



Belonging • Experiences • Aspirations • Teamwork • Honesty

Beath High School

**S4 into S5
and
S5 into S6**

Learner Pathways

2021-22





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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 every course.

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

The Beath curriculum is designed to encourage the learning and development of all of our young people. Our curriculum allows learners to achieve their true potential through flexible pathways to success. Personalisation ensures that the needs of all learners are met. Our young people gain a portfolio of qualifications, experiences and skills from our curriculum. We utilise partnership working and we focus on improving attainment and achievement. Our learners are supported into a robust and sustained positive destination.

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



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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 use 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.

Please see Principal Teacher Curriculum for further information.





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.



Subject: Retailing (National Certificate)
Year Group: S5-S6

Course Structure and Content:

Retailing is a National Certificate at SCQF level 5. This course is designed to facilitate progression to further study, and to meet the needs of industry in providing employment-ready staff, for entry level positions in retailing.

Skills Development:

In order to best meet the long-term needs of learners the content of the course has been designed to foster attitudes and practices fundamental to employment within retailing. These include:

- Positive attitudes to workplace and learning.
- The importance of time-keeping and attendance.
- The importance of good verbal communications.
- The importance of good listening skills.
- Cooperative and team-working skills.
- Self-respect and showing respect and consideration to others.
- Adaptability and flexibility.
- Application of appropriate legislation, e.g. Health and Safety.
- Planning and preparation.
- Confidence to seek and provide feedback.
- Customer care skills.

Progression into the Senior Phase and Beyond:

- National 4, National 5 and Higher Business Management
- Skills that could be used at College or University for Business Management related course
- Modern Apprenticeships in Retailing

Career/Opportunities:

Learners will develop an understanding of the needs of a retailer and an appreciation of the importance of customers. They also gain important employability skills and positive attitudes relevant to both the workplace and learning environments.

Methods of Assessment:

- End of Unit Assessment
- Homework
- Peer and Self-Assessment
- Teacher Observations



Subject: Business and Marketing (National Progression Award)
Year Group: S5-S6

Course Structure and Content:

Business and Marketing is a National Progression Award at SCQF Level 4 and 5. The course has been designed to provide learners with the basic theoretical knowledge of the marketing-based principles of business. This will aid learners seeking employment in this area or progression to further academic qualifications.

Skills Development:

The award consists of three units: Business in Action, Marketing: An Introduction and Enterprise Activity.

The general aim of the NPA is to provide learners with knowledge and skills relevant to the marketing area of business. As a result, it is hoped that learners are then able to progress in education or find suitable employment. The NPA enables learners to consider the various options open to them and make informed career choices for their future.

Learners will also be able to broaden knowledge and skills by undertaking study in the following areas:

1. Market research, promotion, event organisation, customer care and selling skills.
2. Provide opportunities for the development of skills and aptitudes that will improve learners' employment potential and career development within this business area.
3. Provide learners with specific business related skills demanded by employers.
4. Prepare learners for entry to higher level awards.
5. Prepare learners for employment.
6. Encourage learners to take charge of their own learning and development.
7. Provide a range of learning and assessment styles to motivate learners to achieve their full potential.
8. Provide a range of choices to allow learners to tailor their own learning

Progression into the Senior Phase and Beyond:

- National 4, National 5 and Higher Business Management
- Skills that could be used at College or University for Business Management related course
- Modern Apprenticeships in Marketing

Career/Opportunities:

On successful completion of the NPA, it is envisaged that employment could be gained in the business sector in one of the following areas:

- Marketing Assistant
- Customer Service Assistant
- Sales Assistant.

Methods of Assessment:

- End of Unit Assessment
- Homework
- Peer and Self-Assessment
- Teacher Observations





National 4 – Computing Science

Entry Level

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

Course Structure and Content

The National 4 Computing Science course is designed to provide students with both the necessary knowledge and understanding and the practical problem solving skills to enable them to become software developers and computer scientists of the future. The course comprises two units:

Software Design and Development: The aim of this unit is for the student to develop basic knowledge, understanding and practical problem-solving skills in software design and development. Students will develop their programming skills by designing and writing a range of engaging computer programs.

Students will also explore how different types of computer software applications are used in society.

Information System Design and Development: Students will design and produce databases, web pages and other multimedia solutions. They will also develop an understanding of basic computer hardware, software, connectivity and security.

What skills will I develop?

- Applying computational thinking to understand problems
- Analysing problems with some complex aspects within computing science
- Designing, implementing, testing and evaluating digital solutions to problems
- Developing skills in computer programming and the ability to communicate how a program works by being able to read and interpret code
- Communicating understanding of advanced concepts clearly and concisely
- Legal/environmental/economic/social impact of contemporary computing technologies
- Applying computing science concepts and techniques to create solutions

How will I be assessed?

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

Added Value Unit

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 or Higher Computing Science and other computer-related disciplines.

Please see Principal Teacher Curriculum for further information.





National 5 – Computing Science

Entry Level

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

Course Structure and Content

There are 4 units studied:

Database Design & Development: The Database unit covers the use of computers for collecting, organising, storing and processing large amounts of data. Pupils will learn to create relational databases and to use Structured Query Language (SQL).

Software Design & Development: The Software Development unit focuses on the processes used to create computer software. Programming is a strong focus and pupils will learn basic programming constructs using Python.

Website Design & Development: The Website unit investigates the creation of interactive websites using several scripting languages. HTML, Cascading Style Sheets and JavaScript are all used in this topic.

Computer Systems: The Computer Systems unit examines how computers work – their architecture, how number, text and graphic data are represented, computer security and the impact of computers on the environment.

What skills will I develop?

- Applying computational thinking to understand problems
- Analysing problems with some complex aspects within computing science
- Designing, implementing, testing and evaluating digital solutions to problems
- Developing skills in computer programming and the ability to communicate how a program works by being able to read and interpret code
- Communicating understanding of advanced concepts clearly and concisely
- Legal/environmental/economic/social impact of contemporary computing technologies
- Applying computing science concepts and techniques to create solutions

How will I be assessed?

External:

- Computing Science Assignment (31%) - completed and marked internally
- Written Question Paper (69%) - 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?

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

Please see Principal Teacher Curriculum for further information.





Higher – Computing Science

Entry Level

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

Course Structure and Content

There are 4 units studied:

Database Design & Development: The Database unit examines the creation and programming of computer databases in greater detail. SQL is used to query databases in depth.

Software Design & Development: Software Development unit further investigates the design and creation of computer programs, including more detailed programs and constructs. It will cover reading and writing files and standard algorithms.

Website Design & Development: The Website unit continues from Nat 5 with building more detailed, interactive websites using HTML, Cascading Style Sheets and JavaScript.

Computer Systems: The Computer Systems unit further examines how computers work – their architecture and how positive and negative numbers, real numbers and text data are represented. It also includes computer security and the impact of computers on the environment.

What skills will I develop?

- applying computational thinking to understand problems
- analysing problems with some complex aspects within computing science
- designing, implementing, testing and evaluating digital solutions to problems
- developing skills in computer programming and the ability to communicate
- how a program works by being able to read and interpret code
- communicating understanding of advanced concepts clearly and concisely
- legal/environmental/economic/social impact of contemporary computing
- technologies
- applying computing science concepts and techniques to create solutions

How will I be assessed?

External:

- Computing Science Assignment (31%) - completed and marked internally
- Written Question Paper (69%) - 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?

This course leads on naturally to Advanced Higher Computing and is an excellent grounding for all college and university courses that include a computing element.

Please see Principal Teacher Curriculum for further information.





Advanced Higher – Computing Science

Entry Level

Pupils would benefit greatly from having already completed H Computing Science. Those who have not met this criteria may still do so, but entry would be subject to further discussion.

Course Structure and Content

The new Advanced Higher Computing Science course builds on the work done in Higher Computing Science.

The course has four areas of study:

Software design and development - pupils develop knowledge, understanding, and advanced practical problem-solving skills in software design and development. They do this by using appropriate software development environments.

Database design and development - pupils develop knowledge, understanding, and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using SQL to create and query relational databases.

Web design and development - pupils develop knowledge, understanding, and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems.

Computer systems - This content is designed to be delivered in the context of the other areas of study and not as a stand-alone area of study. Pupils develop their understanding of how data is stored in hexadecimal form and how flags are used during the fetch-execute cycle. They become aware of the environmental impact of data centres and the security risks of code injections.

What skills will I develop?

Advanced programming skills, independent working, planning and thinking, problem solving, collaborative working, research and presentation skills

How will I be assessed?

The course will be assessed through a project chosen by the learner and completed individually (80 marks) and a final exam (80 marks).

What are the homework requirements?

Homework will be candidate led, with tutor guidance. Its purpose will be to ensure the coursework is covered sufficiently, and that the project deadlines are met.

Progression?

A pass in Advanced Higher Computing Science provides progression to a Computing Science related course of study in further or higher education.

Please see Principal Teacher Curriculum for further information.



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Subject: Practical Wood N4

Entry Level:

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

Course Structure and Content:

The course consists of three mandatory units and an added value unit.

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

An added value unit must also be completed for a full course award.

The course is mainly practical based and allows learners to gain experience and knowledge of reading working drawings/diagrams, and plan activities to successfully complete finished artefacts. The course is designed to ensure that learners acquire 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.

Assessment:

Assessment is ongoing and internally verified.

The three units – Flat Frame Construction, Carcase Construction and Machining & Finishing allow pupils to gain necessary skills/knowledge to attempt the added value unit - Making a Finished Product from Wood.

All units are internally assessed throughout the course and lead on to the final Added Value Unit.

The Added Value Unit is graded at either a pass or fail at National 4 level and is internally verified.

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: 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 5

Entry Level:

A pass in 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:

S6 Pupil and/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

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- English N5 page 37
- Literature 1 & Comms. SCQF Level 6 page 38
- English Higher page 39
- English Advanced Higher page 40
- Radio Broadcasting NPA Level 5 page 41



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 Literature 1 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 - 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.



Subject: English: Radio Broadcasting (SCQF level 5)

Entry level:

A pass at N4 English. Learners must be working towards National 5 English and have a genuine interest in Media.

It is preferable that that learners also possess the following skills: confidence in delivering solo talks, good research and questioning skills, creativity, competent writing skills, leadership skills, the ability to work successfully in a team, being a good listener, having a flexible approach to decision-making, knowledge of radio and/or podcasts.

Course Structure and Content:

This practical course offers learners the opportunity to develop the skills required to produce and present their own radio programme. It develops a range of skills required for radio broadcasting and presenting for broadcast media. Learners will be introduced to a range of broadcast-related topics, including scriptwriting and radio journalism.

Course Components

- Media: Radio Interviewing
- Media: Presenting for Radio and TV
- Media: Radio Journalism

Optional extra unit:

- Media: Making a Radio Programme

Core skills:

- Communication
- Working with Others
- Problem Solving
- Information Technology

Assessment:

All assessments are carried out during class time, throughout the academic year.

A portfolio of evidence, including extended pieces of writing and audio recordings, is gathered during the course.

Practical tasks include:

- Creating and recording a radio programme
- Creating and recording a news bulletin
- Creating and recording a television programme

Please see Principal Teacher Curriculum for further information.



HEALTH & WELLBEING FACULTY

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- Practical Cake Craft N5 page 47
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- Physical Education N4/N5 page 50
- Sports Leadership with NPA
in Sports Development NPA page 52
- Sport and Fitness
(Team Games) Level 5 NPA page 54



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.



Entry Level:

Previous PE Experience and a good record of engagement in S1/2
Previous Dance experience would be advisable (in school or out of school).

Course Structure and Content:

Candidates will use knowledge and understanding of dance techniques and choreographic skills to inform practice. Learners will also develop skills in appreciating theatre arts and dance practice. They will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performance of others.

This is a specialist Dance course, therefore prior dance experience is favourable as well as having a passion for dance and performing. As well as performing teacher-led solo routines, pupils will be asked to choreograph, perform, and evaluate their own dance.

Unit Assessment: Summary of Units**Choreography Skills**

This Unit is designed to introduce candidates to aspects of choreography and dance performance. Candidates will be expected to independently research, develop and choreograph their own pieces of work (*2 minutes of Dance*) whilst supporting others in their choreography. This work then needs to be reviewed and a written evaluation should be carried out. Candidates will present their work through a 2 minute performance and a Choreography Review (Min 1000 words) as part of the Unit and Course Assessment.

Technical Skills

This Unit allows the candidate to develop the required technical skills and performance qualities to successfully complete the practical element of this. Candidates will study a series of complex dance techniques and be able to perform these across two different genres (Jazz, Hip-Hop or Contemporary) of dance. One of these Genres will be selected and studied in more detail. Once again, there is a performance element to this aspect of the course (1 solo at 1.5 Minutes long) and this is something that candidates need to be confident in,

Assessment:

To achieve the Course award the candidate must successfully pass all internal units and complete the course assessment.

Assessment Structure**Unit 1:**

Technical workshops in two contrasting styles

Unit 2:

Choreography workshops and study a professional piece of choreography

Course Assessment:

Question Paper – 20%

Choreography – Practical Activity – 45%

Performance – 35%

Potential candidates must be comfortable with the performance element of this course and should consider this prior to selection.

Please see Miss Jackson for further information



Subject:

Early Learning & Childcare

(National 4/5)

Entry Level:

S3 Childcare / National 4 Early Learning & Childcare

No previous Childcare– by discussion

Course Structure and Content:

Unit Assessment: Summary of Units

Child Development

This unit is designed to introduce candidates to aspects of child development and the key milestones of development for children aged 0–16 years.

Building on this knowledge they will, working as part of a group, investigate one aspect of child development in detail. They will present their findings and review and evaluate both the investigative process and the presentation.

Working in Early Learning and Childcare

This unit allows the candidate to develop an understanding of different types of provision in the early learning and childcare sector and to describe how the sector supports children and families.

Candidates will discuss some of the main skills, knowledge and values required to work with children aged 0–16 years.

Play in Early Learning and Childcare

This unit allows candidates to develop an understanding of a variety of types of play and how play contributes to the development of the child. It should allow candidates to explore a variety of play types and describe a range of play experiences within each type of play. The candidates should demonstrate an understanding of the appropriateness and value of play opportunities for the development of children aged 0–16 years.

Care and Feeding

This unit of work looks at the care and feeding needs of children aged 0-16 years. Specifically looking at needs of children, feeding patterns, weaning, safety, health and dietary needs.

Assessment:

To achieve the course award the candidate must successfully pass all internal units.

Assessment objectives

Candidates must demonstrate an understanding of the following areas:

- ◆ the importance of child development
- ◆ the role of the adult in supporting the care, learning and development of the child
- ◆ the importance of play to the developing child
- ◆ the scope of the early learning and childcare sector
- ◆ the basic needs of children
- ◆ the roles of the employee and employer in relation to health and safety practice

Please see Miss Haldane or Mrs Hunter for further information.



Subject: Health & Food Technology (National 4 / 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 make 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:
S3 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:

S3 Practical Cookery / 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: Sports Leadership with NPA in Sports Development

Entry Level:

Have a good knowledge of a range of sports through their previous experiences in PE (ideally Elective or National PE but not essential for the right candidates).
Interested pupils should be willing to challenge themselves to go out with their comfort zone and develop their leadership skills through sport.
An excellent kit and participation record is essential for success, as is a positive attitude.

Course Structure and Content:

Sports Leadership

The course develops confident leaders through sport and physical activity.

Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community. Pupils also learn about competition formats and factors that impact on a healthy lifestyle. They will also complete a group task to plan, run and evaluate a sporting event at Beath or in the cluster primaries.

Skills that will be developed include:

- 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/abilities.

The course involve both guided & peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

We offer qualifications in Sports Leadership at level 4, 5 & 6 to ensure that learners have a structured leadership pathway that helps them develop along the way.

All sports leaders will be expected to complete a between 10 and 30 hours hours of leadership experience depending on the level of qualification.

Depending on the timetable constraints this leadership experience will be in one of our 6 cluster primary schools, in junior PE classes or within extra-curricular school clubs.

Sports Development NPA

This is a valuable additional opportunity delivered in conjunction with Fife College which will enhance the pupil's knowledge of both leadership and sports development. The work on the two courses complements each other with the addition of a small scale research and sports development project. There are two units that must be completed and passed to gain the group award. These include:

- Activity and Participation Opportunities in the Community
- Investigate Activity Development Opportunities in an Organisation



This also carries 18 SCQF credit points and is recognised as the equivalent of a Higher, without the added pressure of another exam. The 18 SCQF points is in addition to the 7 points and volunteering hours they will achieve through the Sports Leaders UK Level 5 qualification. It will also enrol them as part time students of Fife College which will increase opportunities for future study there should they do well in the course.

Learners will be required to work collaboratively and independently whilst receiving guidance and direction from school and lecturing staff. Learners will need to be self-motivated as some of the work will need to be completed in their own time.

Assessment:

Sports Leadership

Assessment will be ongoing and a course award is achieved by passing all relevant outcomes. This includes completion of a Log Book which includes several lesson plans, evaluations, planning and the running / evaluation of an event.

Demonstration of effective leadership behaviours and completing the required number of leadership hours on your placement (minimum 10 hours).

Observation and assessment of leadership whilst on your placement.

Sports Development

The course will be assessed on an ongoing basis and is completed via a workbook and a small group development project.

There are two units that must be completed and passed to gain the group award. These include:

- Activity and Participation Opportunities in the Community
- Investigate Activity Development Opportunities in an Organisation.

Please see Mrs Thomson (PE) 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 action 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 Lowrie for further information



MATHEMATICS FACULTY

- Mathematics Advanced Higher page 57
- Mathematics Higher page 58
- Mathematics N5 page 59
- Applications of Mathematics N5/N4 page 60



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 Principal Teacher Curriculum 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 Principal Teacher Curriculum 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 Principal Teacher Curriculum for further information.



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 Principal Teacher Curriculum for further information.



MODERN LANGUAGES FACULTY

- *Languages for Life and Work* (French / German / Spanish) NPA page 62
- French / German / Spanish N4 page 63
- French / German / Spanish N5 page 64
- French / German / Spanish Higher page 65
- Spanish Advanced Higher page 66



Subject: Languages for Life and Work NPA (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 Mrs Sinclair for further information.



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 Mrs Sinclair for further information.



Subject: National 5 French / 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 Mrs Sinclair for further information.



Subject: Higher French / 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

Please see Mrs Sinclair for further information.



Subject: Advanced Higher French / German / Spanish

Entry Level:

S6 pupils who have been recommended for Advanced Higher / Already achieved A or B at Higher

Course Structure and Content:

Course Components:

Society (role of women, equal rights, lifestyle, societal issues)
Learning (benefits of higher education and study abroad)
Employability (future plans, open borders for work purposes)
Culture (multicultural society)

External Assessment

Final Exam
Talking Performance
Writing Portfolio

Learning Outcomes

Understanding Language (reading and listening)
Using Language (writing and talking)
Specialist Study (research into a topic/literature of candidates choice)

Career Opportunities

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

Assessment:

Portfolio: An essay based on the subject of the Specialist Study

Talking Performance: A final speaking exam undertaken with a visiting examiner in March

Prelim:

Reading and Translation Paper
Listening and Discursive Writing Paper

Exam:

Reading and Translation Paper
Listening and Discursive Writing Paper

Please see Mrs Sinclair for further information.



PERFORMING ARTS FACULTY

- Music National 4 page 68
- Music National 5 page 69
- Music Higher page 70
- Music Advanced Higher page 71
- Drama National 4 page 72
- Drama National 5 page 73
- Drama Higher page 74
- Drama Advanced Higher Page 75
- Creative Industries National 5 page 76
- Acting & Performance NPA page 77
- Musical Theatre NPA page 78



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.

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 Mrs Grant 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.

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 Mrs Grant for further information.



Subject: Music Higher

Entry Level:

Preferably an A or B pass at National 5.

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 Mrs Grant for more information



Subject: Music (Advanced Higher)

Entry Level:

Pupils should have achieved an A or B pass at Higher.

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 Mrs Grant for further information.



Subject: Drama 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 Drama.

Course Structure and Content:

This course is made up of 3 units:

Drama Skills

Pupils will:

- Explore acting and performance
- Contribute to the drama process

Production Skills

Pupils will:

- Use technical production skills in drama
- Develop ability in production skills

Production

- Pupils will prepare for, participate in and reflect on a small-scale drama performance in a selected role.

Added Value

Pupils will draw on and extend their knowledge and apply their production skills in a drama performance.

Progression into the Senior Phase and Beyond:

National 5

Higher

Advanced Higher

NPAs (National Progression Award; S6 only)

Further Education

Career opportunities in the following sectors:

Theatre performance

Theatre direction.

Technical theatre (lighting, sound, design, etc.)

Television/Film

Stage management

Project management

Teaching

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 Mrs Grant for further information.



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.

Course Structure and Content:

This course is made up of 3 components:

Drama Skills

Pupils will:

- Develop acting, directing and evaluating skills.
- Contribute, respond and develop a range of stimuli including texts.

Production Skills

Pupils will:

- Understand, explore and use a wide range of Production skills.
- Interpret, develop and apply those Production skills within a production role.

Production

- 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; S6 only)

Further Education

Career opportunities in the following sectors:

Theatre performance

Theatre direction.

Technical theatre (lighting, sound, design, etc.)

Television/Film

Stage management

Project management

Teaching

Assessment:

Continuous assessment of participation in group led planning and rehearsal will take place throughout the year through; teacher observation and feedback; peer assessment of final performances; self-evaluation of individual contribution to both performance and the planning process.

Question Paper – 40%

Performance – 60%

Please see Mrs Grant for further information.



Subject: Drama Higher

Entry Level:

Preferably an A or B pass at National 5 and National 5 English.

Course Structure and Content:

This course is made up of 3 mandatory units:

Drama Skills

Pupils will:

- Develop complex acting, directing and evaluating skills.
- Contribute, respond and develop a range of stimuli including texts.

Production Skills

Pupils will:

- Understand, explore and use a wide range of Production skills at a complex level.
- Interpret, develop and apply those Production skills within a production role.

Production – (Course Assessment)

Pupils will demonstrate complex knowledge and understanding of a text as either:

- An Actor
Or
- A Director
Or
- A Designer

Pupils will work towards a performance to an external examiner and audience – 60% of course.

Written question paper – 40% of course.

Assessment:

Continuous assessment of participation in group led planning and rehearsal will take place throughout the year through; teacher observation and feedback; peer assessment of final performances; self-evaluation of individual contribution to both performance and the planning process.

Written question paper – 40% of course.

Performance to an external examiner and audience – 60% of course.

Please see Mrs Grant for further information.



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 Mr Forbes for more information



Entry Level:

Entry to this course is at the discretion of the Principal teacher. Pupils should have achieved the fourth curriculum level or relevant National 4.

Course Structure and Content:

The Creative Industries is a sector which includes acting, dance, music, film, art & design, fashion, and many more career areas.

The course has 4 units:

- An Introduction
- Skills Development
- The Creative Process
- Creative Project

The Creative Industries Course is designed to develop practical and employability skills. It will provide an opportunity to investigate a range of sectors and career opportunities in the creative industries.

You will select a particular job role that you are interested in and focus on developing your skills within this role.

You will work as part of a team to plan and implement the lighting, sound, publicity and stage management for an event.

Progression into the Senior Phase and Beyond:

Further Education

Career opportunities in the following sectors:

Advertising and marketing
Stage management
Technical theatre
Design
Film and television
Music and radio

Assessment:

Continuous assessment will take place throughout the year. Pupils will evidence their progress in workbooks for each unit, supplemented by teacher observation and video evidence.

There is no externally assessed component in this Course. You need to successfully complete all units to achieve the award.

Please see Miss Hanson for further information.



Entry Level:

Preferably an A or B pass at Higher.

Course Structure and Content:

This is a new and exciting course for students who have completed Higher or National 5 Drama or S6 who have shown an interest in the subject and have a good pass in English.

The NPA in Acting and Performance has been designed to improve progression to further study, providing students with relevant experiences which develop skills of self-discipline, commitment, collaboration and creativity: skills which contribute to the growth of the individual.

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

Assessment:

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

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

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 Mrs McKay for further information.



Entry Level:

Preferably an A or B pass at Higher Music/Drama. The NPA in Musical Theatre is suitable for learners who have an interest and/or experience in Musical Theatre. You should be able to sing and be comfortable performing on stage. Learners would benefit from previous experience of any or some of the following: Drama/Music/Dance Course or Units.

Course Structure and Content:

The NPA in Musical Theatre comprises **one mandatory unit *Acting Through Song*** (1 credit). You will combine the skill of singing with the understanding of text which is essential to musical theatre performance. You will:

1. Research and interpret the text of contrasting songs
2. Create and portray a character in the rehearsal process and performance of contrasting songs
3. Evaluate character development and final performance

There are **four optional units** to provide opportunities for personalisation, choice and specialisation.

1. Solo Singing Skills (1 credit)
2. Group Singing Skills (1 credit)
3. Preparation for Audition (1 credit)
4. Group Dance Performance (1 credit)

In consultation with your teacher, you will choose **two** of these optional units and they will be integrated with the mandatory unit *Acting Through Song* to produce a Musical Theatre Production.

Progression into the Senior Phase and Beyond:

Further Education – NC Acting and Theatre Performance (Musical Theatre)
HNC Musical Theatre
HND Musical Theatre

Career opportunities in the following sectors:

- ◆ Performing (Musical Theatre, Drama, Dance, Music)
- ◆ Performing arts promotion/management
- ◆ Teaching

Assessment:

There is no final, external examination as the course is internally assessed. You will be continually assessed and will be expected to meet all deadlines and have excellent attendance.

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.

You need to successfully complete the mandatory unit and two optional units to achieve the award.

Please see Mrs Grant for further information.



SCIENCE FACULTY

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- Chemistry National 4/5 page 81
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- Engineering Science National 5 page 83
- Health Sector National 5 page 84
- Human Biology Higher page 85
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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.



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.



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 ONLY

Entry Level:

Pupils should have a National 5 qualification in Physics and, preferably, National 5 Mathematics.

This course is ideally suited to pupils who would like to broaden their qualifications at a National 5 level.

Those who have achieved National 4 Physics should discuss their potential participation with the Principal Teacher of Science.

Course Structure and Content:

Engineering Contexts and Challenges

Understanding of engineering concepts by investigating engineered objects, engineering problems and their solutions. This will include environmental impacts and sustainable development.

Electronics and Control

Understanding control systems using Yenka software and physical systems; investigating analogue, digital and programmable systems.

Mechanisms and Structures

Understanding of hydraulic and pneumatic systems and structures.

Assessment:

Assessments will take place internally for the design, construction and testing of a given project. This assessment will contribute to the overall grade in conjunction with a final SQA exam.

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



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 of 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.



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.



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.



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.



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.



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.



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.



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 all of the individual units and the completion of a formal experimental report.



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 all of the individual units and the completion of a formal experimental report.



SOCIAL SUBJECTS & RME FACULTY

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- History Advanced Higher page 102
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- RMPS Advanced Higher page 104
- Legal Services NPA page 105



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 exist 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.



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.

S3 topics

- 1) Changing Britain, 1760-1900 (British)
- 2) Scotland and the Great War, 1914-1928 (Scottish)

S4 topics

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

Skills Development:

Pupils who study History in S3 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:

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

- National 5
- Higher
- Advanced Higher

Methods of Assessment:

Throughout S3, there will be a range of summative and formative assessments. The summative assessments will link Level 4 outcomes to a range of skills. These tasks will also help to inform progression into S4 by providing evidence which can help to identify the appropriate level into S4. The vast majority of pupils will sit N4/N5 in S4 but some may opt to sit N3. An end of year exam in S3 will help to determine levels moving into S4. Regular tasks will be set for submission as well as formal tracking tests based on past paper questions. This will help to prepare learners for the S4 exam. 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.



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: 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

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



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

Entry Requirements:

Pupils should have successfully completed courses (units) in RMPS (or in related subjects) at National 5.

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 Christianity, 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 relationships in modern life, such as gender roles, sexual relationships, marriage and equality. 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.



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

Topics

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 Services National Progression Award

Entry Level:

Any. Although the course is at an equivalent to Higher level and will result in a level 6 accreditation.

Course Structure and Content:

- Aims of the NPA 3.1 Specific aims of the NPA Specific aims of the NPA in Legal Studies at SCQF level 6 are to:
 - 1 Develop candidates' knowledge and understanding of the role of the law.
 - 2 Provide candidates with the opportunity to develop relevant Core Skills for legal related occupations and further study.
 - 3 Prepare candidates for entry into related NC or HN programmes.
- 3.2 General aims of the NPA General Aims of the NPA in Legal Studies are to: ♦ Provide candidates with a recognised, relevant and up-to-date Group Award in Legal Studies ♦ Provide a short course of preliminary study which provides foundations for more advanced study ♦ Enhance career prospects of candidates across a wide range of employment sectors
- 3.3 Target groups The NPA in Legal Studies at SCQF level 6 is aimed at meeting the demand from S6 who may wish to access Higher Education courses in law at either NC, HN or degree level or work in the legal field.

Assessment:

Continuous assessment with three set assessment topics in Criminal Law, Employment Law and Personal Law, there is no external exam for this course.

Please see Principal Teacher Curriculum for further information.

