Belonging • Experiences • Aspirations • Teamwork • Honesty

Beath High School

S4 into S5
and
S5 into S6

Learner Pathways

2023-24

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Introduction

S4 and S5 pupils are now considering their Learner Pathway as they move towards their S5 and S6 at Beath High School.

To ensure that learners have as much guidance as possible, and in addition to all of the general advice given via Personal and Social Education, we have published this booklet with information about the courses that could run next session.

A significant amount of work has been done to review our curriculum offer to deliver our curriculum rationale:

The Beath curriculum is designed to enable all of our young people the opportunity to achieve their potential through flexible pathways to success.

If you have any further questions, please do not hesitate to make contact with the school.

BUSINESS & INFORMATION TECHNOLOGY FACULTY

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S5-S6 Administration & IT – 2023-24

National 4 - Administration and IT

Entry Level

Pupils would benefit greatly from having already completed N3 if studying N4 Admin & IT. The Faculty would consider those who have not met these criteria, entry would be subject to further discussion.

Course Structure and Content

Administrative Practices:

- Duties, skills and qualities of administrative assistant
- Features of good customer care
- Legislation regarding health and safety and security of people/information
- Planning and tasks required for organising a small-scale event

IT Solutions for Administrators:

- Basic functions of spreadsheet applications – creating, editing, charting
- Database applications – populating, editing, creating reports
- Word processing – preparing business documents, tables, forms and importing from spreadsheets and/or databases

Communication in Administration:

- Searching for and extracting/downloading information
- Use technology to prepare and communicate simple information
- Basic functions of desk-top publishing to produce documents

What skills will I develop?

Develops a range of skills for learning, life and work. They include a basic ability to use IT and aspects of literacy, numeracy and thinking skills. Information must be presented in a form appropriate to its purpose. Pupils whether working individually or with others, will be encouraged to produce work which is of a high standard in terms of accuracy and quality.

How will I be assessed?

All units are internally assessed on a pass/fail basis in line with SQA criteria. The added-value unit - pupils will be assessed in the form of an SQA external course assignment which will be graded.

Progression?

By developing many transferable skills, the course prepares learners for everyday life, the world of work, or further study of National 5 Administration & IT and other business-related disciplines.

Please see Principal Teacher Curriculum for further information.

National 5 - Administration and IT

Entry Level

Pupils would benefit greatly from having already completed N4 if studying N5 Admin & IT. The Faculty would consider those who have not met these criteria, entry would be subject to further discussion.

Course Structure and Content

Administrative Practices:

- Duties, skills and qualities of administrative assistant
- Features of good customer care
- Legislation regarding health and safety and security of people/information
- Planning and tasks required for organising a small-scale event

IT Solutions for Administrators:

- Basic functions of spreadsheet applications – creating, editing, charting
- Database applications – populating, editing, creating reports
- Word processing – preparing business documents, tables, forms and importing from spreadsheets and/or databases

Communication in Administration:

- Searching for and extracting/downloading information
- Use technology to prepare and communicate simple information
- Basic functions of desk-top publishing to produce documents

What skills will I develop?

Develops a range of skills for learning, life and work. They include a basic ability to use IT and aspects of literacy, numeracy and thinking skills. Information must be presented in a form appropriate to its purpose. Pupils whether working individually or with others, will be encouraged to produce work which is of a high standard in terms of accuracy and quality.

How will I be assessed?

All units are internally assessed on a pass/fail basis. Course is assessed via a 70 mark assignment completed in School and then submitted to the SQA and a 50 mark question paper that is sat during the SQA exam diet.

Progression?

By developing many transferable skills, the course prepares learners for everyday life, the world of work, or further study of Higher Administration & IT and other business-related disciplines.

Please see Principal Teacher Curriculum for further information.

Higher - Administration and IT

Entry Level

Pupils would benefit greatly from having already completed N5 Admin & IT, but the Faculty would consider those who have not completed the N5 if they have N5/Higher Business Management or Computing Science. Those who have not met these criteria, entry would be subject to further discussion.

Course Structure and Content

Administrative Theory and Practice:

- provide an account of the factors contributing to the effectiveness of the administrative function
- provide an account of customer care in administration

IT Solutions for Administrators:

- use complex functions of a spreadsheet/database/word processing to provide solutions asked for in a task

Communication in Administration:

- communicate complex information to a range of audiences and effectively manage sensitive information

What skills will I develop?

Skills developed include communication, team working, customer service, and skills in the use of information and communications technology. Problem solving and decision-making in a variety of different contexts.

How will I be assessed?

Internal:

- 3 Unit assessments (Pass/Fail)

External:

- Practical Assignment (58%) - completed and submitted to SQA for marking
- Written Question Paper (42%) - exam diet and externally marked

Overall mark graded - A-D

What are the homework requirements?

Homework will be issued on a regular basis to reinforce learning.

Progression?

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

Please see Principal Teacher Curriculum for further information.

S5-S6 Business Management – 2023-24

National 4 – Business

Entry Level

Pupils would benefit greatly from having already completed N3 if studying N4 Business. The Faculty would consider those who have not met these criteria, entry would be subject to further discussion.

Course Structure and Content

National 4

The course consists of 3 mandatory units -

Business in Action:
- Reasons why and the ways people set up their own business
- Role and characteristics of an entrepreneur
- Types of businesses and sources of finance
- Marketing strategies – pricing and promotions

Influence on Business:
- Role and influence of stakeholders in business
- Budgeting and financial statements
- Internal factors which influence a business
- External influences and the impact they have on businesses

Added Value Unit: Business in Practice:
- Pupils will prepare a simple business proposal for an aspect of a small business using appropriate technology.

What skills will I develop?
- Enterprise and employability skills essential to today's society
- ICT skills to gather, analyse and communicate business information effectively
- Numeracy skills by being able to interpret data, tables, charts and other graphical displays to draw conclusions
- Working with others
- Literacy through learning and using business terminology

How will I be assessed?

National 4

All units are internally assessed on a pass/fail basis in line with SQA criteria (no course grades awarded).

Added Value Unit - pupils will research and prepare a business-related assignment.

What are the homework requirements?

Homework will be issued on a regular basis to reinforce learning.

Progression?

By developing many transferable skills, the course prepares learners for everyday life, the world of work, or further study of National 5 and other business-related disciplines.

Please see Principal Teacher Curriculum for further information.

National 5 – Business Management

Entry Level

Pupils would benefit greatly from having already completed N4 if studying N5 Business Management. The Faculty would consider those who have not met these criteria, entry would be subject to further discussion.

Course Structure and Content

National 5

The course consists of 3 mandatory units -

Understanding Business:

- Role of business in society
- Types of business organisations
- Importance of Customer Satisfaction
- Internal and external factors on businesses

Management of People and Finance:

- Recruitment and selection procedures
- Health and safety legislation
- Sources of business finance
- Budgeting and business financial statements

Management of Marketing and Operations:

- Market research techniques
- Marketing strategies
- Operations and quality control
- Role of technology in business

What skills will I develop?

- Enterprise and employability skills essential to today's society
- ICT skills to gather, analyse and communicate business information effectively
- Numeracy skills by being able to interpret data, tables, charts and other graphical displays to draw conclusions
- Literacy through learning and using business terminology

How will I be assessed?

National 5

All units are internally assessed on a pass/fail basis in line with SQA criteria (no course grades awarded). Pupils will be assessed in the form of an SQA exam and assignment which will provide an overall grade.

What are the homework requirements?

Homework will be issued on a regular basis to reinforce learning.

Progression?

By developing many transferable skills, the course prepares learners for everyday life, the world of work, or further study of Higher Business Management and other business-related disciplines.

Please see Principal Teacher Curriculum for further information.

Higher – Business Management

Entry Level

Pupils would benefit greatly from having already completed N5 Business Management, but the Faculty would consider those who have not completed the N5 if they have N5/Higher Administration, Higher Computing Science or Higher English. Those who have not met these criteria, entry would be subject to further discussion.

Course Structure and Content

There are 3 units studied:

- **Understanding Business** – understanding of the ways in which organisations satisfy customers' needs and contribute to generating wealth; understanding key business theories and concepts
- **Management of Marketing and Operations** – evaluate complex factors influencing the management of marketing and operations
- **Management of People and Finance** – analyse influences on Human Resources and Financial management and strategies to improve performance

What skills will I develop?

Employability skills and attitudes, including flexibility and adaptability, independence, reliability and working with others; numeracy, by being able to interpret data, tables, charts and other graphical displays to draw business conclusions; and effective us of ICT in a business context.

Problem solving, research, information handling and knowledge to allow pupils to access, understand and contribute to the business environment.

How will I be assessed?

Internal:

- 3 Unit assessments (Pass/Fail)

External:

- Business Assignment (25%) - completed and submitted to SQA for marking
- Written Question Paper (75%) - exam diet and externally marked

Overall mark graded - A-D

What are the homework requirements?

Homework will be issued on a regular basis to reinforce learning.

Progression?

There will be an opportunity for those who achieve success in National 5 to progress further in this subject by studying Higher Business Management which in turn could lead to further study of a Business related subject at College or University.

DESIGN FACULTY

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Subject: Practical Wood N5

Entry Level:

Practical Wood at National 4 Level preferable.

Course Structure and Content:

As with N4, the N5 course is practical and allows learners further experience of reading working drawings/diagrams and planning activities to successfully complete increasingly complex finished artefacts. The course is designed to develop and hone the necessary skills in woodworking techniques, marking out, cutting, shaping and finishing materials. Learners will also gain knowledge of sustainability issues within the practical woodworking context. Learners will be expected to work to close tolerances when manufacturing artefacts, and with less support, than at N4.

As with N4, a proportion of the time in the workshop will be spent on theory work to increase candidate confidence in communicating information, reading working drawings and materials knowledge.

The course consists of three mandatory units and an Assessment Task:

- **Flat Frame Construction**,
- **Carcase Construction**
- **Machining & Finishing**.

Assessment:

The course consists of three mandatory units and a course assessment in the form of a practical project.

The three units – **Flat Frame Construction**, **Carcase Construction** and **Machining & Finishing** allow pupils to gain necessary skills/knowledge to attempt the final Assessment Task. This will be assessed and the final grade (A-D) will be based on this. There is also a written exam at the end of the course which is externally marked.

During the course learners will utilise tools and machinery in a workshop environment. They will be expected, **at all times**, to act responsibly, co-operate with their peers as and when required and also to follow recognised, safe working practices. Following recognised procedure and safe working practices is a requirement which has to be demonstrated, throughout the course, (as stipulated by SQA) in order to gain any qualification.

Subject: NPA Construction Skills SCQF level 4

Entry Level:

Passed N4 or N5 Practical Woodworking

Course Structure and Content:

The NPA in Construction Skills at SCQF level 5 introduces learners to craft techniques in the construction industry, and the opportunity to combine these with practical skills in the built environment. It develops knowledge and understanding of a range of construction disciplines and focuses on skills and the application of learning that is essential for careers in the sector. The NPA in Construction Skills focuses on the development of learner hand skills and use of tools.

Safe working practices will be looked at in accordance with current safety codes of practice and regulations.

As with Practical Wood and Metal courses, a proportion of the time in the workshop will be spent on theory to increase candidate confidence in communicating information, reading working drawings and materials knowledge.

The course award consists of three mandatory units:

- **Develop Bench Joinery Skills**
- **Manufacture Joinery Components**
- **Efficient Construction Practices: An Introduction**

Assessment:

Assessment of this NPA will be a combination of practical and knowledge assessments under closed- and open-book assessment conditions.

Subject: Practical Metal N5

Entry Level:

Passed N4 or N5 Practical Woodworking

Course Structure and Content:

The N5 Metalworking course is practical and allows learners further experience of reading working drawings/diagrams and planning activities to successfully complete increasingly complex finished artefacts. The course is designed to develop and hone the necessary skills metalworking techniques, marking out, cutting, shaping and finishing materials. Learners will be expected to work to close tolerances when manufacturing artefacts and will gain experiences in a range of different metalworking machinery.

A proportion of the time in the workshop will be spent on theory work to increase candidate confidence in communicating information, reading working drawings and materials knowledge.

The course consists of three mandatory units and an Assessment Task:

- **Bench Skills**
- **Fabrication and Thermal Joining**
- **Machine Processes**

Assessment:

The course consists of three mandatory units and a course assessment in the form of a practical project.

The three units – **Bench Skills. Fabrication and Thermal Joining** and **Machine Processes** allow pupils to gain necessary skills/knowledge to attempt the final Assessment Task. This will be assessed and the final grade (A-D) will be based on this. There is also a written exam at the end of the course which is externally marked.

During the course learners will utilise tools and machinery in a workshop environment. They will be expected, **at all times**, to act responsibly, co-operate with their peers as and when required and also to follow recognised, safe working practices. Following recognised procedure and safe working practices is a requirement which has to be demonstrated, throughout the course, (as stipulated by SQA) in order to gain any qualification.

Subject: Design and Manufacture N4

Entry Level:

Preferable to have taken this subject at least in S3 for better progression.

Course Structure and Content:

Creativity is at the heart of this Course— and its combination with technology makes it exciting and dynamic. The Course introduces learners to the diverse world of product design and manufacturing giving them the opportunity to experience the rolls of Client, Designer and Manufacturer.

The course is split into two Units:

- **Design**
- **Materials and Manufacturing.**

The course enables pupils to explore everyday products, learn about the factors that influence design and develop their imagination, logical thinking and reasoning skills. Pupils will have the opportunity to learn about design and materials by sketching, modelling, testing and manufacturing products.

Assessment:

The units allow the pupils to acquire the necessary skills and knowledge to complete the final Added Value unit at National 4. All units must be completed to receive the course award. Unit assessments will include examples of a range of research tasks, design tasks and manufactured items.

The assessed **Added Value Unit** introduces challenge and application in a real life context. Pupils draw on their range of knowledge and skills in order to produce an effective overall response to a brief. The brief will relate to a product design scenario. The response will include a folio, a model, or a prototype, or a completed product which is internally assessed.

All Units and the Added Value Unit must be passed in order to achieve the full National 4 award.

Subject: Design and Manufacture N5

Entry Level:

Design and Manufacture at National 4 Level preferable.

Course Structure and Content:

Creativity is at the heart of this Course— and its combination with technology makes it exciting and dynamic. The Course introduces learners to the diverse world of product design and manufacturing giving them the opportunity to experience the rolls of Client, Designer and Manufacturer.

The course is split into two Units:

- **Design**
- **Materials and Manufacturing.**

The course enables pupils to explore everyday products, learn about the factors that influence design and develop their imagination, logical thinking and reasoning skills. Pupils will have the opportunity to learn about design and materials by sketching, modelling, testing and manufacturing products.

Assessment:

The units allow the pupils to acquire the necessary skills and knowledge to complete the final Design Assessment task at National 5. All units must be completed to receive the course award. Unit assessments will include examples of a range of research tasks, design tasks and manufactured items.

At national 5 pupils will complete a **Design Assignment** and **Question Paper**. Learners will draw on their range of knowledge and skills and apply practical skills, in order to produce an effective overall response to a set brief. The response will include a folio and a manufactured prototype. The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

All Units, the Design Assignment and the theory exam all must be passed in order to achieve the full National 5 award.

The Design Assignment and the written theory exam are externally marked by the SQA and combine to provide the final grade.

Subject: Design and Manufacture Higher

Entry Level:

A-C pass at National 5 Design and Manufacture

Course Structure and Content:

Creativity is at the heart of this Course— and its combination with technology makes it exciting and dynamic. The Course introduces learners to the diverse world of product design and manufacturing giving them the opportunity to experience the rolls of Client, Designer and Manufacturer.

The course is split into two Units:

- **Design**
- **Materials and Manufacturing.**

These units are delivered using an integrated approach based on a range of different projects.

The course enables pupils to explore everyday products, learn about the factors that influence design and develop their imagination, logical thinking and reasoning skills. Pupils will have the opportunity to learn about design and materials by sketching, modelling, testing and manufacturing products.

Assessment:

The units allow the pupils to acquire the necessary skills and knowledge to complete the final Design Assessment task at National 5. All units must be completed to receive the course award,

The final course assessment consists of two components:

Question Paper
The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

Design Assignment
Learners will draw on their range of knowledge and skills and apply practical skills, in order to produce an effective overall response to a set brief. All Units, the Design Assignment and the theory exam all must be passed in order to achieve the full National 5 award.

The Design Assignment and the written theory exam are externally marked by the SQA and combine to provide the final grade.

Subject: Design and Manufacture Advanced Higher

Entry Level:

Pass at Higher Design and Manufacture
Preferred entry: A or B pass at Higher

Course Structure and Content:

The Advanced Higher Graphic Communication Course offers a broad and creative experience in the subject of Design and Manufacture..

This course has three mandatory Units

- **Product Evolution**
- **Product Development**
- **Product Analysis**

Pupils are encouraged to exercise imagination, creativity and logical thinking in a project based course where they will develop an awareness of design, materials and manufacturing.

Content of Product Evolution

- Research factors that have influenced the evolution of the design and manufacture of a selected commercial product
- Investigate the impact of new and emerging technologies on the evolution of the design and manufacture of a selected commercial product

Content of Product Development:

- Identify and respond to a design opportunity
- Create and evaluate a design proposal

Content of Product Analysis:

- Analyse the performance of a commercial product
- Analyse the production of a commercial product
- Analyse the impact of a product

Assessment:
The Course assessment of the Advanced Higher Design and Manufacture Course consists of three components:

- Unit Tasks
- Question Paper
- Design Project Folio

The Question Paper and Design Project Folio are externally assessed by the SQA and combine to calculate the overall grade.

Subject: Graphic Communication N4

Entry Level:

Preferable to take this subject in S3 for better progression.

Course Structure and Content:

This Course is a broad-based qualification suitable for learners with an interest in graphic communication — both digital and paper-based. The course offers personalisation and choice for each learner as the world of graphic communication covers such a wide variety of styles and modes of communication.

Creativity is at the heart of this Course— and its combination with technology makes it exciting and dynamic. The Course introduces learners to the diverse world of Graphic Communication giving them the opportunity to experience roles of CAD Technician, Graphic Designer, Design Engineer and Architect.

The course is split into two Units:

- **2D Graphics**
- **3D Graphics**

The units, 2D and 3D, allow the pupils to learn through career based projects including Architecture, interior design, CAD/CAM Manufacture, Web and Packaging design. Learners will develop: design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; and spatial awareness and visual literacy

Assessment:

The units allow the pupils to acquire the necessary skills and knowledge to complete the final Added Value unit at National 4. All units must be completed to receive the course award. Unit assessments will include examples of a range of research tasks, design tasks and manufactured items.

The assessed **Added Value Unit** introduces challenge and application in a real life context. Pupils draw on their range of knowledge and skills in order to produce an effective overall response to a brief. The brief will relate to graphic scenario. The response will include a 6 page A3 folio.

All Units and the Added Value Unit must be passed in order to achieve the full National 4 award.

Subject: Graphic Communication N5

Entry Level:

N4 Graphic Communication

Course Structure and Content:

This Course is a broad-based qualification suitable for learners with an interest in graphic communication — both digital and paper-based. The course offers personalisation and choice for each learner as the world of graphic communication covers such a wide variety of styles and modes of communication.

Creativity is at the heart of this Course— and its combination with technology makes it exciting and dynamic. The Course introduces learners to the diverse world of Graphic Communication giving them the opportunity to experience roles of CAD Technician, Graphic Designer, Design Engineer and Architect.

The course is split into two Units:

- **2D Graphics**
- **3D Graphics**

The units, 2D and 3D, allow the pupils to learn through career based projects including Architecture, interior design, CAD/CAM Manufacture, Web and Packaging design. Learners will develop: design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; and spatial awareness and visual literacy

Assessment:

The units allow the pupils to acquire the necessary skills and knowledge to complete the final Design Assessment task at National 5. All units must be completed to receive the course award.

At national 5 pupils will complete a **Graphics Assignment** and **Question Paper**. Learners will draw on their range of knowledge and skills and apply graphic skills, in order to produce an effective overall response to a set brief. The response will include a ten page A3 folio. The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

All Units, the Graphics Assignment and the theory exam all must be passed in order to achieve the full National 5 award.

The Graphics Assignment and the written theory exam are externally marked by the SQA and combine to provide the final grade.

Subject: Graphic Communication Higher

Entry Level:

Pass at N5 Graphic Communication

Course Structure and Content:

The Higher Graphic Communication Course offers a broad and creative experience in the subject of graphic communication and graphic design.

Pupils are encouraged to exercise imagination, creativity and logical thinking in a project based course where they will develop an awareness of graphic communication as an international language.

There are 2 units within the Higher Course; 2D Graphic Communication Unit and 3D & Pictorial Graphic Communication Unit.

2D Graphic Communication
In this Unit pupils will:

1. Produce and interpret 2D orthographic sketches and drawings
2. Produce 2D computer-aided designed drawings
3. Produce preliminary 2D designs and illustrations for multi-page promotional documents
4. Create multi-page 2D promotional publications

3D & Pictorial Graphic Communication
In this Unit pupils will:

- Produce and interpret pictorial sketches and drawings
- Produce 3D computer-aided designed models and associated production drawings
- Produce pictorial and 3D illustrations of geometric forms and everyday objects

Plan and produce pictorial and/or 3D models for promotional purposes

Assessment:

The Higher Graphic Communication course has 2 assessments, both set by the SQA, that are accumulated to provide the final award.

- Assignment
- Question Paper

The question paper will require learners to demonstrate aspects of breadth and application in a graphic context, based on recognised graphic principles and those used in industry.

The assignment will require the learner to produce practical responses to a graphics situation. This will allow the learner to confirm their capabilities through challenge and application.

Subject: Graphic Communication Advanced Higher

Entry Level:

Pass at Higher Graphic Communication
Preferred entry: A or B pass

Course Structure and Content:

The Advanced Higher Graphic Communication Course offers a broad and creative experience in the subject of graphic communication and graphic design.

Pupils are encouraged to exercise imagination, creativity and logical thinking in a project based course where they will develop an awareness of graphic communication as an international language.

There are 2 units within the Advanced Higher Course; Technical Graphics and Commercial and Visual Media Graphics.

Content of Technical Graphics:

- Computer Aided Design, Graphic Types and Techniques,
- Drawing standards, protocols and conventions
- Computer-aided illustration
- Planning drawing
- Simulation
- CAD CAM systems
- Technical graphic file formats and their use
- Issues of ownership

Content of Commercial and Visual Media Graphics:

- Desktop publishing
- Graphic media file formats and their use
- Design elements and principles
- Graphics technologies
- Animation

Assessment:

The Course assessment of the Advanced Higher Graphic Communication Course consists of three components:

- Unit Tasks
- Question Paper
- Project Folio

The Question Paper and Project Folio are externally assessed by the SQA and combine to calculate the overall grade.

Subject: Art and Design N4

Entry Level:

Preferable to take this subject in S3 for better progression.

Course Structure and Content:
Pupils will undertake two main practical projects in S4, one Design and one Expressive. For each of these projects pupils will also learn about related artists and designers to help them develop their own skills as well as an understanding of Art & Design issues.

Expressive Unit: This project will be either in 2D or 3D, and will explore a range of techniques from observational drawing, working with paint, to using clay. The unit may be based on Still Life or Portraiture and a personal response will be encouraged. Pupils will research a theme, develop compositional ideas relating to this and produce a high quality final outcome. Significant historic and contemporary artists will be introduced to inspire and contextualise art practice.

Design Unit: Again, this project will be in either 2D or 3D, and pupils will experiment working with a variety of materials and media. The context of the project could be jewellery, fashion or graphic design and pupils will be encouraged to follow the creative process to create an eye-catching final outcome based on their research and ideas. Relevant contemporary and historic designers will be researched to develop an understanding of designers and the key issues they face

Assessment:

Expressive Unit: Pupils will create a folio from their Expressive project which will be internally assessed and will pass when they meet all of the criteria set by SQA.

Design Unit: Pupils will create a folio from their Design project which will be internally assessed and will pass when they meet all of the criteria set by SQA.

National 4 is graded as Pass or Fail and is moderated by the SQA.

Subject: Art and Design N5

Entry Level:

N4 Art and Design or a high standard of work from S3.

Course Structure and Content:
Pupils will undertake two main practical projects in S4, one Design and one Expressive. For each of these projects pupils will also learn about related artists and designers to help them develop their own skills as well as an understanding of Art & Design issues.

Expressive Unit: This project will be either in 2D or 3D, and will explore a range of techniques from observational drawing, working with paint, to using clay. The unit may be based on Still Life or Portraiture and a personal response will be encouraged. Pupils will research a theme, develop compositional ideas relating to this and produce a high quality final outcome. Significant historic and contemporary artists will be introduced to inspire and contextualise art practice.

Design Unit: Again, this project will be in either 2D or 3D, and pupils will experiment working with a variety of materials and media. The context of the project could be jewellery, fashion or graphic design and pupils will be encouraged to follow the creative process to create an eye-catching final outcome based on their research and ideas. Relevant contemporary and historic designers will be researched to develop an understanding of designers and the key issues they face.

There is a written exam as part of this course.

Assessment:

Portfolio: After successfully completing the Expressive and Design projects, pupils will create a folio of selected work to be submitted to the SQA.

Question Paper: There will be a short question paper set by the SQA, completed under exam conditions. This will test the pupil's understanding of the selected artists and designers, and key art & design issues.

National 5 is graded A-D

Subject: Art and Design Higher

Entry Level:

Art and Design N5 A-C grade

Course Structure and Content:
As with National 4 and 5 at Higher there are two units:

- Design
- Expressive

However, the level of skill and need for independence increases.

Design Unit
Candidates will study in the context of jewellery, fashion or graphic design. They will experiment working with a variety of materials and media to create an eye-catching final outcome. Independent research into relevant contemporary and historic designers will develop an understanding of designers and the key issues they face.

Expressive Unit
Candidates will explore a range of techniques from observational drawing, working with paint, to using clay. The unit may be based on Still Life or Portraiture and a personal response will be encouraged. Independent research into significant historic and contemporary artists will be used to inspire and contextualise art practice.

Assessment:

Portfolio: After successfully completing the Expressive and Design projects, pupils will create a folio of selected work to be submitted to the SQA.

Question Paper: There will be a question paper set by the SQA, completed under exam conditions. This will test the pupil's understanding of the selected artists and designers, and key art & design issues.

Higher is graded A-D

Subject: Art and Design Advanced Higher

Entry Level:

Higher Art and Design grade A-C

Course Structure and Content:

Course Overview
Candidates can select Advanced Higher Design or Expressive.

Candidates opt to specialise in any area and will choose a personal theme to explore within this context. They will also undertake either a minor practical project in the other area, or a critical assignment. The themes will be agreed with the teacher to ensure suitability for breadth and depth of ideas. The course encourages experimentation and increases confidence working in a wide variety of materials and media.

Assessment:

Work is reviewed continually throughout the year with the teacher and the department. Candidates need to work with greater independence but will be informed on a regular basis as to whether they are on target to achieve their potential. The completed portfolio is submitted to the SQA for assessment and the final mark is based on this.
As part of the course there is an essay which is also submitted for marking.

Subject: Higher Photography

Entry Level:

Recommended Entry: Preferably a pass at N5 and English. Some allowances may be made for those who have not studied Art & Design, although this is at the discretion of the department and would be decided on an individual basis.

Course Structure and Content:

Through a number of small projects pupils will gain an understanding of digital camera techniques. They will then use this knowledge to complete a larger research project in photography. In discussion with the teacher candidates will select a brief, which Is then developed in photography, resulting in a portfolio in colour or black and white images based on the chosen theme.

Pupil will be taught all aspects of the camera, importing images into the computer and manipulating these in photo shop. The history of photography will be discussed and pupils will study a wide range of photographic artists and their work.

At the end of the course pupils will be competent in digital imaging, photo reportage, Photoshop and printing.

There is a question paper for this course.

Assessment:

The research project is compiled into a portfolio which is sent to the SQA for assessment. This will be in the form of photo test strips, notes on exposure, camera aperture and a final presentation of twelve A4 images. An extended brief will also be written in class, and there is an evaluation at the end of the project which is completed under exam conditions. These will also be submitted to the SQA for assessment to support the practical work.

The question paper is externally marked and become a component mark towards the final grades of A-D.

ENGLISH FACULTY

- English N4 page 29
- English N5 page 30
- Literature 1 & Comms. SCQF Level 6 page 31
- NPA Journalism SCQF Level 6 page 32-33
- English Higher page 34
- English Advanced Higher page 35

Subject: English - National 4

Entry Level: Learners will have to have shown attainment within level 3 or 4 English, in Writing, Reading and Talking and Listening components.

Course Structure and Content:

Course components

There are 4 mandatory units in this course:

- **Analysis and Evaluation** – Reading and Listening skills
- **Creation and Production** – Writing and Talking skills
- **Added Value Assignment**
- **Literacy**

Assessment:

All of the units at National 4 are internally assessed according to SQA standards.

All four course assessments are required for a complete award. They must be completed by the end of March.

- **Analysis and Evaluation**
  Outcome 1: **Reading**. Learners will answer questions about one straightforward written text.
  Outcome 2: **Listening**. Learners will watch and listen to a media text. They will then answer questions on the text.

- **Creation and Production**
  Outcome 1: **Writing**. Learners are required to compose one piece of straightforward writing which is either creative or discursive.
  Outcome 2: **Talking**. Learners will deliver one presentation/ talk, including answering questions from the audience.

- **Literacy**
  Learners will demonstrate their reading, writing, listening and talking skills through a variety of activities.

- **Added Value Unit**
  Learners will apply language skills to investigate a chosen topic drawn from the contexts of language, literature or media.
  The final outcome can be in the form of an individual talk or an essay.

Please see Principal Teacher Curriculum for further information.

Subject: English - National 5

Entry Level: National 4 English

Course Structure and Content:

Course components

This course is made up of two units which develop further the four language skills of listening, talking, reading and writing.

• *Analysis and Evaluation*
Learners will develop their critical reading and listening skills by close study of detailed texts.

• *Creation and Production*
Learners will demonstrate their development of skills in writing and talking by creating and producing detailed written texts and spoken interactions.

Assessment:

Course Assessment

Spoken Language Component - This is a compulsory requirement for a course award in National 5 English. Pupils must either participate in a group discussion, discussion-based activity or prepare and present a detailed presentation, as well as answering questions from the audience.

Prelim – The prelim exam follows the same format as the external exam, detailed below.

Portfolio – Both essays will be written under controlled conditions, during class time, in order to demonstrate authenticity.

External assessment

The National 5 examination has two papers:
Paper 1 (30%) - Reading for Understanding, Analysis and Evaluation (30 marks)

Paper 2 (40%) - Critical Reading – Scottish set text questions (20 marks) and a critical essay on literature (20 marks)

Portfolio (30%) - The portfolio of writing will comprise two essays, each not exceeding 1000 words:
1. Broadly creative
2. Broadly discursive
The portfolio is worth 30 marks. It must be ready for submission at the beginning of March.

Pupils who do not submit a folio will not be able to sit the final exam.

Please see Principal Teacher Curriculum for further information.

Subject: English – Literature 1 and Communication

Entry Level: National 5 English C or above.

The Literature1 and Communication course is an excellent progression route for those learners who obtain a C in National 5 English and those who plan to study Higher English in S6. It is also a good choice for learners who would like to continue with their English studies but aren't yet ready for the demands of the Higher course and exam.

Course Content:

Literature 1 and Communication is a challenging course that allows learners to progress in English without the pressure of a final external exam. All assessments are carried out during class time throughout the academic year.

When applying to HND or degree level courses, the combination of these two units is accepted by many institutions as an alternative to a C pass in Higher English.

Whilst Higher English focuses on the literary aspects of language, the combination of both Literature 1 and Communication units offers the opportunity to develop new language skills. Literature 1 focuses on novels, plays and poetry, whilst Communication focuses on practical skills in reading, writing, listening and talk presentation, which are transferable, both within the contexts of educational settings and the workplace.

Assessment

Literature 1

- Critical essay on literature
- Solo talk
- Textual analysis on an unseen text

Communication

- Close reading (2 non-fiction texts)
- Critical essay on literature
- Discursive essay
- Listening (2 texts)
- Solo Talk
- Group discussion

Please see Principal Teacher Curriculum for further information.

Subject: English – NPA Journalism

Entry Level: National 5 English C or above.

Overview

The Journalism (SCQF Level 6) NPA has, at its heart, the journalistic activity of research and writing but, in line with the many outlets for modern journalism, has options to develop content in page layout, web development and photography.

Creative media production is an ideal base for the development of a wide range of Core Skills especially in:

- Communication
- Information technology
- Problem solving
- Working with others

The NPA allows pupils to work together in teams and develop new transferrable skills. New technical skills are framed within a creative approach to learning and media production, where the importance of problem solving and improving self-confidence is recognised.

This course reflects the Curriculum for Excellence commitment to the development of skills for learning, skills for life and skills for work. Media production activity, with its requirement for team working, adherence to deadlines, working within available resources and a creative approach to problem solving, is well suited to the development of a successful and determined workforce. The freelance nature of employment opportunities within the media highlights self-reliance and entrepreneurial opportunity.

Course Structure and Content:

Pupils will study the following units:

Research and Interview Skills – This is a practical unit in which candidates will have the opportunity to carry out secondary research and primary research in the form of an interview;

Feature Writing - Candidates will investigate the key components of feature articles and use this knowledge to research and produce a basic feature article;

News Writing for Print (option 1) - This unit will enable the candidate to understand the way in which news is gathered and presented. Candidates will have the opportunity to produce their own basic news story for print;

Page Layout and Design for Print (option 2) - This is a practical unit in which candidates will have the opportunity to plan and produce a document suitable for commercial print media.

Assessment

There are no external exams: all work for each unit is internally assessed and moderated by the SQA.

Outcome 1- *Research and Interview Skills*: Candidates will study a range of examples of existing good practice in each area of journalism and are expected to comment on them. For example: different types of interviews; interview skills; primary and secondary research; different types of feature writing; the news gathering process; analysis of the basic elements of a range of page layouts.

Outcome 2 - *Feature Writing*: Knowledge and understanding achieved in Unit 1 allows learners to plan and develop their own ideas. For example: choose an interviewee and create questions based on primary and secondary research; create a detailed plan to produce a feature article; explain the key features of selected print news; and plan a market-related publication for commercial print media in accordance with a given brief.

Finally, Journalism candidates will produce their own examples for each unit, based on what they learned in Outcome 1 and their planning and development in Outcome 2. They will:

- Conduct primary and secondary research;
- Conduct an interview for a specific purpose;
- Write a feature article;
- Produce a basic news story for print;
- Produce a market-related publication for commercial print media in accordance with a given brief.

For each unit, as with all outcomes, candidates will write an accompanying commentary, explaining their process and decisions made along the way.

Success in NPA Journalism

As this is a Level 6 qualification, a high level of commitment is required from all pupils. Candidates are expected to:

- Complete all home learning and meet regular deadlines for submission of work;
- Generate work of a suitable standard and quality;
- Re-draft work as needed;
- Attend all classes;
- Work independently and as a team.

Please see Principal Teacher Curriculum for further information.

Subject: English - Higher

Entry Level: An A or B pass in National 5 English.

Course Structure and Content:

Course components

This course is made up of two units which develop further the four language skills of listening, talking, reading and writing.

• *Analysis and Evaluation*
Learners will develop their critical reading and listening skills by close study of detailed texts.

• *Creation and Production*
Learners will demonstrate their development of skills in writing and talking by creating and producing detailed written texts and spoken interactions.

Assessment

Course Assessment

Spoken Language Component - This is a compulsory requirement for a course award in Higher English. Pupils must either participate in a group discussion, discussion-based activity or prepare and present a detailed presentation, as well as answering questions from the audience.

Prelim – The prelim exam follows the same format as the external exam.

Portfolio – Both essays will be written under controlled conditions during class time, in order to demonstrate authenticity.

External assessment:

The examination has two papers:
Paper 1 (30%) - Reading for Understanding, Analysis and Evaluation (30 marks)

Paper 2 (40%) - Critical Reading – Scottish set text questions (20 marks) and a critical essay on literature (20 marks)

Portfolio (30%) - The portfolio of writing will comprise two essays, each not exceeding 1300 words:
1. Broadly creative
2. Broadly discursive

The portfolio is worth 30 marks. It must be ready for submission at the beginning of March.

Pupils who do not submit a folio will not be able to sit the final exam.

Please see Principal Teacher Curriculum for further information.

Subject: English - Advanced Higher

Entry Level: Higher English pass at A or B.

Advanced Higher English is recommended for candidates who wish to develop their critical and creative language skills through the reading, writing and discussion of complex and sophisticated texts. They should be able to work with growing independence and use their own initiative under minimal supervision.

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

Through the acquisition of a set of advanced communication skills, the course offers a link to many vocational settings, for example writing, teaching, research, publishing, journalism, law, marketing, media, industry, commerce, public relations, cultural and public service industries.

Course Structure and Content:

In many respects, Advanced Higher English more closely resembles a university course than its preceding Higher. Candidates at Advanced Higher will be expected to show independence of thought, create writing of complexity, and analyse literature to a great degree of depth.

Pupils will develop skills, knowledge and understanding in the following ways:

- analysing and evaluating complex and sophisticated language;
- applying critical, analytical and evaluative skills across a wide range of complex literary texts and exploring connections and comparisons where appropriate;
- applying sophisticated writing skills, and reflecting on the development of writing skills;
- extending writing skills, or analytical and evaluative skills in literary contexts;
- critically responding to complex texts through extended writing;
- critically analysing sophisticated concepts, using appropriate terminology;
- applying higher-order thinking skills;
- applying literary research and investigative skills;
- applying independent, individual interests to a chosen topic in literature.

Assessment

Portfolio – **30% of final award.** Pupils will produce two pieces of writing for two different purposes. The writing can be from the following types: persuasive, informative, argumentative, reflective, poetry, prose fiction, drama.

Dissertation – **20% of final award.** Pupils must plan and write a dissertation of 3000-3500 words. This will take the form of a literary study of more than one text of the pupil's choosing. It must be submitted prior to the Easter holidays.

Both the prelim and SQA examinations consist of two papers:

Paper 1 (20%) – Literary Study:

Pupils choose one question - from either poetry, prose, prose non-fiction or drama- and write a critical essay in response to it.

Paper 2 (20%) – Textual Analysis:

Pupils choose one question on an unseen literary text and write an extended critical analysis of it. They will select from poetry, prose, prose non-fiction or drama.

Please see Principal Teacher Curriculum for further information.

HEALTH & WELLBEING FACULTY

- Childcare & Development — Higher — page 37
- Health & Food Technology — N5 — page 38
- Practical Cake Craft — N5 — page 39
- Practical Cookery — N4/N5 — page 40
- Physical Education — Higher — page 41
- Physical Education — N4/N5 — page 42
- Leadership — NPA — page 44
- Sport and Fitness (Team Games) Level 5 — NPA — page 45-46

Subject: **Childcare & Development** **(Higher)**

Entry Level: National 5 Early Learning & Childcare
Recommended: English National 5 (minimum level) however Higher English would be hugely beneficial

Course Structure and Content:

The main aims of the course are to enable candidates to:

- understand child development and the factors that influence it from pre-birth to 16
- understand theories of development and the way these are applied to working with children and young people
- develop awareness of initiatives and/or strategies used to inform current childhood practice
- develop awareness of current services for children and young people
- understand the role and responsibilities of professionals and others in contributing to the development of children and young people

The course consists of three areas of study:

Child Development

Candidates investigate child development from pre-birth to 16. They develop an understanding of the holistic needs of children and young people and explore how these needs interrelate. Candidates evaluate methods for assessing the development of children and they have the opportunity to identify and analyse factors that influence child development.

Child development: Theory

Candidates develop an understanding of theories of development and analyse these in relation to working with children and young people.

Services for Children and Young People

Candidates explore current services and the role of professionals and others working in partnership to support the development of children and young people. Candidates develop an understanding of the ways in which legislation influences professional working relationships. They also analyse initiatives and strategies used to inform current practice.

Assessment:

The course assessment consists of a question paper and a project.

QUESTION PAPER

The question paper gives candidates an opportunity to demonstrate application of the skills, knowledge and understanding specified in the 'Skills, knowledge and understanding for the course assessment' section within a childcare context.

The question paper has a total mark allocation of 40 marks. This is 30% of the overall marks for the course assessment.

PROJECT

Candidates investigate the needs of a chosen child or young person and the range of ways that professionals and other people can meet those needs. They choose from project briefs provided by SQA, respond to their chosen brief, and produce a report of their findings. The project has a total mark allocation of 90 marks. This is 70% of the overall marks for the course assessment.

Please see Miss Haldane or Mrs Hunter for further information.

Subject: **Health & Food Technology** **(National 5)**

Entry Level:
Practical Cookery N4 / N5
Practical Cake Craft N5
No previous HE courses – by discussion
Recommended: English National 5 (minimum level)

Course Structure and Content:

Health, food and nutrition knowledge is combined with practical skills throughout the course. Both the National 4 and 5 courses consist of three areas of study:

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

Purpose and aims of the course:
This course aims to allow the candidate to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

The course enables candidates to:

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

Assessment:

National 4: Successful completion of the three units detailed above and the added value unit Health & Food Technology Assignment – this is a product development assignment issued by the SQA.

National 5:
Component 1: Question Paper
SQA exam paper which examines the knowledge & understanding within the course and contributes to 50% of the course award.

Component 2: Assignment
Product development assignment brief issued by SQA.
Involves combining the unit knowledge & understanding and practical skills to plan, prepare and evaluate the chosen product. It is 50% of the course award.

Please see Miss Dandie for further information.

Subject: **Practical Cake Craft** **(National 5)**

Entry Level:
N4 Practical Cookery (with teacher discussion)
N5 Practical Cookery

No previous HE course – by discussion

Course Structure and Content:

Consists of two areas of study:

- Cake Baking
- Cake Finishing

The course:

- is practical based and relevant to the world of work
- revolves around specialised knowledge and a range of artistic techniques which are developed and consolidated through practical activities
- focuses on all aspects of design, such as shape, colour, texture, balance and precision
- includes the design and manufacture of a wide a variety of individualised cakes and other baked items
- allows for personalisation with the creative interpretation of cake design tasks

The course enables 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
- Acquire and use organisational skills effectively managing time and resources

Assessment:

All practical work develops both practical skills and course knowledge. It is evaluated throughout the course and good class attendance is vital for success.

The course assessment has three components:
Component 1: question paper
Exam of 45 minutes duration to demonstrate knowledge and understanding of the course content - 25 Marks (25% of the course award).

Components 2 and 3 are inter-related and will be assessed using one activity, from a design brief— which involves designing, planning, making, finishing and evaluating a cake.

Component 2: assignment 30 Marks (22% of the course award).

Component 3: practical activity 70 Marks (53% of the course award).

Please see Miss Dandie for further information.

Subject: **Practical Cookery** **(National 4/5)**

Entry Level:
Practical Cookery N4
N5 Practical Cake Craft
No previous HE course – by discussion

Course Structure and Content:

Both levels of the course consist of

- **Cookery Skills, Techniques and Processes**
- **Understanding and Using Ingredients**
- **Organisational Skills for Cooking**

Purpose and aims of the course

This course aims to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the Hospitality context.

This course enables candidates to:

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

Assessment:

National 4:
Component 1 – Practical Activity and written task – 2 dish assessment.
Component 2 – Added Value Unit (2 dish assessment and booklet).
All the units and the added valued assessment must be completed to achieve National 4 course.

National 5:
Component 1 – Question Paper – 1 hour exam (25% of course award).
Component 2 – Assignment (Timeplan, equipment list and service details) (13% of course).
Component 3 – Practical Activity – 3 dish practical assessment (62% of course award).

See any member of the Home Economics Department

Subject: **Physical Education (Higher)**

Entry Level:

A minimum 'B' pass in National 5 Physical Education and ideally ½ marks attained in the portfolio.
If pupils have a National 5 English and or are sitting Higher English this would also be hugely beneficial.

Course Structure and Content:

The activities will vary and pupils will usually undertake three different activities throughout the year which will consist of team games, individual activities and aesthetic activities.

There are no internal units for the Higher course.

Pupils opting for the course require a near 100% participation record. Pupils who do not participate in the lessons will be unable to fully appreciate the learning required to pass the examination.

Pupils who study Physical Education will develop the following skills:

- Demonstrate movement and performance skills safely in straightforward performance contexts.
- Demonstrate knowledge of methods to collect data and factors that impact on performance.
- Knowledge of approaches to enhance personal performance.
- Monitoring, recording and reflecting on performance development.
- Decision-making and problem-solving in straightforward performance contexts.
- Organisational skills in preparing for, and during, physical activities.

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Assessment:

Higher consists of two 'Single Performances' which are internally assessed and a written exam which is externally assessed by the SQA:

Performance: Pupils carry out two 'single performances' in their two strongest activities. (2 x 30 marks).

Question Paper: There will be an extended question paper (2 ½ hours)
Exam which is broken down into three sections (Factors Impacting Performance / Personal Development Process and a sporting scenario).

The exam is set by the SQA and marked externally. (50 marks)

Please see your PE Teacher for further information

Subject: **Physical Education** **(National)**

Entry Level:

Good commitment and attainment in S3 Physical Education Elective.
Sitting National 5 English would also be hugely beneficial.
Pupils should have a near 100% kit and participation record in PE.

Course Structure and Content:

National 4

Includes practical experiential learning and classroom sessions.

Includes 2 mandatory Units: **Performance Skills** and **Factors Impacting Performance**

Performance Skills Unit: This is a practical performance unit. The pupils must demonstrate the ability to perform to the 'National Standard' in **two** activities. This unit is graded on a pass / fail basis.
The activities will vary according to pupils needs, during the year pupils will usually undertake three different activities consisting of team games, individual activities and aesthetic activities.

Factors Impacting Performance Unit: The Factors Impacting Performance unit is a written, project based task. It allows the pupils to develop their performance by gathering data, identifying strengths and weaknesses and carrying out a development programme to improve an identified weakness. Pupils will then reanalyse their performance comparing the data to identify improvements in performance.

National 5

Includes practical experiential learning and classroom sessions.

The practical activities will vary according to pupils needs, during the year pupils will usually undertake three different activities consisting of team games, individual activities and aesthetic activities.

Pupils will learn how to:

- Demonstrate movement and performance skills safely in straightforward performance contexts.
- Demonstrate knowledge of factors that impact on performance.
- Knowledge of methods of data collection and approaches to enhance personal performance.
- Monitoring, recording and reflecting on performance development.
- Decision-making and problem-solving in straightforward performance contexts.
- Organisational skills in preparing for, and during, physical activities.

Furthermore, pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Assessment:

Course Assessment – National 4

The National 4 course assessment consists of and 'Added Value - Single Performance'.
This is internally assessed and is graded on a pass / fail basis.

Factors Impacting Performance: Pupils must complete a written, project based task linked to their own performance development. Pupils must pass 6 / 8 outcomes.

Course Assessment - National 5

Portfolio: Pupils will undertake a portfolio based on improving one aspect of their performance by carrying out and recording the details of a development programme to be submitted to the SQA and marked externally. (60 marks)

Single Performances: Pupils carry out a 'single performance' in their strongest two activities. (30 marks each activity) these are internally assessed.

Please see your PE Teacher for further information.

Subject: **Leadership (Level 5)**

Entry Level:

You are an S5/6 pupil who has achieved National 4/5 or Higher PE or NPA Sport & Fitness
You have an interest in, and enthusiasm for, developing your leadership skills
You enjoy learning in a wide variety of practical contexts.
You are motivated to help others improve their performance in a variety of sports.
You are interested in understanding how to develop others' performance.

Course Structure and Content:

You can work independently and as part of a group
You are keen to become a positive role model for others.
Understanding of leadership
Decision making and problem solving in a variety of practical contexts.
Communication.
Resilience when trying to overcome difficulties coping with performing under pressure
Ability to plan, lead and evaluate practical sessions for a variety of age Groups

Assessment:

You will complete a log book which explores leadership, looking at different leadership styles and skills.

You will be asked to research leadership and compile written reports around this to present your learning.

Please see your PE Teacher for further information

Subject: **NPA Sport and Fitness (Team Games) – Level 5**

Entry Level:

It is anticipated that students will have studied sport / physical education at SCQF Level 4 / 5 at school.

Applicants should be engaged in regularly, structured sporting activity within a school or club setting.

Pass in National 4 English
An excellent kit and participation record is essential for success, as is a positive attitude.

Course Structure and Content:

The National Progression Award in Sport and Fitness: Team or Individual Sport at SCQF Level 5 has the following aims and objectives.

- Develop the candidate's knowledge and understanding of current philosophies of sport and fitness and their implications on providing sport and fitness opportunities.
- Develop the candidate's knowledge and skills in planning, implementing, evaluating coaching in sport and recreation.
- Enhance the candidate's employment prospects by preparing the candidate for employment in the field of sport and fitness.
- Focus and develop an appropriate range of functional skills Sport and Fitness which reflect the ongoing changes within the industry.
- Develop options to meet the needs of the industry and allow the candidate to make informed choices regarding possible career paths.

The course is made up of 3 mandatory units totalling a credit value of 4 credits at SCQF Level 5 :

All students must complete **Sport & Fitness: Coaching Development** credit value 2 credits at SCQF Level 5.

This Unit is designed to develop the candidate's ability to assess and address the requirements of participants when planning sports coaching sessions. The candidate is required to develop this ability while considering legal obligations in terms of health and safety, data protection, and participant care.

In a sport of their choosing, they will carry out effective planning, delivery and evaluating of a series of progressive and linked sessions to meet the needs of the participants. This will involve understanding and applying risk assessments, needs analysis, coaching styles, effective communication, reflective practice and actin planning.

Assessment Outcomes

1 Assess the requirements of participants for participation in sports coaching sessions.
2 Produce plans for a sequence of sports coaching sessions.
3 Prepare resources to ensure safe and effective participation in sports coaching sessions.
4 Prepare participants of the sports coaching session.
5 Deliver a planned sequence of sports coaching sessions designed to improve performance.
6 Evaluate the sports coaching sessions and contribute to recommendations for personnel improvement.

The NPA has two further units that are sport specific and must be completed to achieve the overall group award. See attached list of Team and Individual sports.

A single credit module in **Sporting Activity Participation & Performance** where the candidate will be given the opportunity to participate and perform in a series of sessions within the sporting activity. The candidate will also be given the opportunity to understand the required skill related techniques of the sporting activity and the importance of appropriate sporting behaviour and attire in enhancing sporting activity participation and performance. In addition to this, the candidate will also be given the opportunity to monitor and evaluate personal performance in the participated sporting activity and provide recommendations designed to enhance future personal performance in the sporting activity.

Assessment Outcomes
1 Explain technical skills and the importance of appropriate behaviour and attire in enhancing sporting activity participation and performance.
2 Participate and perform in the sporting activity sessions.
3 Monitor and evaluate progress of personal performance in the sporting activity.

A single credit module in **Sports Officiating and Organising – Recreational Level** where the candidate will be able to organise and officiate in a sporting activity tournament in the context of recreational participation. This unit is designed to allow candidates to develop knowledge, understanding and practical ability of both officiating and organising sports related tournaments in the context of a single sporting activity at a less than formal level.

Assessment Outcomes
1 Describe the fundamental controls and procedures in relation to the sporting activity.
2 Officiate in the sporting activity tournament at a recreational level with respect to fundamental controls and procedures.
3 Organise and run the sporting activity tournament at a recreational level.

An Example of the structure of an NPA for a student choosing football would therefore consist of 3 mandatory units:

Sport and Fitness: Coaching Development — (2.0)
Sports Officiating and Organising — Recreational: Association Football — (1.0)
Sporting Activity Participation and Performance: Association Football — (1.0)

This NPA is designed for those who are active in their sport. Candidates wishing to undertake this qualification should regularly participate in structured sport preferably training and competing in a team or individual sport. As much of the evidence is generated through a detailed, reflective log book, weekly participation out-with school context of sport is essential.

Candidates will be encouraged to use participation and involvement in their club as a way of generating evidence and can form the context for coaching, organising events and officiating within their chosen sport.

Assessment:

Logbook.
Practical Assessment of performance and also on delivery of Coaching sessions.
Internally assessed.

Please see Mr Potter for further information

MATHEMATICS FACULTY

- Applications of Mathematics N5/N4 page 48
- Applications of Mathematics Higher page 49
- Mathematics N5 page 50
- Mathematics Higher page 51
- Mathematics Advanced Higher page 52

Subject: **Applications of Mathematics** **(National 5)**

Entry Level:

National 5 Applications of Mathematics is significantly harder than National 4 Mathematics. A confident pass at National 4 is recommended.
or
A pass at N5 Mathematics
or
A confident pass at N4 Applications of Mathematics

Note: N5 Applications of Mathematics does not allow entry into Higher Mathematics.

Course Structure and Content:

National 5 Applications of Mathematics consists of three mandatory units:

- Geometry and Measures
- Managing Finance and Statistics
- Numeracy

National 5 Applications of Mathematics provides learners with the knowledge and understanding to manage finances, statistics, geometry and measurements in real-life contexts.

Assessment:

Continuous assessment will take place throughout the course using tests designed to meet SQA outcomes and assessment standards.

Successful achievement of National 5 Application of Mathematics is based 100% on the final examination. There are 2 papers, non-calculator (1 hour 5 minutes) and calculator (2 hours)

Please see Mrs Naismith for further information.

Subject: **Applications of Mathematics** **(Higher)**

Entry Level:

A pass at N5 Applications of Mathematics
or
A pass at N5 Mathematics

Note: Good computer skills are advantageous but not essential.

Course Structure and Content:

Higher Applications of Mathematics consists of :

- Statistics (including industry-standard software)
- Mathematical Modelling (using maths to explore real world problems like climate change, pandemics and building a warship)
- Planning and Decision Making
- Finance

Higher Applications of Mathematics develops real skills that you will use in the workplace (Modelling, Project Management, Statistics, Finance and Excel). It also provides the opportunity to learn R Studio (widely used in universities).

Assessment:

Continuous assessment will take place throughout the course using tests designed to meet SQA outcomes and assessment standards.

Successful achievement of Higher Application of Mathematics is based on two components. There is an exam (2 hours 30 minutes) worth 73% of the overall mark and a project worth 27% of the overall mark. The exam requires access to software so will be held in a computer room.

Please see Mrs Naismith for further information.

Subject: **Mathematics** **(National 5)**

Entry Level:

National 5 Mathematics is significantly harder than National 4 Mathematics. A confident pass at National 4 Mathematics is recommended.
or
A pass at N5 Applications

Course Structure and Content:

National 5 Mathematics consists of three mandatory units:

- Applications
- Expressions and Formulae
- Relationships

National 5 Mathematics develops knowledge and skills required to interpret and analyse information, solve problems, assess risk and make informed decisions in mathematical and real-life situations.

Assessment:

Continuous assessment will take place throughout the course using tests designed to meet SQA outcomes and assessment standards.

Successful achievement of National 5 Mathematics is based 100% on the final examination. There are 2 papers, non-calculator (1 hour 15 minutes) and calculator (1 hour 50 minutes)

Please see Mrs Naismith for further information.

Subject: **Mathematics** **(Higher)**

Entry Level:

Preferably an A or B pass at National 5 Mathematics. Higher Mathematics is significantly harder than National 5 Mathematics. A confident pass at National 5 Mathematics is recommended.

Note: N5 Applications of Mathematics does not allow entry into Higher Mathematics.

This course is particularly suitable for candidates who:

- have demonstrated an aptitude for National 5 Mathematics
- are interested in developing mathematical techniques to use in further study or in the workplace

Course Structure and Content:

Higher Mathematics consists of three mandatory units:

- Applications
- Expressions and Functions
- Relationships and Calculus

Assessment:

Continuous assessment will take place throughout the course using tests designed to meet SQA outcomes and assessment standards.

Successful achievement of Higher Mathematics is based 100% on the final examination. There are 2 papers, non-calculator (1 hour 30 minutes) and calculator (1 hour 45 minutes)

Please see Mrs Naismith for further information

Subject: **Mathematics** **(Advanced Higher)**

Entry Level:

Preferably an A or B pass at Higher Mathematics.

Course Structure and Content:

Advanced Higher Mathematics consists of three mandatory units:

- Methods in Algebra and Calculus
- Applications of Algebra and Calculus
- Geometry, Proof and Systems of Equations

Mathematics at Advanced Higher provides the foundation for many developments in the sciences and technology as well as having its own intrinsic value.

Assessment:

Continuous assessment will take place throughout S6 using tests designed to meet SQA outcomes and assessment standards.

Successful achievement of Advanced Higher Mathematics is based 100% on the final examination. There are 2 papers, non-calculator (1 hour) and calculator (2 hours 30 minutes)

Please see Mrs Naismith for further information

MODERN LANGUAGES FACULTY

- French / German / Spanish — N4 — page 54
- German / Spanish — N5 — page 55
- German / Spanish — Higher — page 56
- *Languages for Life and Work Award (French / German / Spanish)* — page 57
- Media — N4 — Page 58

Subject: **National 4 French / German / Spanish**

Entry Level:

New language – No prior qualification in any language.

Course Structure and Content:

Course Components
Society (friendship, healthy lifestyle, where you live)
Learning (school in Scotland, school abroad, importance of learning a language)
Employability (part time jobs, future plans, work experience, interview and CV skills)
Culture (travel in Scotland and abroad)

External Assessment:
Internally assessed units. No final exam.

Learning Outcomes:
Understanding Language (Reading and Listening)
Using Language (Talking and Writing)
Added Value Unit

Career Opportunities
Education, Business, Civil Service, Science, Research and Engineering, Computing and Technology, Travel and Tourism.

Assessment:

Added Value Unit:
Reading comprehension followed by brief presentation

Learning Outcomes:

1x Reading Assessment
1x Listening Assessment
1x Talking Assessment
1 x Writing Assessment

Please see PTC Modern Languages for further information.

Subject: **National 5 German / Spanish**

Entry Level:
Pupils who have been recommended for N5 / Already achieved N4
New language – Already achieved N5 in another language

Course Structure and Content:

Course Components
Society (friendship, healthy lifestyle, where you live, societal issues)
Learning (school in Scotland, school abroad, importance of learning a language)
Employability (part time jobs, future plans, work experience, interview and CV skills)
Culture (travel in Scotland and abroad, festivities, food)

External Assessment
Reading 25%
Listening 25%
Talking Performance 25% (sat internally)
Writing Exam 12.5%
Writing Assignment 12.5% (sat internally)

Learning Outcomes
Understanding Language (Reading and Listening)
Using Language (Talking and Writing)

Career Opportunities
Education, Business, Civil Service, Science, Research and Engineering, Computing and Technology, Travel and Tourism.

Assessment:

Talking Performance:
A short presentation followed by a conversation. Prepared over time and sat between January and March. Sat in class and marked by class teacher.

Writing Assignment:
A short essay in the language. Sat in class but marked externally.

Prelim:
Reading Paper
Listening Paper
Writing Paper

Exam:
Reading Paper
Listening Paper
Writing Paper

Please see PTC Modern Languages for further information.

Subject: Higher German / Spanish

Entry Level:
Pupils who have been recommended for Higher/Already achieved N5

Course Structure and Content:

Course Components
Society (friendship, healthy lifestyle, where you live, societal issues)
Learning (school in Scotland, school abroad, importance of learning a language)
Employability (part time jobs, future plans, work experience, interview and CV skills)
Culture (travel in Scotland and abroad, festivities, food)

External Assessment
Reading 25%
Listening 25%
Talking Performance 25% (sat internally)
Writing exam 12.5%
Writing assignment 12.5% (sat internally)

Learning Outcomes
Understanding Language (Reading and Listening)
Using Language (Talking and Writing)

Career Opportunities
Education, Business, Civil Service, Science, Research and Engineering, Computing and Technology, Travel and Tourism.

Assessment:

Talking Performance:
A 10-minute conversation. Prepared over time and sat between January and March. Sat in class and marked by class teacher.

Writing Assignment:
A discursive essay in the language. Sat in class but marked externally.

Prelim:
Reading Paper
Listening Paper
Writing Paper

Exam:
Reading Paper
Listening Paper
Writing Paper

Subject: Languages for Life and Work Award (French / German / Spanish)

Entry Level:
Suitable for those not currently studying a language. This course will develop language and employability skills through practical and relevant contexts.

Course Structure and Content:

Course Components:
Lifestyle & Hobbies
Employability

External Assessment:
Internally assessed units. No final exam.

Learning Outcomes
Languages for Life
Languages for Work
Building own Employability Skills (assessed in English)

Career Opportunities
Education, Business, Civil Service, Science, Research and Engineering, Computing and Technology, Travel and Tourism.

Assessment:

Learning Outcomes:
Languages for Life – Listening and Talking
Languages for Work – Listening and Talking
Building Own Employability Skills – Job Research, CV

Please see PTC Modern Languages for further information.

Subject: N4 Media

Entry Level:
No prior qualification required

Course Structure and Content:

This course consists of three mandatory units:

Analysing Media Content – study media texts and develop the skills to analyse media content

Creating Media Content – produce your own media content and comment on the production process

Added Value Unit: Media Assignment

Assessment:

Internal assessment of the units outlined above. You will be assessed on:

- Your ability to analyse media content studied in class
- Your ability to create media content and comment on the production process
- An assignment in which you will analyse, plan, create and evaluate media content on a chosen topic that develops your personal interests.

Please see PTC Modern Languages for further information.

PERFORMING ARTS FACULTY

- Music National 4 page 60
- Music National 5 page 61
- Music Higher page 62
- Music Advanced Higher page 63
- Drama National 5 page 64
- Drama Higher page 65
- Drama Advanced Higher Page 66
- Acting & Performance NPA page 67

Subject: **Music National 4**

Entry Level:
Entry to this course is at the discretion of the Principal teacher. Pupils should have attained the skills, knowledge and understanding required for National 3 Music. Performance standard equivalent to Grade 2 Associated Board.

Course Structure and Content:

This course is made up of 3 different areas of study:

Performing

- Pupils develop skills on two instruments (or one instrument and voice), choosing and preparing a programme of music to perform.

Composing

- Pupils develop skills to create their own original music.

Understanding Music

- Pupils study various styles of music, learning to recognise different features and concepts of music and developing musical literacy.

Added Value Unit

- Pupils will prepare a programme of music lasting 8 minutes.

Progression into the Senior Phase and Beyond:

National 5
Higher
Advanced Higher
Further Education

Career opportunities in the following sectors:

Teaching
Sound Engineering
Performing
Musical directing
Radio

Assessment:

Continuous assessment will take place throughout the year through; teacher observation and feedback; peer assessment of final performances; self-evaluation of performance and compositional ideas.

Please see Music staff for further information.

Subject: **Music National 5**

Entry Level:
Entry to this course is at the discretion of the Principal teacher. Pupils should have achieved the fourth curriculum level or National 4.
Performance standard equivalent to Grade 3 Associated Board on 2 instruments.
Discuss with PTC or music teacher.

Course Structure and Content:

This course is made up of 4 components:

Understanding Music

- Pupils study various styles of music, learning to recognise different features and concepts of music and developing musical literacy.

Composing Assignment and Review

Pupils will explore and develop musical ideas to create music. The assignment has 2 parts:

- Compose one piece of music in any style and last between a minute and three minutes.
- Review the compositional process by giving a detailed account of main decisions of ideas and strengths.

Performance 1 and 2

- Pupils will perform a minimum of two contrasting pieces of music on each of the two chosen instruments.
- The overall programme should last 8 minutes.

Progression into the Senior Phase and Beyond:

Higher
Advanced Higher
Further Education

Career opportunities in the following sectors:
Teaching
Sound Engineering
Performing
Musical directing
Radio

Assessment:

Continuous assessment will take place throughout the year through; teacher observation and feedback; peer assessment of final performances; self-evaluation of performance and compositional ideas.

Question paper – worth 35%
Composition Assignment – worth 15%
Performing – each instrument worth 25% so 50% total

Please see Music staff for further information.

Subject: **Music** **Higher**

Entry Level:

Preferably an A or B pass at National 5.

Performance standard equivalent to Grade 4 Associated Board on 2 instruments. Discuss with PTC or music teacher.

Course Structure and Content:

This course is made up of 4 components:

Understanding Music

- Pupils study various styles of music, learning to recognise different features and concepts of music and developing musical literacy.

Composing Assignment and Review

Pupils will explore and develop musical ideas to create music. The assignment has 2 parts:

- Compose one piece of music in any style and last between a minimum of 1 minute and 3 and half minutes.
- Review the compositional process by giving a detailed account of main decisions of ideas and strengths.

Performance - Instrument 1 and 2

- Pupils will perform a minimum of two contrasting pieces of music on each of the two chosen instruments.
- The overall programme should last 12 minutes.

Progression into the Senior Phase and Beyond:

Higher
Advanced Higher
Further Education

Career opportunities in the following sectors:

Teaching
Sound Engineering
Performing
Musical directing
Radio

Assessment:

Continuous assessment will take place throughout the year through; teacher observation and feedback; peer assessment of final performances; self-evaluation of performance and compositional ideas.

Question paper – worth 35%
Composing Assignment – worth 15%
Performing – each instrument worth 25% so 50% total

Please see Music staff for more information

Subject: Music (Advanced Higher)

Entry Level:

Pupils should have achieved an A or B pass at Higher.
Performance standard equivalent to Grade 5 Associated Board on 2 instruments.
Discuss with PTC or music teacher.

Course Structure and Content:

This course is made up of 4 components:

Understanding Music

- Pupils study various styles of music, learning to recognise different features and concepts of music and developing musical literacy.

Composing Assignment and Review

- Pupils compose one piece of music lasting between a minimum of 1 minute and a maximum of 4 minutes and 30 seconds.
- Pupils write a review of their composed piece, reflecting on the music and the impact of their creative choices and decisions.
- Pupils choose a piece of music by a different composer and analyse the key features of the music with reference to the compositional methods and music concepts that have been used.
- Open-book with reasonable assistance allowed.

Performance 1 and 2

- Pupils will perform a minimum of two contrasting pieces of music on each of the two chosen instruments.
- The overall programme should last 18 minutes.

Progression into the Senior Phase and Beyond:

Further Education

Career opportunities in the following sectors:

Teaching
Sound Engineering
Performing
Musical directing
Radio

Assessment:

Continuous assessment will take place throughout the year through; teacher observation and feedback; peer assessment of final performances; self-evaluation of performance and compositional ideas.

Question paper – worth 35%
Assignment – worth 15%
Performing – each instrument worth 25% so 50% total

Please see Music staff for further information.

Subject: **Drama** **National 5**

Entry Level:
Pupils should have achieved the fourth curriculum level or National 4.

Course Structure and Content:

This course is made up of 3 components:

Drama Skills

Pupils will:
- Create your own play in a group.
- Develop acting, directing and evaluating skills.

Production Skills

Pupils will:
- Use scripts as a basis for drama.
- Understand, explore and use a wide range of Production skills.
- Interpret, develop and apply those Production skills within a production role.

Course Assessment

- Pupils will work towards a whole class production with each pupil participating in a vital performance/technical area.

Progression into the Senior Phase and Beyond:

Higher
Advanced Higher
NPAs (National Progression Award)
Further Education

Career opportunities in the following sectors:
Theatre performance/Director
Technical theatre (lighting, sound, design, etc.)
Television/Film
Teaching
Law
Speech therapy/psychology
Marketing & Business
Games design
Journalism
Tourism

Assessment:

Question Paper – 40%

Practical Exam – 50%

Preparation for performance essay – 10%

Please see Drama staff for further information.

Subject: **Drama** **Higher**

Entry Level:

An A or B pass at National 5 and National 5 English.

Course Structure and Content:

You will:

- Study classic drama
- Experience and analyse live performance
- Take on TWO acting/design roles
- Develop your understanding of theatre and thinking skills to a deeper level

Assessment:

Practical exam – 60% - pupils will be marked on either actor/director/designer

Written exam – 40%

Please see Drama staff for further information.

Subject: **Drama** **Advanced Higher**

Entry Level:

A or B pass in Higher Drama. Higher English grade A-C.

Course Structure and Content:

The course is equally weighted between practical and theory.

Knowledge of Advanced Theatre Practice

Project Dissertation and Assignment.

Self-directed research culminating in two extended reports. One based on individual interest in theatrical practice and development, one in response to a live piece of theatre.

Understanding of Advanced Theatre Practice.

Pupils will be introduced to the practices of two influential practitioners of theatre and write a written evaluation of their practical theories.

Application of Advanced Theatre Practice

Pupils will use an advanced range of drama skills to effectively communicate their role to an audience as a member of the production team. Pupils can be assessed as either:

- An Actor (One scene extract from a play of appropriate challenge and an individual monologue of appropriate challenge lasting 3 minutes)
  Or
- A Director (Prepare and lead a 35 minute rehearsal from a play of appropriate challenge)
  Or
- A Designer (Provide an overall scale model of the set of their chosen play, and detailed concept designs for TWO additional Design roles)

Practical application and exploration of advanced drama skills- 50%

Project Dissertation and Assignment- 50%

Assessment:

Continuous assessment of participation in class workshops, evaluating the practice of a theatre practitioner, compare and contrast different directorial approaches, rehearsal- both self-directed and group led, one year long research project culminating in a dissertation, an assignment completed under supervised conditions.

Please see Drama staff for more information

Subject: **Drama** **NPA in Acting and Performance (SCQF Level 6)**

Entry Level:

An A or B pass in National 5 Drama or English

Course Structure and Content:

NPA Acting and Performance is a course for those interested in Drama to develop their performance skills.

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.

Drama: Theatre Skills in Performance

Candidates will work towards a production and will have the flexibility to choose from a wide range of production types. Candidates will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director.

Professional Theatre in Context

Candidates have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles /genres.

Candidates will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions.

Progression into the Senior Phase and Beyond:

It is recognised that candidates who achieve the NPA in Acting and Performance could potentially find employment in the following areas:

- Performing (Drama, Dance, Music Theatre)
- Arts promotion/management
- Teaching
- Law
- Speech therapy/psychology
- Marketing & Business
- Games design
- Journalism
- Tourism

Assessment:

There are **two mandatory units** both at SCQF level 6:

- Drama: Theatre Skills in Performance (2 credits)
- Professional Theatre in Context (1 credit)

There is no externally assessed component. You need to successfully complete both Units to achieve the award. There will be a balance of types of assessment - written assignments and projects, but with an emphasis on practical assignments which reflects the nature of the subject.

Please see Drama staff for further information.

SCIENCE FACULTY

- Biology National 4/5 page 69
- Chemistry National 4/5 page 70
- Physics National 5 page 71
- Engineering Science National 5 page 72
- Health Sector National 5 page 73
- Environmental Science National 5 page 74
- Laboratory Science National 5 page 75
- Biology Higher page 76
- Human Biology Higher page 77
- Chemistry Higher page 78
- Engineering Science Higher page 79
- Physics Higher page 80
- Biology Advanced Higher page 81
- Chemistry Advanced Higher page 82
- Physics Advanced Higher page 83
- *Science & Health* *NPA* *page 84*
- *Science & Technology* *NPA* *page 85*

Subject: **Biology** **National 4/5**

Entry Level:

Pupils will ideally have a National 5 qualification in another Science and have a desire to add Biology to their qualifications.
Progression from National 4 Biology in S4 is only recommended for those pupils who have shown that they have the work ethic to make the step up to National 5.
This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

Cell Biology
The key areas covered in National 4/5 within the Cell Biology Unit are: cell structure; transport across membranes; producing new cells; DNA and its role in the production of proteins: proteins and enzymes; genetic engineering and respiration.

Multicellular Organisms
In this unit we focus on the whole organisms starting with cells, tissues and organs: stem cells and meristems. Then move onto control and communication: reproduction, variation and inheritance: the need for transport in both plants and animals.

Life on Earth
In this unit we focus on biodiversity and the distribution of life: energy in ecosystems, photosynthesis: sampling techniques and measurement of abiotic and biotic factors. The unit is completed with a study of adaptation, natural selection and the evolution of species and human impact on the environment.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Achievement at National 5 level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Achievement at National 4 level will involve passing all internally assessed elements. These are a written assessment for each unit as well as two course work tasks: a write up of a practical task and an Added Value Unit.

Subject: **Chemistry** **National 4 / 5**

Entry Level:

Pupils will ideally have a National 5 qualification in another Science and have a desire to add Chemistry to their qualifications.
Progression from National 4 Chemistry in S4 is only recommended for those pupils who have shown that they have the work ethic to make the step up to National 5. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

1.Chemical Changes and Structure
Through practical experience, learners will, investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

2. Nature's Chemistry
The Earth has a rich supply of natural resources which are used by all of us. In this Unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products.

3. Chemistry in Society
Consists of chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear of radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Achievement at National 5 level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Achievement at National 4 level will involve passing all internally assessed elements. These are a written assessment for each unit as well as two course work tasks: a write up of a practical task and an Added Value Unit.

Subject: **Physics** **National 5 ONLY**

Entry Level:

Pupils will ideally be working towards gaining a National 5 qualification in Mathematics and at least one other Science and will have a desire to add Physics to their qualifications. Progression from National 4 Physics in S4 is only recommended for those pupils who have achieved National 5 Mathematics and have shown that they have the work ethic to make the step up to National 5. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Electricity and Energy
This Unit covers the key areas energy transfer, heat and gas laws. Learners will research issues, apply scientific skills and communicate their finds, which will develop skills of scientific literacy.

Waves and Radiation
In this Unit we will study wave characteristics and nuclear radiation. This work is carried out using a variety of approaches, including investigation and problem solving.

Dynamics and Space
In this Unit we cover kinematics, forces and space. Learners will research various key issues within this topic, apply scientific skills and communicate their finds, which will develop skills of scientific literacy.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Achievement at National 5 level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Achievement at National 4 level will involve passing all internally assessed elements. These are a written assessment for each unit as well as two course work tasks: a write up of a practical task and an Added Value Unit.

Subject: **Engineering Science** **National 5**

Entry Level:

Thinking of this course? What does it involve?

If you are going into S5 or S6, we would prefer if you have done N5 Physics, and N5 Maths.

Course Structure and Content:

1. Engineering Contexts and Challenges
   - What do engineers do? What are the different areas of engineering? Which engineer deals with which challenge?
   - Consideration energy required and making calculations on energy – heat, kinetic, electrical…
   - Working with renewables – cutting down on greenhouse gases.

2. Electronics and Control
   - Analogue electronics – identifying symbols in circuits.
   - Sensors for heat, light and position. Input – Process – Output.
   - Calculations in switching circuits.
   - Digital electronics – identifying symbols, logic gates.
   - Truth tables for ON or OFF. Boolean algebra expressions for circuits.
   - Programming using microcontrollers. Fault finding and identifying faults in flowcharts.

3. Mechanism and Structures
   - Gearing systems including speed calculations.
   - Pneumatics, using compressed air for systems. Identifying symbols and describing systems.
   - Fault finding in systems. Calculations on force and pressure.
   - Designs of structures, shape and materials.
   - Loads and forces acting on structures - stress and strain.
   - Calculating moments and forces and dealing with vector nature of forces.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Assessment may include an assignment and will include unit assessments finished off with the SQA exam in the Summer Diet of exams!

Subject: **Health Sector** **National 5 ONLY**

Entry Level:

Pupils will ideally have a National 4 qualification in Biology or another Science and have a desire to work in the health industry.

This course is ideally suited to those pupils who have achieved National 4 in a Science but National 5 Biology is not an appropriate next step.

Course Structure and Content:

The health sector includes the National Health Service (NHS) (primary and secondary care), Independent Healthcare, Complementary Therapies, the Life Sciences and Retail Pharmaceutical Industries and the Community and Voluntary Sector.

The health sector is seen as a growth industry across Scotland offering a wide range of employment opportunities at a variety of levels. The National Health Service (NHS) is a major employer in Scotland and currently employs over 160,000 people. The demands placed upon the NHS are increasing, through changes in demographics combined with an ageing workforce.

Scotland has one of the largest life sciences industries in Europe, with a worldwide reputation particularly in research and development and manufacturing. The growing life sciences industry currently employs over 30,000 people in a wide variety of job roles.

The National 5 Health Sector Course has been designed to provide learners with opportunities to develop generic employability skills in the context of the health sector. The course may assist progression into further and higher education and training/employment.

The course consists or five units:
· Working in the Health Sector
· Life Sciences Industry and the Health Sector
· Improving Health and Well-being
· Physiology of the Cardiovascular System
· Working in Non Clinical Roles

Assessment:

There is no exam for the Health Sector course, all assessments are marked in school.

To achieve the award of National 5 Health Sector: Skills for Work, learners must achieve all the required units outlined above. They will be assessed pass/fail within the school.

Subject: Environmental Science **National 5**

Entry Level:

Pupils will ideally have a National 5 qualification in a Science and/or Social Subject, and have a desire to add Environmental Science to their qualifications.
Progression from National 4 in any Science and/or Social Subject in S4, is only recommended for those pupils who have shown that they have the work ethic to make the step up to National 5. This should first be discussed with the Principal Teacher of Science and Social Subjects.

Course Structure and Content:

The Environmental Science course has a strong interdisciplinary links between Science and Geography, and aims to develop skills, knowledge and understanding in relevant areas of Science and Social Science. It provides opportunities for candidates to develop scientific literacy skills. In addition, candidates recognise the impact environmental science makes on their lives, on the lives of others, on the environment, and on society.

The course will involve learners developing their knowledge and skills on three topic areas:

Living environment
The key areas covered are: investigating ecosystems and biodiversity; interdependence; human influences on biodiversity.

Earth's resources
The key areas covered are: an overview of Earth systems and their interactions; the geosphere; the hydrosphere; the biosphere; the atmosphere.

Sustainability
The key areas covered are: an introduction to sustainability; food; water; energy; waste management.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Achievement at National 5 level will involve a final exam.

Achievement at National 4 level will involve passing all internally assessed elements.

Subject: Laboratory Science **National 5**

Entry Level:

Pupils will ideally be studying or have studied a Higher qualification in a Science and have a desire to add Laboratory Science to their qualifications.
Progression from National 5 in any Science in S4, is only recommended for those pupils who have shown that they have the work ethic to make the step up for this course. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Learners explore a variety of local, national and global industries and services and the career opportunities in science laboratories. Learners develop the basic practical laboratory skills: measuring, weighing and preparing compounds and solutions, and understanding and implementing the health and safety requirements for a safe working environment. They also develop specific practical skills related to microbiology, radioactivity, chemical handling and analysis, and laboratory equipment. Learners produce a plan to carry out a practical investigation to investigate an aim related to a scientific topic. This involves reporting results, conclusions and evaluations of the investigation.

The course emphasises the employability skills and attitudes valued by employers, which help to prepare learners for the workplace. Learners review employability skills and seek feedback from their peers and teaching staff as appropriate. They evaluate their own strengths and weaknesses, personal skills, qualifications and experience against career options.

The four units covered within the Laboratory Science course are:

Careers using Laboratory Science

Working in a Laboratory

Practical Skills

Practical Investigation

Assessment:
Assessments will take place at the end of each topic to monitor progression and could be either written or practical based depending on the topic.

Continual assessment of knowledge and understanding will take place as part of learning and teaching.

You must pass all four units to achieve this qualification. There is a mixture of practical and open-book written assessments. The course is not graded.

Subject: **Biology** **Higher**

Entry Level:

Pupils must have National 5 Biology with a grade A-C.
Progression from National 5 Biology with a grade D is only recommended for those pupils who have shown that they have the work ethic to make the step up to Higher. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

1) DNA and the Genome
In this Unit, learners will develop knowledge and understanding through studying DNA and the genome of organisms. The Unit covers the key areas of the structure of DNA, replication of DNA, gene expression, the structure of the genome along with mutations, evolution and genomic sequencing.

2) Metabolism and Survival
In this Unit, learners will develop knowledge and understanding of metabolism by focusing on the key areas of metabolic pathways, cellular respiration, metabolic rate and the control of these pathways in terms of both environmental control and genetic control.

3) Sustainability and Interdependence
In this Unit, learners will develop knowledge and understanding through the study of food supply, plant growth, plant and animal breeding and crop protection. With an depth look at symbiosis, social behaviour and biodiversity.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Achievement at Higher level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Subject: **Human Biology** **Higher**

Entry Level:

Pupils must have National 5 Biology with a grade A-C.
Progression from National 5 Biology with a grade D is only recommended for those pupils who have shown that they have the work ethic to make the step up to Higher. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

1) Human Cells
In this Unit, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The Unit covers the key areas of division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells.

2) Physiology and Health
In this Unit, learners will develop knowledge and understanding by focusing on the key areas of the structure and function of reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante and postnatal screening; the structure and function of arteries, capillaries and veins.

3) Neurobiology and Immunology
In this Unit, learners will develop knowledge and understanding through the key areas of divisions of the nervous system and parts of the brain; memory; the cells of the nervous system and neurotransmitters at synapses; non-specific and specific defences against pathogens; immunisations and clinical trials of vaccines and drugs.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Achievement at Higher level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Subject: **Chemistry** **Higher**

Entry Level:

Pupils must have National 5 Chemistry with a grade A-C.
Progression from National 5 Chemistry with a grade D is only recommended for those pupils who have achieved National 5 in Mathematics (A-C) or at least one other Science (A-C) and have shown that they have the work ethic to make the step up to Higher. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Chemical Changes and Structure
This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electronegativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

Researching Chemistry
This Unit covers the key skills necessary to undertake research in chemistry. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue.

Nature's Chemistry
This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents fragrances and skincare. Key functional groups and types of organic reaction are covered.

Chemistry in Society
This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will oxidising and reducing agents and their use in analytical chemistry through the context of titrations.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.
Achievement at Higher level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Subject: **Engineering Science** **Higher**

Entry Level:

Thinking of this course? What does it involve?

For those going into S5, we would need you to have passed N5 Engineering Science.

For those going into S6, as above but if you have passed Higher Physics you may be allowed to take this course after speaking to the PTC Science.

Course Structure and Content:

1. Engineering Contexts and Challenges

- Skills and knowledge required by different engineers – calculations, assessing materials, improving efficiency, sustainability.

2. Electronics and Control

- Analogue electronics – transistor and MOSFET circuits, calculations on current and voltage, using different operational amplifiers for control.
- Digital electronics – use of logic gates including NAND; using truth tables and Boolean algebra.
- Programmable control - programme writing and fault finding; motor control.

3. Mechanisms and Structures

- Mechanical Systems – drive systems, couplings and clutches, dealing with friction, power and torque.
- Pneumatic Systems – valves and cylinders; control and time delays, sequential control.
- Structures – moments and reaction forces, concurrent forces, resolution of forces at angles, hinged supports, nodal analysis, material properties, calculations involving Young's Modulus.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Assessment may include an assignment and will include unit assessments finished off with the SQA exam in the Summer Diet of exams!

Subject: **Physics** **Higher**

Entry Level:

Pupils must have National 5 Physics with a grade A-C.
Progression from National 5 Physics with a grade D is not recommended but may be possible for those pupils who have achieved National 5 in Mathematics (A-C) and at least one other Science (A-C) and have shown that they have the work ethic to make the step up to Higher. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Physics: Our Dynamic Universe
The Unit covers the key areas of kinematics, dynamics and space time. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Physics: Waves and Particles
The Unit covers the key areas of particles and waves. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Physics: Electricity
The Unit covers the key areas of electricity, and electrical storage and transfer. They will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Achievement at Higher level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Subject: **Biology** **Advanced Higher**

Entry Level:

Pupils must have Higher Human Biology with a grade A-C.
Progression from Higher Human Biology with a grade D is only recommended for those pupils who have achieved a Higher in at least one other Science (A-C) and have shown that they have the work ethic to make the step up to Advanced Higher. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Biology: Cells and Proteins
This Unit builds on understanding of the genome from Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multi cellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists.

Biology: Organisms and Evolution
This Unit builds on understanding of selection in the context of evolution and immune response from Higher Human Biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit and is best observed in the natural environment.

Biology: Investigative Biology
This Unit builds on understanding of the scientific method from Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.

Achievement at Advanced Higher level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Subject: **Chemistry** **Advanced Higher**

Entry Level:

Pupils must have Higher Chemistry with a grade A-C.
Progression from Higher Chemistry with a grade D is only recommended for those pupils who have achieved a Higher in Mathematics (A-C) or at least one other Science (A-C) and have shown that they have the work ethic to make the step up to Advanced Higher. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Advanced Higher is studied in three units:

1. Inorganic and Physical Chemistry
Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Learners will predict the shape of molecules. Learners will gain an understanding of the physical and chemical properties of transition metals and their compounds. Learners will investigate the quantitative component of chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions. Learners will progress their understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

2. Organic Chemistry and Instrumental Analysis
Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

3. Researching Chemistry
In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a Chemistry investigation of their choice.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.
Achievement at Advanced Higher level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Subject: **Physics** **Advanced Higher**

Entry Level:

Pupils must have Higher Physics with a grade A-C.
Progression from Higher Physics with a grade D is not recommended but may be possible for those pupils who have achieved a Higher in Mathematics (A-C) and at least one other Science (A-C) and have shown that they have the work ethic to make the step up to Advanced Higher. This should first be discussed with the Principal Teacher of Science.

Course Structure and Content:

Pupils will study Advanced Higher Physics over these four topics:

1) Rotational Motion and Astrophysics
This Unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

2) Quanta and Waves
This Unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and
considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

3) Electromagnetism
This Unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

4) Investigative Physics
In this unit learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

Assessment:

Assessments will take place at the end of each topic to monitor progression and to aid in presentation at the appropriate level.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.
Achievement at Advanced Higher level will involve a course work task worth 20% of the overall grade as well as a final written exam.

Science and Health (NPA) **SCQF 4**

Entry Level:

This course is ideally suited to those pupils who have achieved National 4 in a Science but National 5 is not an appropriate next step.
The content of this NPA is at level 4 and so would not be suitable for those pupils who have achieved National 5 (A-C) or Higher level in Science. It may be suitable to pupils who have achieved National 5 Grade D in Sciences.

Course Structure and Content:

The NPA in Science and Health at SCQF level 4 develops knowledge and understanding of science in relation to human health and provides an entry level point for people who wish to pursue a career in science, technology, engineering or maths. This is seen to be of particular importance given the existing and projected shortfall in suitably qualified individuals in these areas.

The NPA in Science and Health at SCQF level 4 allows learners to:

- Develop knowledge and understanding of biology, chemistry, and physics develop skills in good laboratory practice.
- Develop an understanding of health and safety practices.
- Develop an awareness of the Skill for Life of Health and Wellbeing.
- Prepare candidates for progression to qualifications at SCQF level 5 in areas related to human health.

This course is made up of four units in Biology, Chemistry and Physics which focusses on elements of health across all three science subjects. Ideal for pupils who are keen to pursue a career in health related industries.

Skills Developed

- Provide structured awards that will recognise existing skills and competences relating to science
- Provide a range of development opportunities in core and essential skills, specifically to:
  — Communications
  — ICT
  — Numeracy
  — Working with Others
  — Problem solving
  — Employability skills
- Develop a range of key skills that are aligned to industry standard.

Assessment:

Assessments will take place at the end of each topic.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.
Achievement involves passing an assessment of <u>all</u> of the individual units and the completion of a formal experimental report.

Science and Technology (NPA) **SCQF 4**

Entry Level:

This course is ideally suited to those pupils who have achieved National 4 in a Science but for whom National 5 is not an appropriate next step.
The content of this NPA is at level 4 (National 4) and so would **not** be suitable for those pupils who have already achieved National 5 (A-C) or Higher level in a Science subject. It may be suitable to pupils who have achieved National 5 Grade D in a Science subject(s).

Course Structure and Content:

The NPA in Science and Technology at SCQF level 4 develops knowledge and understanding of science in relation to applications in everyday life and provides an entry level point for people who wish to pursue a career in science, technology, engineering and maths sector. This is particularly important given the existing and projected shortfall in suitably qualified individuals in these areas.

This NPA allows learners to:

- Develop knowledge and understanding of biology, chemistry, and physics.
- Apply knowledge to understand developments in new technology.
- Develop skills in good laboratory practice.
- Develop an understanding of science health and safety practices.
- Develop an awareness of the Essential Skill of Sustainable Development.
- Progress to qualifications at SCQF level 5 in science and in engineering.

This course will appeal to pupils interested in adding to their knowledge of Physics, Chemistry and Biological. Pupils will study four units looking at; telecommunications and electronics in Physics, Chemistry in Society in Chemistry and Biotechnology in Biology. Real world applications and developments in these areas will form the main subjects of study. The course is ideal for pupils who may be working towards or considering a job/apprenticeship in the biotech, telecoms or electronics industries.

Skills Developed
•Provide structured awards that will recognise existing skills and competences relating to science
•Provide a range of development opportunities in core and essential skills, specifically to:
— Communications
— ICT
— Numeracy
— Working with Others
— Problem solving
— Employability skills
— Develop a range of key skills that are aligned to industry stand

Assessment:

Assessments will take place at the end of each topic.
Continual assessment of knowledge and understanding will take place as part of learning and teaching.
Achievement involves passing an assessment of <u>all</u> of the individual units and the completion of a formal experimental report.

SOCIAL SUBJECTS & RME FACULTY

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Subject: **Geography** **National 4/5**

Course Structure and Content:

The course is made up of 3 units and an Added Value Unit or Assignment.

Physical Environments: this unit is about the physical world we live in. We study what influences the formation of different landscapes, how humans use this landscape and the conflicts that can exists between land users. We also look at the different weather systems that affect the British Isles and learn how to analyse synoptic charts to predict the weather.

Human Environments: this unit is about the human interactions in the world we live in. We study what influences where people live, why some countries are wealthier than others and why our town and cities originated and grown over time.

Global Environments: this unit is about the impacts of human and the environmental activities on our planet. We study tourism, climate change, natural disasters, natural regions and diseases of the world.

Assignments: throughout your time in Geography, we will be learning outdoors, especially through our **fieldtrips** to a river study and Edinburgh's Winter wonderland.

Skills Development:

Pupils who study Geography in S3 will develop the following skills:

- Describing
- Explaining
- Analysing
- Team building
- Time management
- Problem solving

Pupils will develop their understanding of both the human and physical world we live in and the impacts – both positive and negative – that humans have on Earth.

Furthermore pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

Progression into the Senior Phase and Beyond:

The course will lead to accreditation at either National 3, National 4 or National 5 Geography at the end of S4. Further progression in S5 and S6 would involve Higher Geography or potentially environmental Science.

Career/Opportunities:

Some of the careers requiring Geography skills are: Emergency Services, Military, Town Planning, Teaching, Environmental Protection, Off Shore Oil & Gas, Renewable Energy, Meteorology, Travel and Tourism

Methods of Assessment:

Continuous 'informal' assessment throughout to monitor progress.
Tracking assessments based on SQA past papers, under timed conditions for unit assessments.

Subject: **History** **National 4/5**

Course Structure and Content:

Our world is shaped by events and experiences which have gone before. Studying History enables us to better understand the context in which we live. Senior History courses examine the different legacies that exciting, tragic and momentous events have had on our lives today. History connects with the present day. We can learn from past errors or past achievements in order to inform how we live in modern society.

1) Modern Britain,1880-1951 (British)
2) The Scottish Wars of Independence, 1286-1328 (Scottish)
3) Hitler and Nazi Germany, 1919-1939 (European)
4)

Skills Development:

Pupils who study History in S5/S6 will develop the following skills:

- Describing
- Explaining
- Analysing sources
- Making decisions
- Researching

Progression into the Senior Phase and Beyond:

Depending on progress in S4, pupils will be able to continue with History at the following levels:

- National 5
- Higher
- Advanced Higher

Career/Opportunities:
According to UCAS History students have great careers in the following areas:
Archivist, Conservator, Education officer, Events manager, Heritage manager, Historian, Gallery curator, Genealogist, Librarian, Media researcher, Museum curator, Political analyst, Teacher or lecturer, Writer or journalist

Methods of Assessment:

Combined with the exam will be an assignment which will lead to an overall grade at the end of the year for those sitting National 5. National 4 pupils will sit internally assessed units and an Added Value Unit in order to achieve this qualification.

Subject: **Modern Studies** **National 4/5**

Course Structure and Content:

* ***Scottish Politics***
  The rise of the Scottish Parliament: the issues covered under devolution. How have these impacted in differences between Scotland and the rest of the UK.
  The role of MSPs in and out of the Scottish Parliament. How laws are created and which ones have an impact on our lives. How MSPs are elected.
  Scottish Councils - what they are, the services that they provide, how they are funded and their relationship with the Scottish Parliament. Pressure Groups: what they are, their purpose and their methods.
* ***Social Issues***
  (a) *Crime*
  an in-depth study of crime: law, courts, sentencing. The use of prisons and do they work, alternative punishments: cost and effectiveness. Role of the police, different units and their roles in society.
  (b) *Health and Wealth*
  Income and wealth inequalities. Causes of poor health and government actions to improve it. Does poverty or poor lifestyle choices cause ill health? Should government take action to help people improve their health? Lifestyle choices: smoking, diet and alcohol and drugs and their impact.
* ***International Issues***
  (a) *China* - a study of a different ideology, significant change over 30 years, rich v poor, impact of China on the world.
  (b) *South Africa* - history of apartheid, social and economic inequalities as a legacy of apartheid, changing impact of a redirection in government policies in health, education and housing
  (c) *USA* - The ethnic makeup of the USA and the concentration of ethnic groups in key regions. Social and economic inequalities through the study of health, education, housing and employment. The government structure of the USA. The impact of the USA on other countries across the globe.
* ***Scottish Politics***
  The rise of the Scottish Parliament: the issues covered under devolution. How have these impacted in differences between Scotland and the rest of the UK.
  The role of MSPs in and out of the Scottish Parliament. How laws are created and which ones have an impact on our lives. How MSPs are elected.
  Scottish Councils - what they are, the services that they provide, how they are funded and their relationship with the Scottish Parliament. Pressure Groups: what they are, their purpose and their methods.
  Course assignment
  Pupils choose an area of politics from which they select their own question/ hypothesis on which to carry out personal research. Once a number of useful sources have been collected (National 5) a 60 minute write up is required, using the sources, from which a decision or conclusion must be reached about the topic. For National 4 the information is to be presented in the form of a poster.

Skills Development:

Studying Modern Studies helps develop a wide range of vital life skills including:

- Analysing sources
- Developing an understanding of politics

Progression into the Senior Phase and Beyond:

This course will lead to accreditation at either National 4 or National 5 Modern Studies at the end of S4. Pupils can go on to study National 5 or Higher courses.

Career Opportunities

Journalism, Police Force, Law, Medicine, Politics, Research Analyst, Teaching among many more

Methods of Assessment:

Continuous 'informal' assessment of throughout to monitor progress.
Tracking assessments based on SQA past papers, under timed conditions for unit assessments.

Subject: **Sociology** **National 5**

Entry Level:

Preferably a pass in N5 English, Maths, Science or Social Subject.

Course Structure and Content:

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

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

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

Assessment

The National 5 question paper has three sections.

Component 2: Assignment 30 marks
The assignment requires candidates to use sociological skills, knowledge and understanding to investigate a topic in sociology. The assignment comprises several stages, culminating in a report which gives a sociologically informed view of the topic studied.

Please see Principal Teacher Curriculum for further information.

Subject: **Classical Studies** **(Higher)**

Entry Level:

Preferably an A or B pass at National 5 in Classical Studies, English, History, Drama or Modern Studies.
You cannot drop down to N5 from Higher as they are completely different courses so please choose your level carefully!

Course Structure and Content:

This exciting course matches the Drama play, Antigone, as we also study this as part of our Classical Literature unit

Classical Literature
Explore the world of Antigone and the drama that unfolds as she decides whether to defy the state and her leaders, or honour her family. Investigate the role of the gods in the lives of mortals and the battle between those oppressed and the oppressors in this highly engaging play.

Life in ancient Greece
Investigate the Greek gods, their roles and relationship with humans, find out about secret societies and cults, the ideas about the afterlife and how to lead a good 'Greek life'.

Life in the Roman world
From the Roman Republic to Empire – how did this vast network run? Look at the power, politics and social structures that enabled the Roman World to rapidly expand.

External Assessment
Exam
Assignment – at present this has been removed but it may be re-introduced.

Assessment:

Assignment hand in: Completed by end of March (if it is reintroduced)

Tracking tests & Prelim

Final Exam

Progression into the Senior Phase and Beyond:

Further progression in S5 and S6 would involve Advanced Higher Classical Studies.

Career/Opportunities:
The diversity of classical studies allows you to build up a range and breadth of skills, UCAS recommends it for the following career paths: law, research and academia, teaching, events, marketing and PR, management consultancy, politics, media.

Anything else?

We are hoping to run a **trip to Pompeii** to see the ruins and learn more about the history of the ancient Pompeiians and life as part of the Roman Empire in 1st Century CE.

Please see Principal Teacher Curriculum for further information.

Subject: **Geography** **(Higher)**

Entry Level:

Preferably an A or B pass at National 5.

Course Structure and Content:

Candidates develop an increased understanding of the environment, sustainability, and the impact of global issues. They are encouraged to develop a sense of responsible citizenship, and to reflect upon the impact of the environment on health and wellbeing. The emphasis on the evaluation of sources, including maps, develops thinking skills.

Course Components

- Physical Environments:
  - Atmosphere: the study of how our Earth balances temperatures through Oceans and Air circulations as well as understanding what causes monsoons and droughts in Africa
  - Lithosphere: the study of the forces that shape a variety of landscapes in the UK
  - Biosphere: the study of soils!!
  - Hydrosphere: the study of the water cycle, waterfalls and what causes flooding
- Human Environments:
  - Rural Land Degradation: the study of the rainforests
  - Settlements: the study of cities in Scotland and India
  - Population: the study of people
- Global Environments:
  - Development & Health: the study of diseases and development
  - River Basin Management: the study of dam building and its impact
- Map Skills
  - Decision making skills needed!!

External Assessment
Exam
Assignment – River study OR Urban Study

- Carry out field work on two different trips, analyse data and write a report

Assessment:

Assignment hand in: Completed by end of December
Tracking tests & Prelim
Final Exam

Progression for Careers
Some of the careers requiring Geography skills are: Emergency Services, Military, Town Planning, Teaching, Environmental Protection, Off Shore Oil & Gas, Renewable Energy, Meteorology, Travel and Tourism

Please see Principal Teacher Curriculum for further information.

Subject: **History** **(Higher)**

Entry Level:

Preferably an A or B pass at National 5.

Course Structure and Content:

Scottish The impact of the Great War, 1914-28

British Britain, 1851-1951

European & World Germany, 1815-1939

External Assessment
Exam
Assignment

Assessment:

Assignment hand in: Completed by end of December

Tracking tests & Prelim

Final Exam

Progression into Careers

According to UCAS History students have great careers in the following areas:
Archivist, Conservator, Education officer, Events manager, Heritage manager, Historian, Gallery curator, Genealogist, Librarian, Media researcher, Museum curator, Political analyst, Teacher or lecturer, Writer or journalist

Subject: **Modern Studies** **(Higher)**

Entry Level:

Preferably an A or B pass at National 5.

Course Structure and Content:

UK Politics

A study of 3 different electoral systems and how each impacts on the final results. This means using statistics to identify and assess fairness, proportionality, party representation, single party or coalition governments.
Voting behaviour: what impacts on how we vote – comparing the impact of age, gender, wealth, the media, geographical location and housing tenure.
The power and limits on the Prime Minister and Cabinet government.

Health and Wealth

Income and wealth inequalities. A study of data and reports to find links between poverty and poor health. Questioning whether it is personal bad lifestyle choices (impact of smoking, diet, alcohol and drug abuse) that causes ill healthier whether it is poverty itself that is the cause.
What government actions have had an impact, positive or negative on the health of the nation.
Government actions to improve it: laws, strategies, campaigns. Does poverty or poor lifestyle choices cause ill health? Should government take action to help people improve their health?
Lifestyle choices: smoking, diet, alcohol and drugs dependency and their impact.

International Issues

USA - The ethnic makeup of the USA and the concentration of ethnic groups in key regions.
Social and economic inequalities through the study of health, education, housing and employment: are there improvements being made. government action/ inaction in dealing with these issues.
The government structure of the USA, including power and restrictions on actions of the President and Congress. The importance of the Constitution in limiting authoritarian government.
The economic and cultural impact of the USA on other countries across the globe.

Assignment

Pupils choose an issue from any area of political life, from which they select their own question/ hypothesis on which to carry out personal research (much of which is to be done at home)
Once a number of useful and reliable sources have been collected a 90 minute, structured report, preferably discussing 3 options. The sources must be used and referenced.
Care is to be taken to ensure balance and objectivity.
Finally, a decision or conclusion must be reached about the topic, with an explanation to support the plan.

Assessment:

Assignment: End of December

Tracking Tests/Prelim

Final Exam

Please see Principal Teacher Curriculum for further information.

Subject: **Politics** **(Higher)**

Entry Level:

Candidates should have achieved a National 5 pass in Modern Studies.

Course Structure and Content:

Course Components
The course comprises the following themes:

Section 1: Political theory
Section 2: Political systems
Section 3: Political parties and elections

External Assessment

The Higher Politics exam is made up of two papers. Paper 1 is based on extended responses from the three study themes. This amounts to 52 marks. Paper 2 is 28 marks and includes responses to source based tasks. There is also an Assignment which is 30 marks and written up in class following research.

Assessment:

Assignment: November-December (may change)

Learning Outcomes: Assessed through essay writing and responses to source questions.

Prelim: February

Exam: May

Please see Principal Teacher Curriculum for further information.

Subject: **Psychology** **Higher S6 only**

Entry Requirements:

Minimum

National 5 A or B in a Science (e.g Biology, Physics or Chemistry) PLUS a N5 A or B in English or another Social Subjects.

Ideal

Higher pass a or B in English or another Social Science PLUS National 5 A or B in a Science (e.g Biology, Physics or Chemistry)

Why? You need to write a scientific report and carry out an investigation which requires basic scientific understanding.

Course Structure and Content:

Two units:

Sleep and Dreams

This unit explores -why do we need sleep? What do our dreams mean? Can sleeping help us learn? What things interfere with our sleep? How can we manage our physical and mental health better through sleep?

Conformity and Obedience

This unit looks at our social behaviour – what makes us social beings? Why do some people want to be different? Are rebels good for society? Should be make more effort to harmonise or individualise? What happens when obedience goes wrong?

Skills Development:

From the SQA documentation on Higher Psychology:

♦analysing and evaluating psychological concepts, theories, and evidence

♦ applying knowledge and understanding of psychology to analyse and explain human behaviour

♦ understanding the research process in psychology, including the ability to evaluate methods and explain ethical and scientific standards

♦ analysing the research process in psychology, including the ability to evaluate methods and explain ethical and scientific standards

♦ using research evidence to explain human behaviour

♦ interpreting and evaluating descriptive statistics in psychological research

♦ using communication skills to present information, including a report on psychological research

Progression into the Senior Phase and Beyond:

From Prospects website : Clinical psychologist, Counselling psychologist. Education mental health practitioner, Educational psychologist, Forensic psychologist, Health psychologist, High intensity therapist, Occupational psychologist, Psychological wellbeing practitioner, Sport and exercise psychologist

Jobs where your degree would be useful include: Advice worker, Border Force officer, Careers adviser, Chaplain, Counsellor, Dance movement psychotherapist, Education consultant, Human resources officer, Life coach, Market researcher, Mediator, Neuroscientist, Play therapist, Policy officer, Psychotherapist, Social researcher

Methods of Assessment:

AVU worth 33% of the final grade. 2,00-2,500 word report based on a Psychology Experiment YOU have created.

External exam worth 67% of the final grade.

Subject: **Religious, Moral and Philosophical Studies (RMPS) Higher for S5/6**

Entry Requirements:

We are happy to accept 'crashers'. You should have a N5 pass in English, Modern Studies, History or Classical Studies. This course is designed to be taught from scratch so you don't have to have N5 RMPS.

Course Structure and Content:

This is a course about real life, designed for real people. It prepares pupils for life by challenging them to think and to ask questions. It encourages pupils to consider and to express their own opinions and ideas.

There are four units:

- World Religion – pupils will learn about and learn from a key belief system. By studying Islam, pupils will find out about how people's beliefs and values affect their lives, their traditions and their practice.
- Morality and Belief – pupils will consider some of the moral issues around justice: what are the causes of crime and why does this present moral issues? Who should we treat offenders and why? Pupils will look at religious and non-religious viewpoints and they will then develop and explain their own view.
- Religious and Philosophical Questions – pupils will learn to deal with questions about the origins of 'life, the universe and everything' - studying the history of these deep philosophical questions.
- The fourth unit is a project where pupils study an issue in more detail. By researching and presenting findings, pupils apply skills learned in other units and develop greater understanding of their chosen issue.

Skills Development:

Studying RMPS helps develop a wide range of vital life skills including:

- describing, explaining and analysing questions and responses;
- enquiring into and evaluating different beliefs, ideas and viewpoints;
- expressing views about real life issues in a reasoned manner;
- interpreting and understanding key texts and sources of information.

This course also helps pupils develop their reading, writing, listening and talking skills. It develops philosophical enquiry and citizenship, as well as helping pupils learn to think, remember, understand, analyse and evaluate.

Throughout the course, pupils will also develop skills in Literacy, Numeracy and Health and Well-Being.

Progression into the Senior Phase and Beyond:

RMPS helps pupils prepare for real life in the real world – this course leads to accreditation at Higher or National 5. Pupils can go on to study Advanced Higher RMPS or follow courses in related subjects like Psychology or Philosophy.

Career Opportunities

Pupils can use skills they gain studying RMPS in virtually all walks of life, particularly where they intend to work with people. According to Edinburgh University, it is particularly useful for careers such as:

Primary Teaching, Secondary Teaching, Nursing, Social Work, Care, Counselling, Psychology, Mental Health, Midwifery, Occupational Therapy, Youth Work,

Public Relations, Marketing, Personnel Management, Copywriting, Management, Company Secretary,

Journalism, Broadcasting, TV Presenting, TV Production, Scriptwriting, Sound Design, Photography, Multimedia, Editing, Writing, Publishing,

Solicitor, Law, Local Government, Civil Service, Administration, Politics,

Police, Prison and Probation Service, Advocacy

… and Stand-up Comedy!

Methods of Assessment:

Topic tests, group work, class presentations, research and project work, final exams.

Subject: **Modern Studies** **Advanced Higher**

Course Structure and Content:

Law and order and research methods
A: understanding the criminal justice system judicial frameworks human rights, civil liberties and the criminal justice system criminal justice issues

B: understanding criminal behaviour definitions, measurements and perceptions of crime contemporary relevance of theories of criminal behaviour including physiological, psychological and sociological theories social and economic impact of criminal behaviour on victims, perpetrators, families and wider society

C: responses by society to crime contemporary relevance of theories of punishment, including deterrence, rehabilitation, incapacitation, retributivism and denunciation preventative responses to crime, including policing strategies, multi-agency approaches and early interventions criminal justice responses to crime, including custodial and non-custodial sentences

D: social science research methods and issues Research methodology
analysis, evaluation and comparison of research methods

Skills Development:

Studying Modern Studies helps develop a wide range of vital life skills including:

- Analysing sources
- Developing an understanding of politics

Progression into the Senior Phase and Beyond:

This course will lead to accreditation at Advanced Higher and is particularly suitable for entry to University for Criminology, Law, Journalism and any social subjects courses'.

Career Opportunities: Journalism, Police Force, Law, Medicine, Politics, Research Analyst, Teaching and many more.

Methods of Assessment:

Continuous 'informal' assessment of throughout to monitor progress.
Tracking assessments based on SQA past papers, under timed conditions for unit assessments.

Subject: **History** **(Advanced Higher)**

Entry Level:

Preferably an A or B pass at Higher.

Course Structure and Content:

Course Components
The course comprises the following theme:

Germany: Versailles to the Outbreak of World War II, 1918-1939.

External Assessment

A Project-Dissertation forms a considerable proportion of the final grade. This is worth 50 marks. Additionally, there will be an exam of three hours. This is worth 90 marks.

Learning Outcomes
Historical Study (Advanced Higher)

Researching Historical Issues

Assessment:

Dissertation: End of March

Learning Outcomes: Assessed through essay writing and responses to source questions.

Prelim: February

Exam: May

Please see Principal Teacher Curriculum for further information.

Subject: **RMPS** **(Advanced Higher)**

Entry Level:

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

Course Structure and Content:

This course explores how religion, morality and philosophy are at the core of human history and culture. In Advanced Higher RMPS you will deepen your understanding of significant ethical, theological and philosophical themes, and of society's religious and social diversity.

This course allows you to extend the knowledge and skills you may have gained from a range of different subjects, or from experiences in RMPS courses at lower levels.

You will:

- Develop in-depth knowledge and understanding of arguments and responses to a range of religious, moral and philosophical issues
- Analyse and evaluate perspectives, arguments and evidence
- Carry out self-directed independent research into a religious, moral or philosophical question or issue
- Develop accuracy and attention to detail when carrying out independent research

<u>Topics</u>

You will study two topics in depth, including some taught elements and a significant amount of independent learning:

1. Philosophy of religion – in this topic you will analyse and evaluate arguments and responses about the existence of God. These include the cosmological argument, the teleological argument and atheism.
2. Medical ethics – in this topic you will analyse and evaluate arguments and responses about current issues in medicine. These include abortion, the treatment and use of embryos, organ transplants, end of life care and assisted dying.

You will also choose an appropriate religious, moral or philosophical question or issue to research independently and in depth.

Assessment:

Your skills, knowledge and understanding will be assessed in two ways:

1. **Question paper** – you will sit this during the summer exam diet. It is worth 90 marks out of 140 (roughly 65%) and includes essay questions on each of the two topics covered in the course, as well as shorter questions in response to a source.
2. **Project-dissertation** – you will produce this over a period of time during the course, under some supervision and control from your teacher. The project-dissertation deals with the religious, moral or philosophical question or issue that you have identified and researched independently. It is worth 50 marks out of 140 (roughly 35%)

Subject: **Legal Studies National Progression Award** **Level 6**

Entry Level:
National 5 pass in a Social Subject or English.

Course Structure and Content:

Scots Law: An Introduction
This unit provides you with a broad knowledge and understanding of Scots law including the sources of law and how new law is made. You will learn about the differences between the criminal law and the civil law and about the structure, jurisdiction and appeals of both the civil and the criminal courts. You will develop knowledge and understanding of the system of criminal prosecution in Scotland, about the tribunal system, and about the roles, appointments and responsibilities of the legal profession.

Crime in Society
This unit enables you to explain what constitutes a crime in Scotland and the main principles involved in prosecution of crime and to explore the nature of crime and its effects on the individual and the community. It encourages you to reflect on crime and become more aware of its implications.

Assessment:

Continuous assessment.

Please note.
The NPA is Level 6 -this means the difficulty of the work will be similar to a Higher. However, the NPA is NOT a Higher. It carries 18SCQF points but a Higher carries 24 SCQF. It is your responsibility to check the points will be enough for the university you wish to attend. It has unit assessments throughout the course but no final external exam.

Please see Principal Teacher Curriculum for further information.

Subject: **Criminology National Progression Award Level 5**

Entry Level:

National 5 pass in a Social Subject or English.

Course Structure and Content:

Crime in the community
This unit provides you with an investigation into crime in Fife. Learn how to use data and the role of the media in crime investigations.

Crime Scenes
This unit helps you to understand the key processes in securing a crime scene and identifying solid evidence and how to ensure you find the right perpetrator.

Crime and the law
This unit mirrors the Modern Studies N5 unit – so for some students this may feel repetitive, for others it will be a great base to secure additional qualifications. Learn about Crime and how the courts deal with offenders.

Assessment:

Continuous assessment.

Please note.
The NPA is Level 6 -this means the difficulty of the work will be similar to a Higher. However, the NPA is NOT a Higher. It carries 18SCQF points but a Higher carries 24 SCQF. It is your responsibility to check the points will be enough for the university you wish to attend. It has unit assessments throughout the course but no final external exam.

Please see Principal Teacher Curriculum for further information.

Beath High School College Partnership Courses with Fife College

For more detailed information on the college courses that pupils can do whilst they are still at school, please see the SCP booklet that was attached to the email you were sent OR go to www.fife.ac.uk/schools/beath-high-school and browse the courses.

Courses on offer

School/College Partnership Course

HNC Applied Science 2 year Level 7
HNC Applied Science 1 year Level 7
HNC Business 1 year Level 7
HNC Business 2 year Level 7
HNC Accounting 1 year Level 7
HNC Accounting 2 year Level 7
Higher Psychology Level 6
Intro to Criminology Level 5
Early Learning and Childcare Level 5
Skills for Work Engineering Level 5
Shell Girls into (Renewable) Energy Level 5
NPA Digital Media Animation Level 5
Introduction to the Hair and Beauty Sector Level 4
Early Learning and Childcare Level 4
NPA Construction Crafts and Technician Level 4
Building Skills for Future Level 4
Access to a career in care Level 4

Foundation Apprenticeship Course

FA Accounting 2 year Level 6
FA Engineering 2 year Level 6
FA Civil Engineering 2 year Level 6
FA IT Software Development 2 year Level 6
FA Creative and Digital Media 2 year Level 6
FA Scientific Technologies 1 year Level 6
FA Business Skills 1 year Level 6
FA Social Services Children and Young People Level 6
FA Social Services and Healthcare Level 6
FA NPA Construction Crafts and Technician Level 4
FA Level 4 Automotive
FA Level 4 Hospitality
FA Level 4 Hospitality (short course Jan-June)