

# Senior Phase Options 2023 – 2024

*A guide to Courses available in the Senior Phase (S5/6)*



## LESMAHAGOW HIGH SCHOOL

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## INTRODUCTION – THE SENIOR PHASE S5 – S6

Reaching the end of Fourth Year is a significant moment in your journey through education. Between now and the end of February you will have some important decisions to make. At the end of S4, your choices are to:

### 1. *Leave School*

If you are 16 on or before 30<sup>th</sup> September 2023 you may leave school at the end of May 2023. Those who leave school may use Skills Development Scotland to access information on jobs with training, seek other employment or enter full-time courses in Colleges of Further Education.

### 2. *Stay on at school for fifth and / or sixth year*

If you are 16 on or between 1<sup>st</sup> October 2023 and the end of February 2024 you must stay on at school until the end of the Winter term (December 2023) when the leaving date is the first day of Christmas holiday. A school age pupil must not leave before his/her leaving date.

Returning to school to complete Fifth or Sixth year offers you an opportunity to specialise and tailor your qualifications to your future career. A variety of different courses are offered and you may take a combination of all types and levels. These qualifications may lead to employment, training, Further Education or Higher Education.

You should always remember that in addition to formal qualifications, prospective employers will look for evidence of **regular attendance** and **commitment** to the course being followed.

For those who have reached the end of Fifth Year, there are similar decisions to be made:

1. *Should I return to school for sixth year?*
2. *Should I leave and get a job?*
3. *Should I go to college or university?*

There are undoubtedly considerable advantages in returning to school to improve your qualifications. However, it is essential that you return for the right reasons and that you are committed to working hard. Before you make choices from the option sheet you must make sure that, by returning to school, you are making the right decision – for you and for your future.

If you are not sure, get advice from your teachers, Pupil Support staff, the Careers Adviser, family and friends. If you are in any doubt, then the best advice is to return to school – even if it is only for a limited period – to assess all the options available.

If you do decide to stay on, then you must be in a positive frame of mind and be prepared for sustained hard work. That is the only way you will derive the maximum benefit from staying on for a 5th or 6th year.

**Please note that if there is a possibility that you will enrol for a Fifth or Sixth Year, you MUST attend school after study leave in June.**

## QUALIFICATIONS IN THE SENIOR PHASE

By the end of your time in school you should have gained a set of qualifications and skills which will take you forward in your life, whether you go immediately into the world of work, undertake further training or continue your education at college or university.

### National Qualifications & Progression Awards

All the qualifications which you can gain in the Senior Phase are awarded by the Scottish Qualifications Authority (SQA). This is the national awarding body.

A wide range of subjects are offered on the choice sheet, and these are available at a variety of levels. Your subject teachers, your Pupil Support teacher and the Senior Management Team will help you to choose appropriate subjects at the correct levels for you. This ensures that, whatever you achieve (or have already achieved) in the Senior Phase, you will be able to follow a pathway which will suit your needs, your abilities and your interests.

In addition, you will also be given opportunities to contribute more to school life in general through leadership opportunities, particularly if you are in Sixth Year.

### Foundation Apprenticeship Courses

Foundation Apprenticeship Courses can also be studied as one of your subject choices in S5 and S6. In S5, you will spend two afternoons per week at college, with some employer input. In S6, you would spend one day per week with an employer and some time at college. Travel costs are covered for pupils. Pupils interested in applying should submit an Expression of Interest form directly to SDS and the Learning Provider at [www.apprenticeships.scot/foundation/](http://www.apprenticeships.scot/foundation/) or apply directly to the Learning Provider.

There are of course some limitations in choosing your subjects for S5/6— **courses must be viable in terms of numbers of students and appropriate staff, and the necessary resources have to be available. Students must also meet the entry requirements for specific courses and levels.**

The following pages of this booklet outline information relating to choosing your subjects, considering your future pathways, and the support that is available for you to help you continue in education. The diagram on the next page gives general guidelines on progression routes in subjects. These are guidelines only, but may help you to map-out your future learning pathway.

Along with the diagram, you should carefully read the different subject entries in this booklet for more details and remember that, in all cases, your choice of subjects and levels will be negotiated with the Faculty Head of the subject concerned and your Pupil Support Teacher.

If you have any questions related to choosing your courses for next year, please make sure to speak to your Pupil Support teacher or your head of year, who will be more than happy to help.

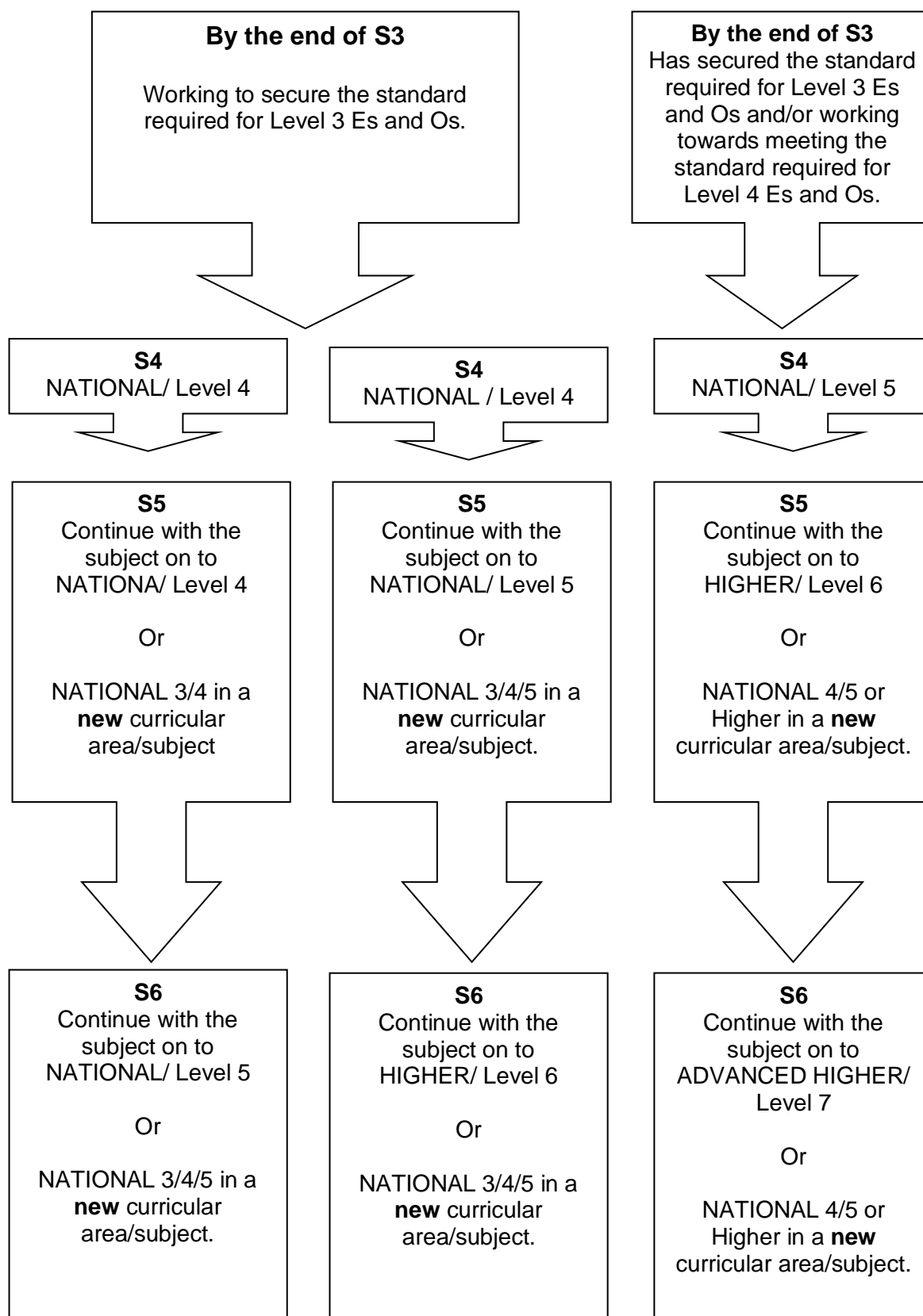


Lesley-Anne Cimmino  
Depute Head Teacher

## WHAT LEVEL SHOULD I STUDY?

The diagram below should help students to identify the appropriate course progression route in subjects across the Senior Phase.

Progression in the Senior Phase from one session to the next (i.e. continuing with a subject at the next level from S4 into S5, or S5 into S6) depends on pupils meeting the entry requirements for that subject.



## WHAT WE REQUIRE OF YOU AS A STUDENT IN THE SENIOR PHASE IN LESMAHAGOW HIGH SCHOOL

We take our responsibilities to you as young adults seriously. Equally we expect you to remember that rights carry with them responsibilities.

### Work and Responsibility

You will be expected to make the most of all the opportunities offered to you. You are expected to work conscientiously and to complete programmes of work on time.

You cannot afford to fall behind with your work – there won't be time to "catch up". So it is important that you begin to plan and to prioritise from the beginning. Your teachers will make use of tools, such as Goggle classroom, to help support your learning both in and out with school. You should make sure that you are accessing these regularly

You will already have found that the amount of homework expected of you has increased as you moved through the school. In the Senior Phase the amount of time you are required to spend on homework varies according to the courses you choose, but you should reckon on at least 2 hours a week for each subject you choose to study at Higher level. Homework may take several forms – from writing an essay or solving a mathematical problem, to reading and revising notes. Whatever form it takes, **regular and organised study at home – in addition to homework which is set – is a vital part of your preparation for success.**

If you do experience problems in planning homework, doing relevant revision, preparing for assessments or in any other area of study – do something about it! Talk to your subject teachers or to Pupil Support Staff. We will try to help you overcome any difficulties and also to learn to use your study time with more confidence and with greater effectiveness.

Make sure you pace yourself and build in leisure time to your programme of work. *Getting the right balance between work and leisure is important.*

### Attendance, behaviour and dress

Attendance is directly linked to attainment and achievement. You can not be successful if you do not attend your classes. As such, your attendance will be carefully monitored. You are expected to attend all your classes regularly and punctually.

As senior pupils in our school community you are expected to observe the school rules – you have a responsibility to set a good example to younger pupils, both in and out of the classroom. You are representatives of Lesmahagow High School and should live out our values of Respect, Honesty, Ambition, Resilience and Equity at all times.

As far as dress is concerned, what you wear reflects your attitude and affects your mindset. You are expected to conform to the school dress code. Anyone who sees you wearing uniform knows immediately that you have come to school to work, and also that you realise that there is a difference between what is appropriate for work and what is appropriate for leisure. Again, we expect you to set a good example to younger pupils.

## FINANCIAL ASSISTANCE

### What is EMA?

Education Maintenance Allowance (EMA) is a weekly payment of up to £30, paid directly to young people who stay on in further education after they reach the statutory leaving age (i.e. after the end of their compulsory schooling).

From April 2011 the EMA scheme was extended to provide financial support to young people on the Volunteering and Getting Ready to Work Programme.

### Why is the government providing this financial support?

For some young people there are financial barriers to participating in education, particularly for those from lower income households. Evidence from pilot schemes that have been running since 1999 has shown EMAs have had a positive impact by increasing the numbers of young people participating in post-16 education, reducing the numbers who drop out of education and by providing incentives that contribute to higher attainment.

### Who will be entitled to an EMA?

Entitlement to an EMA depends on an assessment of household income. An assessment of household income using the same rules the Inland Revenue use to assess eligibility for tax credits will take place (based on an annual income of £24,421 for households with one dependent child and £26,884 for households with more than one dependent child).

All young people aged 16 or over planning to continue their education in school or college can apply.

<b>DoB Criteria</b>	
between 01/03/07 and 30/09/07	eligible from Aug 23
between 01/10/07 and 28/02/07	eligible from Jan 24
between 01/03/08 and 30/09/08	eligible from Aug 24

### So how do young people apply?

EMA entitlement is based on an assessment of household income in the previous financial year. Application forms and more information will be available from the local Council and school.

Further information on the details of the application process and availability of forms will be made available later in the session.

The Local Authority will notify all applicants about whether or not they are entitled to an EMA. A young person will receive EMA payments once they have enrolled at a school or college, have started a valid programme of study, and have completed the required learning agreement.

The learning agreement includes very strict attendance requirements, adhering to school dress code and satisfactory work rate across departments. For further details contact the school.

All payments will be made direct to the student's bank account. Payments will only be made to those students who have satisfied attendance requirements.

**Students must re-apply each year.**

## HOW WILL I DECIDE WHAT TO DO AFTER SCHOOL?

In the Senior Phase you will be given even more careers advice.

### Careers in PSE

In S5 you will be allocated to a PSE group according to what you think your aims and ideas are for after you leave school. You will be asked to complete a form about this on your induction day, so that we know which group will be most suitable for you. This is done so that the careers education course you follow in S5 is specifically suited to your needs. Part of this course will include a detailed talk from the Careers Officer.

When not covering careers in PSE, you will cover various other important issues, such as Health.

### Careers Library

An up-to-date careers library is maintained within the school library. Job information, guides for school leavers and college and university prospectuses are kept there for reference. The 'Scottish Careers and Pathways Handbook', the 'UCAS guide to Higher Education in Scotland' and other occupation and job directories are also available.

By looking at computer data bases you can also gain access to a wide range of information about jobs and this could be particularly helpful if you are unsure about what you want to do.

It is important that you look at some of these resources before making any decisions about what you are going to do. If you require copies of specific information, ask your Pupil Support Teacher for help.

### Other Careers Information and Advice

All S5 and S6 pupils will have an interview with the Careers Officer before they leave school. You can also request an appointment and you should ask your Pupil Support Teacher for a referral form.

The notice board in the S6 area has information on it about courses, Open Days, careers events and occasionally vacancies. The information here changes frequently and it is **your responsibility** to check it regularly for anything which applies to you.

The pupil section of the school bulletin will also contain new information about careers events and opportunities. It is essential that you check this regularly.

### Careers Events

Throughout the year there are opportunities to attend Careers Conventions and Open Days. You may attend a limited number of those which are relevant to you.

There are also school based Careers Events, which provide you with the opportunity to meet with a wide range of Further and Higher Education providers, as well as employers from various sectors and industries.

More details about careers information can be obtained from Pupil Support Staff.

**Make use of the information and take advantage of the careers opportunities available to you. They are there to help you make the right decisions about your future.**



## Skills Development Scotland

Skills Development Scotland provides careers information to individuals and employers and offers the most comprehensive and independent advice on employment, enterprise and learning opportunities.

Skills Development Scotland helps young people to make career decisions and to find suitable job/training vacancies and college/university courses.

## Careers Interviews

During your careers interview you will

- discuss your ideas about your future.
- match your school subjects and qualifications to career choices.
- explore how best to use your skills and interests.
- find out about the labour market in Lanarkshire and beyond.
- get a Career Plan of Action to remind you of your next steps.

## Careers Information

To get Careers Information you can:

- use the careers library, which has a lot of resources available to help you make your career choice.
- use the following websites  
Planit – [www.planitplus.net](http://www.planitplus.net)  
Skills Development Scotland Website



Once you have left school you can register at your local Careers Centre for help in finding a job or for advice and information about college and university courses.

You can contact your local Careers Scotland Centre at the following locations:

Hamilton Careers Centre  
Princes Gate  
Castle Street  
Hamilton  
ML3 6BU  
Tel: 01698 477120  
Fax: 01698 477155  
This is a full time office

Lanark Careers Centre  
Rout to Work South  
7 – 9 Wellgate  
Lanark  
ML11 9DS  
Tel: 01555 707013  
Opening hours: Tues & Thurs  
9.30am – 4.30pm

## QUALIFICATIONS FOR EDUCATION BEYOND SCHOOL

In choosing your programme of study, it is important to remember that entry to many courses beyond school requires passes at certain levels in specific subjects.

**These entry qualifications change from one year to the next, and it is *your* responsibility to check details in up-to-date prospectuses.**

There have been many changes in Scottish education over the last few years. Many colleges have gained university status and the choice of courses available is increasingly wide and varied.



### ***Levels of Course***

#### **Degree Courses**

University entry requirements increase each year and it is your responsibility to keep up to date with latest entry requirements.

#### **Higher National Diplomas (HNDs)**

These types of courses usually last 2 years and tend to be vocational in nature. The entry requirements again vary, but 2/3 Highers are usually required.

Courses available at HND include Business Administration, Hospitality Management, Journalism and many others.

#### **Higher National Certificates (HNCs)**

These courses will tend to last a year and usually require entry of 1-3 Highers. The choice of course tends to be more limited.

#### **Scottish Vocational Qualifications (SVQs)**

SVQs are qualifications designed to meet standards set by industry. SVQs are accepted as a guarantee of a person's ability to do a particular job.

SVQs are available to people in employment if the necessary training is available as well as to students in colleges and training centres.

**Remember – It is your responsibility to find out what you need to gain entry to a specific course.**

**It is important to make sure that any information that you obtain is up to date.**

## WIDER ACHIEVEMENT – SUPPORT FOR LEARNING DEPARTMENT

### Paired Reading

The Paired Reading Project which operates in Lesmahagow High School provides an opportunity for you to support younger pupils who are experiencing difficulty with reading.

It is available only to Sixth Year students who have gained Higher English in S5.

All students who choose this option will have the opportunity to gain the SQA Unit “Working with Others”. This unit involves reading with a First or Second Year pupil in a quiet place for half an hour a week, keeping a log book throughout the year and discussing the pupil’s progress with Support for Learning staff. As part of the module, you will be given training before you begin work with the pupil. There is more information about “Working with Others” at the end of this booklet.

The essential qualities you need to take part in this project are patience and commitment. You will find that the pupil benefits enormously from this regular planned reading time and quickly gains in confidence and in fluency.

### Learning Partners

Sixth Year students who are involved in Paired Reading may also become involved as a “Learning Partner” to a particular S1/2 pupil or class, working with a member of the teaching staff in a classroom on a set period in the week. After negotiation with the Support for Learning Department, classroom teachers and students, students may be able to help in subjects for which they and staff feel they have a particular aptitude. This will normally be in the same column as Paired Reading, although other times may be possible.

There will be a short training session but, apart from that, all that is required is that you keep a record sheet of the work you do – and, again, show patience and commitment.

### Other Opportunities

S6 Students may also choose to volunteer to work with

- Nurture group
- Buddying programme
- Work placements and

Charity work e.g. through the RVS

**Please remember that, without your co-operation, these important projects cannot operate.**

## PRIMARY INVOLVEMENT

For those Sixth Year students who are thinking of a career either in Primary teaching or working with children of primary school age, it is possible to offer you the opportunity to work for two to four hours a week in one of our local Primary Schools.



You would work with the class teacher to support different groups of pupils. With younger pupils you might be asked to help with cooking, science, technology or art activities. With older pupils you might work on maths or computing activities. All of the students who have previously taken part in this project have found the experience not only worthwhile, but also very enjoyable.

**ENGLISH: National 3****COURSE OUTLINE**

National 3 English offers learners the opportunity to develop the ability to understand and use language in practical and relevant contexts. Learners also develop simple language skills through the study of literature, language and media.

National 3 English enables learners to understand and use vocabulary, word patterns, text structures and style. Learners recognise, analyse and use language for a range of purposes.

**COURSE STRUCTURE**

The course is made up of **three** mandatory units:

**Unit 1: Understanding Language**

This Unit provides learners with the opportunity to develop **listening** and **reading** skills. They will develop the skills needed to understand, analyse and evaluate simple texts.

**Unit 2: Producing Language**

This Unit provides learners with the opportunity to develop **talking** and **writing** skills. Learners develop the skills needed to produce simple texts in both written and oral forms.

**Unit 3: Literacy**

This Unit develops the learners' **reading**, **writing**, **listening** and **talking** skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand simple ideas and information presented orally and in writing. Learners develop the ability to communicate ideas and information orally and in writing that is technical accuracy.

**ASSESSMENT**

- To achieve the National 3 English Course, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 3 Courses are not graded.

**PROGRESSION**

Successful completion of this course may lead to: National 4 English & Literacy.

**CAREERS AND FURTHER EDUCATION**

Further Education / College Courses - NC, NQ and NPA at level 4.

English is a universal requirement and is therefore relevant to all career areas.

Arts Administrator	Creative Industries (Broadcast Media, Film, or Social Media)
Teaching	Speech and Language Therapy
Communications Officer.	Publishing
Journalism	Law
Public Relations	Editor – print and digital content.
Hospitality.	Administration.
Producer	Marketing
Events Management	Civil Service.

### COURSE OUTLINE

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National 4 English offers learners the opportunity to develop straightforward language skills through the study of literature, language and media.

The main purpose of the Course is to provide learners with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

### COURSE STRUCTURE

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The course is made up of **four** mandatory Units:

#### Unit 1 - National 4 English: Analysis and Evaluation Unit

Learners will develop their **reading** and **listening** skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate straightforward texts and spoken language.

#### Unit 2 - National 4 English: Creation and Production Unit

Learners will develop **talking** and **writing** skills in familiar contexts. Learners develop the skills needed to create and produce straightforward written texts and take part in straightforward spoken interactions, including group discussion and individual presentations.

#### Unit 3 - National 4 Literacy Unit

Learners will develop **reading**, **listening**, **writing** and **talking** skills in a variety of forms relevant for learning, life and work. Learners who complete this Unit will be able to:

1. Read and understand straightforward word-based texts.
2. Listen to and understand straightforward spoken communication.
3. Write straightforward technically accurate texts.
4. Talk to communicate, as appropriate to audience and purpose.

#### Unit 4 - National 4 English: Added Value Unit

The learner has to complete an assignment where they have to demonstrate their language skills in the contexts of literature, language or media. This assignment will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to apply language skills to *investigate* a chosen topic by:

- Reading straightforward texts
- Selecting relevant information from the texts
- Evaluating the texts, using some appropriate critical terminology
- Presenting their findings
- Responding to questions

### ASSESSMENT

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- To achieve the National 4 English Course, learners must pass **all** of the required Units, including the Added Value Unit.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 4 courses are not graded.

### PROGRESSION

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Successful completion of this course may lead to National 5 English and/or Level 5 Literacy.

## CAREERS AND FURTHER EDUCATION

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Further Education / College courses – NC, NQ and NPA courses at level 5.  
Modern Apprenticeship SCQF level 5.

English is a universal requirement and is therefore relevant to all career areas.

With further study, skills in English can contribute to and lead to many careers including:

Arts Administrator	Creative Industries (Broadcast Media, Film, or Social Media)
Teaching	Speech and Language Therapy
Communications Officer.	Publishing
Journalism	Law
Public Relations	Editor – print and digital content.
Hospitality.	Administration.
Producer	Marketing
Events Management	Civil Service.

## ENGLISH: National 5

### COURSE OUTLINE

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National 5 English offers learners the opportunity to develop **detailed** language skills in the contexts of literature, language and media.

The main purpose of the Course is to provide learners with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course also provides learners with the opportunity to develop:

- an understanding of how language works, and use language to communicate ideas and information in English, to use creative and critical thinking to synthesise ideas and arguments, and to develop critical literacy skills and personal, interpersonal and team-working skills.
- independent learning and to enhance their enjoyment and their understanding of their own and other cultures.
- an appreciation of language awareness and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

### COURSE STRUCTURE

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The course is structured around **five** key components:

1. Reading for Understanding, Analysis and Evaluation (RUAE).
2. Scottish Set Text
3. Critical Essay
4. Portfolio of Writing
5. Spoken Performance

Each component is an assessable element in the course.

## ASSESSMENT

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The course assessment has four components:

### 1. Final Examination Paper 1: Reading for Understanding, Analysis and Evaluation (1 hour).

Learners will be required to demonstrate and apply reading skills. They will have to read one unseen passage of non-fiction and answer questions on it which test their understanding, analysis and evaluation skills.

This paper is **closed book** & worth 30 marks, which is **30% of the overall award for National 5 English**.

### 2. Final Examination Paper 2: Critical Reading (1 hour 30 minutes).

This section of the final examination has two parts and is based on the literature studied throughout the course:

#### Part 1: Scottish Set Text

Learners will apply their understanding, analysis and evaluation skills to a previously studied Scottish text. They must read an extract from the Scottish Set Text they have studied and answer questions on it.

This part of the paper is **closed book** & worth 20 marks, which is **20% of the overall award for National 5 English**.

#### Part 2: Critical Essay

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language. They must write one critical essay in response to an unseen question.

This part of the paper is **closed book** & worth 20 marks, which is **20% of the overall award for National 5 English**.

### 3. Portfolio of Writing.

In the Writing Portfolio learners have to demonstrate their writing skills in different genres and for a range of purposes and audiences. The Writing Portfolio comprises two pieces of writing. One has to be discursive and the other broadly creative.

The Portfolio is submitted to the SQA for grading and is worth a total of 30 marks. Each piece in the Portfolio will be graded and awarded a maximum of fifteen marks.

The Portfolio is worth **30% of the overall award in National 5 English**.

### 4. Performance – Spoken Language.

This course element assesses a candidate's skills in talking and listening. Candidates have to take part in an assessed group discussion and/or an individual presentation to an audience.

There are four aspects to the spoken language performance, and candidates must achieve them all. These are:

- employs detailed and relevant ideas and/or information using a structure appropriate to purpose and audience
- communicates meaning effectively through the selection and use of detailed spoken language
- uses aspects of non-verbal communication
- demonstrates listening skills by responding to spoken language

This course element is assessed on an achieved/not achieved basis. It is a **compulsory** component for the National 5 course award.

**The final course assessment and award in National 5 English is graded A - D**

## PROGRESSION

Successful completion of this course may lead to Higher English.  
Entry to Modern Apprenticeship SCQF level 6.

## CAREERS AND FURTHER EDUCATION

English develops learners' skills in literacy, analysis, critical thinking and communication, all of which are essential for learning, life and work.

With further study, skills in English can contribute to and lead to many careers including:

Arts Administrator	Creative Industries (Broadcast Media, Film, or Social Media)
Teaching	Speech and Language Therapy
Communications Officer.	Publishing
Journalism	Law
Public Relations	Editor – print and digital content.
Hospitality.	Administration.
Producer	Marketing
Events Management	Civil Service.

## ENGLISH: Higher

### COURSE OUTLINE

Higher English provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

Higher English offers learners the opportunity to develop **detailed and complex** language skills in the contexts of literature, language and media.

### COURSE STRUCTURE

The course is structured around **five** key components:

1. Reading for Understanding, Analysis and Evaluation (RUAЕ).
2. Scottish Set Text
3. Critical Essay
4. Portfolio of Writing
5. Spoken Performance

Each component is an assessable element in the course.



## ASSESSMENT

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The course assessment has four components:

### 1. Final Examination Paper 1: Reading for Understanding, Analysis and Evaluation (1 hour & 30 minutes).

Learners will be required to demonstrate and apply reading skills. They will have to read two thematically linked, unseen passages of non-fiction and answer questions on them which test their understanding, analysis and evaluation skills. In addition, they will have to complete a task that involves inference making and summarising.

This paper is **closed book** & worth 30 marks, which is **30% of the overall award for Higher English.**

### 2. Final Examination Paper 2: Critical Reading (1 hour 30 minutes).

This section of the final examination has two parts and is based on the literature studied throughout the course:

#### **Part 1: Scottish Set Text**

Learners will apply their understanding, analysis and evaluation skills to a previously studied Scottish text. They must read an extract from the Scottish Set Text they have studied and answer questions on it.

This part of the paper is **closed book** & worth 20 marks, which is **20% of the overall award for Higher English.**

#### **Part 2: Critical Essay**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language. They must write one critical essay in response to an unseen question.

This part of the paper is **closed book** & worth 20 marks, which is **20% of the overall award for Higher English.**

### 3. Portfolio of Writing.

In the Writing Portfolio learners have to demonstrate their writing skills in different genres and for a range of purposes and audiences. The Writing Portfolio comprises two pieces of writing. One has to be discursive and the other broadly creative.

The Portfolio is submitted to the SQA for grading and is worth a total of 30 marks. Each piece in the Portfolio will be graded and awarded a maximum of fifteen marks.

The Portfolio is worth **30% of the overall award in Higher English.**

### 4. Performance – Spoken Language.

This course element assesses a candidate's skills in talking and listening. Candidates have to take part in an assessed group discussion and/or an individual presentation to an audience.

There are four aspects to the spoken language performance, and candidates must achieve them all. These are:

- employs detailed and relevant ideas and/or information using a structure appropriate to purpose and audience
- communicates meaning effectively through the selection and use of detailed spoken language
- uses aspects of non-verbal communication
- demonstrates listening skills by responding to spoken language.

This course element is assessed on an achieved/not achieved basis. It is a **compulsory** component for the Higher course award.

**The final course assessment and award in Higher English is graded A - D**

## PROGRESSION

Successful completion of this course may lead to Advanced Higher English.

## CAREERS AND FURTHER EDUCATION

English develops learners' skills in literacy, analysis, critical thinking and communication, all of which are essential for learning, life and work.

Higher Education courses – HNC and HND and courses at SCQF level 7 and 8. University Degree courses such as BA Hons, BSc Hons and MA Hons.

English is a universal requirement and is therefore relevant to all career areas. With further study, skills in English can contribute to and lead to many careers including:

Arts Administrator	Creative Industries (Broadcast Media, Film, or Social Media)
Teaching	Speech and Language Therapy
Communications Officer.	Publishing
Journalism	Law
Public Relations	Editor – print and digital content.
Hospitality.	Administration.
Producer	Marketing
Events Management	Civil Service.

## ENGLISH: Advanced Higher

### COURSE OUTLINE

Advanced Higher English focuses on the critical and creative study of **complex and sophisticated** literature and language. It gives learners opportunities to add specialism, depth and independence to their English and study skills and continue to build their reading, writing, talking and listening skills.

In both guided and independent study, learners develop their skills of literary analysis in order to analyse, evaluate and make connections between texts. Learners develop the confidence to make informed critical responses to texts, from the literary genres of poetry, prose fiction, prose non-fiction and drama, and express these responses in a variety of forms. In addition, learners develop their skills in both creative and critical writing.

Reading is a core component of the course, and it is essential that candidates read widely. They should be able to work with growing independence and use their own initiative in relation to their learning.

### COURSE STRUCTURE

The course is structured around **four** key components:

1. Literary Study
2. Textual Analysis
3. Portfolio of Writing
4. Dissertation

Each component is an assessable element in the course and contributes to the final award.

## ASSESSMENT

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The course assessment has four components:

### 1. Final Examination Paper 1 - Literary Study

This question paper assesses critical reading skills and knowledge and understanding of previously-studied literary texts from one of the following genres: poetry, prose fiction, prose non-fiction, or drama.

Learners have to write one critical essay in response to an unseen question. They will be required to make connections and/or comparisons across two or three texts of the same genre.

Learners are given 1 hour and 30 minutes for this.

This paper is **closed book** & worth 20 marks, which is **20% of the overall award for Advanced Higher English.**

### 2. Final Examination Paper 2 - Textual Analysis

This question paper assesses the application of critical reading skills (understanding, analysis and evaluation) to an unseen literary text. Learners have to select one text from the genres of poetry, prose fiction, prose non-fiction or drama and write a critical analysis, which is appropriately structured to meet the demands of the question.

Learners are given 1 hour and 30 minutes for this.

This paper is **closed book** & worth 20 marks, which is **20% of the overall award for Advanced Higher English.**

### 3. Portfolio of Writing.

In the Portfolio of Writing learners have to demonstrate complex and sophisticated writing skills in different genres and for a range of purposes and audiences.

The Portfolio of Writing comprises two pieces of writing from the following genres: persuasive, informative, argumentative, reflective, poetry, prose-fiction, drama.

The Portfolio is submitted to the SQA for grading and is worth a total of 30 marks. Each piece in the Portfolio will be graded and awarded a maximum of 15 marks.

The Portfolio is worth **30% of the overall award in Advanced Higher English.**

### 4. Dissertation

The dissertation assesses learners' independent reading of complex and sophisticated literature. It provides evidence of skills in critical analysis, evaluation, investigation and writing.

The dissertation has three stages:

- planning: learners should choose appropriate texts and formulate a precise and focused dissertation task on an aspect of literature
- research and development: learners should investigate and research relevant materials and record all sources consulted
- writing: learners should write their dissertations, reflecting, redrafting and proof-reading before final submission.

The dissertation is worth **30 marks**, which is 30% of the overall award in Advanced Higher English.

**The final course assessment and award in Advanced Higher English is graded A – D.**

## **PROGRESSION, CAREERS AND FURTHER EDUCATION**

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The course provides a clear progressive pathway for learners who wish to go on to study English literature, language or other disciplines in further and higher education.

English develops learners' skills in literacy, analysis, critical thinking and communication, all of which are essential for learning, life and work and relevant to all career areas.

Higher Education courses – Courses at SCQF level 7 and 8. University Degree courses such as BA Hons, BSc Hons and MA Hons.

With further study, skills in English can contribute to and lead to many careers including:

- Arts Administrator
- Teaching – early years, primary, secondary, ASN, further education.
- Communications Officer.
- Journalism
- Public Relations
- Hospitality.
- Producer
- Events Management
- Creative Industries (Broadcast Media, Film, or Social Media)
- Speech and Language Therapy
- Publishing
- Law
- Editor – print and digital content.
- Administration.
- Marketing
- Civil Service.

**MATHEMATICS: National 4****COURSE OUTLINE**

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

**COURSE STRUCTURE****Expressions and Formulae**

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae.

- Use mathematical operational and reasoning skills linked to expressions and formulae.

**Relationships**

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

**Numeracy**

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

**ASSESSMENT**

Pupils will follow three units throughout the course and complete an added value unit (AVU) at the end of the course

- Expressions and Formulae – 60% pass
- Relationships – 60% pass
- Numeracy – 60% pass
- AVU – 60% pass

This course is completely internally assessed and moderated using SQA standards. Each of the units and AVU must be successfully passed to gain the full course award.

**PROGRESSION**

Successful completion of this course will enable pupils to progress to National 5 Mathematics.

**CAREERS & FURTHER EDUCATION**

National 4 Maths is a vital stepping stone to National 5 Maths which creates many career opportunities.

## COURSE OUTLINE

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

## COURSE STRUCTURE

Pupils will follow three units throughout the course

- Expressions and Formulae
- Relationships
- Applications

### Content of units

#### Expressions and Formulae

- Surds, Indices, Scientific notation, algebra, algebraic fractions, gradients, volumes and circle

#### Relationships

- Straight line, equations, simultaneous equations, changing the subject of the formulae, quadratics, solving quadratic equations, discriminant, converse of Pythagoras, angles, scale factor, trigonometric graphs and equations

#### Applications

- Trigonometry (Area, Sine and Cosine rule), vectors, percentages and fractions, reversing the change and statistics (mean, standard deviation, scatter graphs and quartiles)

## ASSESSMENT

The National 5 Mathematics course is solely based on a final exam covering all three units

- Paper 1 – Non Calculator (75 minutes)
- Paper 2 – Calculator (110 minutes)

## PROGRESSION

Achievement of this course gives automatic certification of the following Core Skill

- Numeracy at SCQF level 5

Successful completion of this course will enable pupils to progress to Higher Mathematics.

## CAREERS & FURTHER EDUCATION

National 5 Mathematics can be used for access to Primary teaching, Secondary teaching (except Science and Maths, will require Higher Maths), nursing, police force, engineering, accountancy, and many numeracy based courses. It can also be a requirement for many services, care courses and jobs.

## COURSE OUTLINE

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The course develops important mathematical techniques, which are critical to successful progression beyond Higher level in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies.

## COURSE STRUCTURE

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Pupils will follow three units throughout the course and the Higher is based 100% on how you perform on the day of the exam. It follows 3 units:

- Algebraic and Trigonometric
- Calculus
- Geometric

Content of units:

### Algebraic and Trigonometric

- Solving algebraic and trigonometric equations

### Calculus

- differentiating, integrating and using differentiation to investigate the properties of functions.

### Geometric

- Applying algebraic processes to problems within straight line, circles, graphs and modelling sequences

## ASSESSMENT

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The Higher Mathematics course is solely based on a final exam covering all three units

- Paper 1 – Non Calculator (70 minutes - 1 hour 30 minutes)
- Paper 2 – Calculator (80 minutes - 1 hour 45 minutes)

## PROGRESSION

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Achievement of this course gives automatic certification of the following Core Skill

- Numeracy at SCQF level 6

Successful completion of this course will enable pupils to progress to Advanced Higher Mathematics, Advanced Higher Mechanics, Higher Applications of Maths, Advanced Higher Statistics.

## CAREERS & FURTHER EDUCATION

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Higher Mathematics is a desirable qualification and is a higher that can be used for many university or college courses.

## COURSE OUTLINE

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The course develops existing knowledge and introduces advanced mathematical techniques, which are critical to successful progression beyond Advanced Higher level in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies.

## COURSE STRUCTURE

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Pupils will follow three units throughout the course

- Algebra, proof and number theory
- Calculus
- Matrices, vectors and complex numbers

Content of units:

### **Algebra, proof and number theory**

- Maclaurin, indirect and direct proof, proof by induction, sketching graphs of rational functions, Euclid's algorithm.

### **Calculus**

- Differentiating and integrating logs and exponential, inverse and trigonometric functions, quotient and product rule. Integrating by parts and substitution. Solving differential equations.

### **Matrices, vectors and complex numbers**

- Gaussian elimination, matrix algebra, vector product and working with planes.

## ASSESSMENT

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The National 5 Mathematics course is solely based on a final exam covering all three units

- Paper 1 – Non Calculator (35 marks - 1 hour)
- Paper 2 – Calculator (80 marks 2 hours and 30 minutes)

## PROGRESSION

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Achievement of this course gives automatic certification of the following Core Skill

- Numeracy at SCQF level 7

## CAREERS & FURTHER EDUCATION

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Advanced Higher Mathematics is the perfect stepping-stone for a Mathematics career, or any career involving engineering and Science.



**APPLICATIONS OF MATHEMATICS: National 4****COURSE OUTLINE**

The purpose of the National 4 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

**COURSE STRUCTURE****Manage Finance and Statistics**

- Budgets, calculating basic pay, deduction, gross/net pay, overtime, bonus, commission, benefits, allowances, interest rates on savings.
- Make a decision based on the best deal e.g. different currency exchange rates
- Representing data in an appropriate format such as bar graphs, line graphs, pie charts, stem & leaf diagrams, frequency tables and scatter graphs.

**Geometry and Measures**

- Use time intervals to make plans including across midnight
- Construct a scale drawing given a scale and plan a navigation course
- Carry out container packing and investigate tolerance
- Calculating perimeter of shapes and volume including skills like Pythagoras.

**Numeracy**

- Add and subtract whole numbers including negative numbers, rounding answers.
- Find simple percentages and fractions of shapes and quantities e.g. 10%, 20%, 25%, 50% 75%,  $33\frac{1}{3}\%$ ,  $66\frac{2}{3}\%$ ,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$ , calculating increase and decrease
- Calculate time intervals using 12-hour and 24-hour clock
- Calculate distance given speed and time
- Reading tables, scales and interpreting graphs and charts

**ASSESSMENT**

Pupils will follow three units throughout the course and complete an added value unit (AVU) at the end of the course

- Manage Finance and Statistics - 60% pass
- Geometry and Measures – 60% pass
- Numeracy – 60% pass
- AVU – 60% pass

This course is completely internally assessed and moderated using SQA standards. Each of the units and AVU must be successfully passed to gain the full course award.

**PROGRESSION**

Successful completion of this course will enable pupils to progress to National 5 Applications of Mathematics.

**CAREERS & FURTHER EDUCATION**

National 4 Applications of Maths is a vital stepping stone to National 5 Applications of Maths which creates many career opportunities.

**Applications of Mathematics cannot be used** to pursue, a Mathematics, Science or Engineering career.

## COURSE OUTLINE

The purpose of the National 5 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

## COURSE STRUCTURE

Pupils will follow three units throughout the course

- Numeracy
- Geometry & Measure
- Finance and Statistics

Content of units:

### Numeracy

- Multiplying decimals by single digits and multiples, rounding, finding percentages, calculating percentage increase and decrease,
- Adding, subtracting fractions, changing to mixed numbers
- Speed, Distance & Time, Area and volume of composite shapes, ratio, direct and indirect proportion

### Geometry and Measure

- Scale Drawings using bearings and planning navigation courses
- Using tolerance, Pythagoras and gradient
- Planning activities using precedence tables and over time zones

### Finance and statistics

- Probability, statistical diagrams, standard deviation
- Budgeting, savings and borrowings, foreign currency

## ASSESSMENT

The National 5 Applications of Mathematics course is solely based on a final exam covering all three units

- Paper 1 – Non Calculator (65 minutes)
- Paper 2 – Calculator (120 minutes)

## PROGRESSION

Achievement of this course gives automatic certification of the following Core Skill

- Numeracy at SCQF level 5

Successful completion of this course will enable pupils to progress to Higher Applications of Mathematics.

## CAREERS & FURTHER EDUCATION

Since National 5 Applications of Mathematics has been accepted many employers, college courses and university courses accept the qualification. It can be used for access to Primary teaching, Secondary teaching (except Science and Maths, will require Mathematics), nursing, police force, and Psychology based courses. It can also be a requirement for many services, care courses and jobs.

**Applications of Mathematics cannot be used** to pursue, a Mathematics, Science or Engineering career.

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**COURSE OUTLINE**

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts. It includes working on the computers and submitting a project to be externally marked.

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**COURSE STRUCTURE**

Pupils will follow four units throughout the course:

- Statistics and Probability
- Mathematical Modelling
- Finance
- Planning and Decision Making

Content of units

**Statistics and Probability**

- Correlation and linear regression, using R studio to analyse statistical data, formulating research questions and performing t-tests and z-tests.

**Mathematical Modelling**

- Understanding and applying the process of mathematical modelling to evaluate, analyse and interpret mathematical models, Using software effectively in calculations.

**Finance and statistics**

- to calculating present and future values of monetary payments, applying mathematical skills to solving problems related to personal financial products and transactions and analysing the results and for personal financial planning skills.

**Planning and Decision Making**

- Understanding and project planning and decision making, using PERT & GANTT diagrams

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**ASSESSMENT**

The Higher Applications of Mathematics includes a project and an exam. The exam is partially on the computer and written answers. The project has to be completed on a computer using a program called R studio.

- Component 1 – Exam ( 2 hours 30 minutes)
- Component 2 – Project ( 27% of the final award)

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**PROGRESSION**

Achievement of this course gives automatic certification of the following Core Skill

- Numeracy at SCQF level 6

Successful completion of this course will enable pupils to progress to Advanced Higher Statistics.

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**CAREERS & FURTHER EDUCATION**

Since National 5 Applications of Mathematics has been accepted many employers, college courses and university courses accept the qualification. It can be used for access to Primary teaching, Secondary teaching (except Science and Maths, will require Mathematics), nursing, police force, and Psychology based courses. It can also be a requirement for many services, care courses and jobs. **Applications of Mathematics cannot be used** to pursue, a Mathematics, Science or Engineering career.

**ADMINISTRATION AND IT: National 3****COURSE OUTLINE**

The key purpose of this Course is to give learners a basic introduction to administration and to develop their basic IT skills and the ability to carry out simple administrative tasks.

The Course aims to enable learners to develop:

- an awareness of simple administrative tasks
- the ability to use basic functions of word processing, spreadsheets and databases to carry out simple administrative tasks
- basic skills in using appropriate current technologies to gather and communicate administration-related information
- the ability to use basic skills to carry out simple administrative tasks in familiar Contexts

**COURSE STRUCTURE****IT Solutions for Administrators**

The purpose of this Unit is to develop learners' awareness of administration in the workplace and to complete simple administrative tasks. The Unit also aims to enable learners to acquire IT skills in familiar administration-related contexts. Learners will use basic functions of the following IT applications — word processing, spreadsheets and databases — to create and edit straightforward documents used in the workplace, which may relate to any administrative function.

**Communication in Administration**

The purpose of this Unit is to enable learners to carry out simple electronic searching and communication in familiar administration-related contexts. Learners will use current or emerging equivalent technologies to carry out simple administrative tasks. They will also develop a basic ability to use the internet to find information related to everyday administrative functions.

**Administration in Action**

The purpose of this Unit is to enable learners to perform simple tasks in the context of a practical administration- and IT-based scenario. Learners will use the current or emerging equivalent technologies to work through a series of simple administrative tasks given in the scenario.

**ASSESSMENT**

All units are internally assessed.

**PROGRESSION**

This Course or its Units may provide progression to National 4 Admin & IT.

### COURSE OUTLINE

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The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations.

#### The Course aims to enable learners to:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks acquire organisational skills in the context of organising and supporting small-scale events

### COURSE STRUCTURE

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#### Administrative Practices

The purpose of this Unit is to give learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.

#### IT Solutions for Administrators

The purpose of this Unit is to develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

#### Communication in Administration

The purpose of this Unit is to enable learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

#### Added Value Unit: Administration and IT Assignment

The purpose of this Unit is to draw on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

### ASSESSMENT

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All units are internally assessed.

### PROGRESSION

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This Course or its Units may provide progression to National 5 Admin & IT

### COURSE OUTLINE

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

### COURSE STRUCTURE

#### Administrative Practices (National 5)

Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators.

#### IT Solutions for Administrators (National 5)

Learners will select the following IT applications — word processing, spreadsheets, databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

#### Communication in Administration (National 5)

Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose.

### ASSESSMENT

To gain National 5, learners must attempt both course assessment components, which consist of:

- Question Paper (practical IT exam completed during the SQA exam diet) worth 50 marks (42% of overall award).  
Questions are set by SQA and assess spreadsheets, databases and some administrative theory.
- Assignment (practical IT tasks completed during class time) worth 70 marks (58% of overall award).

Both components are marked externally by SQA and graded A-D on the basis of the total marks achieved.

### PROGRESSION

This Course or its Units may provide progression to Higher Admin & IT

### CAREERS & FURTHER EDUCATION IN ADMINISTRATION & IT

- |                         |                               |                             |                         |
|-------------------------|-------------------------------|-----------------------------|-------------------------|
| • Accounting Technician | • Assistant Migration Officer | • Farm secretary            | • Payroll administrator |
| • Admin Assistant       | • Auditor                     | • Finance officer           | • Medical Secretary     |
| • Arts Administrator    | • Book keeper                 | • Health and Safety advisor |                         |
|                         | • Data entry clerk            |                             |                         |

You will be able to gain entry into the following courses at further education,

#### College

- HNC/HND Administration & IT

#### University

- Any degree will require the skills of Administration

### COURSE OUTLINE

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

### COURSE STRUCTURE

This Course comprises three mandatory units.

#### Administrative Theory and Practice (Higher)

The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care.

#### IT Solutions for Administrators (Higher)

The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

#### Communication in Administration (Higher)

The purpose of this Unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information.

### ASSESSMENT

Component 1 – question paper 50 marks (under exam conditions) within the SQA Exam Diet  
Component 2 – assignment 70 marks (done within class time – under exam conditions)

The course assessment is graded A-D.

### CAREERS & FURTHER EDUCATION IN ADMINISTRATION & IT

- |                         |                               |                             |                         |
|-------------------------|-------------------------------|-----------------------------|-------------------------|
| • Accounting Technician | • Assistant Migration Officer | • Farm secretary            | • Payroll administrator |
| • Admin Assistant       | • Auditor                     | • Finance officer           | • Medical Secretary     |
| • Arts Administrator    | • Book keeper                 | • Health and Safety advisor |                         |
|                         | • Data entry clerk            |                             |                         |

You will be able to gain entry into the following courses at further education,

#### College

- HNC/HND Administration & IT

#### University

- Any degree will require the skills of Administration

**BUSINESS: National 3****COURSE OUTLINE**

This Course is designed to develop learners' basic understanding of the way in which small businesses operate and to encourage enterprising attributes.

**COURSE STRUCTURE**

This course consists of 2 units

**Business in Action**

This Unit will give learners opportunities to participate in activities that develop an awareness of the enterprising skills and personal attributes required to succeed in business. Learners will develop an understanding of the importance of satisfying customers' needs. This Unit will also develop learners' awareness of the key functional activities that support business and will give them opportunities to demonstrate how the use of ICT supports these functional activities.

**Influences on Business**

Influences on Business (National 3) This Unit will give learners opportunities to participate in activities that develop a basic awareness of the effects that financial matters and other internal influences can have on business. They will also develop awareness of the effects that a limited range of external influences can have on business. Learners will explore how the actions of stakeholders can affect business success.

**ASSESSMENT**

- To gain National 3, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)

**PROGRESSION**

This Course or its Units may provide progression to National 4 Business



### **COURSE OUTLINE**

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. The purpose of the Course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage enterprising attitudes.

### **COURSE STRUCTURE**

This course consists of 2 units and a course assignment

#### **Business in Action**

In this Unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

#### **Influences on Business**

In this Unit, learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

#### **Added Value Unit: Business Assignment**

In this Unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment. The criteria for the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and how the findings may be presented.

### **ASSESSMENT**

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- The Added Value Unit (Assignment) will require learners to produce a business proposal.

### **PROGRESSION**

This Course or its Units may provide progression to National 5 Business Management

## COURSE OUTLINE

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The course highlights ways in which organisations operate and the steps they take to achieve their goals. It enables candidates to understand and make use of business information to interpret and report on overall business performance, in a range of contexts.

## COURSE STRUCTURE

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The course consists of 5 units and a course assignment:

### Understanding Business

Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

### Management of People

Candidates learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

### Management of Finance

Candidates learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

### Management of Marketing

Candidates learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

### Management of Operations

Candidates learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

## ASSESSMENT

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- The question paper has 90 marks, which represents 75% of the overall marks for the course assessment.
- The assignment has 30 marks, which represents 25% of the overall marks for the course assessment.

## PROGRESSION

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This Course or its Units may provide progression to Higher Business Management

## CAREERS & FURTHER EDUCATION

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- |                   |                         |                          |                        |
|-------------------|-------------------------|--------------------------|------------------------|
| • Banking         | • Transport & Logistics | • Procurement            | • Insurance            |
| • Accounting      | • Auditor               | • Clerical Work          | • Industrial Relations |
| • Advertising     | • Economics             | • Buying                 |                        |
| • Systems analyst | • manufacturing         | • Hospitality management |                        |

You will be able to gain entry into the following courses at further education, College

- NQ Introduction to Admin, Business and Accounting
- NQ Music Business
- HNC/HND Business Management

## COURSE OUTLINE

This course helps students understand the dynamic, changing and competitive environment of industry and commerce, and the environments that organisations operate in.

## COURSE STRUCTURE

The course is organised into 5 areas of study.

**Understanding Business** - students develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals

**Management of marketing** – students develop their understanding of the importance of effective marketing systems to large organisations.

**Management of operations** – students develop their understanding of the importance of effective operations systems to large organisations.

**Management of people** - students develop their understanding of the issues that large organisations face when managing people.

**Management of finance** - students develop their understanding of the issues that large organisations face when managing finance.

Students will also analyse the use of existing and emerging technologies to improve business practice throughout all areas of study.

## ASSESSMENT

The course assessment has two components:

- **question paper** (90 marks) - set and marked by SQA and completed during the SQA exam diet.
- **assignment** (30 marks) – students will research, analyse and evaluate information on a business-related topic and write this up as a report under timed conditions; completed during class time under strict supervision.

## CAREERS AND FURTHER EDUCATION

- |                   |                         |                          |                        |
|-------------------|-------------------------|--------------------------|------------------------|
| • Banking         | • Transport & Logistics | • Procurement            | • Insurance            |
| • Accounting      | • Auditor               | • Clerical Work          | • Industrial Relations |
| • Advertising     | • Economics             | • Buying                 |                        |
| • Systems analyst | • manufacturing         | • Hospitality management |                        |

You will be able to gain entry into the following courses at further education,

### College

- NQ Introduction to Admin, Business and Accounting
- NQ Music Business
- HNC/HND Business Management

### University

- Management & Human Resources
- Finance, Accounting & Risk
- Business Law

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**COURSE OUTLINE**

The National Progression Award in Business with Information Technology is designed to provide candidates with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression to further academic qualifications.

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**COURSE STRUCTURE**

This course will run in conjunction with N5 Business Management as they share some of the same areas of study,

**Understanding Business**

Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

**Management of People**

Candidates learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

**Management of Finance**

Candidates learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

**Word Processing and Presenting Information**

This Unit is designed to introduce routine features of word processing, presentation and artwork and imaging software. The candidate will gain practical experience in the use of routine features in these types of software. The Unit will also provide candidates with information regarding the selection of appropriate software for specific tasks.

**Internet and Online Communication**

This Unit is designed to introduce candidates to a range of internet tools used to access, retrieve and exchange information from the internet or an intranet. Candidates will use a range of e-mail features to send and receive messages. Candidates will also acquire routine skills in the use of hardware and software relating to on-line communication.

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**ASSESSMENT**

During the course, the student undertakes a number of assessments in class, which are marked by the teacher. There is no final exam. This results in the student being awarded a Pass or Fail.

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**PROGRESSION**

This Course or its Units may provide progression to Level 5/6 Business with IT or onto the appropriate level of Business Management course.

**COMPUTING SCIENCE: National 3****COURSE OUTLINE**

The purpose of the Course is to develop learners' knowledge of the technological world and to develop their skills in developing computer-based solutions to problems. Computing science is vital to everyday life; it shapes the world in which we live and its future. Computing professionals play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry.

**COURSE STRUCTURE**

This course consists of 2 units,

**Building Digital Solutions**

While studying this unit the student will learn how to create computer games, animations and other applications.

**Information Solutions**

While studying this unit the student will become familiar with –

- database software to store information
- web page creation software
- creating blogs and wikis to share information

**ASSESSMENT**

During the course the student undertakes a number of assessments in class which are marked by the teacher. There is no final exam. This results in the student being awarded a **Pass** or **Fail**.

**PROGRESSION**

This Course or its Units may provide progression to National 4 Computing Science or Level 4 Games Development.

### COURSE OUTLINE

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Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry.

### COURSE STRUCTURE

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This course consists of 2 units and a course Assignment,

#### Software Design and Development

While studying this unit the student will learn about –

- practical problem-solving skills in program design and development
- computational thinking and programming skills while working on practical tasks using Visual Basic Scratch
- how data and instructions are stored in binary form
- how programming underpins computer applications
- the impact of commonly used programs on society or the environment

#### Information System Design and Development

While studying this unit the student will learn about –

- practical problem-solving skills in information system design and development
- creating databases and websites - these tasks will involve simple features and straightforward contexts
- basic computer hardware, software, connectivity and security issues

#### Computing Science Assignment

The learner applies skills and knowledge from the other Units to analyse and solve a challenging computing science problem.

### ASSESSMENT

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The student completes a number of assessments in class which are marked by the teacher. There is no final exam. The student being awarded a **Pass** or **Fail**.

### PROGRESSION

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This Course or its Units may provide progression to National 5 Computing Science or Level 5 Games Development.

### COURSE OUTLINE

The course helps candidates to understand computational processes and thinking. It covers a number of unifying themes that are used to explore a variety of specialist areas, through practical and investigative tasks.

### COURSE STRUCTURE

This course consists of 4 units and a course Assignment,

#### **Software design and development**

While studying this unit the student will –

- create programs that using Visual Studio to: -
  - develop their knowledge, understanding and problem-solving and computational-thinking skills
- learn to analyse problems, and design, implement, test and evaluate their solutions

#### **Computer systems**

While studying this unit the student will learn about –

- how data and instructions are stored in binary form
- computer architecture – the parts of a computer system
- the environmental impact of the use of computers
- security precautions to protect computer systems

#### **Database design and development**

While studying this unit the student will –

- develop knowledge, understanding and practical problem-solving skills in database design and development
- learn to analyse, design, implement, test, and evaluate databases
- learn how to use SQL to search and sort a database

#### **Web design and development**

While studying this unit the student will –

- learn to analyse, design, implement, test and evaluate websites that use HTML, CSS and Javascript

#### **Computing Science Assignment**

The student applies skills and knowledge from the other Units to analyse and solve a challenging computing science problem.

### ASSESSMENT

The course is assessed by the Assignment which is marked by SQA and an exam.

The marks are as follows: -

Exam	110 marks
Coursework Task	50 marks

### PROGRESSION

This Course may provide progression to Higher Computing Science.

## COURSE OUTLINE

The purpose of the Course is to develop learners' knowledge of the technological world and to develop their skills in developing computer-based solutions to problems. Computing science is vital to everyday life; it shapes the world in which we live and its future. Computing professionals play key roles in meeting the needs of society today and for the future.

## COURSE STRUCTURE

This course consists of 2 units,

### Software design and development

While studying this unit the student will –

- create programs that using Visual Studio to: -
  - develop their knowledge, understanding and problem-solving and computational-thinking skills
- use standard algorithms to solve problems, modular programming

### Computer systems

While studying this unit the student will learn about –

- how data and instructions are stored in binary form using 2's complement
- computer architecture – the fetch execute cycle

### Database design and development

While studying this unit the student will –

- learn to analyse, design, implement, test, and evaluate databases
- learn how to use SQL aggregate functions and nested queries

### Web design and development

While studying this unit the student will –

- learn to analyse, design, implement, test and evaluate websites that use HTML, CSS and Javascript

## ASSESSMENT

The course is assessed by the Assignment which is marked by SQA and an exam.

The marks are as follows: -

Exam	110 marks
Coursework Task	50 marks

## PROGRESSION

This Course or its Units may provide progression to Advanced Higher Computing Science

## CAREERS & FURTHER EDUCATION IN COMPUTING SCIENCE

- |                  |             |                 |                  |
|------------------|-------------|-----------------|------------------|
| • Cyber security | • Teaching  | • Business      | • Software       |
| • Bioinformatics | • Web       | analyst         | engineer         |
| • Programmer     | development | • IT consultant | • Computer games |
|                  |             |                 | tester           |

You will be able to gain entry into the following courses at further education,

### College

- NQ Introduction to Computing and Digital Media
- NQ Introduction to Esports
- HND Computing Technical Support with Cyber Security

### University

- BSc Digital Design
- BSc Games Development
- BSc Cyber Security and Networks
- Bsc Computing



## COURSE OUTLINE

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This course focuses on the development of advanced programming, project development and research skills to gain an understanding of the role and impact of computing technologies. It will be valuable to learners considering a career or further study in computing or IT.

## COURSE STRUCTURE

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### Software Design and Development

Learners will develop a knowledge and understanding of advanced practical problem-solving skills in software design and development. They will do this using appropriate software development environments. Candidates develop object- oriented programming and computational thinking skills.

### Database Design and Development

Learners will develop a range of practical skills using SQL to create and query relational databases.

### Web Design and Development

Learners will develop a range of practical skills and perform investigative tasks using a range of development tools including HTML, Cascading Stylesheets (CSS) and PHP.

### Computer Systems

Learners will develop their understanding of how data is stored in hexadecimal form and how flags are used during the fetch execute cycle.

## ASSESSMENT

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The course is assessed by an exam and a Project task that is carried out under exam circumstances in class.

The marks are as follows: -	Exam	80 marks
	Project	80 marks

## CAREERS & FURTHER EDUCATION

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- Animator
- Architect
- Architectural Technologist
- Building Control Surveyor
- Building Technician
- CAD Technician
- Cartographer
- Exhibition Designer
- Set Designer
- Product Designer
- Model Maker
- Artist

**COURSE OUTLINE**

The NPAs in Computer Games Development at SCQF levels 4, 5 and 6 introduce learners to the genres, trends and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing — while also developing employability skills and Core Skills through enterprise activities.

**COURSE STRUCTURE**

This course consists of 3 units,

**Unit 1: Design**

Pupils will look at elements of design for existing games on the market and use that knowledge to help them create a design brief for their own game.

**Unit 2: Media Assets**

Pupils will look at all the types of media that are involved in a game (text, audio, video etc.) and look at ways of incorporating this into their own game.

**Unit 3: Development**

Having completed the first two units, pupils will be able to take their plan of what game they want to develop and create it.

**ASSESSMENT**

During the course, the student undertakes a number of assessments in class, which are marked by the teacher. There is no final exam. This results in the student being awarded a Pass or Fail.

**PROGRESSION**

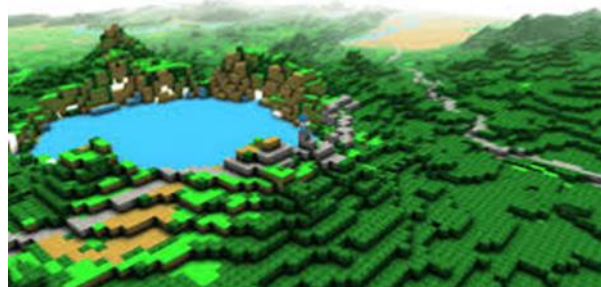
This Course or its Units may provide progression to Level 5/6 Games Development or onto the Computing Science course.

**CAREERS & FURTHER EDUCATION**

- Applications Developer
- Concept Artist
- Game Designer
- Games Developer
- Multimedia Programmer
- Multimedia specialist
- Software engineer
- VFX Artist

You will be able to gain entry into the following courses at further education,  
College

- HNC Computer Games Development



## **GRAPHIC COMMUNICATION: National 4**

### **COURSE OUTLINE**

The Course provides opportunity for learners to deepen their knowledge and skills they have encountered in S1-3. They will gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact.

### **COURSE STRUCTURE**

The course develops skills in 2 main areas,

#### **2D Graphic Communication**

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

#### **3D and Pictorial Graphic Communication**

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

### **ASSESSMENT**

The student completes a number of assessments in class which are marked by the teacher. There is no final exam. The student will be awarded a **Pass** or **Fail**.

### **PROGRESSION**

This Course may provide progression to National 5 Graphic Communication

### COURSE OUTLINE

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The course provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions.

### COURSE STRUCTURE

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This course consists of 2 units and a course Assignment,

#### **2D graphic communication**

Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness.

#### **3D and pictorial graphic communication**

Candidates develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness.

### ASSESSMENT

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The course assessments have two components:

- a question paper (worth 80 marks)
- assignment (worth 40 marks).

The question paper will assess breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA.

The assignment is carried out over 8 hours and will assess your practical application of knowledge and skills from the units to develop a solution to an appropriately challenging design problem. This assessment is set by SQA and graded externally. Course assessment is graded A – D.

### PROGRESSION

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This Course may provide progression to Higher Graphics Communication.

## COURSE OUTLINE

This course will encourage you to exercise your imagination, creativity and logical thinking. You will develop an awareness of graphic communication as an international language. You will appreciate how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

## COURSE STRUCTURE

### 2D Graphic Communication

you will:

- develop your creativity and presentation skills within a 2D graphic communication context
- initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques
- develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics
- evaluate the effectiveness of your own and given graphic communications to meet their purpose.
- 

### 3D and Pictorial Graphic Communication

you will:

- develop your creativity and presentation skills within a 3D and pictorial graphic communication context
- initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques
- develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics
- evaluate the effectiveness of your own and given graphic communications to meet their purpose.

## ASSESSMENT

The course assessment has two components:

- a question paper (90 marks)
- an assignment (50 marks).

## PROGRESSION

This Course may provide progression to Higher Graphics Communication.

## CAREERS & FURTHER EDUCATION IN GRAPHIC COMMUNICATION

- |                 |                    |                       |               |
|-----------------|--------------------|-----------------------|---------------|
| • Animator      | • Building Control | • CAD Technician      | • Product     |
| • Architect     | Surveyor           | • Cartographer        | Designer      |
| • Architectural | • Building         | • Exhibition Designer | • Model Maker |
| Technologist    | Technician         | • Set Designer        | • Artist      |

You will be able to gain entry into the following courses at further education,

### College

- NC Built Environment
- NQ Computer aided design and Technology

### University

- BSc Architectural Studies
- BSc Digital Media & Information Studies

### COURSE OUTLINE

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The purpose of the Advanced Higher Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. These skills are essential for people of all ages living and working in a modern society. The way in which visual information is communicated has a direct influence and effect on our decisions, actions and emotions as we go about our everyday business.

### COURSE STRUCTURE

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The Course enables learners to develop and extend a range of graphic and generic communication skills, skills in enquiry, analysis and problem solving, graphic design skills, skills in the use of graphic equipment, materials and software, and skills in evaluating. As well as developing new knowledge, it is about creatively applying that knowledge in context.

#### Technical Graphics (Advanced Higher)

This area of study will provide opportunities for learners to develop and creatively apply the graphic communication knowledge, skills and understanding which directly support graphic designing and communication activities in the various contexts of technical activities. It will enable learners to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements. Within this Unit it is expected that learners will be using a range of knowledge and skills through manual and/or electronic-based communication activities.

#### Commercial and Visual Media Graphics (Advanced Higher)

This area of study will provide opportunities for learners to develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication activities and their application in the fields of publishing and promotion. This Unit will attract learners with an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic-based learning and advertising.

### ASSESSMENT

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Component 1 — project 90 marks

Component 2 — question paper 90 marks

**DESIGN AND MANUFACTURE: National 4****COURSE OUTLINE**

This course provides a broad practical introduction to design, and materials and manufacturing processes. You will develop design skills, as well as skills in making models, prototypes and products. And, you will look at the life cycle of a product; from idea through design, manufacture, and use, including its disposal or re-use. You will learn to appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

**COURSE STRUCTURE**

This course consists of 2 units and a course Assignment,

**Design and Manufacture: Design**

Learners will:

- cover the product design process from brief to resolved design proposals, including specification
- learn how to initiate, develop, articulate and communicate design proposals
- learn about the design/make/test process
- appreciate the importance of evaluating and resolving work on an ongoing basis
- Understand design concepts and the various factors that influence the design of products.

**Design and Manufacture: Materials and Manufacturing**

Learners will:

- cover the product design process from design proposals to prototype or product
- learn to 'close the design loop' by manufacturing your design ideas
- develop the practical skills you need for the design/make/test process
- appreciate the properties and uses of materials, as well as simple manufacturing techniques
- Refine and resolve design and manufacturing solutions.

**Course Assignment**

Your design assessment will be assessed internally by SQA. Your work will be assessed on an ongoing basis throughout the course. Items of work might include:

- Practical work – such as creating ideas using computer software or by hand, keeping a portfolio of work
- Projects or assignments – such as designing ideas for products in response to a brief.

**ASSESSMENT**

The student completes a number of assessments in class which are marked by the teacher. There is no final exam. The student will be awarded a **Pass** or **Fail**.

**PROGRESSION**

This Course may provide progression to National 5 Design & Manufacture.

### COURSE OUTLINE

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing. The course enables candidates to develop:

- skills in designing and manufacturing models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

### COURSE STRUCTURE

This course consists of 2 units and a course Assignment,

#### Design

Candidates study the design process from brief to design proposal. This helps them develop skills in initiating, developing, articulating, and communicating design proposals. They gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. Candidates also develop an understanding of the factors that influence the design of products.

#### Manufacture

Candidates study the manufacture of prototypes and products. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing them to evaluate and refine design and manufacturing solutions. Candidates also gain an understanding of commercial manufacture.

### ASSESSMENT

The course is assessed by the Assignment which is marked by SQA and an exam.

The marks are as follows: -

Exam	80 Marks
Assignment-Design	55 Marks
Assignment-Practical	45 Marks

### PROGRESSION

This Course may provide progression to Higher Design & Manufacture.

### CAREERS & FURTHER EDUCATION IN DESIGN & MANUFACTURE

- |                       |                       |                        |                          |
|-----------------------|-----------------------|------------------------|--------------------------|
| • Architect           | • Landscape Designer  | • Interior Designer    | • Environmental Engineer |
| • Carpenter/Joiner    | • Mechanical Engineer | • Electrician          | • Chemical Engineer      |
| • Clerk of Works      |                       | • Construction Manager |                          |
| • Building Technician |                       |                        |                          |

You will be able to gain entry into the following courses at further education, College

- HNC 3D Design: Product Design and Manufacturing
- Fashion and Textiles: Design and Manufacture



## COURSE OUTLINE

The Higher Design and Manufacture Course allow learners to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this Course and its combination with technology makes it exciting and dynamic.

## COURSE STRUCTURE

The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use.

### Design

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

### Materials and Manufacturing

This Unit covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

## ASSESSMENT

The course is assessed by the Assignment which is marked by SQA and an exam.

The marks are as follows: -	Exam	80 Marks
	Assignment	90 Marks

## PROGRESSION

This Course may provide progression to Advanced Higher Design & Manufacture.

## CAREERS & FURTHER EDUCATION IN DESIGN & MANUFACTURE

- |                       |                       |                        |                          |
|-----------------------|-----------------------|------------------------|--------------------------|
| • Architect           | • Landscape Designer  | • Interior Designer    | • Environmental Engineer |
| • Carpenter/Joiner    | • Mechanical Engineer | • Electrician          | • Chemical Engineer      |
| • Clerk of Works      |                       | • Construction Manager |                          |
| • Building Technician |                       |                        |                          |

You will be able to gain entry into the following courses at further education,

### College

- HNC 3D Design: Product Design and Manufacturing
- Fashion and Textiles: Design and Manufacture

### University

- BSc Product Design Engineering
- Manufacturing Engineering with Management

## **COURSE OUTLINE**

The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

## **COURSE STRUCTURE**

This course develops skills in three main areas,

### **Flat-frame construction**

Students develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Students develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

### **Carcase construction**

Students develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcass construction, involving complex features. This may include working with manufactured board or with frames and panels.

### **Machining and finishing**

Students develop skills, knowledge and understanding in using machine and power tools. Students also develop skills in a variety of woodworking surface preparations and finishing techniques.

## **ASSESSMENT**

This will consist of 2 components worth a total of 100 marks.

**Question paper 60 marks** (scaled mark 30 marks)

### **Practical activity 70 marks**

The practical activity allows students to demonstrate the application of skills and knowledge developed during the course to produce a finished product, to a given standard and specification. The practical activity will be to manufacture a product and complete a log book. The log book will be provided as part of the assessment task.

## **CAREERS & FURTHER EDUCATION IN GRAPHIC COMMUNICATION**

- |                     |                      |                  |                  |
|---------------------|----------------------|------------------|------------------|
| • Boat/ship builder | • Furniture Designer | • Picture Framer | • Wood Machinist |
| • Cabinet Maker     | • Furniture Maker    | • Prop Maker     | • Glazier        |
| • Carpenter/ Joiner |                      | • Set Designer   |                  |
|                     |                      | • Stagehand      |                  |

You will be able to gain entry into the following courses at further education,

### College

- Construction - Joinery
- Construction – Internal refurbishment and refit



**ART AND DESIGN: National 3 and 4****COURSE OVERVIEW**

Art and Design is a practical, hands-on subject that develops your creativity and imagination, and your artistic skills.

You will learn how to use a range of art and design materials and techniques.

You will learn the skills involved in planning, producing and presenting art and design work.

You will also find out how artists and designers work, and how factors like their environment and culture have an impact on their work.

**COURSE STRUCTURE****Art and Design: Expressive Activity**

You will:

- develop and produce drawings and other pieces of visual art based on your ideas and interests.
- demonstrate an understanding of how artists work and the social and cultural influences that impact on their work - through discussions and the completion of a written booklet.
- further improve your ideas and artwork, using a range of materials, techniques and formats in 2D and 3D.

**Art and Design: Design Activity**

You will:

- plan, research and develop creative design work in response to a design brief
- develop your creativity, problem solving and critical thinking skills by working to find solutions to design problems.
- evaluate designers' working practices and investigate their main social and cultural influences - through discussions and the completion of a written booklet.
- experiment with, develop and improve your design ideas, using a range of materials, techniques and/or technology in 2D and 3D formats.

**ASSESSMENT**

Both units will be assessed internally by your teacher for National 3 and 4.

Your folio and written work will be assessed on an ongoing basis throughout the course.

**PROGRESSION**

The National 3 course allows pupils to develop skills that will allow them to progress to National 4 Art & Design.

The National 4 course allows pupils to develop skills that will allow them to progress to National 5 Art & Design, NPA Drawing Skills Level 5 and National 5 Practical Cake Craft.

## ART AND DESIGN: National 5

### COURSE OVERVIEW

Art and Design is a practical, hands-on subject that develops your creativity and imagination, and your artistic skills.

You will learn how to use a range of art and design materials and techniques.

You will learn the skills involved in planning, producing and presenting art and design work.

You will also find out how artists and designers work, and how factors like their environment and culture have an impact on their work

### COURSE STRUCTURE

**Art and Design: Expressive Activity** You will:

- develop and produce drawings and other pieces of visual art based on your ideas and interests
- develop an understanding of how artists work and the social and cultural influences that impact on their work - through discussions and the completion of a written booklet.
- develop and improve your ideas and artwork, using a range of materials, techniques and formats in 2D and 3D.

**Art and Design: Design Activity** You will:

- plan, research and develop creative design work in response to a design brief
- develop your creativity, problem solving and critical thinking skills
- work to find solutions to design problems
- assess and evaluate designers' working practices and investigate their main social and cultural influences - through discussions and the completion of a written booklet.
- experiment with, develop and improve your design ideas, using a range of materials, techniques and/or technology in 2D and 3D formats.

### ASSESSMENT

**Work will be externally graded by SQA at National 5 level.**

The portfolio is set by your school and the examination question paper is set by the Scottish Qualifications Authority (SQA). Both components will be externally marked by SQA.

The course assessment is graded A-D.

Your teachers review your work on an ongoing basis throughout the course. Items of work might include: practical activities – such as drawings, and models, and written work – such as research assignments and question papers/tests.

The course assessment has 3 components:

1. an expressive portfolio (100 marks)
2. a design portfolio (100 marks)
3. an examination question paper (50 marks **at National 5**)

### PROGRESSION

The National 5 course allows pupils to develop skills that will allow them to progress to Higher Art & Design and National 5 Practical Cake Craft.

### CAREERS AND FURTHER EDUCATION

Art & Design courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as one-year folio preparation courses HNC, HND, Degree and Honours Degrees in Art or Design areas or a wide range of career options.

Animator	Costume Designer	Illustrator	Sign Writer
Architect	Digital Imaging Specialist	Interior Designer	Teacher
Artist	Exhibition Designer	Jeweller - Retail	Technical Illustrator
Arts Administrator	Fashion Designer	Landscape Architect	Textile Designer
Arts Exhibition Organiser	Film or Video Editor	Landscape Designer	Wardrobe Assistant
Cartoonist	Furniture Designer	Sculptor	– Film/TV/Theatre
Community Arts Worker	Graphic or Product Designer	Set Designer	Photographer

## COURSE OUTLINE

Art and Design is a practical, hands-on subject that develops your creativity and imagination, and your artistic skills. You will learn how to develop your use of range of art and design materials and techniques. You will learn the skills involved in planning, producing and presenting art and design work. You will also research how artists and designers work, and how factors like their environment and culture have an impact on their work.

## COURSE STRUCTURE

**Art and Design: Expressive Activity** You will:

- develop and produce a folio of drawings, colour studies and compositions based on your ideas and interests
- develop an understanding of how artists work and the social and cultural influences that impact on their work - through discussions and the completion of a written booklet.
- develop and improve your ideas and artwork, using a range of materials, techniques and formats in 2D and 3D.

**Art and Design: Design Activity** You will:

- plan, research and develop creative design work in response to a design brief
- develop your creativity, problem solving and critical thinking skills, working to find solutions to design problems
- assess and evaluate designers' working practices and investigate their main social and cultural influences - through discussions and the completion of a written booklet.
- experiment with, develop and improve your design ideas, using a range of materials, techniques and/or technology in 2D and 3D formats.

## ASSESSMENT

**Work will be externally graded by SQA at Higher level.**

The portfolio is set by your school and the examination question paper is set by the Scottish Qualifications Authority (SQA).

The course assessment is graded A-D.

Your teachers review your work on an ongoing basis throughout the course. Items of work might include: practical activities – such as drawings, and models, and written work – such as research assignments and question papers/tests.

The course assessment has 3 components:

4. an expressive portfolio (100 marks)
5. a design portfolio (100 marks)
6. an examination question paper (60 marks **at Higher**)

## PROGRESSION

The Higher course allows pupils to develop skills that will allow them to progress to Advanced Higher Art & Design and National 5 Practical Cake Craft.

## CAREERS AND FURTHER EDUCATION

Art & Design courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as one-year folio preparation courses HNC, HND, Degree and Honours Degrees in Art or Design areas, or a wide range of career options.

Animator	Costume Designer	Illustrator	Sign Writer
Architect	Digital Imaging Specialist	Interior Designer	Teacher
Artist	Exhibition Designer	Jeweller - Retail	Technical Illustrator
Arts Administrator	Fashion Designer	Landscape Architect	Textile Designer
Arts Exhibition Organiser	Film or Video Editor	Landscape Designer	Wardrobe Assistant – Film/TV/Theatre
Cartoonist	Furniture Designer	Sculptor	
Community Arts Worker	Graphic or Product Designer	Set Designer	Photographer

## COURSE OUTLINE

The course is learner-centred and includes investigative and practical learning opportunities. The learning experiences are flexible and adaptable, giving candidates opportunities to personalise their learning in art or design contexts. This makes the qualification accessible to a diverse range of candidates.

## COURSE STRUCTURE

**There is choice of one of two units, Design or Expressive Activity**

### Design

The course provides a broad, investigative and practical experience of design. Creativity is the key focus. Candidates research design contexts related to their chosen design brief. They learn about design practice by investigating how designers respond creatively to design problems. They explore how designers integrate visual stimuli and other information from a variety of sources. Candidates apply their understanding of design practice while responding to a **design** brief to communicate their thoughts and ideas.

### **EXPRESSIVE**

Pupils develop skills and qualities that are in demand in many different careers.

The course provides a broad, investigative and practical experience of expressive art. Creativity is the key focus. Candidates research expressive art contexts related to their theme or stimulus. They learn about expressive art practice by investigating how artists respond creatively to themes. They explore how artists integrate visual stimuli and other information from a variety of sources. Candidates apply their understanding of **expressive art** practice while responding to a theme or stimulus to communicate their thoughts and ideas.

## ASSESSMENT

**Work will be externally graded by SQA at Advanced Higher level, and is graded A-D.**

Your teachers review your work on an ongoing basis throughout the course. Items of work might include: practical activities – such as drawings, and models, and written work assignments.

The course assessment has 3 components

1. Section 1 — practical design work 64 marks
2. Section 2 — contextual analysis 30 marks
3. Section 3 — evaluation 6 marks

Candidates can present their work in a variety of ways. The overall minimum for practical artwork in each portfolio is eight single-sided A1 sheets (or equivalent). The maximum size must not exceed 16 single-sided A1 sheets (or equivalent). The contextual analysis has a maximum of 2,000 words. If the word count exceeds the maximum by more than 10%, a penalty is applied.

## PROGRESSION

The Advanced Higher course allows pupils to develop skills that will allow them to progress to Further or Higher Education courses.

## CAREERS AND FURTHER EDUCATION

Art & Design courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as one-year folio preparation courses HNC, HND, Degree and Honours Degrees in Art or Design areas, or a wide range of career options.

Animator	Costume Designer	Illustrator	Sign Writer
Architect	Digital Imaging Specialist	Interior Designer	Teacher
Artist	Exhibition Designer	Jeweller - Retail	Technical Illustrator
Arts Administrator	Fashion Designer	Landscape Architect	Textile Designer
Arts Exhibition Organiser	Film or Video Editor	Landscape Designer	Wardrobe Assistant
Cartoonist	Furniture Designer	Sculptor	– Film/TV/Theatre
Community Arts Worker	Graphic or Product Designer	Set Designer	Photographer

**COURSE OUTLINE**

Art and Design is a practical, hands-on subject that develops your creativity and imagination, and your artistic skills. NPA's offer an alternative pathway to National and Higher Qualifications. Most candidates sit NPA'S in S5 or 6 as a progression from National 4 subject specific courses. NPA Drawing Skills: SQCF level 5 is suitable for candidates who want the opportunity to explore, develop and refine their creative drawing skills using a range of materials and techniques and utilising a wide range of subject matter from geometric shapes through object drawing and drawing on location.

**COURSE STRUCTURE**

This award has 3 units

Drawing and drawing media unit

This unit involves exploring mark making in a variety of media-pens, pencils, chalks, charcoal, wash and digital. You will produce three outline drawings with varied characteristics. Producing three drawings, showing perspective and rectilinear objects with a variety of linear, tonal and textural application. A minimum of 3 types of media should be used. Producing three drawings, considering ellipses drawing from cylindrical and spherical objects, showing line, tone and texture. A minimum of 3 types of media should be used.

Drawing skills unit

This unit involves close analytical drawing with appropriate media and styles of working. Working through the stages of constructing a drawing – basic shape, outline, detail and tone. Showing different styles of working to capture different elements of the objects.

Location Drawing – local environment unit

This unit involves drawing aspects of the local environment, using suitable media and a range of viewpoints, then developing these drawings into colour studies. With a minimum of 3 drawings, and three development studies.

The work develops into using abstraction and expressive techniques to show the qualities of the environment. A minimum of three works should be completed for this stage.

**ASSESSMENT**

Your work will be assessed by your teacher on an on-going basis throughout the course. The course assessment is graded PASS/FAIL. Your grade will depend on the total mark for all the units in your course. Minimum requirements must be met in all units to achieve a pass.

**PROGRESSION**

The NPA Drawing Skills Level 5 allows pupils to develop skills that will allow them to progress to National 5 Art and Design and National 5 Practical Cake Craft.

**CAREERS AND FURTHER EDUCATION**

Art & Design courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as one-year folio preparation courses HNC, HND, Degree and Honours Degrees in Art or Design areas, or a wide range of career options

Animator	Costume Designer	Illustrator	Sign Writer
Architect	Digital Imaging Specialist	Interior Designer	Teacher
Artist	Exhibition Designer	Jeweller - Retail	Technical Illustrator
Arts Administrator	Fashion Designer	Landscape Architect	Textile Designer
Arts Exhibition Organiser	Film or Video Editor	Landscape Designer	Wardrobe Assistant
Cartoonist	Furniture Designer	Sculptor	– Film/TV/Theatre
Community Arts Worker	Graphic or Product Designer	Set Designer	Photographer

**DRAMA: National 3****COURSE OVERVIEW**

National 3 Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of basic drama skills and production skills to present drama. This Course is practical and experiential. The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop awareness of social and cultural influences on drama
- develop basic skills in presenting drama
- develop basic production skills
- explore form and structure

**COURSE STRUCTURE**

The Course uses an integrated approach to learning which develops practical skills as well as an awareness of drama. As learners develop their creating skills, they will also learn how to use basic drama skills. They will experiment with presenting through portrayal of character and by using basic production skills. Through creating and presenting drama, reflection skills will also be developed as learners reflect on their own skills and progress, and that of other learners. Learners will also consider the cultural values, identities and ideas that influence drama.

**ASSESSMENT**

All Units are internally assessed. They can be assessed on an individual Unit basis or by using other approaches, which combine the assessment for more than one Unit. They will be assessed on a pass/fail basis within centres.

The assessment of the Units in this Course will be as follows:

**Drama Skills (National 3)** In this Unit, learners will be required to provide evidence to demonstrate basic drama skills when they create drama. Learners will use drama skills when they create and present drama. Learners will reflect on their own work and that of other learners.

**Drama: Production Skills (National 3)** in this Unit, learners will provide evidence to demonstrate their use of basic production skills. Learners will use production skills when they present drama. Learners will reflect on their own work and that of other learners.

**PROGRESSION**

This course allows pupils to develop skills that will allow them to progress to National 4 Drama.

**CAREERS & FURTHER EDUCATION**

This course allows pupils to build confidence and resilience, which will allow them to enter the work force.

Drama courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as HNC, HND, Degree and Honours Degrees in Drama or Production areas, or a wide range of career options.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies



## DRAMA: National 4

### COURSE OUTLINE

National 4 Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of drama skills and production skills to present drama. This Course is practical and experiential. The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge of social and cultural influences on drama
- develop skills in presenting drama
- develop production skills in presenting drama
- use drama skills in a drama performance

### COURSE STRUCTURE

Drama Skills (National 4): In this Unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other learners.

Drama: Production Skills (National 4) in this Unit, learners will explore and develop production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama. Added Value Unit: Drama:

Performance (National 4) This Unit adds value by introducing challenge and application

### ASSESSMENT

All Units are internally assessed. They can be assessed on an individual Unit basis or by using other approaches, which combine the assessment for more than one Unit. They will be assessed on a pass/fail basis.

### PROGRESSION

This course allows pupils to develop skills that will allow them to progress to National 5 Drama.

### CAREERS & FURTHER EDUCATION

This course allows pupils to build confidence and resilience, which will allow them to enter the work force.

Drama courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such HNC, HND, Degree and Honours Degrees in Drama or Production areas, or a wide range of career options.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

**COURSE OUTLINE**

The course has two mandatory areas, the practical element and the written exam. Pupils will choose from acting, sound design, costume design, lighting design, props design, set design or lighting design for their final exam. All of these elements require a performance or a presentation in front of an audience of their peers. The practical area of the exam is assessed prior to the written exam.

**COURSE STRUCTURE**

Pupils will begin preparing for their performance immediately; this is to give them the best chance to gather research and to learn their lines before the practical assessment. Pupils will also have various written periods per week to allow them to gain the most marks possible in the written exam.

**ASSESSMENT****Performance Assessment**

The purpose of the performance is to enable candidates to draw on, extend and apply the skills, knowledge and understanding they have learned during the course. The performance assesses the candidate's preparation and performance of a textual extract. The candidate can be assessed in either an acting or a production role.

The performance has 60 marks (60% of the overall course award). The performance has two sections: a performance and the preparation for performance. The weighting of marks across the two sections of the performance is as follows:

- ◆ 50 marks for the performance in either an acting or a production role
- ◆ 10 marks for the preparation for performance

**Written Paper Assessment**

The question paper consists of two sections: ◆ section 1 assesses the candidate's ability to evaluate their own work and the work of others ◆ section 2 assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance. Candidates are required to demonstrate knowledge and understanding of both process and performance. They are expected to use drama terminology throughout.

**PROGRESSION**

This course would allow pupils to progress to NPA Technical Theatre in practice, NPA Acting and Performance, NPA Professional Theatre in Practice or Higher Drama.

**CAREERS AND FURTHER EDUCATION**

Drama courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as HNC, HND, Degree and Honours Degrees in Drama or Production areas, or a wide range of career options.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

**COURSE OUTLINE**

The course gives candidates the opportunity to develop practical and evaluative skills, as well as knowledge and understanding of drama and its influences. Candidates explore and develop a range of skills and approaches to communicating thoughts and ideas to an audience. They explore acting skills by developing and portraying a range of characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and style when creating and presenting drama. They generate ideas for presenting text using production areas, and explore and develop practical skills in a range of complex production areas. They apply these skills to enhance the presentation of text. Candidates develop knowledge and understanding of historical, social, cultural and theatrical influences on drama. They learn how to evaluate their own progress and the progress of others. Candidates also consider the influence that cultural values, identities and ideas have on drama.

**COURSE STRUCTURE**

Pupils begin the written element of the course straight away by studying their set text. They will move onto Section 2 in October and start Section 3 in November to allow them to sit a full prelim in December. Their practical assessment runs concurrently throughout the year.

**ASSESSMENT**

**Written Question Paper** - The question paper has three sections:

- ◆ section 1: theatre production: text in context (extended-response questions)
- ◆ section 2: theatre production: application (structured questions)
- ◆ section 3: performance analysis (extended-response questions)

**Performance**

Section 1: preparation for performance, candidates are assessed on their preparation for performance which includes:

- ◆ research into their chosen text(s)
- ◆ process (development and progression) of an acting, directing or design concept - all candidates must demonstrate skills by exploring a text (or texts for actors) from the perspective of one of the following production roles:
  - ◆ actor
  - ◆ director
  - ◆ designer

**PROGRESSION**

This course allows pupils to progress onto Advanced Higher Drama.

**CAREERS AND FURTHER EDUCATION**

**University Degrees - BA Hons, BMus Hons, BSc Hons, MA Hons (SCQF Levels 9 and 10)**

Drama courses build skills to support further education, higher education or a career in the Expressive Arts.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

### COURSE OUTLINE

The course gives candidates the opportunity to develop practical and evaluative skills, as well as knowledge and understanding of professional theatre practice and influential practitioners. Candidates explore, develop and communicate ideas and performance concepts in theatre through acting, directing, or designing.

Candidates devise dramas and interpret complex texts using their understanding of form, style, structure and genre. They study the work of influential theatre practitioners to inform and communicate their theatrical concept to an audience.

Candidates:

- ◆ Develop knowledge and understanding of historical, social, cultural and/or political influences on drama
- ◆ Learn how to evaluate their own progress and the progress of others
- ◆ Consider the influence that cultural values, identities and ideas have on drama

### COURSE STRUCTURE

**Project–dissertation** Candidates identify a performance issue. They research relevant and current performance theories and practice, and communicate their findings in a dissertation. The dissertation must reference at least one influential theatre practitioner.

**Assignment** Candidates analyse a professional theatrical production, and the work of at least one theatre practitioner (actor, director, and/or designer) involved in the production. They produce an assignment based on a choice of two questions. Candidates must not use the same theatrical production and/or theatre practitioner that they use in their project–dissertation.

**Performance** Candidates prepare concepts for their chosen text(s) from full-length published play(s).

### ASSESSMENT

This assessment is carried out over a period of time. The project–dissertation is conducted under some supervision and control. Teachers will put mechanisms in place to authenticate candidate evidence, for example:

- ◆ regular checkpoint or progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity and/or progress
- ◆ photographs, film or audio evidence

### CAREERS AND FURTHER EDUCATION

**University Degree - BA Hons, BMus Hons, BSc Hons, MA Hons (SCQF Levels 9 and 10)**

Drama courses build skills to support further education, higher education or a career in the Expressive Arts.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

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**COURSE OUTLINE**

A National Progressions Award is a qualification that allows pupils to practically explore their desired production area without the additional pressure of an exam. The NPA is assessed internally by staff. It is a Level 6 qualification and requires completion of all units to achieve a qualification.

**Level 6 NPA Technical Theatre in Practice** is offered as an alternative pathway to the Higher Drama course and is aimed at pupils who have completed National 5 Drama. It is designed to provide candidates with a range of design skills for use in technical theatre. Candidates use design skills as well as specialising in specific areas such as lighting, sound, prop making or model set construction. Candidates may also have the opportunity to integrate their skills through a project, depending on which optional Unit is selected from the framework.

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**COURSE STRUCTURE**

There are two mandatory Units and one further Unit should be selected from the optional section.

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**ASSESSMENT**

All Units are internally assessed. They can be assessed on an individual Unit basis or by using other approaches, which combine the assessment for more than one Unit. They will be assessed on a pass/fail basis.

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**PROGRESSION**

Pupils can progress to higher education or Higher Drama.

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**CAREERS AND FURTHER EDUCATION**

Drama courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as NC Technical Theatre or HNC Technical Theatre or a wide range of career options in the Technical Theatre or Creative Industries sectors.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

**COURSE OUTLINE**

The National Progression Award (NPA) in Acting and Performance is part of SQA's national qualification framework in Drama. Specifically, it is one of a new suite of small NPAs which cover a range of aspects of the theatre industry.

The award is also designed to meet the needs of learners who wish to develop a foundation for progression to further study and to provide skills and knowledge appropriate to the theatre industry.

**COURSE STRUCTURE**

The NPA in Acting and Performance comprises two mandatory Units. These Units allow the candidates to develop stagecraft, performance skills and awareness of professional theatre.

**ASSESSMENT**

All Units are internally assessed.

They can be assessed on an individual Unit basis or by using other approaches, which combine the assessment for more than one Unit.

They will be assessed on a pass/fail basis within centres.

**PROGRESSION**

Pupils can progress to higher education or Higher Drama.

**CAREERS AND FURTHER EDUCATION**

Drama courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as NC Technical Theatre or HNC Technical Theatre, or a wide range of career options in the Technical Theatre or Creative Industries sectors.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

**MUSIC: National 3 & 4****COURSE OUTLINE**

Music is a practical, hands-on subject that develops your creativity and imagination, and your musical skills. You will have the opportunity to perform a variety of music in solo and/or group settings using your voice or your chosen instrument(s).

You will also develop your skills in composing, arranging and improvising music, and learn about the social and cultural factors that influence music.

**COURSE STRUCTURE**

The courses have **3** compulsory units.

**Music: Performing Skills** - You will:

- develop your performing skills on two selected instruments, or on one selected instrument and voice
- learn how to perform music accurately while maintaining the musical flow
- develop your own technical and musical performing skills.

**Music: Composing Assignment** - You will:

- compose one piece of music.
- review the composing process.

**Understanding Music** - You will:

- develop your knowledge and understanding of a range of music concepts and music literacy
- learn how to identify the distinguishing features of specific music styles, and how to recognise music concepts in excerpts of music
- learn how to understand and recognise common music signs and symbols used in music notation.

**ASSESSMENT**

You will be internally assessed by your teacher or lecturer as 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course. Items of work will include practical work, written work and projects.

The course assessment for this course consists of 3 components:

1. composing/assignment (30 marks)
2. performance instrument 1 (30 marks) – performance instrument 2 (30 marks)
3. listening assessment – identifying music styles

For the performance component, you will perform a programme of music that is set by your school, either using two selected instruments or one selected instrument and voice.

**PROGRESSION**

The National 3 course allows pupils to develop skills that will allow them to progress to National 4 Music.

The National 4 course allows pupils to develop skills that will allow them to progress to National 5 Music, National 5 Music Technology and

**CAREERS AND FURTHER EDUCATION**

Music courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as HNC, HND, Degree and Honours Degrees in Music or Music Technology, or a wide range of career options.

Acoustics	Journalism	Promotions management
Arts administration	Library and information work	Retailing
Broadcasting and media	Music production	Sound recording
Community arts	Music publishing	Teaching
Composing	Musical instrument technology and repair	
Events management	Performing arts	

### COURSE OUTLINE

Music is a practical, hands-on subject that develops your creativity and imagination, and your musical skills. You will have the opportunity to perform a variety of music in solo and/or group settings using your voice or your chosen instrument(s).

You will also develop your skills in composing, arranging and improvising music, and learn about the social and cultural factors that influence music.

### COURSE STRUCTURE

The courses have 3 compulsory units. At National 5 you will be expected to produce a higher standard of work.

**Music: Performing Skills** - You will:

- develop your performing skills on two selected instruments, or on one selected instrument and voice
- learn how to perform music accurately while maintaining the musical flow
- develop your own technical and musical performing skills.

**Music: Composing Assignment** - You will:

- compose one piece of music.
- review the composing process.

**Understanding Music** - You will:

- develop your knowledge and understanding of a range of music concepts and music literacy
- learn how to identify the distinguishing features of specific music styles, and how to recognise music concepts in excerpts of music
- learn how to understand and recognise common music signs and symbols used in music notation.

### ASSESSMENT

The course assessment for this course consists of 4 components:

- composing/assignment (30 marks)
- performance instrument 1 (30 marks) – performance instrument 2 (30 marks)
- examination question paper (40 marks at **National 5**)

The paper will be set and marked by the Scottish Qualification Authority (SQA).

For the performance component, you will perform a programme of music that is set by your school or college, either using two selected instruments or one selected instrument and voice. N5 will be assessed by a visiting SQA assessor. N4,N3 will be internally assessed.

The course assessment is graded A-D.

### PROGRESSION

The National 5 course allows pupils to develop skills that will allow them to progress Higher Music or NPA Musical Theatre Level 6

### CAREERS AND FURTHER EDUCATION

Music courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as HNC, HND, Degree and Honours Degrees in Music, Music Technology, or a wide range of career options.

Acoustics	Journalism	Promotions management
Arts administration	Library and information work	Retailing
Broadcasting and media	Music production	Sound recording
Community arts	Music publishing	Teaching
Composing	Musical instrument technology and repair	
Events management	Performing arts	



### COURSE OUTLINE

Music is a practical, hands-on subject that develops your creativity and imagination, and your musical skills. You will have the opportunity to perform a variety of music using your voice or your chosen instrument(s). You will also develop your skills in composing, arranging and improvising music, and learn about the social and cultural factors that influence music.

### COURSE STRUCTURE

The courses have 3 compulsory units.

**Music: Performing Skills** - You will:

- develop performing skills on two instruments, or one instrument and voice
- perform challenging level-specific music with sufficient accuracy and maintain the musical flow realising the composers' intentions
- through regular practice and critical reflection and evaluation, develop your technical and musical performing skills.

**Music: Composing Assignment** - You will:

- experiment with, and creatively use complex compositional methods and music concepts to realise your intentions when creating original music
- critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions
- analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

**Understanding Music** - You will:

- through listening, develop detailed knowledge and understanding of a range of complex music concepts, and music literacy
- identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

### ASSESSMENT

The course assessment has 4 components:

- question paper (40 marks) set and marked by SQA.
- performance instrument 1 (30 marks)
- performance instrument 2 (30 marks).
- composing reviewing assignment (30 marks).

The question paper assesses understanding of music concepts and music literacy. You will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles.

The performance will assess your practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music. The performance can be solo and/or in a group setting.

### PROGRESSION

The Higher course allows pupils to develop skills that will allow them to progress Advanced Higher Music or NPA Musical Theatre Level 6

### CAREERS AND FURTHER EDUCATION

Music courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as HNC, HND, Degree and Honours Degrees in Music, Music Technology, or a wide range of career options.

Acoustics	Journalism	Promotions management
Arts administration	Library and information work	Retailing
Broadcasting and media	Music production	Sound recording
Community arts	Music publishing	Teaching
Composing	Musical instrument technology and repair	
Events management	Performing arts	

## COURSE OUTLINE

Throughout this course, candidates develop and extend their knowledge and understanding of music concepts and music literacy. They learn to recognise, distinguish and apply level-specific music concepts, signs and symbols as they perform, create and listen to music. They develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening and analysing enables candidates to build on and extend their knowledge and understanding of music and influences on music.

## COURSE STRUCTURE

The course assessment has five components: **three mandatory** components and **two optional** components.

Candidates complete the question paper, assignment, and performance — instrument 1, **and either** performance — instrument 2 (performance option) **or** composing portfolio (portfolio option).

- Candidates draw upon their understanding of music styles and concepts when performing and creating music.
- Candidates experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose or arrange music and reflect on their creative choices.
- Through listening, they develop knowledge and understanding of a variety of music styles and concepts, and signs and symbols used in music notation.
- Candidates develop their performing skills on one instrument or voice through regular practice and reflection.
- Candidates must also: ♦ perform on a second contrasting instrument or ♦ compose a portfolio of music

## ASSESSMENT

- The question paper has 40 marks out of a total of 120 marks. This is scaled by SQA to represent 35% of the overall marks for the course assessment.
- The assignment has 20 marks out of a total of 120 marks. This is scaled by SQA to represent 15% of the overall marks for the course assessment.
- Performance — instrument 1 has 30 marks out of a total of 120 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment. Performance — instrument 2 has 30 marks out of a total of 120 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment.

## PROGRESSION

The Advanced Higher course allows pupils to develop skills that will allow them to progress to Further or Higher Education Musical courses.

## CAREERS AND FURTHER EDUCATION

Music courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as HNC, HND, Degree and Honours Degrees in Music, Music Technology, or a wide range of career options.

Acoustics	Journalism	Promotions management
Arts administration	Library and information work	Retailing
Broadcasting and media	Music production	Sound recording
Community arts	Music publishing	Teaching
Composing	Musical instrument technology and repair	
Events management	Performing arts	

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**COURSE OUTLINE**

The National Progression Award in Musical Theatre is delivered within our Expressive Arts Faculty, across both our Music and Drama Departments. The NPA in Musical Theatre is designed to equip candidates with an introduction to the knowledge, understanding and skills required for progression to further qualifications and/or potential employment within the performing arts industry. The Award enables learners to develop a range of performing skills associated with musical theatre including singing, acting and dancing.

The NPA in Musical Theatre is suitable for learners who have an interest and/or experience in performing and Musical Theatre. The course is assessed at **SCQF Level 6** (the same as Higher) and it is a suggested pathway, though not exclusively, leading on from National 5 or Higher Music or Drama.

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**COURSE STRUCTURE**

Pupils must complete three units in order to achieve the course award:

**Unit 1** - Acting Through Song

**Unit 2** – Preparation for Audition

**Unit 3** – Group Dance Performance **OR** Solo Singing Skills **OR** Group Singing Skills (**This unit will be selected by the teacher on reflection of class size and skill set**).

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**ASSESSMENT**

The assessment for this qualification is ongoing and internally assessed. The majority of assessment is practical based through mock-auditions with some written assignments and projects.

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**PROGRESSION**

Pupils can progress to higher education or Higher Drama.

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**CAREERS AND FURTHER EDUCATION**

Musical Theatre courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such HNC, HND, Degree and Honours Degrees in Music, Performing Arts or a wide range of career options.

Acoustics	Journalism	Promotions management
Arts administration	Library and information work	Retailing
Broadcasting and media	Music production	Sound recording
Community arts	Music publishing	Teaching
Composing	Musical instrument technology and repair	
Events management	Performing arts	

**BIOLOGY: National 3,4 &5****COURSE OUTLINE**

Biology, the study of living organisms (including you!), plays a crucial role in our everyday lives and is an increasingly important subject in the modern world. Biology aims to find solutions to many of the world's problems and advances in technologies have made this varied subject more exciting and relevant than ever.

**COURSE STRUCTURE**

There are 3 units at each level in Biology:

- Unit 1 - Cell Biology  
Learners study the basic unit of life - the cell! We will look at different types of cells, the structures found within each and the reactions these structures carry out, including respiration, protein synthesis, genetic engineering, and the function of DNA.
- Unit 2 – Multicellular Organisms  
Learners build on their knowledge from Cell Biology, looking at how cells form different organs and systems, and how these systems work. Learners study plant growth and plant transport systems, genetics, and the following animal body systems - nervous, hormonal, reproductive, digestive, respiratory, and circulatory systems.
- Unit 3 – Life on Earth  
Learners will look at various aspects of Environmental Biology, Food Security and Evolution. This includes photosynthesis, how new species and mutations are formed, how animals and plants are adapted to survive, and how all organisms are connected through food chains and food webs.

**ASSESSMENT**

All learners will receive regular class assessments throughout the year to assess their knowledge, problem solving skills, as well as other practical abilities and experimental procedures associated with Biology.

To achieve **National 3** or **National 4**, learners must pass an end of unit test for each of the 3 units described above.

Learners at **National 5** level will achieve a grade based upon their performance in the SQA exam in May.

**PROGRESSION**

Learners can progress from National 3 to National 4 Biology, or from National 4 to National 5 Biology.

National 5 learners can progress to Level 6 Higher Human Biology in S5, and then Level 7 Advanced Higher Biology in S6.

Pupils also have the option to study vocational qualifications such as the Level 5 Health Sector course in S5 or S6; or a Level 6 Foundation Apprenticeship course such as Food and Drink Technologies, Scientific Technologies, Social Services Children and Young People, or Social Services and Healthcare in S6.

## CAREERS & FURTHER EDUCATION

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Studying Biology can open up the opportunity to progress into many of Scotland's growing industries, such as Agriculture and Land, Chemical Sciences, Creative Industries, Food and Drink, Healthcare, Life Sciences, Social Care and Tourism. More information can be found on [My World of Work](#).

Pupils can progress onto a:

- **college course**, such as a NQ Animal Biology and Conservation / HNC Bioscience / HNC or HND Dental Nursing / HNC Hairdressing / HNC Social Services.
- **modern apprenticeship**, such as a Childcare Assistant, or NHS apprenticeships in Accountancy, Dental Nursing, Engineering, Clinical and Non-clinical Healthcare Support Work and Pharmacy Technicians and Biomedical Support Work; Scotland's Rural College (SRUC) apprenticeships in Equine Studies, Agriculture, Horticulture, Land Based Engineering or Landscaping.
- **graduate apprenticeship**, such as applying for Biomedical or Laboratory Science university courses at various Medical and Pharmaceutical companies.
- **university course** such as Biomedical Science, Biomedical Engineering, Biochemistry, Child/Adult/Mental Health Nursing, Dentistry, Immunology, Marine and Freshwater Biology, Medicine, Microbiology, Occupational Therapy, Physiotherapy, Psychology, Paramedic Science, Sport and Exercise Science, Teaching, Veterinary Medicine & Surgery, or Zoology.

**COURSE OUTLINE**

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The Higher Human Biology course allows learners to build on previous knowledge and develop a deeper understanding of cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying human biology along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

**COURSE STRUCTURE**

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There are 3 units in Human Biology:

Unit 1 - Human Cells

Learners continue their study of cell ultrastructure and processes, including the study of cell division and cell differentiation, DNA and its replication, gene expression, mutations, metabolic pathways, and respiration.

Unit 2 – Physiology and Health

Learners study both the reproductive system and cardiovascular system in greater depth, looking at the structures found within each, their functions, and examples of associated health conditions and possible treatments.

Unit 3 – Neurobiology and Immunology

Learners study both the nervous system and immune system in greater depth, looking at the structures found within each, their functions, and examples of associated health conditions and possible treatments.

**ASSESSMENT**

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All learners will receive regular class assessments throughout the year to assess their knowledge, problem solving skills, as well as other practical abilities and experimental procedures associated with human biology. Learners will achieve a grade based upon their performance in the SQA exam in May.

**PROGRESSION**

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Learners can progress from Level 6 Higher Human Biology to Level 7 Advanced Higher Biology in S6.

Learners also have the option to study vocational qualifications such as the Level 5 Health Sector course in school; or Level 6 Foundation Apprenticeship courses such as Food and Drink Technologies, Scientific Technologies, Social Services Children and Young People, or Social Services and Healthcare in S6. These will be delivered by local college or university and will also feature a work placement.

## CAREERS & FURTHER EDUCATION

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Studying Biology/Human Biology can open the opportunity to progress into many of Scotland's growing industries, such as Agriculture and Land, Chemical Sciences, Creative Industries, Food and Drink, Healthcare, Life Sciences, Social Care and Tourism. More information can be found on [My World of Work](https://www.myworldofwork.co.uk/my-career-options/industries) - <https://www.myworldofwork.co.uk/my-career-options/industries>

Pupils can progress onto a:

- **college course**, such as a NQ Animal Biology and Conservation / HNC Bioscience / HNC or HND Dental Nursing / HNC Hairdressing / HNC Social Services / HND Fitness, Health and Exercise / HND Childhood Practice / HND Industrial Biotechnology.
- **modern apprenticeship**, such as a Childcare Assistant, or NHS apprenticeships in Accountancy, Dental Nursing, Engineering, Clinical and Non-clinical Healthcare Support Work and Pharmacy Technicians and Biomedical Support Work; Scotland's Rural College (SRUC) apprenticeships in Equine Studies, Agriculture, Horticulture, Land Based Engineering or Landscaping.
- **graduate apprenticeship**, such as applying for Biomedical or Laboratory Science university courses at various Medical and Pharmaceutical companies.
- **university course** such as Biomedical Science, Biomedical Engineering, Biochemistry, Child/Adult/Mental Health Nursing, Dentistry, Immunology, Marine and Freshwater Biology, Medicine, Microbiology, Occupational Therapy, Physiotherapy, Psychology, Paramedic Science, Sport and Exercise Science, Teaching, Veterinary Medicine & Surgery, or Zoology.

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**COURSE OUTLINE**

The Advanced Higher Biology course allows learners to build on previous knowledge and develop a deeper understanding of the integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution.

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**COURSE STRUCTURE**

There are 3 units in Advanced Higher Biology and in each unit, pupils will gain further practical experience whilst carrying out experimental investigative work.

Unit 1 – Cells and Proteins

Learners continue their study of the cell but at a much greater depth and will cover communication between cells, cell signalling, the role of membrane proteins, and protein control of cell division. Learners also learn about and develop various laboratory techniques.

Unit 2 – Organisms and Evolution

This unit covers the process and importance and key biological ideas, such as evolution, variation and sexual and reproduction, parasitism, and sex and behaviour. Learners also learn about and develop various field techniques.

Unit 3 – Investigative Biology

This unit covers the scientific principals and processes behind the scientific method. How to carry out such an investigation, as well as effectively analyse and report on investigative research, carried out by both others and yourselves will also be covered.

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**ASSESSMENT**

All learners will receive regular class assessments throughout the year to assess their knowledge, problem solving skills, as well as other practical abilities and experimental procedures associated with biology. Learners will achieve a grade based upon their performance in the SQA exam in May.

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**CAREERS & FURTHER EDUCATION**

Studying Biology can open the opportunity to progress into many of Scotland's growing industries, such as Agriculture and Land, Chemical Sciences, Creative Industries, Food and Drink, Healthcare, Life Sciences, Social Care and Tourism. More information can be found on [My World of Work](https://www.myworldofwork.co.uk/my-career-options/industries) - <https://www.myworldofwork.co.uk/my-career-options/industries>

Pupils can progress onto a:

- **college course**, such as a HND Applied Biological Science / HND Dental Nursing / HND Fitness, Health and Exercise / HND Childhood Practice / HND Industrial Biotechnology.
- **modern apprenticeship**, such as a Childcare Assistant, or NHS apprenticeships in Accountancy, Dental Nursing, Engineering, Clinical and Non-clinical Healthcare Support Work and Pharmacy Technicians and Biomedical Support Work; Scotland's Rural College (SRUC) apprenticeships in Equine Studies, Agriculture, Horticulture, Land Based Engineering or Landscaping.
- **graduate apprenticeship**, such as applying for Biomedical or Laboratory Science university courses at various Medical and Pharmaceutical companies.
- **university course** such as Biomedical Science, Biomedical Engineering, Biochemistry, Child/Adult/Mental Health Nursing, Dentistry, Immunology, Marine and Freshwater Biology, Medicine, Microbiology, Occupational Therapy, Physiotherapy, Psychology, Paramedic Science, Sport and Exercise Science, Teaching, Veterinary Medicine & Surgery, or Zoology.



**CHEMISTRY: National 3,4 &5****COURSE OUTLINE**

These courses give opportunities for learners to develop the ability to think analytically, creatively and independently, and to make evaluations. They cover a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. The courses allow flexibility and personalisation by offering choice in the context studied.

The key areas of atomic structure, bonding and chemical equations are integrated throughout these courses. They offer a broad, versatile and adaptable skill set which is valued in the workplace, and forms the basis for study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences.

**COURSE STRUCTURE**

The content is designed to build from each of the topics studied in S1-S3. Please note that previous study of **Chemistry in S3 is essential**.

**Unit 1 Chemical Changes and Structure**

Rates of reaction

Atomic Structure and Bonding

Acids and Bases

**Unit 2 Nature's Chemistry**

Climate Chemistry (Fossil fuels, Energy and Climate)

Crop Chemistry

Kitchen Chemistry

**Unit 3 Chemistry in Society**

Materials, Metals and Alloys

Chemical Analysis and Calculation.

Nuclear Chemistry



It is hoped that during the study of the above topics pupils will become aware of the importance of Chemistry in everyday life. There are plenty of opportunities for practical, experimental work which will allow pupils to develop skills which they may find useful in their place of work.

**ASSESSMENT**

Assessment of these courses is based on written coursework and practical skills and is continuous throughout the year of study. Evidence on the form of investigation reports and applied knowledge and understanding will be collated throughout the learning process. There is an Added Value Unit/Assignment at National 4 and 5 which assesses learners' capacity to apply information from different sources to a new problem or context. The content for the three levels of the course is summarised in the table overleaf.

National 3	National 4	National 5
Chemical Changes and Structure	Chemical Changes and Structure	Chemical Changes and Structure
<ul style="list-style-type: none"> <li>• rates of reaction</li> <li>• chemical structure</li> <li>• acids and bases</li> </ul>	<ul style="list-style-type: none"> <li>• rates of reaction</li> <li>• atomic structure and bonding related to properties of materials</li> <li>• energy changes of chemical reactions</li> <li>• acids and bases</li> </ul>	<ul style="list-style-type: none"> <li>• rates of reaction</li> <li>• atomic structure and bonding related to properties of materials</li> <li>• formulae and reacting quantities</li> <li>• acids and bases</li> </ul>
Nature's Chemistry	Nature's Chemistry	Nature's Chemistry
<ul style="list-style-type: none"> <li>• fuels and energy</li> <li>• everyday consumer products</li> <li>• plants to products</li> </ul>	<ul style="list-style-type: none"> <li>• fuels</li> <li>• hydrocarbons</li> <li>• everyday consumer products</li> <li>• plants to products</li> </ul>	<ul style="list-style-type: none"> <li>• homologous series</li> <li>• everyday consumer products</li> <li>• energy from fuels</li> </ul>
Chemistry in Society	Chemistry in Society	Chemistry in Society
<ul style="list-style-type: none"> <li>• the properties of materials</li> <li>• chemical analysis</li> </ul>	<ul style="list-style-type: none"> <li>• metals and alloys</li> <li>• materials</li> <li>• fertilisers</li> <li>• nuclear chemistry</li> <li>• chemical analysis</li> </ul>	<ul style="list-style-type: none"> <li>• metals</li> <li>• properties of plastic</li> <li>• fertilisers</li> <li>• nuclear chemistry</li> <li>• chemical analysis</li> </ul>
To achieve the National 3 Chemistry Course, learners must pass all of the above Units. The required Units are shown in the Course outline section. National 3 Courses are not graded.	To achieve the National 4 Chemistry Course, learners must pass all of the above Units, as well as an Added Value Unit. National 4 Courses are not graded.	<i>The Course examination will consist of 2 components: an assignment and a question paper. Both will be externally examined and will provide the basis for grading attainment in the Course award.</i>

## PROGRESSION

Learners can progress through each of the National 3-5 levels, and from National 5 into Higher Chemistry and then Advanced Higher Chemistry. You can also move between national chemistry courses and national science or health sector.

**CAREER OPPORTUNITIES** :see <https://edu.rsc.org/future-in-chemistry/career-options>

Chemistry develops analytical, numerical and practical skills and is highly sought after in the following industries:

Sciences  
Accountancy/Actuarial  
Education  
Armed forces

Engineering  
Architecture  
Medicine  
Veterinary Medicine



## COURSE OUTLINE

Chemistry occupies a central position among the sciences - it is linked to both Physics and Biology.

The qualities you develop whilst studying chemistry are essential to many different industries - non-scientific and scientific. The ability to analyse detail, for instance: Solve problems. Think logically. Be creative. That's why you shouldn't be surprised to find chemists working in areas like accountancy, personnel, computing and the media - as well as in oil, textiles, conservation, health and food. The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

## COURSE STRUCTURE

The content is designed to build from each of the topics studied at national 5.

### Unit 1 Chemical Changes and Structure

- rates of reaction - thermodynamics
- atomic structure and bonding related to properties of materials

### Unit 2 Nature's Chemistry

- homologous series – molecules in food, cooking and cosmetics
- everyday consumer products – foods, cosmetics, fragrances

### Unit 3 Chemistry in Society

- oxidation and reduction reactions
- profit from chemistry, improving yield and processes.
- chemical analysis and techniques

Periodic Table of the Elements

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## ASSESSMENT

To gain the award of the Course, pupils must pass a final written exam (80%) and an externally assessed assignment (20%)

Course assessment will provide the basis for grading attainment in the Course award.

## PROGRESSION

This Course or the Units may provide progression to:

- Advanced Higher Chemistry
- other qualifications in Chemistry or related areas
- further study, employment and/or training

Please see the table at the end of the chemistry section for a summary of progression and content

## COURSE OUTLINE

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The Advanced Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

## COURSE STRUCTURE

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### Unit 1 Inorganic and Physical Chemistry

- Electromagnetic radiation and atomic spectra
- Atomic orbitals, electronic configurations and the Periodic Table
- Shapes of molecules and polyatomic ions
- Transition metals
- Chemical equilibrium
- Reaction feasibility
- Kinetics

### Unit 2 Organic Chemistry and Instrumental Analysis

- Molecular orbitals
- Molecular structure
- Stereochemistry
- Synthesis
- Experimental determination of structure
- Pharmaceutical Chemistry

### Unit 3 Researching Chemistry

A research project of the candidates' choice which allows them to practice the following:

- Gravimetric Analysis
- Volumetric Analysis
- Practical skills and Techniques
- Stoichiometric Calculations

## ASSESSMENT

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75% of the final mark is obtained from the examination and 25% is gained from the externally marked project report from the candidate's researching chemistry project.

## PROGRESSION

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Learners can progress from Higher or Advanced Higher directly into technical careers or into college or university for a wide range of courses, leading to the following careers among others:

National 5	Higher	Advanced Higher
<b>Chemical Changes and Structure</b>	<b>Chemical Changes and Structure</b>	<b>Inorganic and Physical Chemistry</b>
<ul style="list-style-type: none"> <li>• rates of reaction</li> <li>• atomic structure and bonding related to properties of materials</li> <li>• formulae and reacting quantities</li> <li>• acids and bases</li> </ul>	<ul style="list-style-type: none"> <li>• controlling rate</li> <li>• periodicity</li> <li>• structure and bonding</li> </ul>	<ul style="list-style-type: none"> <li>• Electromagnetic radiation and atomic spectra</li> <li>• Atomic orbitals, electronic configurations and the Periodic Table</li> <li>• Shapes of molecules and polyatomic ions</li> <li>• Transition metals</li> <li>• Chemical equilibrium</li> <li>• Reaction feasibility</li> <li>• Kinetics</li> </ul>
<b>Nature's Chemistry</b>	<b>Nature's Chemistry</b>	<b>Organic Chemistry + Instrumental Analysis</b>
<ul style="list-style-type: none"> <li>• homologous series</li> <li>• everyday consumer products</li> <li>• energy from fuels</li> </ul>	<ul style="list-style-type: none"> <li>• Esters, fats and oils</li> <li>• proteins</li> <li>• chemistry of cooking</li> <li>• oxidation of food</li> <li>• soap, detergents and emulsions</li> <li>• fragrances</li> <li>• skincare</li> </ul>	<ul style="list-style-type: none"> <li>• Molecular orbitals</li> <li>• Molecular structure</li> <li>• Stereochemistry</li> <li>• Synthesis</li> <li>• Experimental determination of structure</li> <li>• Pharmaceutical Chemistry</li> </ul>
<b>Chemistry in Society</b>	<b>Chemistry in Society</b>	<b>Researching Chemistry</b>
<ul style="list-style-type: none"> <li>• metals</li> <li>• properties of plastic</li> <li>• fertilisers</li> <li>• nuclear chemistry</li> <li>• chemical analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Getting the most from reactants</li> <li>• Equilibria</li> <li>• Chemical energy</li> <li>• Oxidising and Reducing agents</li> <li>• Chemical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Gravimetric Analysis</li> <li>• Volumetric Analysis</li> <li>• Practical skills and Techniques</li> <li>• Stoichiometric Calculations</li> </ul>
To gain the award of the Course, the learner must pass assignment and final examination.	To gain the award of the Course, the learner must pass assignment and final examination.	To gain the award of the Course, the learner must pass the project and final examination.

## PROGRESSION

Learners can progress from Higher or Advanced Higher directly into technical careers or into college or university for a wide range of courses, leading to the following careers among others:

**CAREER OPPORTUNITIES:** see <https://edu.rsc.org/future-in-chemistry/career-options>

Chemistry develops analytical, numerical and practical skills and is highly sought after in the following industries:

Sciences  
Accountancy/Actuarial  
Education  
Armed forces

Engineering  
Architecture  
Medicine  
Veterinary Medicine



**PHYSICS: National 3,4 &5****COURSE OUTLINE**

The courses detailed below give learners an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation.

**COURSE STRUCTURE**

The content is a natural progression from the topics studied in S1-S3. Please note that previous study of **physics in S3 is essential**.

**Electricity and Energy**

Conservation of energy, Electrical charge carriers and electric fields, Potential difference (voltage), Ohm's law, Practical electrical and electronic circuits, Electrical power, Specific heat capacity, Gas laws and the kinetic model,

**Waves and Radiation**

Wave parameters and behaviours, Electromagnetic spectrum, Light, Nuclear radiation

**Dynamics and Space**

Velocity and displacement, Vectors and scalars, Velocity–time graphs, Acceleration, Newton's laws, Projectile motion, Space exploration, Cosmology

In studying this course pupils will develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment. They will develop planning skills and problem solving skills, scientific inquiry and investigative skills, scientific analytical thinking skills - all in a physics context. They will learn of the use of technology, equipment and materials, safely, in practical scientific activities.

**Course Content and Assessment**

Assessment of these courses is based on written coursework and practical skills and is continuous throughout the year of study. Evidence on the form of investigation reports and applied knowledge and understanding will be collated throughout the learning process. There is an Added Value Unit/Assignment at National 4 and 5 which assesses learners' capacity to apply information from different sources to a new problem or context. The content for the three levels of the course is summarised in the table overleaf.

**PROGRESSION**

Learners can progress through each of the National 3-5 levels, and from National 5 into Higher Physics and then Advanced Higher Physics You can also move between national physics courses and national science or health sector.

**Careers and Further Education see also <https://www.iop.org/careers-physics/your-future-with-physics>**

Studying physics gives you the knowledge and skills for careers in the following areas and more: medicine, science research, aviation, energy production, construction and architecture, astronomy, computer games, music production, telecoms, criminal investigation, sports science, design and engineering.

National 3	National 4	National 5
Electricity and Energy	Electricity and Energy	Electricity and Energy
energy sources electricity energy transfer	generation of electricity electrical power electromagnetism practical electrical and electronic circuits  gas laws and the kinetic model	<b>Energy transfer</b> conservation of energy electrical charge carriers and electric fields potential difference (voltage) practical electrical and electronic circuits Ohm's law electrical power  <b>Heat</b> specific heat capacity  <b>Gas laws</b> gas laws and the kinetic model
Waves and Radiation	Waves and Radiation	Waves and Radiation
wave properties light colour optical instruments electromagnetic waves sound	wave characteristics sound electromagnetic spectrum  nuclear radiation	<b>Waves</b> wave parameters and behaviours electromagnetic spectrum light  <b>Nuclear radiation</b>
Dynamics and Space	Dynamics and Space	Dynamics and Space
forces solar system	speed and acceleration relationships between forces, motion and energy satellites cosmology	<b>Kinematics</b> velocity and displacement velocity-time graphs acceleration  <b>Forces</b> Newton's laws projectile motion  <b>Space</b> space exploration cosmology
To achieve the National 3 Physics Course, learners must pass all of the above Units. The required Units are shown in the Course outline section. National 3 Courses are not graded.	To achieve the National 4 Physics Course, learners must pass all of the above Units, as well as an Added Value Unit. National 4 Courses are not graded.	<i>The Course examination will consist of 2 components: an assignment and a question paper. Both will be externally examined and will provide the basis for grading attainment in the Course award.</i>

### COURSE OUTLINE

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The Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

### COURSE STRUCTURE

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- **Our Dynamic Universe:**

Equations of motion, Forces, Energy & Power, Collisions and explosions, Gravitation, Special Relativity, The expanding universe, Big Bang Theory

- **Particles and Waves:**

The Standard Model, Forces on Charged Particles, Nuclear Reactions, Wave-particle duality, Interference and Diffraction, Refraction of Light, Spectra

- **Electricity:**

Electrons and Energy, Electrons at Work

- **Course work:**

Research, plan and undertake a practical investigation with a group. Analyse and communicate findings.

### ASSESSMENT

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To gain the award of the Course, pupils must pass a final written exam (80%) and an externally assessed assignment (20%).

Course assessment will provide the basis for grading attainment in the Course award.

### PROGRESSION

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This Course or the Units may provide progression to:

- Advanced Higher Physics
- other qualifications in Physics or related areas
- further study, employment and/or training

### CAREER OPPORTUNITIES AND FURTHER EDUCATION-

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see <https://www.iop.org/careers-physics/your-future-with-physics>

Studying physics gives you the knowledge and skills for careers in the following areas and more: medicine, science research, aviation, energy production, construction and architecture, astronomy, computer games, music production, telecoms, criminal investigation, sports science, design and engineering.



### COURSE OUTLINE

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The Advanced Higher Physics Course enables learners to build on the knowledge and skills developed in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts. Through a deeper insight into the structure of the subject, the Course reinforces and extends knowledge and understanding of the concepts of physics and develops skills in investigative practical work.

### COURSE STRUCTURE

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- **Rotational Motion and Astrophysics:**  
kinematic relationships, angular motion, rotational dynamics, angular momentum, rotational kinetic energy, gravitation, general relativity and stellar physics
- **Quanta and Waves:**  
introduction to quantum theory, particles from space, simple harmonic motion, waves, interference and polarisation.
- **Electromagnetism:**  
fields, circuits and electromagnetic radiation
- **Investigating Physics:**  
Plan and carry out investigative practical work on a chosen physics topic.  
Collect and record data from the investigative practical work.

### ASSESSMENT

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Course assessment will provide the basis for grading attainment in the Course award. 75% of the final marks come from the final examination and 25% come from the Investigating Physics Project Report, which is externally assessed by SQA.

### PROGRESSION

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- other qualifications in Physics or related areas
- further study, employment and/or training

### CAREERS AND FURTHER EDUCATION:

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see <https://www.iop.org/careers-physics/your-future-with-physics>

Studying physics gives you the knowledge and skills for careers in the following areas and more: medicine, science research, aviation, energy production, construction and architecture, astronomy, computer games, music production, telecoms, criminal investigation, sports science, design and engineering.

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**COURSE OUTLINE**

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The National 5 Course is designed to introduce pupils to the health sector and prepare them for work by developing a wide range of knowledge and employability skills valued by employers, as well as develop pupils' research and self-evaluation skills. Pupils will investigate a range of job roles and career opportunities as well as participating in a job interview.

Emphasis throughout all units is on the Employability Skills and attitudes which will help prepare candidates for the workplace.

Pupils will also work with partners Skills Development Scotland and local businesses and employers such as Auchlochan Care Village.

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**COURSE STRUCTURE**

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- Unit 1 - Working in the Health Sector – Scotland

Learners are introduced to the range of services provided by the health sector, and by participating in an interview for a specific job role, it will help to develop their knowledge and understanding of the world of work. The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector.

- Unit 2 - Life Sciences Industry and the Health Sector

Learners discover the contribution of the life sciences industry in the diagnosis and treatment of illness and will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry.

- Unit 3 - Improving Health and Wellbeing

This unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues. It introduces learners to the health and safety risks to workers in the health sector and the importance of a healthy lifestyle.

- Unit 4 - Physiology of the Cardiovascular System

Learners are introduced to the structure and function of the cardiovascular system and apply this knowledge to investigate the effect of a specific disorder on the structure and function of the cardiovascular system. Learners will also participate in various practical activities including a demonstrating current first aid procedures to provide emergency life support.

- Unit 5 - Working in Non-Clinical Roles

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Learners discover the range and diversity of careers in non-clinical roles in the health sector, by undertaking an investigation into the roles and responsibilities of non-clinical careers and will also participate in a practical activity that demonstrates customer care skills in a non-clinical role.

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**ASSESSMENT**

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Learners must pass an end of unit test for each of the 5 units described above, and will be assessed on their knowledge, problem solving skills, as well as other practical abilities and experimental procedures associated with Biology.

## PROGRESSION

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Learners who successfully complete Level 4 Health Sector can progress to Level 5 Health Sector, or to National 5 Biology. Learners who successfully complete Level 5 Health Sector can progress to Level 6 Higher Human Biology.

Learners can also study vocational qualifications such as a Level 6 Foundation Apprenticeship course such as Food and Drink Technologies, Scientific Technologies, Social Services Children and Young People, or Social Services and Healthcare in S6.

## CAREERS & FURTHER EDUCATION

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Studying Biology can open up the opportunity to progress into many of Scotland's growing industries, such as Agriculture and Land, Chemical Sciences, Creative Industries, Food and Drink, Healthcare, Life Sciences, Social Care and Tourism. More information can be found on [My World of Work](#).

Pupils can progress onto a:

- **college course**, such as a HNC Bioscience / HNC or HND Dental Nursing / HNC Social Services.
- **modern apprenticeship**, such as a Childcare Assistant, or NHS apprenticeships in Accountancy, Dental Nursing, Engineering, Clinical and Non-clinical Healthcare Support Work and Pharmacy Technicians and Biomedical Support Work.
- **graduate apprenticeship**, such as applying for Biomedical or Laboratory Science university courses at various Medical and Pharmaceutical companies.
- **university course** such as Biomedical Science, Biomedical Engineering, Biochemistry, Child/Adult/Mental Health Nursing, Dentistry, Immunology, Medicine, Microbiology, Occupational Therapy, Physiotherapy, Psychology, Paramedic Science, Sport and Exercise Science, or Teaching.

**COURSE OUTLINE**

The Course is an up-to-date selection of ideas relevant to the central position of science within our society. It is practical and experiential, and develops scientific awareness of issues relating to science.

The Course gives the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make evaluations. The Course covers a variety of contexts relevant to science's impact on the environment and society. It covers the topics Fragile Earth, Human Health and Applications of Science. This will enable learners to become scientifically literate citizens, able to review the science based claims which they will meet.

**COURSE STRUCTURE**

The content is designed to build from each of the topics studied in S1-S3.

**Unit 1 Fragile Earth**

There are opportunities for personalisation and choice. Learners will focus on two choices from the following four:

♦ energy ♦ metal ♦ water ♦ food

**Unit 2 Human Health**

Learners will develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

**Unit 3 Applications of Science**

In this Unit, learners will develop their scientific skills and carry out practical and other learning activities related to the investigation of the applications of science. Learners will explore science's contribution to communication technologies and the impact that these have had on society/environment.

It is hoped that during the study of the above topics pupils will become aware of the importance of science in everyday life. There are plenty of opportunities for practical, experimental work which will allow pupils to develop skills which they may find useful in their place of work.

**ASSESSMENT**

For each unit, there will be an experiment report and a short written assessment. The conditions for a unit pass are given in the table:

Assessment Standard	Evidence required
Presenting results in an appropriate format	One format from: table, graph, chart, key, diagram, flow chart, or other appropriate format
Drawing a valid conclusion	Include reference to the aim
Evaluating experimental procedures	Suggest an improvement
Making accurate statements	At least half of the statements should be correct across the key areas of each Unit.
Solving problems	<p>One of each problem-solving skill:</p> <ul style="list-style-type: none"> <li>♦ make predictions/generalisations</li> <li>♦ select information</li> <li>♦ process information, including calculations, as appropriate</li> </ul> <p>Making accurate statements and solving problems may be combined into one holistic assessment, with marks allocated to each question. In this case, to achieve Outcome 2, the candidate must achieve at least 50% of the marks available in the assessment.</p>

## PROGRESSION

Learners can progress through each of the National 2-5 levels, and from National 4 into other national 4 courses in science such as Health Sector at level 5.

## CAREERS AND FURTHER EDUCATION: SEE

<https://www.stem.org.uk/secondary/careers/resources/science>

Science develops analytical, numerical and practical skills and is highly sought after in the following industries:

Sciences

Accountancy/Actuarial

Education

Armed forces

Engineering

Architecture

Medicine

Veterinary Medicine



A national 2, 3 or 4 qualification in science may help you access other science, nursing or medical courses at college or enter into a foundation apprenticeship, where you can further train and earn a wage at the same time.

## FRENCH National 3

### COURSE OUTLINE

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use French, and apply basic knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

### COURSE STRUCTURE

The course is structured around developing simple language skills in: reading, listening, writing and talking. These are covered in the two course units:

1. Understanding Language
2. Using Language

In the course of these units, learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u><b>Society</b></u>	<u><b>Learning / Employability</b></u>	<u><b>Culture</b></u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
	Future careers	

### ASSESSMENT

Learners must complete **two** units:

1. Understanding Language Unit

This unit provides learners with the opportunity to develop simple listening and reading skills.

2. Using Language Unit

This unit provides learners with the opportunity to develop simple talking and writing skills.

Each unit will be assessed throughout the year, in class, under exam conditions.

These units will not be graded, but learners will need to pass them both to gain the course award. A folio of work will be kept, as evidence of what learners have achieved. The talking performance will be recorded. There is no final examination.

### PROGRESSION

Successful completion of this course may lead to: National 4 French, Languages for Life and Work Award Level 4.

## CAREERS & FURTHER EDUCATION

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Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- Hospitality
- Retail
- Education – early years, primary, secondary, ASN, further education.
- Media and Broadcasting
- Engineering
- Finance
- Healthcare
- Marketing
- Travel and Tourism
- Social Care
- Business
- Construction
- Law
- Sport

## FRENCH National 4

### COURSE OUTLINE

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The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use French, and apply basic knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

### COURSE STRUCTURE

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The course is structured around developing straightforward language skills in: reading, listening, writing and talking. These are covered in the three course units:

1. Understanding Language
2. Using Language
3. Added Value Unit.

In the course of these units, learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u>Society</u>	<u>Learning / Employability</u>	<u>Culture</u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues.	Future careers	

## ASSESSMENT

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Learners must complete **three** units:

1. Understanding Language Unit

This unit provides learners with the opportunity to develop their reading and listening skills in French and to develop their knowledge of straightforward language linked with society, learning and culture.

2. Using Language Unit

This unit provides learners with the opportunity to develop their talking and writing skill in French and to develop their knowledge of straightforward language linked with society, learning and culture.

3. Added Value Unit – Assignment

Learners have to apply their reading, listening, talking and writing skills in order to apply their language skills to investigate a chosen topic.

### Overall

- To achieve the National 4 French qualification, learners must pass **all** of the Units..
- Each unit will be assessed throughout the year, in class, under exam conditions.
- A folio of work will be kept, as evidence of what learners have achieved. The talking performance will be recorded.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 4 courses are not graded and there is no final examination.

## PROGRESSION

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Successful completion of this course may lead to: National 5 French, Languages for Life and Work Award Level 5.

## CAREERS & FURTHER EDUCATION

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Further Education / College courses – NC, NQ and NPA courses at level 5.  
Modern Apprenticeship SCQF level 5.

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- |  |                      |
|--|----------------------|
| • Hospitality  | • Marketing          |
| • Retail   | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care        |
| • Media and Broadcasting   | • Business           |
| • Engineering  | • Construction       |
| • Finance  | • Law                |
| • Healthcare   | • Sport              |



**COURSE OUTLINE**

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use French, and apply knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

**COURSE STRUCTURE**

The course is structured around developing detailed language skills in: reading, listening, writing and talking.

Learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<b><u>Society</u></b>	<b><u>Learning / Employability</u></b>	<b><u>Culture</u></b>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues	Future careers	

**ASSESSMENT**

The course is assessed through 4 components:

1. **Final Examination – Paper 1**  
This assesses learners' reading and writing skills. Learners have access to a bilingual dictionary.
2. **Final Examination – Paper 2**  
This assesses learner's listening skills.
3. **Assignment – Writing**  
Learners have to produce a piece of writing of 120 – 200 words in French, using detailed language, based on a topic agreed with their teacher. This is completed in school under exam conditions and submitted for marking to the SQA.
4. **Performance - Talking**  
Learners carry out a spoken presentation and conversation in French, using detailed language on a topic agreed with their teacher. This is assessed and graded by the class teacher. The talking performance will be recorded.

**The final award in National 5 French is graded A – D.**

## **PROGRESSION**

Successful completion of this course may lead to: Higher French, Languages for Life and Work Award Level 6.

## **CAREERS & FURTHER EDUCATION**

Further Education / College courses – NC, NQ and NPA courses at level 6.  
Modern Apprenticeship SCQF level 6.

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- |  |                      |
|--|----------------------|
| • Hospitality  | • Marketing          |
| • Retail   | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care        |
| • Media and Broadcasting   | • Business           |
| • Engineering  | • Construction       |
| • Finance  | • Law                |
| • Healthcare   | • Sport              |

## **FRENCH Higher**

### **COURSE OUTLINE**

The course provides learners with the opportunity to: develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information.

The course also provides learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.

Learners will develop their reading, listening, writing and talking skills in French and develop their knowledge of detailed and complex language linked with society, learning, employability and culture.

### **COURSE STRUCTURE**

The course is structured around developing detailed language skills in: reading, listening, writing and talking. Learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u><b>Society</b></u>	<u><b>Learning / Employability</b></u>	<u><b>Culture</b></u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues	Future careers	

## **ASSESSMENT**

The course is assessed through four components:

1. Final examination – paper 1

This assesses learners' skills in reading, translation and directed writing. This paper is worth 50 marks.

2. Final examination – paper 2

This assesses learners' listening skills. This paper is worth 30 marks.

3. Assignment – Writing

Learners have to produce a piece of writing of 200 – 250 words in French, using detailed and complex language. The writing is based on one of the following contexts: society, learning, employability or culture. This is completed in school under exam conditions and submitted for marking to the SQA.

4. Performance – Talking

Learners carry out a 10 minute discussion in French, using detailed and complex language. This should cover two topics from: society, learning, employability or culture and will be agreed with their teacher. This is assessed and graded by the class teacher. The talking performance will be recorded. This component is worth 30 marks.

**The final award in Higher French is graded A – D.**

## **PROGRESSION**

Successful completion of this course may lead to: Advanced Higher French.

## **CAREERS & FURTHER EDUCATION**

Higher Education courses – HNC and HND and courses at SCQF level 7 and 8. University Degree courses such as BA Hons, BSc Hons and MA Hons

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- Hospitality
- Retail
- Education
- Media and Broadcasting
- Engineering
- Finance
- Healthcare
- Marketing
- Travel and Tourism
- Social Care
- Business
- Construction
- Law
- Sport

## COURSE OUTLINE

Advanced Higher French provides learners with the opportunity to develop advanced reading, listening, talking, and writing skills in French, and to develop their knowledge and understanding of **complex and sophisticated** language in the contexts of society, learning, employability, culture.

## COURSE STRUCTURE

The course is structured around developing complex and sophisticated language skills in: reading, listening, writing and talking.

Learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u><b>Society</b></u>	<u><b>Learning / Employability</b></u>	<u><b>Culture</b></u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues	Future careers	

## COURSE ASSESSMENT

The course is assessed through four components.

### 1. Final Examination Paper 1: Reading and Translation

In this component learners work on the skills of reading and translation. The paper is divided into two sections and lasts for 1 hour and 30 minutes.

#### Section 1 – Reading (30 marks)

Learners read one text in French, which relates to one of the following contexts: society, learning, employability, culture.

They then have to respond to questions in English, providing answers based on comprehension of information from the text. In the penultimate question candidates need to identify the overall purpose of the text, supporting their answer with reference to points made by the author, and comment on the use of language and techniques.

#### Section 2 – Translation (20 marks)

Learners have to translate a section of text, which is divided into ten sense units, into English.

This component is worth a total of 50 marks, which is **25% of the overall award** for Advanced Higher French.

### 2. Final Examination Paper 2: Listening and Discursive Writing

In this component learners work on the skills of listening and discursive writing. The paper is divided into two sections and lasts for 1 hour and 20 minutes.

### Section 1 – Listening (30 marks)

In this section, learners have to listen to two texts which will be linked by a common theme and relate to one of the contexts not covered in the reading paper.

- Item 1 – learners listen to a **monologue** in French and answer questions on it. (10 marks)
- Item 2 – Learners listen to a **conversation** in French and answer questions on it (20 marks)

The questions are in English and learners respond in English.

### Section 2 – Discursive Writing (40 marks)

In this section, learners have to write 250 – 300 words in French, using complex and sophisticated language.

There is a choice of four titles, and learners must write an essay on one of the following contexts: society, learning, employability, culture.

Learners may use a bilingual dictionary for both Section 1 and Section 2.

This component is worth a total of 70 marks, which is **35% of the overall award** for Advanced Higher French.

### **3. Portfolio**

Learners choose one of the following to focus on for their portfolio:

- Literature
- Media
- Language in work

Using at least two sources in French, learners have to write an essay of between 1,200 and 1,500 words, based on their research into their chosen area of focus. It gives learners an opportunity to demonstrate the skills of knowledge and understanding and analysis within the context of the modern language.

The Portfolio is completed as coursework, in line with SQA guidelines, under the supervision of the teacher. It is submitted to the SQA for grading and final assessment.

The Portfolio is worth a total of 30 marks, which is **15% of the overall award** for Advanced Higher French.

### **4. Talking Performance**

In the talking component, learners have to take part in a face-to-face discussion with a visiting assessor. For the discussion they talk about themes or topics relating to at least one context from society, learning, employability or culture and their portfolio.

Learners are supported to prepare for this and are permitted to use brief, bullet point notes as an aid to memory in the assessment.

This component is worth a total of 50 marks, which is **25% of the overall award** for Advanced Higher French.

**The final course assessment and award in Advanced Higher French is graded A – D.**

## **PROGRESSION, CAREERS AND FURTHER EDUCATION**

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The course provides a clear progressive pathway for learners who wish to go on to study Languages or other disciplines in further and higher education.

Higher Education courses – Courses at SCQF level 7 and 8. University Degree courses such as BA Hons, BSc Hons and MA Hons.

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- Hospitality
- Retail
- Education – early years, primary, secondary, ASN, further education.
- Media and Broadcasting
- Engineering
- Finance
- Marketing
- Travel and Tourism
- Social Care
- Business
- Construction
- Law

**SPANISH: National 3****COURSE OUTLINE**

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use Spanish, and apply basic knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

**COURSE STRUCTURE**

The course is structured around developing simple language skills in: reading, listening, writing and talking. These are covered in the two course units:

1. Understanding Language
2. Using Language

In the course of these units, learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u><b>Society</b></u>	<u><b>Learning / Employability</b></u>	<u><b>Culture</b></u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
	Future careers	

**ASSESSMENT**

Learners must complete **two** units:

1. Understanding Language Unit  
This unit provides learners with the opportunity to develop simple listening and reading skills.
2. Using Language Unit  
This unit provides learners with the opportunity to develop simple talking and writing skills.

Each unit will be assessed throughout the year, in class, under exam conditions. These units will not be graded, but learners will need to pass them both to gain the course award.

A folio of work will be kept, as evidence of what learners have achieved. The talking performance will be recorded. There is no final examination.

**PROGRESSION**

Successful completion of this course may lead to: National 4 Spanish, Languages for Life and Work Award Level 4.

## CAREERS & FURTHER EDUCATION

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine Spanish with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and Spanish can contribute to and lead to many careers in the following sectors:

- Hospitality
- Retail
- Education – early years, primary, secondary, ASN, further education.
- Media and Broadcasting
- Engineering
- Finance
- Healthcare
- Marketing
- Travel and Tourism
- Social Care
- Business
- Construction
- Law
- Sport

## SPANISH National 4

### COURSE OUTLINE

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use Spanish, and apply basic knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

### COURSE STRUCTURE

The course is structured around developing straightforward language skills in: reading, listening, writing and talking. These are covered in the three course units:

1. Understanding Language
2. Using Language
3. Added Value Unit.

In the course of these units, learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u>Society</u>	<u>Learning / Employability</u>	<u>Culture</u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues.	Future careers	



## ASSESSMENT

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Learners must complete **three** units:

1. Understanding Language Unit

This unit provides learners with the opportunity to develop their reading and listening skills in Spanish and to develop their knowledge of straightforward language linked with society, learning and culture.

2. Using Language Unit

This unit provides learners with the opportunity to develop their talking and writing skill in Spanish and to develop their knowledge of straightforward language linked with society, learning and culture.

3. Added Value Unit – Assignment

Learners have to apply their reading, listening, talking and writing skills in order to apply their language skills to investigate a chosen topic.

### Overall

- To achieve the National 4 Spanish qualification, learners must pass **all** of the Units..
- Each unit will be assessed throughout the year, in class, under exam conditions.
- A folio of work will be kept, as evidence of what learners have achieved. The talking performance will be recorded.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 4 courses are not graded and there is no final examination.

## PROGRESSION

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Successful completion of this course may lead to: National 5 Spanish, Languages for Life and Work Award Level 5.

## CAREERS & FURTHER EDUCATION

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Further Education / College courses – NC, NQ and NPA courses at level 5.

Modern Apprenticeship SCQF level 5.

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine Spanish with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and Spanish can contribute to and lead to many careers in the following sectors:

- |  |                      |
|--|----------------------|
| • <b>Hospitality</b>   | • Marketing          |
| • Retail   | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care        |
| • Media and Broadcasting   | • Business           |
| • Engineering  | • Construction       |
| • Healthcare   | • Sport              |
| • Finance  | • Law                |

**COURSE OUTLINE**

The course provides learners with the opportunity to: develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information.

The course also provides learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.

Learners will develop their reading, listening, writing and talking skills in German and develop their knowledge of detailed and complex language linked with society, learning, employability and culture.

**COURSE STRUCTURE**

The course is structured around developing detailed language skills in: reading, listening, writing and talking.

Learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<b><u>Society</u></b>	<b><u>Learning / Employability</u></b>	<b><u>Culture</u></b>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues	Future careers	

**ASSESSMENT**

The course is assessed through four components:

1. Final examination – paper 1  
This assesses learners' skills in reading, translation and directed writing. This paper is worth 50 marks.
2. Final examination – paper 2  
This assesses learners' listening skills. This paper is worth 30 marks.

### 3. Assignment – Writing

Learners have to produce a piece of writing of 200 – 250 words in German, using detailed and complex language. The writing is based on one of the following contexts: society, learning, employability or culture. This is completed in school under exam conditions and submitted for marking to the SQA.

### 4. Performance – Talking

Learners carry out a 10 minute discussion in German, using detailed and complex language. This should cover two topics from: society, learning, employability or culture and will be agreed with their teacher. This is assessed and graded by the class teacher. The talking performance will be recorded. This component is worth 30 marks.

**The final award in Higher German is graded A – D.**

## **PROGRESSION**

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Successful completion of this course may lead to: Advanced Higher German.

## **CAREERS & FURTHER EDUCATION**

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Higher Education courses – HNC and HND and courses at SCQF level 7 and 8. University Degree courses such as BA Hons, BSc Hons and MA Hons

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine German with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and German can contribute to and lead to many careers in the following sectors:

- |  |                      |
|--|----------------------|
| • Hospitality  | • Marketing          |
| • Retail   | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care        |
| • Media and Broadcasting   | • Business           |
| • Engineering  | • Construction       |
| • Finance  | • Law                |
| • Healthcare   | • Sport              |

## COURSE OUTLINE

The Modern Languages for Life and Work Award develops learners' language and employability skills, through studying one or two modern languages (French and/or Spanish and/or German) in practical and relevant contexts for life and work.



The Award aims to enable learners to:

- ♦ develop reading, listening, writing and talking skills in relation to life and work
- ♦ develop knowledge of one or two modern languages in relation to life and work
- ♦ develop employability skills
- ♦ develop a wide range of skills and attributes including communication, self-awareness, confidence and independent learning. Learners will develop the ability to interact and collaborate with others in vocational and cultural contexts.

Prior learning in the subject is not essential, although the Award provides opportunities for learners to build on prior learning experienced in a broad, general education or a Modern Languages qualification at National 3 or National 4.

This course is ideal for those who wish to further develop their skills in Modern Languages in a real-life practical way.

## COURSE STRUCTURE

The course is made up of three Units:

### Unit 1 - Modern Languages for Life

The purpose of this Unit is to develop basic skills in listening and talking in practical and relevant contexts using the language studied. Learners explore the culture and everyday life in countries where the modern language is used.

### Unit 2 - Modern Languages for Work Purposes

The purpose of this Unit is to provide learners with the opportunity to develop basic skills in talking and reading needed to communicate in **any** vocational context using the language studied. It encourages learners to reflect on skills required for employability.

### Unit 3 - Building Own Employability Skills

The purpose of this Unit is to provide learners with the opportunity to acquire the skills needed in order to gain employment. These skills include finding out about job opportunities and employers, and the skills needed to apply for a job.

## ASSESSMENT

- To achieve the Modern Languages for Life and Work Award, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- There is no final examination for this course.

## PROGRESSION

- Successful completion of this course at SCQF level 3 may lead to SCQF level 4.
- Successful completion of this course at SCQF level 4 could lead to National 4 or National 5 in French or Spanish.
- Successful completion of this course at SCQF level 4 could lead to Languages for Life and Work Award at level 5.

## CAREERS & FURTHER EDUCATION

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Given that 75% of the world's population do not speak English, skills built through this course would be relevant for all careers and will enhance employability skills.

Further Education / College courses – NC, NQ and NPA courses at level 5.  
Modern Apprenticeship SCQF level 5.

With further study, skills in modern languages can contribute to and lead to many careers in the following sectors:

- |  |                      |
|--|----------------------|
| • Hospitality  | • Marketing          |
| • Retail   | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care        |
| • Media and Broadcasting   | • Business           |
| • Engineering  | • Construction       |
| • Finance  | • Law                |
| • Healthcare   | • Sport              |

## MODERN LANGUAGES FOR LIFE AND WORK

(Level 5)

### COURSE OUTLINE

The Modern Languages for Life and Work Award at SCQF level 5 will develop knowledge and skills in areas such as society, culture and employability. Learners can specialise in one or two modern languages (French and/or Spanish and/or German).

The Award aims to enable learners to:

- ♦ develop reading, listening, writing and talking skills in relation to life and work
- ♦ develop knowledge of one or two modern languages in relation to life and work
- ♦ develop employability skills
- ♦ develop a wide range of skills and attributes including communication, self-awareness, confidence and independent learning. Learners will develop the ability to interact and collaborate with others in vocational and cultural contexts.



### COURSE STRUCTURE

The course is made up of three Units:

#### Unit 1 - Modern Languages for Life

In this unit, learners will develop their reading and listening skills in response to detailed texts. Learners explore the culture, society and everyday life in countries where the modern language is used.

#### Unit 2 - Modern Languages for Work Purposes

In this unit, learners will develop detailed writing and talking skills. Learners will explore the context of work and employment, engaging with job applications and job-related discussions. It encourages learners to reflect on skills required for employment.

#### Unit 3 – Leadership: An Introduction

In this unit, learners will carry out research about leadership, gathering information from various sources to enable them to reach conclusions about what makes an effective leader. They will then evaluate their own potential for leadership by identifying their own skills, qualities and experiences.

## ASSESSMENT

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- To achieve the Modern Languages for Life and Work Award, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- There is no final examination for this course.

## PROGRESSION

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The Award may provide progression to:

- Modern Languages for Life and Work Award at SCQF level 5 in one or two other modern languages
- Modern Languages for Life and Work Award at SCQF level 6 in the same modern language(s)
- Modern Languages Courses at SCQF level 5
- Modern Languages for Work Purposes units in the same modern language at SCQF level 6
- Modern Languages for Work Purposes units in another modern language at SCQF level 5
- Modern Languages for Life units in the same modern language at SCQF level 6
- Modern Languages for Life units in another language at SCQF level 5
- National Certificates

## CAREERS & FURTHER EDUCATION

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Given that 75% of the world's population do not speak English, skills built through this course would be relevant for all careers and will enhance employability skills.

Further Education / College courses – NC, NQ and NPA courses at level 6.

With further study, skills in modern languages can contribute to and lead to many careers in the following sectors:

- |  |                      |
|--|----------------------|
| • Hospitality  | • Marketing          |
| • Retail   | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care        |
| • Media and Broadcasting   | • Business           |
| • Engineering  | • Construction       |
| • Finance  | • Law                |
| • Healthcare   | • Sport              |

<b>MODERN LANGUAGES FOR LIFE AND WORK</b>	<b>(Level 6)</b>
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## COURSE OUTLINE

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The Modern Languages for Life and Work award at SCQF level 6, provides learners with the opportunity to develop language skills in combination with leadership skills while also being able to follow their own interests in a cultural context. Learners will develop language skills in one or two modern languages. Learners gain a greater understanding of their own and other cultures by comparing aspects of life in different countries and will play a fuller part as global citizens.

## **COURSE STRUCTURE**

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The course is made up of three Units:

### Unit 1 - Modern Languages for Life

In this unit, learners will develop their reading and listening skills in response to detailed texts. Learners explore the culture, society and everyday life in countries where the modern language is used.

### Unit 2 - Modern Languages for Work Purposes

In this unit, learners will develop detailed writing and talking skills. Learners will explore the context of work and employment, engaging with job applications and job-related discussions. It encourages learners to reflect on skills required for employment.

### Unit 3 – Leadership: An Introduction

In this unit, learners will carry out research about leadership, gathering information from various sources to enable them to reach conclusions about what makes an effective leader. They will then evaluate their own potential for leadership by identifying their own skills, qualities and experiences.

## **ASSESSMENT**

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- To achieve the Modern Languages for Life and Work Award, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- There is no final examination for this course.

## **PROGRESSION**

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The Award may provide progression to:

- Modern Languages Courses at SCQF level 6.

## **CAREERS & FURTHER EDUCATION**

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Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Higher Education courses – HNC and HND and courses at SCQF level 7 and 8. University Degree courses such as BA Hons, BSc Hons and MA Hons.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- |  |                      |
|--|----------------------|
| • Hospitality  | • Marketing          |
| • Retail   | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care        |
| • Media and Broadcasting   | • Business           |
| • Engineering  | • Construction       |
| • Finance  | • Law                |
| • Healthcare   | • Sport              |



**COURSE OUTLINE**

The purpose of the National 3, 4 and 5 Geography courses are to develop pupils' knowledge and understanding of our changing world and its human and physical processes. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

These qualifications will also enable pupils to explore cultures which are different from their own. Through this they will develop the knowledge and skills to enable them to contribute effectively to their local communities and at a national, international and global level.

Within the courses there are opportunities for pupils to participate in fieldwork which will allow them to interact with their environment.

As a subject, Geography covers elements of both social sciences and natural sciences: therefore interdisciplinary learning is fundamental to geographical study and encourages links with other disciplines.

Through studying Geography, pupils will be able to successfully apply the knowledge, understanding and skills they have developed to other subjects across the curriculum.

**GEOGRAPHY: National 3****COURSE STRUCTURE**

The National 3 Geography course has **three** mandatory Units.

**Unit 1: Physical Environments**

In this Unit, pupils will develop routine mapping skills in geographical contexts. Pupils will develop a basic knowledge of key aspects of landscape types and weather in the United Kingdom.

**Unit 2: Human Environments**

In this Unit, pupils will develop routine research skills in geographical contexts. Pupils will develop basic knowledge of key aspects of developed and developing countries.

**Unit 3: Global Issues**

In this Unit, pupils will develop routine skills of using sources of numerical and graphical information. Pupils will develop basic knowledge of key aspects of global geographical and environmental issues.

**ASSESSMENT**

- To complete the National 3 Geography Course, learners must pass all of the required Units. The required Units are shown in the Course Details section. All units will be assessed within school and will be assessed on a pass or fail basis.
- **National 3 Courses are not graded.**

**PROGRESSION**

The National 3 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:

- National 4 Geography course or its units.



## COURSE STRUCTURE

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The National 4 Geography course has **four** mandatory Units, including the Added Value Unit.

### Unit 1: Physical Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments.

Pupils will study the topic of **Weather** as well as the **two landscape types** shown:

- upland limestone;
- rivers and their valleys.

Within each of the two landscape types from the list above pupils will study:

- the location of landscape type;
- the formation of key landscape features;
- land use management and sustainability in these areas;

### Unit 2: Human Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within human environments.

Pupils will study and compare **developed and developing** countries drawn from a global context.

Key topics include:

- contrasts in development;
- world population distribution and change;
- issues in changing urban and rural landscapes.

### Unit 3: Global Issues

In this Unit, pupils will develop a detailed knowledge and understanding of significant global geographical issues.

Pupils will study the following topics:

- climate change;
- health.

Within the two selected topics, pupils will also study the **strategies adopted to manage these issues**.

### Unit 4: Added Value Unit

In this Unit, learners will choose an issue for personal study drawn from geographical contexts. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course.

## ASSESSMENT

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- To complete the National 4 Geography Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course Details section. All units will be assessed within school and will be assessed on a pass or fail basis.
- **National 4 Courses are not graded.**

## PROGRESSION

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The National 4 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:  
National 5 Geography course or its units.

## COURSE STRUCTURE

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The National 5 Geography course has **three** mandatory Units.

### Unit 1: Physical Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments.

Pupils will study the topic of **Weather** as well as the **two landscape types** shown:

- upland limestone;
- rivers and their valleys.

Within each of the two landscape types from the list above pupils will study:

- the location of landscape type;
- the formation of key landscape features;
- land use management and sustainability in these areas;

### Unit 2: Human Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within human environments.

Pupils will study and compare **developed and developing** countries drawn from a global context.

Key topics include:

- contrasts in development;
- world population distribution and change;
- issues in changing urban and rural landscapes.

### Unit 3: Global Issues

In this Unit, pupils will develop a detailed knowledge and understanding of significant global geographical issues.

Pupils will study the following topics:

- climate change;
- health.

Within the two selected topics, pupils will also study the **strategies adopted to manage these issues**.

## ASSESSMENT

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- To gain the National 5 award, pupils must **pass all three Units** as well as the **Course Assessment**. The required Units are shown in the Course Details section.
- The course Units will be assessed within school and will be assessed on a pass or fail basis.
- The **Course Assessment** will consist of a **question paper (70 marks)** which will be completed under exam conditions.

**Question Paper:** the question paper will require demonstration of a breadth of skills, knowledge and understanding from across the National 5 Course.

**Overall Grade:** The National 5 Geography qualification will be graded. Upon passing all three Units and the Course Assessment, pupils will be awarded with an overall grade which they have obtained for National 5 Geography.

## PROGRESSION

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The National 5 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:

- Higher Geography course or its units.

## **COURSE OUTLINE**

The course develops your understanding of our changing world, its human interactions and physical processes. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

The study of geography encourages positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. The course provides candidates with the skills, knowledge and understanding to contribute effectively to their local communities and wider society.

## **COURSE STRUCTURE –**

You will develop a wide range of important and transferable skills, including using, interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork.

The course consists of three sections:

Physical environments

In this unit you will:

- develop and apply geographical skills and knowledge and understanding
- develop and apply knowledge and understanding of the processes at work and interactions with human environments on a local, regional and global scale

Key topics include: atmosphere; hydrosphere; lithosphere; and biosphere.

Human environments

In this unit you will:

- develop and apply geographical skills and knowledge and understanding
- develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries
- evaluate the impact/effectiveness of management strategies

Key topics include: population; rural land degradation and management; and urban change and management.

### **Global issues**

In this unit you will:

- develop and apply geographical skills and knowledge and understanding
- develop and apply knowledge and understanding of significant global geographical issues which demonstrate the interaction of physical and human factors, and evaluate strategies adopted in the management of these issues

Candidates study two of the four global issues. An appreciation of sustainable development will permeate the global issues studied. Key topics covered in LSH include : development and health and global climate change.

## **ASSESSMENT –**

Question paper 1: Physical and human environments (100 marks)

This question paper enables candidates to demonstrate the application of their skills, knowledge and understanding from the physical environments and human environments sections of the course.

Question paper 2: Global issues and geographical skills (60 marks)

This question paper enables candidates to demonstrate the application of their skills, knowledge and understanding from across the global issues and geographical skills sections of the course.

Assignment (30 marks)

The assignment enables candidates to demonstrate the application of their skills, knowledge and understanding within the context of a geographical topic or issue.

Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for all course assessment components.

### **PROGRESSION**

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- S6 Advanced Higher Geography
- further study, employment and/or training

### **CAREERS & FURTHER EDUCATION**

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Further education: earth science, environmental science, human geography, physical geography, geology, engineering, architecture, social sciences, hydrology.

Career paths: countryside ranger, emergency services, military, landscape architect, town planner, environmental health, conservation officer, geospatial information scientist, climate change analyst, cartographer, hydrologist.

### **COURSE OUTLINE**

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The study of geography encourages positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. The course provides you with the skills, knowledge and understanding to contribute effectively to their local communities and wider society.

The course helps create informed and active citizens by enabling candidates to develop a greater understanding of the human and physical processes which have an impact on their environment, and by encouraging scientific rigour in data collection and interpretation.

You will develop skills which are transferable to other areas of study and which they can use in everyday life. You will carry out independent research and take responsibility for their own learning, with support from your teacher.

### **COURSE STRUCTURE –**

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The course covers:

#### Geographical skills

You will develop a wide range of geographical methods and techniques including mapping skills, graphical techniques, and a range of statistical techniques for analysing and interpreting geographical data. Candidates develop a wide range of investigating skills while undertaking independent research such as:

- coping or identifying appropriate research topics
- how to plan and manage a complex programme of research
- techniques to source, collect and record appropriate and reliable primary and secondary information
- methods of independent fieldwork
- techniques to present findings using appropriate conventions
- how to evaluate research methodology

#### Geographical issues

You will develop critical thinking and the ability to evaluate sources and viewpoints on current complex geographical issues.

### **ASSESSMENT –**

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The course assessment has three components:

#### Component 1: Question paper (50 marks)

This is 33% of the overall marks for the course assessment.

The question paper enables you to demonstrate the application of their skills and breadth of knowledge and understanding from across the course.

The questions cover map interpretation, gathering and processing techniques, and geographical data handling, using relevant accompanying supplementary items.

#### Component 2: Project–folio: geographical study (60 marks)

This is 40% of the overall marks for the course assessment.

The geographical study enables you to demonstrate the application of their skills, knowledge and understanding through undertaking independent research.

#### Component 3: Project–folio: geographical issue 40 marks

This is 27% of the overall marks for the course assessment.

The geographical issue enables candidates to demonstrate the application of their skills, knowledge and understanding through undertaking independent research.

Your overall grades are determined by your performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### **PROGRESSION –**

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- Higher National Qualifications or degree courses in social subjects and science or related areas
- further study, employment and/or training

### **CAREERS & FURTHER EDUCATION –**

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Further education: earth science, environmental science, human geography, physical geography, geology, engineering, architecture, social sciences, hydrology.

Career paths: town and transport planning, chartered surveying, renewable energy, land and water management, environmental consultancy, development, tourism, conservation, demography, housing and social welfare, countryside ranger, emergency services, military, landscape architect, environmental health, conservation officer, geospatial information scientist, climate change analyst, cartographer, hydrologist.

## **HISTORY**

**(National 3 to Advanced Higher)**

More information can be obtained from: - MRS G SMITH (Acting Faculty Head)

### **HISTORY: National 3&4**

#### **COURSE OUTLINE**

In National 3 and 4 History learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

National 3 and 4 History contribute to learners understanding of the society they live in by helping them develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

#### **STRUCTURE**

National 3 and 4 are made up of 4 units over the course of which learners will develop a wide range of transferable skills including researching, understanding and using a limited range of sources of information; explaining information about historical themes and events and communicating by a range of means conclusions based on evidence.

#### **Course content**

##### **Unit 1- Scottish History**

In this unit learners will develop techniques to comment on historical sources. Events and themes of Scottish history will be studied from the later modern period.

##### **Unit 2- British History**

In this unit learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of British will be studied from the later modern period.

##### **Unit 3- European and World History**

In this unit learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of European history will be studied from the later modern period.

##### **Unit 4- Added Value**

In this unit learners will exercise choice in selecting a topic for personal study drawn from the Scottish, British and European contexts. They will research their chosen topic and communicate their findings. Through this activity they will have opportunities to demonstrate greater depth or extension of historical knowledge, understanding and skills as they draw on and apply the knowledge, understanding and skills acquired in the other units of the course.

#### **ASSESSMENT**

All units are internally assessed and will be assessed on a pass/fail basis. To achieve the National 3 or 4 History course, learners must pass all of the required units including the added value unit. National 3 and 4 courses are not graded.

#### **PROGRESSION**

This course or its Units may provide progression to National 5 History.

## **HISTORY: National 5**

National 5 History is organised in a similar fashion to National 4, being comprised of four units involving the study of Scottish, British, and European and World History, as well as a 4<sup>th</sup>, value added unit.

### **ASSESSMENT**

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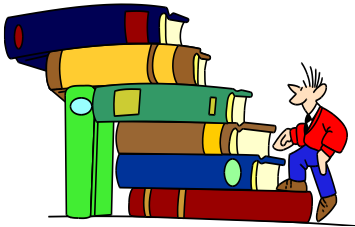
Unlike National 4 however, National 5 History will involve a final written exam. This will allow learners to demonstrate a breadth of skills, knowledge and understanding from across the course.

National 5 will also require learners to complete an assignment, similar to that undertaken in National 4, where they will be required to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

### **PROGRESSION**

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This course or its Units may provide progression to Higher History.





### **COURSE OUTLINE**

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In Higher History, candidates acquire breadth and depth in their knowledge and understanding of the past through the study of British, European and world, and Scottish contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods, and include elements of political, social, economic and cultural history.

Candidates develop an approach and understanding that they can apply to other historical settings and issues.

Candidates develop:

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- an understanding of the relationship between factors contributing to, and the impact of, historical events
- the skills of analysing, evaluating and synthesising historical information
- the skills of researching complex historical issues, drawing well-reasoned conclusions

### **COURSE STRUCTURE –**

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Unit 1 British: Britain, 1851–1951

We will study the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens.

Themes: authority, ideology and rights.

Unit 2 European and World Germany, 1815-1939

We will study the growth of nationalism in 19th century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918.

Themes: nationalism, authority and conflict

Unit 3 Scottish The Treaty of Union, 1689–1740

Political and economic change in Scotland, 1689–1740.

Themes: identity, conflict and authority.

### **ASSESSMENT –**

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Question paper 1: British, European and world history

This question paper has a total mark allocation of 44 marks.

Question paper 2: Scottish history

This question paper has a total mark allocation of 36 marks.

### **PROGRESSION –**

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Any other level 6 social subject.

### **CAREERS & FURTHER EDUCATION –**

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Potential careers include but are not limited to the law, accountancy, journalism, management, marketing, social work and teaching.

Potential studies at college or university include Law, History, Politics, Philosophy and all Arts and Social Science based subjects.

**COURSE OUTLINE**

Modern studies is the study of current events. Through a range of different learning techniques pupils learn about the current political, social and economic state of the world. Learners study society at local, Scottish, United Kingdom and worldwide context. The Course develops the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future. Ultimately it encourages pupils to understand their place in society as global citizens in an ever changing world.

Modern Studies contributes to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multidisciplinary approach.

The main aims of Modern Studies are to enable learners to develop:

- ♦ a range of research and information handling skills
- ♦ an understanding of the political process
- ♦ an understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- ♦ an awareness of different views about the extent of state involvement in society
- ♦ an awareness of the nature and processes of conflict resolution
- ♦ an understanding of human and legal rights

**MODERN STUDIES: National 4****COURSE STRUCTURE**

The Four Units of work that compose the National 4 modern studies course are detailed below

**Modern Studies: Democracy in Scotland and the United Kingdom (National 4)**

In this Unit, learners will develop skills by using sources of information in order to detect and explain examples of bias and exaggeration. Learners will develop a straightforward knowledge and understanding of democracy in Scotland and the United Kingdom. They will develop knowledge and understanding of the UK political structure including the place of Scotland within this and the debates around this arrangement. Learners will then have a choice of contexts for study which will be drawn from either the Scottish political system or the UK political system. Learners will develop knowledge and understanding of the main institutions and organisations which make up political life in their chosen context.

They will develop knowledge and understanding of the ways in which society is informed about the political system, able to participate in and influence the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.

### **Modern Studies: Social Issues in the United Kingdom (National 4)**

In this Unit, learners will develop skills by using sources of information in order to make and give straightforward justifications of decisions. Learners will develop a straightforward knowledge and understanding of social issues in the United Kingdom. They have a choice of social issues within Scotland and the UK.

Contexts for study will focus on either social inequality or crime and the law. The social inequality context, learners will focus on a specific aspect of contemporary social inequality in the UK. They will develop knowledge and understanding of the causes and consequences of social inequality and attempts by government, other organisations and individuals to tackle it. In the crime and the law context, learners will develop knowledge and understanding of the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

### **Modern Studies: International Issues (National 4)**

In this Unit, learners will develop skills by using sources of information in order to draw and give straightforward support for conclusions. Learners will develop a straightforward knowledge and understanding of international issues. They have a choice of contexts for study. Contexts for study can be either a socio-economic and political study of significant world power or a contemporary world issue. The study of a significant world power will focus on contemporary socio-economic issues and a study of its political system. The study of a world issue will focus on a significant contemporary issue, its causes and consequences, and attempts at resolution.

### **Added Value Unit: Modern Studies Assignment (National 4)**

In this Unit, learners will choose an issue for personal study drawn from Modern Studies contexts. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course

## **MODERN STUDIES: National 5**

### **COURSE STRUCTURE**

#### **Unit 1: Democracy in Scotland**

Candidates will study the political process in Scotland. Within this unit pupils will study:

- Power and decision-making
- Participation
- Influence
- Representation
- Voting systems

#### **Unit 2: Crime and the Law**

Candidates will study the political process in Scotland. Within this unit pupils will study:

- Nature of crime
- Causes of crime
- Consequences of crime
- Criminal justice system
- Responses to crime

#### **Unit 3: World Issues**

Candidates will study the political process in Scotland. Within this unit pupils will study:

- Nature and cause of conflict:
- Consequences of the conflict/issue:
- Attempts to resolve the conflict/issue:
- Evaluation of international organisation(s) in tackling the conflict/issue

### **Assignment**

Candidates have an open choice of a Modern Studies topic or issue. Their choice should refer to a contemporary political, social or international issue. They will complete an individual assignment on their chosen topic which they will complete throughout the year.

### **ASSESSMENT**

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<b>Component</b>	<b>Marks</b>	<b>Duration</b>
Component 1: question paper	80	2 hours and 20 minutes
Component 2: assignment	20	1 hour

### **COURSE OUTLINE**

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The course is split into Knowledge and Understanding and Skills.

Pupils study three units of work in the Knowledge and Understanding section of the paper as detailed in the course outline above. Additionally pupils study source interpretation and analysis, which is assessed throughout the year within each unit of study and makes up the questions in paper 2 of the formal end of year assessments.

### **COURSE STRUCTURE**

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In Higher Modern Studies pupils study 3 units of work:

**Democracy in Scotland and the UK:** In this unit of work pupils study possible alternatives for the governance of Scotland, the work of MPs and the Parliament, voting behaviour, voting systems, pressure groups, protests and the decision making process in the UK.

**Social Issues in the UK:** In this unit of work pupils will study the reasons for economic inequality, the reasons for health inequality, different groups that are affected by inequality and the government's responses to inequality.

**World Issue- Underdevelopment in Africa:** In this unit of work pupils will study the political, social and economic causes of underdevelopment, the impact that underdevelopment had on individuals, communities and countries and the responses to underdevelopment from the international community.

### **ASSESSMENT**

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Pupils will sit two examination papers at the end of the year in the exam diet:

**Paper 1:** This question paper has three sections. There are options in each section to allow opportunities for personalisation and choice. In each section, pupils will select an essay or an extended response question to answer on their Knowledge of the three units studied throughout the year in class.

**Paper 2:** The skills of analysing, evaluating and synthesising evidence are assessed in question paper 2.

### **PROGRESSION**

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Higher Politics.

### **CAREERS & FURTHER EDUCATION**

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Potential careers include but are not limited to a Lawyer, Journalist, Emergency Services, Social Worker, Advocacy Work or Councillor.

Potential studies at college or university include; Politics, Criminology, Police Studies, Law, Journalism or Social Subjects.

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**COURSE OUTLINE**

Higher politics provides detailed study of aspects of UK and US politics. Candidates develop knowledge and understanding of key political concepts. The theoretical perspective of the course enables candidates to identify, explore and analyse political issues in order to develop their own views and perspectives. Candidates develop analysing and evaluating skills during the course which help them to interpret and understand political issues. Candidates develop:

- knowledge and understanding of: — significant political concepts and ideologies — political systems through comparative study — political parties and elections
- the ability to analyse and evaluate political ideas, events, issues, systems, parties and electoral performance
- a range of research, data-handling and evaluating skills

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**COURSE STRUCTURE**

We study the theoretical ideas of power, authority and legitimacy and how this applies in UK politics. This ties in with the study of what democracy is and how it work in different countries. The study of political systems allows for comparisons to be made between UK and US politics and how the two systems are similar or different. In the political parties and election section we study election campaigns and key ideas between and within major political parties.

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**ASSESSMENT**

Assessment is carried out through a two paper exam. Paper One tests candidate knowledge of the course and Paper Two assesses the skills learned in terms of data and investigation.

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**PROGRESSION**

The course is aimed at pupils who have studied Modern Studies and wish to further develop their skills and knowledge of key parts of the Modern studies course.

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**CAREERS & FURTHER EDUCATION**

Potential careers include but are not limited to a Lawyer, Journalist, Emergency Services, Social Worker, Advocacy Work or Councillor.

Potential studies at college or university include; Politics, Criminology, Police Studies, Law, Journalism or Social Subjects.

# RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES

(National 3 to Advanced Higher)

More information can be obtained from: - MRS G SMITH (Acting Faculty Head)

## RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES: National 3,4 & 5

### COURSE OUTLINE

#### Rationale

The National RMPS 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.

### COURSE STRUCTURE

#### Section 1: World Religion

In each world religion, the beliefs, practices and sources are closely related and interconnected. Candidates are not required to learn specific sources for each religious belief and practice. However, they should be able to use examples of sources that inform beliefs and practices, where appropriate.

All candidates should be able to:

- demonstrate knowledge and understanding of religious beliefs and practices
- analyse religious beliefs and practices
- evaluate the relevance, significance and impact of religious beliefs and practices

#### Buddhism

- ◆ Three Marks of Existence
- ◆ Four Noble Truths
- ◆ Three Poisons
- ◆ Beliefs about the Buddha
- ◆ Three Jewels
- ◆ Kamma
- ◆ Samsara
- ◆ Nibbana
- ◆ Living according to the Eightfold Path
- ◆ Five Precepts
- ◆ Meditation and puja

#### Section 2: Morality and Belief

- present factual knowledge and understanding of the moral issues
- present factual knowledge and understanding of a religious and non-religious viewpoint on the moral issues
- analyse the different moral issues
- evaluate a religious and non-religious response to the moral issues
- present a reasoned viewpoint on the moral issues

#### Morality and Justice

- ◆ the purposes of punishment: retribution, deterrence, reformation, protection
- ◆ causes of crime: poverty, environment, psychological factors
- ◆ UK responses to crime: custodial sentences, non-custodial sentences, crime prevention
- ◆ capital punishment and life tariffs: humaneness, human rights

### **Section 3: Religious and Philosophical Questions**

Candidates should be able to do the following at a straightforward level:

- present factual knowledge and understanding of a religious and philosophical question
- present factual knowledge and understanding of contrasting responses to a religious and philosophical question
- analyse a religious and philosophical question and responses to it
- evaluate responses to a religious and philosophical question
- present a reasoned viewpoint on the religious and philosophical question

#### **The Problem of Suffering and Evil**

- types of suffering and evil
- explanations of suffering and evil — free will and responsibility — determinism — natural causes — role of God
- problems for beliefs about God — nature of God — challenge to the nature of God — challenge to the existence of God — theodicies

### **ASSESSMENT**

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#### **National 5**

1. Class assessments- one formal assessment per unit
2. Assignment- written under exam conditions- 1 hour- 20 marks
3. Exam- 2 hours 20 minutes- 80 marks

#### **National 4**

1. Class assessments- one formal assessment per unit
2. Added Value Unit- project

#### **National 3**

1. Class assessments- one formal assessment per unit



### COURSE OUTLINE

In Higher RMPS, pupils will study 3 units: Buddhism, Justice, and Evil and Suffering. Pupils will develop their knowledge and understanding, and learn to apply the skills to analysis and evaluation.

This course helps candidates to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour. Throughout the course, there are opportunities for candidates to develop literacy, personal learning and thinking skills, and a sense of responsible citizenship. The course allows candidates to: develop an understanding and respect for different beliefs, values and viewpoints, learn how to express their values and beliefs, put their values or beliefs into action in ways which benefit others, make informed moral decisions.

### COURSE STRUCTURE

#### Unit 1

##### **Buddhism Beliefs**

- Three Marks of Existence: anicca;
- anatta; dukkha
- nature of human beings: tanha;
- Three Root Poisons; kamma
- beliefs about the Buddha
- samsara; Nibbana

##### **Buddhism Practices**

- living according to the Eightfold Path
- Five Precepts; sangha
- meditation; devotion

#### Unit 2

##### **Justice**

1. Causes of Crime
  - Environmental and social influences.
  - Psychological Factors.
2. Purposes of Punishment
  - Protection
  - Deterrence
  - Reform/Rehabilitation
  - Retribution
3. Responses to Crime
  - Custodial
  - Non-Custodial
  - Capital punishment

#### Unit 3

##### **The Problem of Evil and Suffering**

- Is God responsible for suffering and evil?
- What arguments are used to support God's responsibility for suffering and evil?
- Are humans responsible for suffering and evil?
- What arguments are used to support human responsibility for suffering and evil?
- Can responsibility for suffering and evil lie with both God and humans?

### ASSESSMENT

Exam: 2 Questions Papers

Paper 1 - 2 x 10 mark essays and 2 x 20 mark essays

Paper 2 - 1 x 20 mark essay

### PROGRESSION

AH RMPS

### CAREERS & FURTHER EDUCATION

Potential careers include but are not limited to a Lawyer, Journalist, Emergency Services, Social Worker, Advocacy Work or Councillor.

Potential studies at college or university include; Philosophy, Politics, Criminology, Police Studies, Law, Journalism or Social Subjects.

### COURSE OUTLINE

Course Outline – In Advanced Higher RMPS, pupils will study two units which will develop their analytical and evaluative skills. Pupils will develop their research skills through their dissertation.

### COURSE STRUCTURE

<b>Philosophy of Religion</b> Cosmological argument and responses ♦ Aquinas: argument from motion, contingency, causation ♦ Leibniz: principle of sufficient reason ♦ Kalam argument  Teleological argument and responses ♦ Aquinas: argument from design ♦ Paley: argument from design ♦ argument from intelligent design  Atheism ♦ the improbability of God ♦ incoherence of the God of classical theism ♦ presumption of atheism	<b>Medical Ethics</b> Beginning of life ♦ personhood ♦ treatment and use of embryos ♦ abortion ♦ sanctity of life ♦ religious responses ♦ non-religious responses  Organ transplants ♦ organ procurement ♦ organ allocation ♦ sanctity of life ♦ religious responses ♦ non-religious responses  End of life ♦ forms of end-of-life care: medical and social care ♦ forms of euthanasia ♦ forms of assisted suicide ♦ sanctity of life ♦ religious responses ♦ non-religious responses
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### ASSESSMENT

Pupils will complete 2 x 30 mark essay and 6 source questions in the final exam.

Pupils will complete a Dissertation which is between 3000-4000 words on a question of their choice from either Medical Ethics or Philosophy of Religion.

### PROGRESSION

Further or Higher Education

### CAREERS & FURTHER EDUCATION

Potential careers include but are not limited to a Lawyer, Journalist, Emergency Services, Social Worker, Advocacy Work or Councillor.

Potential studies at college or university include; Philosophy, Criminology, Police Studies, Politics, Law, Journalism or Social Subjects.

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**COURSE OUTLINE**

The Scottish Studies Award provides opportunities for learners to develop their knowledge and understanding of Scotland - its people, languages (such as Scots and Gaelic), society, culture, natural environment and heritage - and to make connections across the curriculum.

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**COURSE STRUCTURE**

All Units in the Award are at SCQF level 5 and learners must complete a total of four Units. All learners must complete the mandatory Scottish Studies: Scotland in Focus (SCQF level 5) Unit. They will also complete three Units from at least two of the following groups:

Group 1 Language and Literature

Group 2 Society and Environment

Group 3 Arts and Culture

Group 4 Business, Industry and Employment

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**ASSESSMENT**

Each of the units will be internally assessed.

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**PROGRESSION**

Level 6 Scottish Studies

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**CAREERS & FURTHER EDUCATION**

Scottish Studies could lead to vocational training or employment in a variety of sectors including tourism, hospitality and the creative, cultural and heritage industries.

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**COURSE OUTLINE****National 5 Skills for Work: Travel and Tourism**

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

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**COURSE STRUCTURE**

Learners will study 4 units:

1. Travel and Tourism: Employability
2. Travel and Tourism: Customer Service
3. Travel and Tourism: UK and Worldwide
4. Travel and Tourism: Scotland

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**ASSESSMENT**

Learners will be internally assessed for all 4 units.

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**PROGRESSION**

Level 6 Travel and Tourism NPA

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**CAREERS & FURTHER EDUCATION**

Events Manager, IT Support Technician, Tourist Guide, Chef, Hotel Manager, Marketing Manager  
Outdoor Activities Instructor, Airline customer service agent.

**HOSPITALITY – PRACTICAL COOKERY COURSE: National 3****COURSE OUTLINE**

This course aims to develop learners' life skills and enables them to learn how to prepare and cook food for themselves and others. It also develops their basic organisational skills.

**STRUCTURE**

The course is practical and experiential in nature, with an emphasis on learners having the ability to work safely and hygienically in all cookery context. The course comprises of 3 mandatory units.

- **Cookery skills, Techniques and processes (National 3)**
- **Understanding and Using Ingredients (National 3)**
- **Organisational Skills for Cooking (National 3)**

**ASSESSMENT**

To achieve the National 3 Hospitality: Practical Cookery Course Award, learners must pass all of the required Units. It is not graded, and is internally assessed.

**PROGRESSION**

This course or its Units may provide progression to:

- Other qualifications in Hospitality or related areas
- Further study, employment and/or training

**HOSPITALITY – PRACTICAL COOKERY COURSE : National 4****COURSE OUTLINE**

This course aims to develop learners' life skills and enables them to learn how to prepare and cook food for themselves and others. It also develops their basic organisational skills, which have an application in a variety of contexts.

**STRUCTURE**

The course is practical and experiential in nature. It develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills. There is emphasis on learners following safe and hygienic practices in all cookery contexts. The course comprises of 4 mandatory Units, including the Added Value Unit.

- **Cookery Skills, Techniques and Processes (National 4)**
- **Understanding and Using Ingredients (National 4)**
- **Organisational Skills for Cooking (National 4)**

**ASSESSMENT**

To achieve the National 4 Hospitality: Practical Cookery Course Award, learners must pass all of the required Units,

**PROGRESSION**

This course or its Units may provide progression to:

- Other qualifications in Hospitality or related areas
- Further study, employment or training

## **COURSE OUTLINE**

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This course aims to develop learners' life skills and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops their basic organisational skills, which have an application in a wide variety of contexts.

## **STRUCTURE**

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The course is practical and experiential in nature. It develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality – related contexts. There is emphasis on learners following safe and hygienic practices in all cookery contexts. The course comprises of 3 mandatory Units.

- **Cookery Skills, Techniques and Processes (National 5)**
- **Understanding and Using Ingredients (National 5)**
- **Organisational Skills for Cooking (National 5)**

## **ASSESSMENT**

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To gain the award of the Course, the learner must pass all of the units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. There is now a written exam which is worth 25% of the marks, the remainder 75% is allocated to internal and practical assessment. This comprises of a 3 course meal to serve 4 people.

Internally assessed practical. 2 hrs 30 mins: 82 marks

Externally assessed Assignment – written 1hr 45 mins: 18 marks

Externally assessed Assessment – written 1hr: 30 marks

## **PROGRESSION**

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This course or its Units may provide progression to:

- Other qualification in Hospitality or related areas
- Further study, employment or training

## **COURSE OUTLINE**

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The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry.

### **The course aims to enable candidates to:**

- ◆ acquire knowledge and understanding of methods of cake production
- ◆ develop knowledge and understanding of functional properties of ingredients used in cake production
- ◆ develop technical skills in cake baking
- ◆ develop technical and creative skills in cake finishing
- ◆ follow safe and hygienic working practices
- ◆ develop their knowledge and understanding of cake design and follow trends in cake production
- ◆ acquire and use organisational skills in the context of managing time and resources

Skills, knowledge and understanding for the course The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ interpreting a design brief
- ◆ carrying out a practical activity to meet the requirements of a design brief
- ◆ knowledge of methods of cake baking and finishing
- ◆ knowledge of functional properties of ingredients used in production of cakes and other baked items
- ◆ skills in baking and finishing in the production of cakes and other baked items
- ◆ creatively applying finishing techniques to cakes and other baked items
- ◆ working safely and hygienically
- ◆ using specialist tools and equipment with dexterity and precision in routine and familiar tasks
- ◆ organisational and time management skills
- ◆ the ability to evaluate both the product and the process

## **ASSESSMENT**

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**Question paper 25 marks**

**Assignment 30 marks**

**Practical activity 70 marks**

**PHYSICAL EDUCATION: National 4****COURSE OUTLINE**

National 4 will provide learners with the opportunities to continue to acquire and develop the attributes and capabilities of the four capacities encountered in S1-3, continuing to develop positive attitudes towards a healthy lifestyle. By engaging in physical activity learners will develop skills and be given the opportunity to demonstrate initiative, decision making and problem solving.

**COURSE STRUCTURE*****National 4 has Mandatory Units***

Physical Education: **Performance Skills**  
**Factors Impacting on Performance**  
**Added Value Unit (Performance)**

**Performance Skills**

The aim of this unit is to provide pupils with the opportunity to develop a range of movement and skills in physical activities. They will aim to perform these skills with some consistency, control and fluency and develop their spatial awareness.

**Factors Impacting on Performance**

This unit will allow pupils to explore and develop their knowledge on factors that impact performance. Pupils will record, monitor and reflect on their personal performance.

**Added Value Unit (Performance)**

Pupils will prepare for and carry out a single performance demonstrating that they can apply skills in a challenging situation. Pupils will also be required to identify plan, develop, and organise themselves in preparation for their performance and show awareness of future development needs.

**ASSESSMENT**

The National 4 PE course assessment is split up into two elements.

1. The first element involves pupils' preparing for their 2 performances.
2. Pupils will participate in one off practical performance from a menu of activities.

National 4 P.E will be internally assessed as pass or fail.



### COURSE OUTLINE

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The Course will enable learners to develop skills, positive attitudes and attributes in performance and physical activity contexts and to transfer these to other contexts.

### COURSE STRUCTURE

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#### Performance Skills

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

#### Factors Impacting on Performance

In this Unit, learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to develop personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

### ASSESSMENT

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The National 5 PE course assessment is split up into two elements.

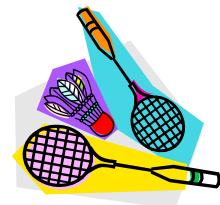
1. The first element is 2 performances which are internally assessed both worth 30 marks totaling 60 marks.
2. The second element is a portfolio piece of work which is externally assessed. Up to 60 marks can be awarded.

National 5 P.E will be graded A-D.

### PROGRESSION

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Higher Physical Education  
Employment or Training



### COURSE OUTLINE

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The course enables candidates to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities. Candidates demonstrate initiative, decision making and problem solving by engaging in physical activities. Candidates develop the ability to use strategies to make appropriate decisions for effective performance. These strategies will be based on an analysis and understanding of the impact of mental, emotional, social and physical factors on performance.

The course supports the way that individual attitudes, values and behaviours are formed by participating in physical education. The skills, knowledge and understanding that candidates acquire by successfully completing the course are transferable to learning, to life and to the world of work.

The course enables candidates to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance

### COURSE STRUCTURE

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The course consists of two areas of study:

#### **Factors impacting on performance**

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance.

Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

#### **Performance**

Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.

## **ASSESSMENT**

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### **Question Paper**

The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment. The question paper has three mandatory sections and samples from these five broad areas:

- factors impacting on performance
- methods of collecting information to analyse factors impacting on performance
- key planning information
- performance development process
- recording, monitoring and evaluating performance development

Section 1- focuses on the four factors impacting on performance and covers one or more of the five broad areas of skills, knowledge and understanding. This section is worth 32 marks in total.

Section 2 - focuses on the candidates' experience of creating and implementing a Personal Development Plan (PDP) over a minimum of three sessions and covers at least two factors impacting on performance. Marks range from 6–10 marks.

Section 3- is based upon a scenario. The scenario may include text, images, graphs or other information. This section focuses on one or more of the five broad areas of skills, knowledge and understanding, and samples two of the factors impacting on performance. Candidates must respond using the two factors identified in the question. Marks range from 8–12 marks.

### **Performance**

The performance assesses candidates' ability to perform in two different physical activities. The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- repertoire of skills — a broad and comprehensive performance repertoire (including complex movement and performance skills)
- control and fluency of complex movement and performance skills
- effective decision making and problem solving
- using and applying well established composition, tactics and roles
- extent to which rules and regulations are followed and etiquette is displayed (including working with others)
- extent to which emotions are controlled on the day of the performance

The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

## **PROGRESSION**

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Advanced Higher PE

NPA Sports Development

NPA Exercise and Fitness

## **CAREERS & FURTHER EDUCATION**

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- PE Teaching
- Fitness Health and Exercise.
- Sport and Recreation Management
- Sports Therapy
- Applied Sports Science
- Sport Coaching with Sport Development.

## COURSE OUTLINE

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The course aims to:

- ♦ develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively in a challenging context
- ♦ select and apply skills by making informed decisions in a physical activity
- ♦ understand how skills, techniques and strategies combine to produce an effective performance
- ♦ investigate the impact of mental, emotional, social and physical factors on performance and the process of performance development
- ♦ understand and apply approaches to develop performance

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ♦ applying a range of complex movement and performance skills during a high-level single performance
- ♦ making decisions during a high-level single performance
- ♦ demonstrating independent research and investigation skills
- ♦ investigating how factors impact on performance
- ♦ understanding and applying approaches to develop performance
- ♦ analysing and evaluating the process of performance development

## COURSE STRUCTURE

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### Project

- ♦ demonstrating independent research and investigation skills
- ♦ investigating how factors impact on performance
- ♦ understanding and applying approaches to develop performance
- ♦ analysing and evaluating the process of performance development including future needs

### Performance

- ♦ demonstrating a broad and comprehensive repertoire of complex skills
- ♦ demonstrating control and fluency of complex movement and performance skills
- ♦ demonstrating effective decision making and problem solving
- ♦ using and applying well-established composition, tactics and roles safely and effectively
  - ♦ following rules and regulations and displaying etiquette (including working with others)
- ♦ controlling emotions on the day of the performance

## ASSESSMENT

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Project 70 marks

The project has four stages:

- ♦ Stage 1 — project proposal
- ♦ Stage 2 — research
- ♦ Stage 3 — implementing the Personal Development Plan (PDP)
- ♦ Stage 4 — post-PDP analysis and evaluation

Performance(One activity to a high level) 30 marks

## CAREERS & FURTHER EDUCATION

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PE Teaching

Fitness Health and Exercise.

Sport and Recreation Management

Sports Therapy

Applied Sports Science

Sport Coaching with Sport Development.

## **SPORTS DEVELOPMENT**

More information can be obtained from: - MR N ROSS  
(Faculty Head)

## **Award**

### **COURSE OUTLINE**

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This Higher course allows students with an interest in physical activities to apply skills in a coaching context. The award will allow candidates to develop their personal leadership qualities and to develop their knowledge, skills and understanding of current theories and concepts surrounding the topic. Students will assist in our associated Primary Schools, supporting the delivery of PE lessons and school clubs.

### **COURSE STRUCTURE**

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The course consists of two units:

Sports: Activity and Participation Opportunities in the Community (Higher)

Sports: Investigate Activity Development Opportunities in an Organisation (Higher)

### **ASSESSMENT**

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The course is assessed ongoing internal assessments which look at the skills of organising and delivering coaching sessions.

Pupils will also be assessed in their practical delivery of 10 sporting session in local primaries or at lunchtime/after school clubs

### **PROGRESSION**

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NPA Exercise and Fitness

Careers & Further Education

PE Teaching

Fitness Health and Exercise.

Sport and Recreation Management

Sports Therapy

Applied Sports Science

Sport Coaching with Sport Development

## **NPA EXERCISE AND FITNESS LEADERSHIP**

**Level 6**

More information can be obtained from: - MR N ROSS  
(Faculty Head)

### **COURSE OUTLINE**

NPA in Exercise and Fitness Leadership (Level 6) provides a structured opportunity for Pupils to experience a number of recognised ways of leading others in fitness activities. Pupils will develop their personal leadership qualities and to develop their knowledge and skills in fitness.

### **COURSE STRUCTURE**

Exercise and Fitness Leadership has 5 units which 3 of them are mandatory. These are:

1. Exercise and Fitness: Cardiovascular Training (Higher)
2. Exercise and Fitness: Circuit Training (Higher)
3. Exercise and Fitness: Free Weight Training (Higher)

### **ASSESSMENT**

Continuous throughout the year

1. Assignments
2. End of topic exam
3. Practical Assessment and delivery

### **PROGRESSION**

NPA Sports Development  
Higher PE

### **CAREERS & FURTHER EDUCATION**

Sport Coaching with Sport Development.

- Fitness Health and Exercise.
- Sport and Recreation Management
- Sports Therapy
- Applied Sports Science

## GRADU8 WORK EXPERIENCE

More information can be obtained from: - MS IQBAL (Principal Teacher DYW)

### COURSE OUTLINE

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The GradU8 programme is organised by the South Lanarkshire Youth Employability service and allows for pupils in S4-6 the opportunity to complete a work placement and develop key employability skills.

Pupils can choose from different placements on offer from the Youth Employability team. If pupils wish to work with a particular employer, self-found placements can also be organised. Pupils will attend their placement one day a week (Monday) and will work with a Vocational Development Key Worker to review their progress.

There are a limited number of spaces available and pupils who are interested should ensure they have read the following information carefully and seek advice from their Pupil Support Teacher.

### ASSESSMENT

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Whilst in school, pupils will utilise their knowledge and skills gained during their placement to work towards a Level 4 Employability Award or a Level 5 Personal Development Award.

### PROGRESSION, CAREERS & FURTHER EDUCATION

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Completing the work placement allows pupils a better insight into the sector they are interested in, and develop skills and gain experience which will allow them to progress into one of Scotland's growing industries. More information can be found on [My World of Work](#).

Learners who continue onto S5 can progress to a Level 6 **Foundation Apprenticeship** in S5 or S6. However, the GradU8 Work Experience is ideally suited to pupils wishing to leave at the end of the school year. School leavers can progress onto a **college course**, a **modern apprenticeship** or **employment**.

## **COURSE OUTLINE**

The GradU8 programme is organised by the South Lanarkshire Youth Employability service and allows for pupils in S4-6 the opportunity to study at College for a Work-based learning qualification in a subject area they may wish to pursue after leaving school.

Pupils will attend New College Lanarkshire one day a week (Monday) and will be transported to and from school.

There are a limited number of spaces available and pupils who are interested should ensure they have read the following information carefully and seek advice from their Pupil Support Teacher.

<b><u>Course Options</u></b>	<b><u>Level</u></b>	<b><u>Progression onto other Vocational courses</u></b>
Uniformed and Emergency Services	4	
Construction	4	Construction GradU8 Level 5
Sport and Recreation	5	
Beauty Skills	5	
Hair and Barbering	5	
Make-up artistry	5	
Engineering	5	Engineering Foundation Apprenticeship Level 6
Early Education and Childcare	5	Childcare Foundation Apprenticeship Level 6
Health and Social Care	5	Health and Social Care Foundation Apprenticeship Level 6
Creative Digital Media	5	Creative Digital Media Foundation Apprenticeship Level 6

## **ASSESSMENT**

All course assessment takes place at and with the staff from New College Lanarkshire. Learners will be required to pass an assessment for each unit being covered in order to achieve the qualification.

## **PROGRESSION**

Learners who continue onto S5 can progress to the GradU8 Work Experience programme, or onto a Foundation Apprenticeship in S5 or S6, as stated in the table above.

## **CAREERS & FURTHER EDUCATION**

Studying one of the above courses allows pupils to progress into many of Scotland's growing industries. More information can be found on [My World of Work](#).

The GradU8 courses support a range of pathways for young people but are ideally suited to pupils wishing to leave at the end of the school year. School leavers can progress onto a **college course**, a **modern apprenticeship** or **employment**.



**COURSE OUTLINE**

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This course aims to develop learners' skills for life, learning and work. It develops knowledge of leadership skills, styles and qualities, as well as developing learners' organisational skills. The knowledge gained will allow the learner to reflect on their own skill, qualities and experience in relation to leadership. The course will allow the learner to develop their potential for leadership by providing opportunities to take a leading role in an activity and explore the relationship between leadership and teamwork allowing learners to develop confidence, independence and self-management skills

**COURSE STRUCTURE**

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All learners will work towards an SQA Leadership Award at either SCQF level 5 or 6. There are two units within this award.

**Unit 1 – Leadership: An Introduction**

In this unit learners develop a clear description & explanation of leadership. They do this by;

1. Looking at different styles of leadership.
2. Compare leaders to identify what make a good leader.
3. Completing a self evaluation to identify their own strengths and leadership style.

**Unit 2 – Leadership in Practice**

In the second unit learners undertake an activity that will improve /develop their leadership abilities. The activity can be completed as an individual or a part of a team. Learners must gather evidence to show how they have organised and planned the event. Agendas, minutes, e-mails, interview notes, diary, videos, recordings, photographs etc.

**ASSESSMENT**

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**Unit 1 – Leadership: An Introduction**

Leadership: An Introduction involves learners researching and producing a report on leadership principles, styles, skills and qualities. They will also be required to evaluate their own potential for leadership within the report.

**Unit 2 – Leadership in Practice**

Leadership in Practice involves learners taking a leading role in an activity. They will prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. Learners then carry out the activity, monitoring progress and making changes as needed. At the end, candidates review their experience, drawing conclusions about themselves as a leader.

Both units are internally assessed and externally verified by the SQA

## **WORKING WITH OTHERS**

More information can be obtained from: - MRS LAIRD (Principal Teacher SfL)

### **COURSE OUTLINE**

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'This is a core skills unit at SCQF level 5. In Working with Others you develop your own skills, whilst helping younger pupils, because you build your own confidence and communication skills. It presents an opportunity to assist in classes in a subject you particularly enjoy. You also get to work with your peers to organise something like a charity event or school activity.

### **COURSE STRUCTURE**

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The course is made up of 3 main elements:

- (1) Supporting others-Your periods of in-class support, paired reading, buddying and super buddying all count for this.
- (2) Team Task- work with a group (minimum 2) to plan, organise and run an event or activity.
- (3) Paperwork-You record, reflect, evaluate and assess everything you do by thinking about how well you work with others and how you contribute to your team. This paperwork is completed during the period of the week when you meet with the teacher.

### **ASSESSMENT**

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Completion of a minimum of 40 hours working with others.

Completion of all logbooks and course materials including self-assessment and reflection activities.

Feedback from staff when you support their classes.

Completion of the team task.

### **PROGRESSION**

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This is a stand-alone course usually aimed at S6 pupils who will be leaving. It can, on occasions, be offered to S5 pupils, but it would not then be repeated in S6.

### **CAREERS AND FURTHER EDUCATION**

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The skills you gain for this are relevant for any career or course you might plan to do, where you have to work in a team or work with other people. This would apply to most jobs. However, it provides vital experience for those who hope to work in things like teaching, health, social work etc. It also provides an excellent way to contribute to the school community and given something back to the school. It is also great to have teamwork experience to talk about at interviews or to write about in your personal statement or your CV

# YOUTH ACHIEVEMENT AWARD

## COURSE OUTLINE

Youth Scotland's Youth Achievement Awards offer young people recognition and accreditation for young people's achievements. They are learning awards that provide a framework to support quality work with young people. It adopts a Plan-Do-Review process where young people select a challenge that they wish to surpass and plan an approach to achieve their goals. They then do the activity and produce evidence which records their accomplishments. Finally, they review the experience and the impact it has had on them.

## COURSE STRUCTURE

The Youth Achievement Awards are for young people aged 14+. They are built around activities that young people enjoy participating in and allow the development of skills: such as communication, leadership and employability skills.

The table below outlines the different levels of the Youth Achievement Award and offers an idea of the level of responsibility at each level.

Level	Minimum Age	Minimum Hours	Minimum Responsibility	SCQF Level	Equivalent SQA Qualification	SCQF Credit Points
Bronze	14	60	Taking Part	4	National 4	7
Silver	14	90	Assisting	5	National 5	11
Gold	14	120	Leading	6	Higher	14
Platinum	16	135	Peer Education	7	Advanced Higher	16

## Examples of Challenges

<b>Bronze Award (Taking Part)</b>	<b>Gold Award (Leading)</b>
Participate in a sports event Be part of a charity fundraiser Write a short story Make a chair in Technical	Overcome the challenge of raising £1000 for charity Plan, do and review a strategy to improve litter in your local community
<b>Silver Award (Assisting)</b>	<b>Platinum Award (Peer Education)</b>
Work as part of a team to arrange a football tournament. Be a classroom assistant to younger classes Serve on the Pupil Council	Participants will lead, deliver and review dance workshops Participants will promote and teach other young people about Positive Mental Health

Each award requires pupils to produce evidence of the practical work they have completed. Peer assessment is also an important element of the course as young people will help each other to review their progress.

## ASSESSMENT

The assessment is based on pupil worksheets, evidence collated and evaluations. It is quality assured by Youth Scotland before pupils receive their accreditation.