour towards others which this entails.

### What learning and teaching approaches will I experience?

Candidates will experience a variety of learning and teaching methods including working with others, completing case studies, practical work, observation and commenting on video clips.

### How will I be assessed?

Candidates work will be continually assessed in a variety of ways and feedback on progress will be shared throughout. Both courses have assessment booklets that are completed within class. The Safe Road User course has an online assessment in addition to the booklet.

### What are the homework requirements?

Homework is ongoing throughout the course; this is coupled with the need to be aware of the Highway Code to pass the digital test at the end of the Safe Road User Unit.

### What are the possible progression routes?

Candidates may progress to courses offered at college with the Automotive Skills qualification. If a Candidate successfully completes the Safe Road User course they will be eligible to sit an abridged version of the DVSA Theory Test

## Skills for Work; Early Education and Childcare - National 4

### What are the aims of this course?

The National 4 Skills for Work; Early Education and Childcare course aims to provide pupils with an introduction to the demands and responsibilities of working in the early learning and childcare sector.

### What are the recommended entry levels for this course?

There are no entry requirements for this course, however an interest in working with children in an education or childcare setting is advisable.

### What content is included in this course?

There are three mandatory units:

- Child development
- Play in early learning and childcare
- Working in early learning and childcare

There are also three optional units:

- Contemporary families
- Care of children
- Maintenance of a safe environment for children

### What skills will I develop?

- |                       |                   |
|-----------------------|-------------------|
| • Problem solving     | Critical thinking |
| • Literacy            | Numeracy          |
| • Employability       | Creativity        |
| • Organisation        | ICT               |
| • Working with others |                   |

### What learning and teaching approaches will I experience?

There will be an experiential and practical based approach to learning in this course. You will also work with local businesses/employers and put your learning into practice delivering sessions in real life and role play scenarios.

### How will I be assessed?

Each unit will be assessed on an ongoing basis and evidence will be collected in a range of ways which may include:

- Practical activity — real or simulated
- Peer assessment or group tasks
- Case study
- Leaflets, booklets and posters
- Mind maps and floor books
- Presentations
- Reflective journal
- Role play, drama, creative activity
- Practical simulation observation
- Short answer questions/multiple choice tests — digitally if available
- Digital evidence such as an e-portfolio, website, blog, wiki, video, digital platform

### What are the homework requirements?

Homework will be issued at least once per term via Microsoft teams.

### What are the possible progression routes?

- Early Education and Childcare National 5
- Further study, employment or training

### Certification anticipated in:

Skills for Work: Early Learning and Childcare National 4 (SCQF level 4)

## HAIRDRESSING – National 4 / 5

### Introductory Statement

This course is delivered in partnership with Perth College within the hairdressing and beauty salon located on site at the Breadalbane Community Campus. Students work with both college lecturers and local professionals to achieve this qualification.

The Course content provides a broad, experiential introduction to hairdressing. The focus is on experiencing the salon environment and the development of vocational skills, knowledge and understanding. Practical experience of general salon duties, reception skills, communication and customer care is included. Specific skills in shampooing, conditioning, basic scalp massage, drying hair, colouring hair and cutting hair are developed. Current fashion trends are identified from a variety of sources, with candidates having the opportunity to experiment to produce an image which reflects these trends.

Emphasis throughout all Units is on the employability skills and attitudes which will help to prepare candidates for the workplace.

### Aims & Objectives

Skills for Work Courses are designed to help candidates to develop:

- Skills and knowledge in a broad vocational area
- Core Skills: literacy, numeracy, ICT, problem solving and handling relevant equipment
- an understanding of the workplace and expectations of employer and employee
- positive attitudes to learning
- skills and attitudes for employability including teamwork, individual contribution in groups and allowing candidates to experience the feeling of job satisfaction.

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

### Learning through practical experience

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work/many visits to areas of interest
- planning and carrying out practical tasks and assignments.

### Course Content

- **Hairdressing: Working in a Salon Environment**

Candidates will develop an understanding and experience the working environment of a trainee hairdresser. They will learn about current relevant health and safety, risk assessment, carry out general salon duties, maintain the salon environment and develop reception skills. Candidates will evaluate their own performance in employability skills and attitudes identified by employers as important in hairdressing and set goals for improvement in order to enhance their employability profile.

- **Hairdressing: Salon Skills**

Candidates will learn to carry out practical tasks in customer care, as well as maintaining a safe and hygienic work area. They will also learn more specific skills in shampooing, conditioning, conditioning treatments, basic scalp massage, drying and finishing techniques. This will be done in a realistic context, with emphasis on developing general employability skills such as following instructions carefully, seeking feedback and using this to improve skills.

- **Hairdressing: Introduction to Colour**

This Unit introduces candidates to hair colouring. Candidates will gain an understanding of the colouring process and will learn how to prepare for, mix, apply and remove hair colour. Candidates will also have the opportunity to review their employability skills profile.

- **Hairdressing: Creative Trends**

- The Unit focuses on encouraging an awareness of current fashion trends and the expression of creativity. Candidates will have an opportunity to identify current fashion trends from a variety of sources. They will then plan, prepare for and produce a style on a mannequin head which interprets these. Candidates will have an opportunity to use existing skills and develop new skills. This Unit will enable candidates to take responsibility for their own performance, express their creativity, build confidence, consolidate skills and gain an understanding of how current fashion trends influence hair styling to produce a total look.

**Skills Developed**

Applying tradition classroom learned topics to the 'working world'. Practical skills are developed while considering the areas outlined. One of the main areas of concentration is on social skills required to be accepted and successful in the workplace.

**Assessment**

Regular Assessment by Teachers, Associated Tutors, verified by local experts and certificated by the SQA. Some written assessment is required but much of the assessment is based on practical skills. NAB completion is an essential part of the course.

## Sport and Recreation National 4

### What are the aims of this course?

- National 4 Skills for Work: Sport and Recreation is an introductory qualification. It develops the skills, knowledge and attitudes needed for work in the industry

### What are the recommended entry levels for this course?

Interest in Sport and performed well in PE during s1-3. Pupils should be interested in developing their leadership skills.

### What content is included in this course?

The Course content covers the main practical activities involved in carrying out a support role in a sport and recreation environment — assisting with planning, setting up and delivering activity sessions; assisting with setting up, dismantling and checking equipment and resources; assisting with accident and emergency procedures; dealing effectively and courteously with customers/users, staff and others; helping to plan and review a personal training programme, establishing good practice in setting and reviewing personal goals. The Course content also covers Health and Safety legislation.

### What skills will I develop?

Candidates will have the opportunity to develop relevant vocational skills, and a variety of employability skills, in the context of a sport and recreation setting. Some of these skills could be looked upon as generic skills required in the wider workplace, while others are specific employability skills required for the recreation sector. The Course requires that candidates gain hands-on experience in an appropriate recreational setting, and it is important for centres to manage the Course in an integrated manner that reflects the day-to-day issues of a realistic sport and recreation environment.

### What learning and teaching approaches will I experience?

A range of learning and teaching approaches will be utilised across a range of experiences. Pupils will also use ICT to enhance their learning experience.

### How will I be assessed?

Pupils will be assessed throughout the year through unit assessments which are set out by the SQA

### What are the homework requirements?

Pupils will have on going homework to develop their knowledge and understanding.

### What are the possible progression routes?

Pupils may wish to go on and select National 5 Sport and Recreation.

**Certification:** National 4 Sport and Recreation

## Sport and Recreation (Level 5) & Uniformed and Emergency Services (Level 4)

### What are the aims of this course?

Sport and Recreation and Uniform & Emergency Services courses allow pupils to gain experience in the main practical activities involved in carrying out a support role in a sports and recreation environment as well as developing pupil knowledge of these industries.

The course will also develop Employability Skills and provide the pupils with opportunities to learn about the industry and further education courses.

The course is of a very practical nature with supportive written work being completed in the classroom sessions.

### What are the recommended entry levels for this course?

Pupils should have an interest in Sport and have performed well in PE since S1. It would be beneficial for pupils to achieved a National PE pass at level 4 or 5.

### What content is included in this course?

#### Sport and Recreation:

**Skills for Employment:** pupils will learn about interacting with customers, staff and others. How to communicate appropriately, be responsive and establish and maintain relationships. **Assist with Activity Sessions:** pupils will learn about the planning and delivery of activity sessions using appropriate resources while taking into account Health and Safety procedures. They will also learn about reviewing and evaluating sessions.

**Dealing with Facilities and Equipment:** pupils will learn about setting up and taking down equipment, checking for faults, cleaning and tidying of activity areas and personal protective equipment.

**Personal Fitness:** pupils will learn how to identify their fitness baseline, plan and organise their own ongoing physical training plan, setting both short and long-term personal goals, before putting the physical training plan into action.

#### Uniformed and Emergency Services:

The Course introduces candidates to the uniformed and emergency services: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines; and the Ambulance Service, Mountain Rescue, Fire and Rescue and Police. The Course includes investigating the different uniformed and emergency services, and the roles and responsibilities of those working in a specific service team. Candidates will also investigate career opportunities in the uniformed and emergency services.

### What skills will I develop?

Skills for Work Courses are designed to help candidates to develop:

- ☐ Skills and knowledge in a broad vocational area
- ☐ Core Skills: literacy, numeracy, ICT, problem solving and handling relevant equipment
- ☐ an understanding of the workplace and expectations of employer and employee
- ☐ positive attitudes to learning
- ☐ skills and attitudes for employability including teamwork, individual contribution in groups and allowing candidates to experience the feeling of job satisfaction.

### What learning and teaching approaches will I experience?

Learning through practical experience Learning in real or simulated workplace settings Learning through role play activities in vocational contexts Carrying out case study work/many visits to areas of interest Planning and carrying out practical tasks and assignments.

**How will I be assessed?** Pupil work will be continually assessed in a variety of ways and feedback on progress will be shared throughout. Continuous assessment of classwork and unit test scores will be used by Teachers.

### What are the homework requirements?

Some homework will be given when appropriate throughout the year.

### What are the possible progression routes?

Pupils may wish to select Sports Leader award as part of their senior activities. Pupils may also wish to undertake Exercise and Fitness Leadership at level 6.

**Certification:** National 5 – Sport and Recreation and National 4 – Uniformed Services

## NC Activity Tourism Level 6

### What are the aims of the course?

Provide skills and knowledge for the activity tourism sector so that candidates can consider the area for employment and/or future training study.

Develop knowledge of sustainability and Health and Safety issues relating to activity tourism businesses.

Prepare candidates for progression to further training, studies or employment in activity tourism.

Provide knowledge and understanding of the nature of activity tourism workplaces and employment opportunities.

Develop knowledge of activity tourism and awareness of enterprise management and operation in Europe.

Develop Core Skills, including Communication, Working with Others, Problem Solving, Numeracy and Information and Communication Technology (ICT), in an activity-based learning setting.

### What are the recommended entry levels for this course?

Candidates should have an interest in activity tourism as would some personal experience of Outdoor activities.

### What content is included in this course?

Candidates will undertake a range of units which include:

- **Activity Tourism: Developing Skills for Organising Activities**

This Unit will provide you with skills, knowledge and understanding which enable you to make appropriate choices when arranging activities for small groups. You will plan and deliver a small group activity then analyse the skills applied. By reflecting on your experiences and that of a small group, you will evaluate your performance throughout the Unit activities.

- **Activity Tourism and Special Interest Pursuits: An Introduction**

This Unit will give you an understanding of the diversity of the activity and special interest tourism sector in Scotland. You will learn about appropriate industry terminology and the wider tourism industry. You will also develop knowledge of the opportunities for tourists to engage in activities and special interest pursuits.

- **Participate in Activity Tourism Pursuits**

This Unit will introduce you to activity tourism pursuits through investigation of providers of activity tourism pursuits and participation in both active and passive pursuits. On completion of this Unit you will be able to identify the requirements for the provision of pursuits and understand the influences on these provisions.

- **Activity Tourism Pursuits: Active Terrestrial**

This Unit will provide you with experience of activity tourism pursuits in the terrestrial environment which are active in nature. Your knowledge and understanding will be developed by undertaking visits to a range of providers and by participation in different activity tourism pursuits, both as part of a group and as individuals. You will have opportunity to reflect on your experiences of these activity tourism provisions. On completion of this Unit you will understand the factors which influence the provision of

active activity tourism pursuits in the terrestrial environment and the impacts of these provisions.

- **Local Investigations**

This Unit will provide you with a high level of research and investigation techniques, planning, organisational, interpersonal skills and self-awareness through in-depth research activities into aspects of the local area and/or issues of local concern.

There will be a further 6 units undertaken to complete the full group award.

**What skills will I develop?**

The skills set developed by candidates will support and improve future job prospects and include:

♦ interpersonal skills ♦ communication skills ♦ problem solving skills, ♦ health and safety awareness ♦ group working ♦ project based skills ♦ practical skills

**What learning and teaching approaches will I experience?**

This course is being delivered in partnership with University of Highlands and Islands. These may include activities like Canoeing, Hill Walking, Rock Climbing etc...

Pupils will also have a further 4 periods a week which will involve utilising the UHI Perth online learning area to access resources, lessons and assessments. This will be supported by a member of the PE department.

**How will I be assessed?**

Assessment will be carried out continuously throughout the year in a variety of formats. There will be project work, investigations as well as practical assessments.

**What are the homework requirements?**

Homework will be required to ensure candidates are up to date with the course work throughout the year.

**What are the possible progression routes?**

Candidates who complete this course can access further education courses delivered by UHI or other further Education establishments.



## Rural Skills N4 (Skills for work)

### What are the aims of this course?

- ♦ widen participation in vocationally-related learning for 14–16-year olds
- ♦ allow learners to experience vocationally-related learning
- ♦ provide learners with a broad introduction to the land-based sector
- ♦ encourage learners to develop a good work ethic including reliability, flexibility and a positive attitude to work
- ♦ provide opportunities to develop Core Skills in a realistic context
- ♦ encourage learners to take charge of their own learning and development
- ♦ provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential
- ♦ facilitate progression to further education and/or training

### What are the recommended entry levels for this course?

Pupils should have an interest in the Rural Industries and a willingness to work outside in all weathers and environments.

### What content is included in this course?

The course comprises the following mandatory units:

- J161 74 Estate Maintenance: An Introduction 6 SCQF credit points
- J162 74 Land-based Industries: An Introduction 6 SCQF credit points
- J163 74 Employability Skills for Land-based Industries 3 SCQF credit points
- J164 74 Animal Husbandry: An Introduction 6 SCQF credit points
- J165 74 Animal Handling: An Introduction 3 SCQF credit points

### What skills will I develop?

Skills for Work Courses are designed to help learners to develop:

- ♦ skills and knowledge in a broad vocational area
- ♦ skills for learning, skills for life and skills for work
- ♦ Core Skills
- ♦ an understanding of the workplace
- ♦ positive attitudes to learning
- ♦ skills and attitudes for employability

### What learning and teaching approaches will I experience?

Teaching/learning programmes should include some or all of the following:

- ♦ learning in real or simulated workplace settings
- ♦ learning through role play activities in vocational contexts
- ♦ carrying out case study work
- ♦ planning and carrying out practical tasks and assignments

### How will I be assessed?

- preparing and planning for the experience
- ♦ taking stock throughout the experience, reviewing and adapting as necessary
- ♦ reflecting after the activity has been completed, evaluating and identifying learning points

Assessment in this course will be based mainly on a range of practical activities supported by tutor observation checklists, together with learner self-assessment checks and log sheets.

A portfolio of evidence is required for the Land-based Industries: An Introduction (National 4) unit.

**What are the homework requirements?**

Homework in this course is limited although pupils engaging in Rural Skills activities out with school can add this into their course work diary and earn credit for it.

**What are the possible progression routes?**

Successful learners may progress to:

- National Progression Award in Rural Skills at Intermediate 2
- SVQs/ NVQs in Appropriate Land-based sector vocational areas
- Programmes in Further Education Colleges
- vocational training
- employment

**Certification anticipated in:**

**Qualification Structure Group Award code C239 74 (24 SCQF credit points)**

## RURAL SKILLS NPA (National Progression award)

### What are the aims of this course

This course is designed for S4/5/6 pupils, over 1/2 years, with areas covered to help to secure points to allow entry into agricultural, forestry, livestock, and recreational grass courses in the future.

The course introduces pupils to all aspects of agriculture and rural industries based in our local area and further afield.

Pupils can choose to investigate and undertake placements in a wide range of rural industries, again, located in the local area.

### What are the recommended entry levels for this course?

Pupils who have studied the Nat 4, Rural Skills for Work course will have some advantages but it is not essential. Having enjoyed success at NAT 4/NAT 5 English will help considerably. Pupils need to have to have an interest in working outdoors in the rural setting. The course requires considerable resilience and a sound 'work ethic'.

We want pupils to be working on placements with local partners so pupils need to be prepared to 'get their hands dirty'.

### What content is included in this course?

The pupils will undertake 3 units

**Unit 1** is their rural business investigation: This is a focussed and detailed study of a local rural business.

The **other two units** that pupils undertake can, to a greater or lesser extent, be chosen by the pupils from. They can follow areas of study from 8 'routes' as identified by the sqa

- Agriculture
- Animal care
- Equine studies
- Estate skills
- Fisheries management
- Forestry
- Gamekeeping
- Horticulture

### What skills will I develop?

Practical Work Skills associated with these areas of study further supplemented by report writing, practical maths and problem solving. Employability Skills and Investigation Techniques also major in this course. The pupils will also gain experience in preparing for and working outdoors while learning about health and safety in a rural setting.

The rural business investigation also includes the understanding and administration of a rural business.

### What learning and teaching approaches will I experience?

The course is very practical but this is dependent on pupils and staff organising, with partners, suitable placements. There are periods of time that we will make use of ICT to investigate job roles, qualifications and to look at academic studies. The nature of the course requires the pupils to be driven and keen to learn more about their chosen area of study.

### How will I be assessed?

Internal and External verification. Pupils will record their progress in a portfolio of work and these will address the range of outcomes outlined in the SQA guideline for the course. The aim is to have qualified, experienced, experts from local rural industries to oversee and support much of the course with an SQA verifier visiting to ensure all standards are being met.

### What are the homework requirements?

Diary events are recorded and parts of the Investigations will be completed individually and will be considered as homework exercises with support being offered during classroom sessions...

**What are the possible progression routes?**

SCQF Level 6 courses are delivered at various Scottish Rural University Colleges (see SRUC websites) e. Elmwood, Barony, Aberdeen and Thurso.

The courses follow on from the SPA SCQF Level 5 as offered at Breadalbane Academy relate to occupational areas and are linked to National Occupational Standards

**Certification:**

SCQF credit points at SCQF level 5.