

# EASTBANK ACADEMY

S5 / S6

## SENIOR OPTIONS

PERSONALISATION  
HANDBOOK

2025 - 2026

## **S5/6 PERSONALISATION BOOKLET**

You will shortly be making your choices about the subjects you will be taking in your Fifth or Sixth Year at school. It is important that you think carefully about what you intend to do when you leave school. Do you intend to apply for a job? Do you want to apply for a college or university course? The subjects you choose next year should reflect your choice of career. Particular jobs may demand certain skills or subjects; some Further or Higher education courses may insist that you have Highers in specific subjects. You must begin your research now and think carefully about your future.

### **POINTS TO REMEMBER**

#### **How do I find out what I need?**

1. Use my World of Work or visit the Careers Library and use the information on Higher and Further education courses.
2. Speak to as many people as possible about your future, but remember that things may have changed over the last few years. What was expected from your parents when they were leaving school is totally different from what is expected from you today.

**It is your responsibility to check what subjects and grades you need.**

Be ready to discuss these choices during your Personalisation Interview which will take place shortly.

Examine the Option Sheet and make provisional choices. These choices may need to be changed in light of your SQA results and some courses may not run if uptake is too small.

For further information on careers, employment and university or college courses, contact the following people who will be able to help you.

- Skills Development Scotland Careers Officers
- Pastoral Care Teachers
- Subject Teachers
- Year Head

### **EDUCATION MAINTENANCE ALLOWANCE (EMA)**

Details on this can be found via this link - <https://www.glasgow.gov.uk/ema>

#### **Some important facts:**

**Attendance:** The City Council will automatically withdraw payments for all absences. Self-certification is allowed for a total of five days and thereafter Medical Certificates must be provided.

**Late coming:** If the student is late on three occasions in any one week the EMA payment can be stopped for that week.

## **SCHOOL UNIFORM**

For Session 2024-2025 the school uniform in the Senior School will consist of the following:

Black School Blazer (S6 With braiding)
White shirt and Senior School tie
Boys: Black trousers Girls: Black trousers or skirt

Further details about school uniform will be given to you by letter which you will receive during the summer holidays. Please note that all senior pupils are expected to wear full school uniform at all times.

## **How does S5 and S6 differ from S4?**

### **YOUR LIFE IN S5/6**

For most students two of the main differences in S5 and S6 will be the level of difficulty of the work and the expectation that you will take more responsibility for your own learning and behaviour. You will be asked to sign an agreement about the courses you will follow and the conditions that apply to senior students. This is a very important document. Once signed, it represents a contract between you and the school and may only be altered after discussion with your parents and your Pastoral Care Teacher.

All S5/S6 courses will be completed in less than a year. Highers, Advanced Highers and National Qualifications should be seen as a nine month sprint. This means you must be prepared to work extremely hard throughout the entire session as there is not time to 'catch up'. There will be big demands made on your time so you should avoid taking part time employment. Those pupils who work part time generally perform below their potential.

As students in the Senior School, you have a responsibility to set a good example to students in other years. You will be given the opportunity to contribute more to school life in general but you must remember that this is primarily an educational establishment where the emphasis is on hard work and high achievement.

#### **Attending classes**

Regular attendance at classes is vital if progress is to be made. Satisfactory explanations must be given for all absences. Presentation for examination is dependent on success in course work and this will only be achieved if you attend regularly. Students in receipt of Educational Maintenance Allowance should also note that payment is conditional on attendance, progress and effort.

# **NATIONAL QUALIFICATIONS**

**National Qualification courses are usually available at five levels of difficulty, though few departments will offer all five levels in any subject. More commonly two or three levels will be offered. The five levels are:**

- LEVEL 5 / NATIONAL 5 (NAT 5)
- LEVEL 6 / NATIONAL 6 (HIGHER)
- LEVEL 7 (ADVANCED HIGHER)

Level 5 & 6 Course are un-graded courses and are simply PASS or FAIL all course assessments are class based and throughout the session and there is no final exam.

Nat 5, Higher and Advanced Higher are all Graded courses A-D and have a final exam within the SQA exam diet in May.

Sixth Year students will build on their success in Fifth Year progressing from, for instance: National 5 to Higher Level 5 to Level 6 and Higher to Advanced Higher.

National Qualification courses at National 5 and 6 will be made up of areas of work. In most but not all subjects, there are three areas per course and each area has approximately 40 hours attributed to them. Students must pass any external course assessment, and the formal examination to gain a course award.

More information can be found about qualifications via this link <https://scqf.org.uk/about-the-framework/>

## **POINTS TO REMEMBER**

- Choose subjects you are good at and enjoy. Be realistic about what you are able to do – there is little point in taking a subject which has caused you serious difficulty in the past.
- Use your exam results carefully. Ensure that you are looking for progression in the subjects you wish to take forward into S5/6.

## **EQUAL OPPORTUNITIES**

Young people used to be misled into thinking that certain subjects and careers were better suited to girls and others to boys. PSE lessons about the dangers of stereotyping have helped to encourage students to be open-minded when making subject and career choices. The careers and lifestyles of both men and women are changing. Employers nowadays are more concerned about getting the right person for the job, regardless of sex, background or disability. Your choice of subjects and career should be based on your abilities, interests, personality and health.

- Choose the type of course that best suits your abilities. Are you:
  - Able to work on your own, e.g. for an independent study?
  - Better at practical work than written work?
  - Prepared to study and work hard for a Higher?
- Find out about the entry requirements needed for jobs, College or University courses that you are considering. Make sure your information is up to date.
- Discuss your options with other people. Ask them for information, help and advice – but remember you must make the final decision for yourself.

**To sum up –**

**When choosing your course, remember to consider your abilities, interests and future needs (e.g. the entry requirements for your chosen career).**

# ENGLISH DEPARTMENT



## Courses on offer in the department:

### *Higher (Level 6)*

*Communication & Literature Level 6*

*Journalism Level 6*

### *National 5 (Level 5)*

*Communication & Literature Level 5*

## HIGHER & National 5

### Higher Entry requirements: -

National 5 English	Pass A-C
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### N5 Entry requirements: -

National 4 English	Pass
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### Course Structure

- **Performance-spoken language component**

The performance-spoken language unit will be assessed as “achieved” or “not achieved” and will be based on existing standards. **Candidates will need to achieve the minimum requirements of this component to gain the course award.**

- **Writing Folio**

Pupils will produce 2 pieces of writing in preparation for their folio – one is then submitted to SQA. One piece will be broadly creative (personal reflective/imaginative short story/drama script/monologue) and the other will be broadly discursive (persuasive/argumentative/informative). Pupils will have to apply a variety of language techniques, structures and formats to their own writing utilising conventions of specific genres. The writing folio is worth 30% of the overall course award.

- **External Exam**

Pupils will complete 2 exam papers: Reading for Understanding, Analysis and Evaluation and Critical Reading. The Reading for Understanding, Analysis and Evaluation paper will assess pupils’ ability to interpret unseen non-fiction texts as well as analyse and evaluate the language used. Similarly, the Critical Reading paper will assess pupils’ analytical skills in relation to Scottish Set Texts previously studied in class. Finally, pupils will have to write critically about literature studied throughout the year in class in response to unseen questions.

The Course assessment for Higher & N5 English will be externally administered by the SQA and graded A – D. All assessment grades will be subject to external verification.

Teachers use an efficient profiling and tracking system to monitor progress to ensure pupils are being supported and are meeting course deadlines.

## **Level 5 and 6 Communication & Literature**

**Level 6 Entry requirements: -**

<b>National 5 English</b>	<b>Pass A-C</b>
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**Level 5 Entry requirements: -**

<b>National 4 English</b>	<b>Pass</b>
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### **Course Structure**

Pupils spend time reading literature and responding critically to that reading. Candidates will read and learn about a variety of complex literary texts from different genres. A high level of analytical reading skill will be developed as texts are studied, analysed, and evaluated. The course is designed to provide the candidate with skills in understanding, analysing, evaluating and using complex, formal English in a range of written and spoken forms. Assessment comprises of a combination of written and performance spoken language assessments throughout the year. Assessments cover a broad range of topics and require pupils to research and create their own reports, respond to non-fiction and poetry texts, and complete reading and listening assessments. The course assessment is internally administered and assessed as “achieved” or “not achieved”. All assessment will be subject to external verification.

### **Level 6 Journalism**

**Level 6 Entry requirements: -**

<b>National 5 English</b>	<b>Pass A-C</b>
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Pupils will spend time studying conventions of journalism and analysing examples of a wide variety of journalistic writing. They will apply this learning to writing their own news stories and feature articles. Candidates will also learn skills for conducting primary and secondary research, including how to efficiently handle sources such as the internet, libraries, and archived material, and how to conduct their own surveys and interviews. Furthermore, pupils will learn conventions of page layout for different types of journalism media, and will use this knowledge to analyse a variety of layouts and produce their own page layouts for the stories they write. Pupils will be assessed through the work they produce throughout the year, which will include news writing, feature writing, report writing, and page layouts, as well as through written tests for each unit. Each of the four units pupils will undertake (News Writing for Print, Research and Interview Skills, Feature Writing, and Page Layout and Design) will be internally assessed as “achieved” or “not achieved”, and each unit must be achieved for pupils to receive their final Level 6 National Progression Award. All assessment will be subject to external verification.

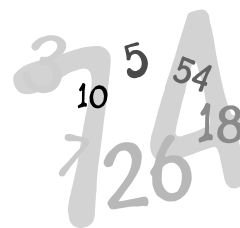
### **Homework**

Homework is part of on-going learning, is set regularly and is seen as an integral aspect of the course. It may consist of preparation for lessons such as reading, note-taking, answering questions or completing an essay at first or final draft. Pupils may also be expected to conduct research and are encouraged to use library and online facilities. Pupils will be expected to prepare and practice for talk presentations and we hope parents will support and encourage their children in this area.

### **Career Use**

A qualification in English is necessary for everyone; not only for those who intend to go on to study at college or university. Many employers and training providers insist on an English qualification as a measure of a candidate’s level of literacy and communication

# MATHEMATICS DEPARTMENT



## Courses on offer in the department:

*Higher Mathematics*

*Higher Applications of Mathematics*

*National 5 Applications of Mathematics*

*Personal Finance Level 4 and Level 5*

## Higher Mathematics

This Course will develop, deepen and extend the mathematical skills necessary at this level and beyond.

Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

<b>Entry requirements:-</b>
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<b>National 5 Mathematics Grades A-C</b>
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### Course Structure

There are 3 Units which are shown in the Course outline section below:

#### **Mathematics: Expressions and Functions**

Pupils will develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

#### **Mathematics: Relationships and Calculus**

Pupils will develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus.

#### **Mathematics: Applications**

Pupils will develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus.

#### **Conditions of award**

To achieve this award, pupils must pass the SQA Higher examination.

## Higher Applications of Mathematics

The course develops pupils' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts.

The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

**Entry requirements:-**

<b>Higher Applications of Mathematics</b>	<b>National 5 Mathematics Grade A – C</b> <b>National 5 Applications of Mathematics Grade A – C</b>
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**Course Structure**

**Mathematical modelling**

Pupils will be understanding and applying the process of mathematical modelling and using software effectively in calculations.

**Statistics and Probability**

Pupils will apply statistical skills to basic probability, data, correlation and linear regression, data analysis and interpretation and communication

**Finance**

Pupils will develop understanding and calculation of present and future values of monetary payments, how to solve problems related to personal finance products and transactions and apply personal financial planning skills.

**Conditions of Award**

The awarding of this qualification is comprised of two components:

Component 1: Written Question Paper (80 marks).

Component 2: Project (30 marks)



## **National 5 Applications of Mathematics**

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.

### **Entry requirements:-**

<b>National 5 Application of Mathematics</b>	<b>National 4 Applications of Mathematics Pass</b>
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### **Course Structure**

Pupils will develop and apply skills in **Number, Finance, Statistics, Geometry and Measurement**. The mathematical skills within this course are underpinned by numeracy, and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.

### **Conditions of Award**

To achieve this award, pupils must pass the National 5 Applications of Mathematics Exam.

## **Personal Finance Level 4 and Level 5**

The Personal Finance Awards at SCQF levels 4, 5 and 6 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Awards cover a range of topics, including: calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.

### **Entry requirements: -**

<b>Personal Finance Level 4</b>	<b>National 3 Applications of Mathematics Pass</b>
<b>Personal Finance Level 5</b>	<b>Personal Finance Level 4 Pass; N4 Applications of Maths Pass</b>

### **Course Structure**

Pupils will develop and apply skills through the following Units:

- Money Management
- Understanding Money

### **Conditions of Award**

To achieve this award, pupils must pass the outcome assessment for both units.

# The SOCIAL SUBJECTS and RME Faculty



## Courses on offer in the department:

**NPA Level 5 & 6: -:**

- *Criminology*

**Highers:**

- *Geography,*
- *History,*
- *Modern Studies,*
- *Politics*



## GEOGRAPHY - HIGHER

### Entry Requirements:-

S5 - Pupils who achieve a National 5 **Pass A-C** in another Social Subject  
S6 –Higher pass A-C in another Social Subject

### Course Structure

Higher Geography Has four components:-

- 'Physical Environments'
- 'Human Environments'
- 'Global Issues'
- The Assignment



## HISTORY - HIGHER

### Entry Requirements:-



### **Higher**

S5 - Pupils who achieve a National 5 **Pass A-C** in S4 in History or another Social Subject  
S6 –Higher pass A-C in any Social Subject

### Course Structure

The course is divided into three sections:

**Britain 1850-1979**

**The Growth of German Nationalism**

**Migration and Empire 1830-1939 Or The Impact of the Great War**

## MODERN STUDIES - HIGHER

### Entry requirements

S5 - Pass at National 5 any Social Subject  
S6 –Higher pass A-C in any Social Subject



S4 Modern Studies Trip to the  
Scottish Parliament



## POLITICS - HIGHER

### Entry Requirements:-

#### Higher

This is an **S6 only Higher Course choice** which requires a pass in Higher Modern Studies before embarking on the course.  
(there is no National 5 available in Politics which is why it is a Higher only course)

### Course Structure

Pupils will study **three** main units:

#### Political Theory

You will study the writings of the political theorists Steven Lukes and Max Weber on the nature of power, authority and legitimacy. These theorists will be evaluated alongside the ideas of relevant other political theorists associated with **at least two** political ideologies from the following:

- Liberalism: Locke, Mill
- Socialism: Marx, Lenin
- Conservatism: Burke, Disraeli
- Nationalism: Mazzini, Herder
- Fascism: Mussolini, Hitler



#### Political Systems

You will study and compare **two of the following** political systems:

Scottish political system: UK political system: US political system:

#### Political Parties and Elections

You will study the impact of the dominant ideas within a UK political party during elections on its electoral performance. The political party can be chosen from:

- Conservative Party
- Labour Party
- Liberal Democrats or
- Scottish National Party.

## Criminology

### Level 5 & 6 National Progression Award

Entry Requirements:-

Level 5	This award would suit anyone in S5 or S6, there are no formal entry requirements.
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**\*\*\*THERE IS NO EXAM IN THIS COURSE\*\*\***

#### Course Structure

This course will be delivered by one of the Social Subjects teachers and it links some of the knowledge from Geography, History and Modern Studies.

This National Progression Award (NPA) introduces you to criminology, including its history, the role of the media and crime prevention.

You will look at the way crime and criminal justice operates and it covers areas such as crime in the community and crime scenes. You will develop an understanding of the modern world and human behaviour.

**\*\* Be aware that the nature of criminology is challenging and at times a bit gruesome! You will study real life crimes and it includes sensitive topics such as murder, domestic violence and sexual abuse\*\***

In NPA Criminology level 5 you will study:

- ◆ Criminology: Crime in the Community
- ◆ Criminology: Crime Scenes
- ◆ Modern Studies: Social Issues in the United Kingdom Crime and the Law

In NPA Criminology level 6 you will study:

- ◆ Criminology: Forensic Psychology
- ◆ Criminology: Nature and Extent of Crime
- ◆ Modern Studies: Social Issues in the United Kingdom Crime and the Law

This course is assessed by the work you do throughout the year and assessments you sit in class.



## SCIENCE SUBJECTS

Courses on offer in the department:

Higher – Biology, Chemistry, Physics

National 5 – Physics

NPA Level 5 Laboratory Science

NPA Level 5 Applied Science



### BIOLOGY - HIGHER

Entry Requirements:-

Higher	National 5 Biology A-C or (A-C pass in Chemistry, Physics)
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#### Course Structure

The Higher course is divided into three areas:

##### **DNA and the Genome**

Structure and replication of DNA, mutations, evolution, gene expression.

##### **Metabolism and Survival**

Respiration, maintaining metabolism, growth of micro-organisms, genetic control of metabolism.

##### **Sustainability and Interdependence**

Photosynthesis, breeding animals and plants, animal welfare, social behaviour, biodiversity.

##### **Assignment**

You will get a chance to use analytical skills to write up a practical experiment under exam conditions. This is externally marked and added to your final mark.

##### **Conditions of Award**

To achieve the Biology Higher Course award, learners must pass the final SQA exam. The Course assessment for Higher is graded A – D.



# CHEMISTRY - HIGHER

Entry Requirements:-



Higher	National 5 Chemistry A-C, (must have a A-C pass at N5 maths)
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## Course Structure

The Higher course is divided into three areas:

### **Chemical Changes and Structure**

Types of bonding; intermolecular forces of attraction and a study of the Periodic Table and the information we can gain from it.

### **Nature's Chemistry**

Alcohols, fruit flavours, chemistry of cooking, soaps, fragrances and skin care products are all studied.

### **Chemistry in Society**

Getting the most from costly reactants in industry  
Controlling the rate of reactions  
Chemical energy  
Chemical analysis as part of quality control.



### **Assignment**

You will get a chance to use analytical skills to write up a practical experiment under exam conditions. This is externally marked and added to your final mark.

### **Conditions of Award**

To achieve the Chemistry Higher Course award, learners must pass the final exam. The Course assessment for Higher will be externally administered by the SQA and graded A – D.

### Periodic Table of Elements

For elements with no stable isotopes, the mass number of the isotope with the longest half-life is in parentheses.

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## **PHYSICS - HIGHER**

### **Entry Requirements:-**

<b>Higher</b>	National 5 Physics A-C, <b>must have N5 maths (A-C)</b>
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### **Course Structure**

The Course is made up of four areas:

#### **Our Dynamic Universe**

This Unit develops knowledge and understanding and skills in physics related to mechanics and astrophysics.

- Equations of Motion
- Forces
- Energy and Power
- Collisions and explosions
- Gravitation
- Special relativity
- The Expanding universe & The Big Bang



#### **Electricity**

This Unit develops knowledge and understanding and skills in physics related to electricity.

- Electrons and Energy
- Electrons at Work

#### **Particles and Waves**

This Unit develops knowledge and understanding and skills in physics related to sub-atomic physics and waves.

- The Standard Model
- Forces on Charged Particles
- Nuclear Reactions
- Wave Particle Duality
- Interference and Diffraction
- Refraction of Light

#### **Assignment**

You will get a chance to use analytical skills to write up a practical experiment under exam conditions. This is externally marked and added to your final mark.

#### **Conditions of Award**

The Course assessment for Higher will be externally administered by the SQA and graded A – D.

## **PHYSICS - NATIONAL 5**

**Entry requirements: -**

<b>National 5</b>	<b>National 4 Pass, must have National 4 pass in Maths.</b>
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### **Course Structure**

The Course has six key areas:

#### **Physics: Dynamics**

This Unit will explore application of Newton's Laws, factors affecting acceleration in vehicles, projectile motion by using practical investigations.

#### **Physics: Properties of Matter**

This unit will explore gas laws and the way gases behave under different temperatures and pressure.

#### **Physics: Electricity**

This Unit will involve experiments to investigate electrical circuits.

#### **Physics: Waves**

This unit will explore waves and their use in everyday life like televisions and radios. It will also look at the electromagnetic spectrum and its application in society.

#### **Physics: Radiation**

This topic will explore nuclear radiation and it's uses and application.

#### **Physics: Space**

This Unit will explore concepts relating to the universe and its exploration. It will focus mainly on relationships involving forces.

#### **Assignment**

You will get a chance to use analytical skills to write up a practical experiment under exam conditions. This is externally marked and added to your final mark.

#### **Assessment for National 5**

In National 5 courses, learners will sit an external exam and a practical assignment write up under exam conditions in class.





## National 5 Laboratory Science

National 5	National 4 Pass in biology, chemistry or physics. Must have National 4/5 pass in Maths.
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### **Qualification Information:**

National 5 Laboratory Science: This is an introductory qualification, highly sought after by employers. The Course provides practical skills and knowledge needed to work in a science laboratory. Skills in microbiology, measuring radioactivity, chemical handling and use of laboratory equipment, accurately measuring and making up solutions.

You will develop interview skills for specific jobs which will develop knowledge and understanding of the world of work.

There are four units. The course is internally assessed and **there is no external exam.**

<b>Units</b>	<b>example</b>
Careers using laboratory science	Reflecting on your own employability skills and careers in industry.
Working in a laboratory	Handling chemicals, preparing solutions, writing scientific reports.
Practical skills	Work safely, measure radiation, using laboratory equipment, study microbiology, carrying out experiments.
Practical investigation	Plan and investigate an experiment for a scientific topic. Produce a scientific report.

All four units must be passed to achieve a whole course award.

## **Level 5 NPA APPLIED SCIENCE**

<b>National 5</b>	<b>National 4 Pass in biology, chemistry or physics. Must have National 4/5 pass in Maths.</b>
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### **Qualification Information:**

Level 5 Applied Science: This is an introductory qualification, to the three science subjects of biology, chemistry and physics. The Course provides practical skills and knowledge needed to work in a science laboratory.

You will develop knowledge and understanding of the world of work.

There are four units. The course is internally assessed and **there is no external exam.**

<b>Units</b>	<b>Content</b>
Chemical Changes and Structure	The atom, periodic table, rate of reactions, bonding in compounds, acids & bases.
Cell Biology	Cells, enzymes, DNA, genetic engineering
Waves and radiation	Waves and nuclear radiation, electromagnetic spectrum.
Laboratory science -practical skills	Plan and investigate an experiment for a scientific topic. Produce a scientific report.

All four units must be passed to achieve a whole course award. The NPA in Applied Science allows progression into further education such as level 6 Scientific Technologies or NC Applied Sciences leading to an HNC in Applied Sciences.



## MODERN LANGUAGES

Courses on offer in the department:

### National 5

- French
- Spanish

### Higher

- French
- Spanish



## WHY LEARN A MODERN FOREIGN LANGUAGE?

The proportion of the world which does not speak English as its first language is 94%

The proportion of the world which speaks NO ENGLISH AT ALL is: 75%

UK companies which are losing business because of language barriers are 1 out of 5

On average, someone with a second language will earn around 12% to 20% more salary than someone without a second language.

60% of UK employers say that they are not happy with the language abilities of young people today, and 30% say that they would specifically hire people for their language skills.

As people in different countries in Europe and in the world work together more and more closely, it is important to understand from first-hand experience how other countries and cultures work, and to be comfortable in a foreign language and culture.

### Languages can help your career!

The UK needs more people who can add languages to their CV skill-set, regardless of their specialism. Languages are important to employers! The majority of UK businesses (65%) value staff with language skills to help build relations with clients, customers and suppliers.



## **NATIONAL 5 FRENCH/SPANISH**

Studying languages with us will give you the chance to become more fluent and to increase your employability prospects with transferable skills such as communication skills, skimming, scanning and ICT skills.

### **Entry requirements:**

<b>National 5</b>	<b>National 4 Pass or you can complete an accelerated course without a N4 qualification</b>
<b>National 4</b>	<b>Level 3 achieved in BGE (French)</b>

### **Course Structure**

The National 4 course is made up of two mandatory Units plus an Added Value Unit. Each of the component Units of the Course is designed to provide progression pathways to National 5/Higher.

### **Modern Languages: Understanding Language (National 4)**

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills, and to develop their knowledge of detailed language in familiar contexts. The Unit provides learners with the opportunity to develop the skills needed to understand a modern language in a range of contexts.

### **Modern Languages: Using Language (National 4)**

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills, and to develop their knowledge of simple but detailed language in familiar contexts. The Unit provides learners with the opportunity to develop the skills needed to use a modern language in a range of contexts.

### **Conditions of Award & assessment**

To achieve the Modern Languages (National 4 Course, learners must pass all of the required Units, including the Added Value Unit. All units (National 4) will be assessed and marked throughout the session by teachers and are graded pass/fail.

To complete the National 5 Modern Languages Course, it is not necessary to pass the internal units as these are no longer mandatory. Internal assessments in the four language skills will be designed to support pupil learning and monitor progress. The Course assessment for National 5 will be externally administered by the SQA and graded A – D. For National 5, learners will also be required to complete an oral exam and a writing assignment which will be externally marked by the SQA. In the final exam they will be assessed in the skills of Reading, Writing and Listening.

### **Progression.**

This Course or its components may provide progression to:

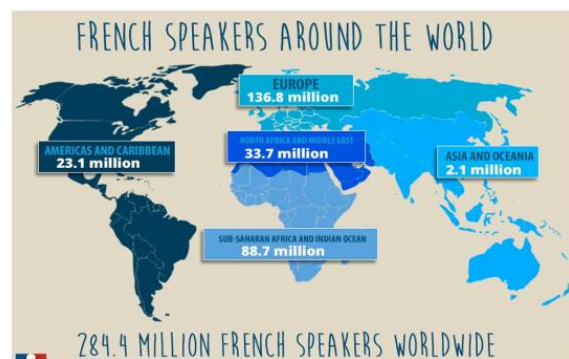
- Nat 5 or Higher French
- Further study, employment or training

## **HIGHER FRENCH**

French is a major international language. It is the first language of more than 100 million people across the world, while more than 60 million people speak French as a second language.

French is one of the languages spoken within the European Union and is prominent within the business world. The ability to be proficient in a foreign language is looked on very favourably by employers. There are many careers open to students with a modern language qualification such as careers in tourism, travel, catering, business, and teaching to name but a few.

Studying French with us will give you the chance to become more fluent and to increase your employability prospects with transferable skills such as communication skills, skimming, scanning and ICT skills. A knowledge of French could open up an exciting new dimension in your life and broaden your horizons. It could give you the chance to travel to new countries and work and live abroad in the future.



The Higher course builds on the language learned at National 5 level. Themes covered include Society, Learning, Employability and Culture. Higher French enables learners to read, talk, listen and write in French and to understand the language. Learners develop language skills of translation, and apply knowledge and understanding of the language.

### **Entry requirements: -**

<b>Higher French</b>	<b>National 5 Pass A-D in French/Spanish</b>
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### **Course Structure**

There are two units at Higher: Understanding Language and Using Language. In addition, there is a Course Assessment. Assessment is in each of the four skills of Talking, Reading, Listening, and Writing.

### **Assessments and conditions of award**

To complete the Higher French Modern Languages Course, it is no longer necessary to pass the internal units as these are no longer mandatory. Internal assessments in the four language skills will be designed to support pupil learning and monitor progress. The Course assessment for Higher will be externally administered by the SQA and graded A – D. Learners will also be required to complete an oral exam and a writing assignment which will be externally marked by the SQA. In the final exam they will be assessed in the skills of Reading, Writing, Talking and Listening.

### **Progression**

You can continue your language beyond school into the world of employment and further study. You can combine languages with other subjects and study combinations such as French with Hospitality and Tourism, French and Law at the University of Strathclyde or International Business Management and Languages at Heriot Watt University. You can now also study International Fashion Branding with a language at Glasgow Caledonian University.

## HIGHER SPANISH

This year we are offering Higher and National 5 Spanish for pupils who have studied Spanish in S4 but also as an accelerated one-year course.

### **Entry requirements: -**

<b>Higher Spanish</b>	<b>National 5 Pass A-D in Spanish / Higher Pass A-B in French</b>
<b>National 5 Spanish</b>	<b>National 4 Pass in Spanish</b>

### **So why choose to begin a new language?**

Studying Spanish with us will give you the chance to become fluent in a new language and increase your employability prospects. If you opt for an accelerated one year course, you will already have skills from learning French and these skills are transferable to another language such as communication skills, skimming, scanning and ICT skills.

### **So why choose Spanish?**

There are about 400 million native speakers of Spanish, more than those of any other language except Chinese. In other words, Spanish speakers form **7% of the world's** population.

Spanish is the official language of **21 countries** – Spain, Mexico, Argentina, to name but a few. It is one of the **official languages** of international conferences, the United Nations and the European Union. It is spoken by **over 8% of the US population** (30 million people) especially in California, Florida and New York.

Spanish is an attractive language. In the early stages, it is relatively straightforward because:

- it has a simple sound system, with just five vowel sounds
- there is a direct correspondence between spoken and written forms
- the basic points of grammar are quite simple.

Spain plays an important role as one of Britain's most important trading partners in a period of international expansion and openness to foreign markets. A knowledge of Spanish could open up an exciting and promising new dimension in your life. It could give you the chance in the future to try new countries and new ventures.

### **Course Structure**

There are two units at Higher and National 5: Understanding Language and Using Language. In addition, there is a Course Assessment. Assessment is in each of the four skills of Talking, Reading, Listening, and Writing.

### **Assessments and conditions of award**

To complete the National 5 / Higher Spanish Course, it is no longer necessary to pass the internal units as these are no longer mandatory. Internal assessments in the four language skills will be designed to support pupil learning and monitor progress. The Course assessment for both levels will be externally administered by the SQA and graded A – D. Learners will also be required to complete an oral exam and a writing assignment which will be externally marked by the SQA. In the final exam they will be assessed in the skills of Reading, Writing, Talking and Listening.

### **Progression**

You can continue your language beyond school into the world of employment and further study. You can combine languages with other subjects and study combinations such as Spanish and Theatre Studies at Glasgow University or Spanish and History at Edinburgh University or International Business Management and Languages at Heriot Watt University.



# CREATIVE ARTS DEPARTMENT

## Courses on offer in the department:

*Advanced Higher – Art, Music*  
*Higher – Art, Photography, Music, Drama*  
*NPA in Photography*  
*National 5 – Art, Music, Drama*  
*NPA – Acting & Performance*

## ART AND DESIGN - ADVANCED HIGHER



Entry requirements: -

Advanced Higher	Art Higher Pass A-B
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### Course Structure

The two courses are:

1. Expressive Enquiry
2. Design Enquiry

Students complete an 80 hour themed study in either expressive art or design. They also complete an optional 40 hour study in either art / design studies depending on which of the two courses they have chosen.

### Assessment

- To achieve Advanced Higher Art, learners must **pass all the required internal units**. All units are **assessed internally** by the teacher and are graded pass/fail.
- The Course assessment for Advanced Higher will be externally administered by the SQA and graded A – D.
- All assessment grades will be subject to external verification.
- Teachers use an efficient profiling and tracking system to **monitor progress** to ensure pupils are being supported and are meeting course deadlines.

## **ART – HIGHER**



Entry Requirements:-

<b>Higher</b>	<b>National 5 Pass</b>
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The Higher qualification in Art and Design gives learners a thorough understanding of their creative skills and the visual environment. They will examine cultural, social and historical influences on visual communication. The course encourages candidates to use materials and technology to understand, appreciate and respond to their world.

### **Course Structure**

**Expressive Activity:** Research & Investigation, Development.

**Design Activity:** Research & Investigation, Development.

**Art & Design Studies Unit:** Research and Investigation of an area of Design; and Research and Investigation of an area of the Visual Arts.

### **Assessment**

Component 1 – Portfolio                      200 marks

Component 2 – Question Paper              60 marks

A Practical Folio comprising one Expressive Activity and one Design Activity is submitted to SQA for assessment. This is made up of a selection of the best work the candidate has produced in their units plus the final outcome of the Expressive Unit and the design solution and evaluation from the Design Unit.

In addition, Higher candidates sit a Two hour written Question Paper.



## **ART – NATIONAL 5**



Entry requirements: -

<b>National 5</b>	<b>National 4 Pass</b>
<b>National 4</b>	<b>National 3 Pass</b>

### **Course Structure**

The course consists of 3 components: Expressive Activity, Design Activity and Critical Activity.

### **Course requirements**

<b>Design Activity</b>	<b>Critical Activity</b>	<b>Expressive Activity</b>
Develop flexible and creative ideas. Consideration of practical design problems in relation to a brief.  <b>Practical Activity</b> Present an appropriate and effective solution to a Design Brief and reflect critically on folio	Demonstrate knowledge & understanding of a selected area of the visual arts & design.	Analytical drawing from observation and other sources. Develop personal ideas using a wide range of materials  <b>Practical Activity</b> Produce a final outcome demonstrating personal thought & skilful use of materials.

### **Assessment**

Learners will submit two folios of work to be sent to the SQA - an Expressive Portfolio and a Design Portfolio. They will also sit a 1 hour and 10 mins Question Paper in school that will be marked by the SQA. The Question Paper is marked out of 50 and each portfolio marked out of 100.

### **Conditions of award**

To achieve the Art and Design (National 4/5) Course, learners must pass all of the required Units, including the Added Value Unit at National 4 level.

# **PHOTOGRAPHY - HIGHER**

Entry requirements: -

Higher	National 5 English, NPA Photography
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## **There are 2 components in Higher Photography**

- Component 1: question paper - 30 marks - 1 hour
- Component 2: Practical project - 100 marks

### **Question Paper 30 marks**

#### **Section 1: Multiple choice**

This section has 10 marks. It contains 10 multiple-choice questions.

Marks are awarded for: ♦ demonstrating knowledge and understanding of the properties of light and image formation, camera controls, and image-making techniques and their effects

#### **Section 2: Analysis**

This section has 20 marks. It contains two questions which ask you to critically analyse two unseen photographic images from a range of genres and styles.

Marks are awarded for: ♦ analysing two unseen photographic images by applying knowledge and understanding of the properties of light and image formation and photographic practice ♦ drawing valid conclusions and giving explanations supported by justification

### **Photography Project 100 marks**

The photography project assesses your ability to integrate and apply your creative and technical skills and your knowledge and understanding of photographic practice. You must plan and carry out a selected photography project.

You will research and investigate your project topic. Drawing on this material, you will then develop your own creative response by carrying out practical photographic work and a minimum of 14 separate shoots either in the studio or on location. From this development work, you select and present a series of 12 images which communicate the project topic.

You will also evaluate the effectiveness of your photographic work and practice.

The project provides an opportunity to work independently on a topic of your own choice in whatever genre you are most interested in. You will be required to take ownership and self-motivate throughout which may, depending on your topic, involve working outside of school hours.

Total marks available for each section are as follows:

**Section 1 — planning, research and investigation 20 marks**

**Section 2 — development and production 70 marks**

**Section 3 — evaluation 10 marks**

The project has a total mark allocation of 100 marks. This is 77% of the overall marks for the course assessment.

## PHOTOGRAPHY – NPA (National Progression Awards) Level 4/5

Entry requirements: -

Nat 4	English and a keen interest in photography
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### NPA in Photography (SCQF Level 5)

The specific aim of the National Progression Award in Photography is to provide a structured award that creates opportunities for learners to investigate photographs and develop their photography skills. Learners develop their:

- 1 basic understanding of photography terms
- 2 basic understanding of simple creative concepts used in photography
- 3 basic understanding of how to create effective images when photographing people and places
- 4 Ability to create simple plans for photographic sessions
- 5 Ability to work safely while carrying out practical photography
- 6 Ability to capture composed and controlled images of people and places
- 7 Ability to identify strengths and areas for improvement in images
- 8 Ability to safely store, organise and work with photographic images to make simple enhancements
- 9 Skills, knowledge and understanding to help prepare them for progression to NPA Photography

If you choose NPA Photography you will work through the following units of work:

- **Understanding Photograph**
- **Photographing people**
- **Photographing places**
- **Working with Photographs**

**Understanding Photography** - You will develop an understanding of photography, research a range of different categories of photography like portraiture, urban street photography, and landscape and learn about a variety of photographic techniques and equipment. You will investigate different photographic approaches and will apply what you have learned practically and in writing.

**Photographing people** - You will learn different approaches to photographing people, create plans for your own photo shoots and learn how to work safely to take composed and controlled photographs of people. You will then select images for presentation. In this unit you will be encouraged to photograph people accessible to you; family, friends, and neighbours.

**Photographing Places** - You will learn different approaches to photographing places, create plans for your own photo shoots and learn how to work safely to take composed and controlled photographs of places. You will then select images for presentation. In this unit you will attend between 4 and 6 trips out of school to different places in and around your area.

**Working with Photographs** - Here you will learn how to store, organise and work with photographic images. You will develop a knowledge and understanding enabling them to evaluate your images by identifying strengths and areas for improvement. You will learn how to work with photographic images to make enhancements, and will also develop skills in resizing images for different purposes.

**Progression** - The aim of this award is to provide you with opportunities to attain structured awards that develop both practical and written skills in preparation for next level courses which in school would be **Higher Photography** and or in Further education, a **National Certificate (NC) in Photography**



## **MUSIC –ADVANCED HIGHER**

Entry requirements: -

<b>Advanced Higher</b>	<b>Higher Pass A-B</b>
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Advanced Higher Music with Performing

### **Course Structure**

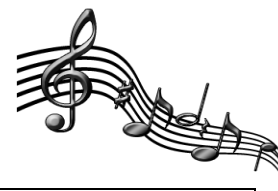
A one-year course in which all candidates must have a thorough knowledge and understanding of all concepts from National 3 to Advanced Higher. In addition to this you must complete a 1500-2000 word project. Candidates continue to perform on 2 Instruments and compose original music.

### **Assessment**

In the **Performing Skills Unit**, Candidates must prepare a programme of music on 2 instruments lasting 18 minutes in length. An SQA visiting examiner will come to school in May and assess the performance.

In the **Composing Skills Unit**, learners will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music.

In the **Understanding and Analysing Music Unit**, candidates must complete a Question Paper to assess learners' knowledge and understanding of music concepts and music literacy.



## **MUSIC - HIGHER**

Entry requirements: -

<b>Higher</b>	<b>National 5 Pass</b>
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### **Course Structure**

The Course consists of three Units. Each of the component Units of the Course is designed to provide progression.

### **Performing Skills**

Learners will develop performing skills appropriate to their chosen instruments or instrument and voice.

### **Composing Skills**

In this Unit, learners will develop skills in creating music, which includes composing, arranging or improvising, in order to create their own original music.

### **Understanding Music**

Through listening, learners will develop knowledge and understanding of music, a range of music concepts, and musical literacy.

### **Course Assessment**

All three units are internally assessed pass or fail. The external SQA assessment for Higher Music will be assessed through a performance exam and a question paper.

## **MUSIC – NATIONAL 5**



Entry requirements: -

<b>National 5</b>	<b>National 4 Pass</b>
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### **Course Structure**

The Course consists of four components.

<b>Component</b>	<b>Marks</b>	<b>Scaled Mark</b>
1. Question Paper	40	35
2. Assignment	30	15
3. Instrument 1	30	25
4. Instrument 2	30	25

1. Question paper - this last 45 minutes and test knowledge and understanding of a range of musical concepts and literacy.
2. Assignment - learners will develop skills in creating music, which includes composing, arranging or improvising, in order to create their own original music.
- 3/4. Instrument 1 and Instrument 2 - Learners will practice and perform a programme of music lasting 8 - 8 1/2 minutes in length.

### **Assessment**

The Question Paper and Practical Performance exam is externally examined by the SQA in school, where a visiting assessor will come to school to hear you play your programme. The assignment gets sent to SQA for marking.



## **DRAMA - HIGHER**

Entry requirement:-

<b>Higher</b>	<b>National 5 Pass A-C</b>
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### **Course Structure**

The Higher qualification in Drama covers Drama Skills, Production Skills, Textual Analysis and Performance Analysis.

Higher Drama provides opportunities for learners to develop skills in creating and presenting a drama. The course is practical and experiential.

The aims of the course are to enable learners to:

- Generate and communicate thoughts and ideas when creating a drama
- Develop knowledge and understanding of the complex social and cultural influences on drama
- Develop complex skills in presenting drama
- Develop knowledge and understanding of complex production skills when presenting a drama
- Explore form, genre, structure and style.

### **Assessment**

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

100 marks will be available, distributed as follows:

<b>Component of the Course assessment</b>	<b>Marks</b>
<b><u>Question Paper</u></b> Section 1 (1 x 20 mark Textual Analysis essay) Section 2 (1 x 10 mark Theatre Production in Application) Section 3 (1 x 20 mark Performance Analysis essay)	20 marks 10 marks 20 marks
<b><u>Performance examination</u></b> Preparation for Performance Role 1 Role 2	10 marks 25 marks 25 marks
<b>Total</b>	<b>100 marks</b>

## **DRAMA – NATIONAL 5**

Entry requirements: -



<b>National 5</b>	<b>National 4 Pass</b>
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The course assessment has two components

<b>Component</b>	<b>Marks</b>	<b>Scaled Mark</b>	<b>Duration</b>
<b>Component 1 Question Paper</b>	60	40	1 1/2 hour QP
<b>Component 2 Performance</b>	60	60	Acting Exam or Production Role externally verified by SQA

### **Assessment**

#### **Drama Skills (National 5)**

In this Unit, learners will be required to provide evidence to demonstrate skills and apply knowledge of a range of dramatic techniques when creating and presenting drama. Learners will evaluate their own work and that of others.

#### **Theatre Production (National 5)**

In this Unit, learners will be required to provide evidence to demonstrate their skills and apply knowledge of a range of theatre arts, production skills and technologies when creating and presenting drama. Learners will demonstrate knowledge, understanding and the use of theatre arts, production skills and technologies, and evaluate their own work and that of others.

# Physical Education and Dance Department

For all subjects in Physical Education and Dance department the following applies.

## Homework

The regular setting of homework is an essential component of the Physical Education Department's programme of work. Homework can take a variety of forms and is essential to consolidate learning and generate evidence of understanding and progress.

## Equipment

Students are expected to come fully prepared for practical sessions (appropriate P.E. kit) and classroom sessions (textbooks, notes etc.) and with a positive attitude towards physical education.

## Participation

Any student unable to practically participate in the lesson need to provide a note from their parent/guardian and are still required to change into their PE kit so that they can be given an alternative role to perform. Pupils should be aware that all courses require them to perform live in front of members of staff to be assessed and graded.

## PHYSICAL EDUCATION – HIGHER

### Course Structure

The Course has two main areas of study:

Unit	Assessment	Mark	Scale
Performance	2 practical activities (2 X30 marks)	60	50%
Factors Impacting performance	Written Question Paper (2.5 hours)	50	50%

### Conditions of Award

To achieve the Higher PE, learners must pass both areas of the course assessment.



## **DANCE HIGHER**

<b>Unit</b>	<b>Assessment</b>	<b>Mark</b>	<b>Scale</b>
Performance	2 technical solos	<b>70 (2 x 35)</b>	<b>40%</b>
Practical Activity	Choreography (candidate creates dance motif) Choreography review (extended essay reviewing own choreography)	<b>70 (45 and 25)</b>	<b>30%</b>
Question Paper	Question Paper (2- hour question paper)	<b>40</b>	<b>30%</b>

### **Component 1: Question Paper (40 marks)**

The exam has two sections.

Section 1: dance appreciation in context (24 marks)

Section 2: study of a professional choreography (16 marks)

### **Component 2: Practical Activity (70 marks)**

#### ***Section 1: Choreography (45 marks)***

Candidates explore the choreographic process to create a group choreography for a minimum of three dancers, excluding self. The choreography must last between a minimum of 2 minutes and a maximum of 3 minutes. It is assessed by teacher and visiting SQA assessor.

#### ***Section 2: Choreography review (25 marks)***

Candidates are assessed on their breadth of knowledge from across the course, depth of understanding, and how they apply this to the creative process. Candidates produce an extended response to review the choreographic principles, the group dance and their skills as a choreographer.

### **Component 3: Performance (70 marks)**

Candidates perform two solos in contrasting dance styles. They are assessed on their ability to apply and combine technical and performance skills as appropriate to each. The performance is two tutor-choreographed technical solos in contrasting dance styles. Each piece must last a minimum of 1 minute and 30 seconds and a maximum of 2 minutes. The performance has a total mark allocation of 70 marks.

## **Dance - National 5**

### ***Course Structure***

<b>Unit</b>	<b>Assessment</b>	<b>Mark</b>	<b>Scale</b>
Performance	1 technical solo	<b>35</b>	<b>35%</b>
Practical Activity	Choreography (candidate creates dance motif) Choreography review (extended essay reviewing own choreography)	<b>65 (35 and 30)</b>	<b>45%</b>
Question Paper	Question Paper (1- hour question paper)	<b>30</b>	<b>20%</b>

#### **Component 1: Question Paper (30 marks)**

Pupils will answer questions based on the mandatory skills, knowledge and understanding of the course content. Pupils will have to evaluate their own performance, demonstrate knowledge of a chosen style of dance and evaluate a piece of Professional Choreography.

#### **Component 2: Practical Activity (65 marks)**

##### ***Section 1: Choreography (35 marks)***

Pupils have to create and present a dance for two people, excluding themselves, lasting at least 1 minute 30 seconds. The motif must include a wide variety of choreographic principles and candidates must be able to present their dance. This is assessed by the SQA and teacher.

##### ***Section 2: Choreography review (30 marks)***

This is an extended written piece of work that requires candidates to demonstrate their depth and breadth of knowledge and understanding and produce a review of their own choreography and the skills they displayed in producing it. Like section 1 it is assessed by teacher and SQA assessor.

#### **Component 3: Performance (35 marks)**

This is a single live performance in one dance style. Candidates have to apply and combine technical skills and performance skills in a dance motif created by the pupil. This is worth 35% of the final grade. This is marked by the teacher and SQA assessor.

## **SPORTS LEADER / DANCE LEADER – LEVEL 4/5/6** **AWARD and NPA L6**



Sports Leader UK courses are a nationally recognized qualification for students who wish to develop their leadership skills. The award is designed to develop leadership skills through the medium of sport.

They are practical qualifications in which candidates must demonstrate their ability to lead others in sport / activity sessions.

The aim of this qualification is to prepare responsible, motivated and confident people who can lead safe, purposeful and enjoyable sport / activity sessions while under direct supervision.

### **Level 4**

Plan, lead and review a sport/activity  
Developing leadership skills  
Lead activities that promote a healthy lifestyle  
Fair play in sport  
The role of the official  
Opportunities in sport and recreation

- **Minimum requirement of 1hr of leadership volunteering before qualification is certified.**

### **Level 5**

Plan, lead and review a sport/activity session  
Lead activities that promote a healthy lifestyle  
Making sporting activities inclusive  
Positive role models in sport  
Organise and deliver a sports event or competition  
Developing leadership skills  
Pathways in sport and recreation  
Using leadership skills

- **Minimum requirement of 10hrs of leadership volunteering before qualification is certified.**

### **Level 6 (minimum age on completion 17)**

Plan, lead and review a sport/activity session  
Lead activities that promote a healthy lifestyle  
Making sporting activities inclusive  
Positive role models in sport  
Organise and deliver a sports event or competition  
Developing leadership skills  
Pathways in sport and recreation  
Using leadership skills

- **Minimum requirement of delivery 14\* hours of leadership volunteering before qualification is certified.**

## **LEADERSHIP AWARD (LEVEL 6)**

### ***Why choose to Study Leadership?***

This Award is designed to help learners understand the meaning of leadership by finding out about different leadership styles, skills and qualities. Learners will be able to use this knowledge to help them consider their own potential for leadership. Learners will also be able to develop their leadership abilities as they will take on a leading role for an activity. This Award will give learners an opportunity to explore the relationship between leadership and teamwork.

### **What will you gain from studying this award?**

This principal aims of this award are to provide learners with the opportunity to develop knowledge and abilities in relation to leadership.

### **Course Structure**

The course consists of 2 units- Leadership in Theory and Leadership in Practice.

**Leadership in Theory** – you will carry out **research** to gain knowledge about leadership style, skills and qualities found in effective leaders. You will study various leadership theories. Candidates will be required to produce a **report** on their findings, which includes a **comparative essay** based on study of 4 leaders and **evaluate** their own potential for leadership.

**Leadership in Practice**- in this unit each candidate must take a **leading role** in a whole school activity. They will prepare to carry out the activity by considering factors involved, such as resources, people, time and potential risks. Candidates then carry out the activity, monitoring progress and making changes as needed. Candidates then review their experience, drawing conclusions about themselves as a leader. Candidates will then complete a **report** reviewing the whole process.

Throughout this unit candidates will be required to work **co-operatively** with others and will be continually assessed.

**Assessment** - Candidates must pass **both units** to get an award. Units are graded pass/fail.

## **SFA REFEREEING AWARD (LEVEL 7)**

SFA Refereeing is a Level 7 professional development award that offers candidates the opportunity to become a SFA qualified referee for all age groups.

This course is divided into 2 units:

Unit 1: Laws of the Game - This unit covers the laws of the games in a theory based teaching approach

Unit 2: Practical Refereeing- This unit demands that candidates use their knowledge gained in unit 1 and apply it in practical contexts

Course assessment

Unit 1: Is a written assessment via an SFA online exam

Unit 2: Is a practical assessment of candidates ability to referee a game and is internally assessed by school staff.

It is essential potential candidates enjoy football and are committed to understanding the game in more detail and willing to take on the responsibility of refereeing competitive matches.

# HEALTH AND WELLBEING FOOD TECHNOLOGY DEPARTMENT



## Courses on offer in this department:

*Hospitality - Level 6*

*National 5 – Cake Craft*

## **Hospitality (NPA) Level 6**

The Hospitality sector as a whole is a huge contributor to both the Scottish and UK economy. It is truly national and international with opportunities in every area of the UK. It covers a wide range of businesses of all sizes from hotels, restaurants, cafes, pubs and many more.

### **Course Structure**

Pupils will undertake 4 units.

### **Customer Care Excellence in Hospitality**

This unit is designed to enable learners to develop the knowledge and understanding of leading a team to provide excellent customer care and how this contributes to the success of hospitality organisations. Learners will investigate a range of communication methods used by hospitality organisations to establish good relationships with customers. The importance of gathering, recording and acting on customer feedback is also covered.

### **Food Hygiene for the Hospitality Industry**

The purpose of this unit is to enable learners to develop knowledge and understanding of the main requirements of current food safety legislation/regulations that all hospitality businesses in Scotland must comply. The unit covers how to identify food safety hazards and hazard prevention measures, including the operation of the Hazard Analysis and Critical Control Points (HACCP) system of food safety management. In addition, learners will explore the practical application of effective waste management in the hospitality industry.

### **Barista Skills**

This unit is designed to enable learners to develop basic knowledge, understanding and technical skills required for the role of a barista. The unit covers how to operate specialist equipment to prepare and serve coffee and a variety of other drinks.

Written/oral evidence is required to demonstrate knowledge and understanding of a range of coffees and other beverages typically served by a barista. Practical activities will be carried out in a training restaurant, realistic working environment or workplace and provide opportunities to demonstrate good working practices.

### **Function Waiting**

This unit is designed to develop an understanding of the skills associated with function waiting. Learners will find out about the different types of function/event involving the service of food and beverages offered by organisations in the hospitality industry. Learners will also participate in the organisation, running and evaluation of a small-scale function involving the provision of a food and beverage service.

### **Assessment of Course**

Each unit will be assessed by a variety of written and practical tasks. There is no final exam.

### **Progression**

The National Progression Award (NPA) in hospitality at SCQF level 6 provides learners with the skills and knowledge to progress onto college programmes or learners may seek employment in the hospitality industry.

## **Practical Cake Craft**

### **National 5**



#### **Why Study Practical Cake Craft?**

SQA's Hospitality: Practical Cake Craft qualification develops cake-baking and cake finishing skills, and creativity in cake finishing, in a range of production methods. Learners embed food safety and hygiene skills, and develop organisational skills in the context of managing time and resources. The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is part of this sector, and the Course can be seen as a gateway to the hospitality industry.

The course is designed for those with an interest in the creative and artistic aspects of Food Design and those who have an innovative interest in cake-baking and cake-finishing skills.

#### **The Course**

Practical cake craft will be offered at **National 5 only**.

#### **Course Structure**

The course, which is practical and experiential in nature, develops a range of cake baking and finishing skills in hospitality-related contexts. It enables candidates to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items. It develops the thinking skills of understanding, analysing and evaluating, and creating. Aspects of numeracy, employability skills, and the ability to work safely and hygienically are similarly developed.

The candidates develop knowledge of methods of cake production and functional properties of ingredients used in the production of a range of cakes and other baked items. The candidates acquire skills in baking a range of cakes and other baked items, demonstrating specialist skills, techniques and processes safely and hygienically.

The candidates further develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes candidates apply specialised skills and creative techniques.

#### **How You Will Learn**

- By undertaking practical tasks such as baking and decorating cakes.
- Develop your skills by undertaking design and make tasks for Halloween, Christmas and Valentines.
- Practicing your skills in class.
- Demonstrations from teachers and outside agencies.
- Use sensory tests on your cakes to evaluate how successful you have been in baking or decorating and what can be improved upon

#### **Skills You Can Develop**

- Organisational Skills
- Timekeeping
- Develop design ideas
- Plan, make and evaluate
- Communicate ideas effectively
- Ability to work independently
- Dexterity and co-ordination skills



### **Assessment of Course**

Practical assessment is carried in school covering Cake Baking and Cake Finishing. Pupils will work on a final Creative Cake for assessment. The practical assessment is split into two parts. Planning and Evaluating your cake- 30 marks (sent to SQA). Practical Manufacture of Cake 70- marks completed in school. Question paper 30 marks to examine your knowledge of baking and finishing techniques is completed in the examination diet.

### **Progression**

The course opens up a range of progression routes- both vertical and lateral- to further study in higher education, including National Qualifications, Skills for Work Courses, SVQ and HNC courses.

Further qualifications in Hospitality and other related areas are available.

### **Possible Careers**

- Set up your own cake decorating business
- Preparation for becoming a surgeon
- Preparation for dentistry
- Baker
- Professional Cake Decorator



# BUSINESS EDUCATION DEPARTMENT

Course on offer in this department:

*Administration and IT (Higher and National 5)*

*Business Management (Higher and National 5)*

## ADMINISTRATION & IT - HIGHER

Entry requirements: -

Higher	National 5 Pass A-C
Higher (Crash)	English and Maths at Nat 5

### Course Structure

Provides students with the opportunity to apply problem solving and decision-making skills and knowledge to given situations requiring a high level of administrative services whilst analysing the use of IT in an administrative and business context.

**This course consists of three areas of study:**

Administrative Theory and Practice
IT Solutions for Administrators
Communication in Administration

The course aims to enable learners to further develop:

- skills in using the following IT applications: word processing, spreadsheets and databases in business and administrative contexts;
- skills in using technology, including the internet, for electronic communication and investigation in business and administrative contexts;
- skills in organising, managing and communicating information;
- an understanding of administrative practices in the workplace eg employment legislation and features of good customer care.

### Assessment

Learners will complete a formal SQA project-based assignment completed during class time (70 marks) and theory question paper (50 marks) undertaken during SQA diet.





## **ADMINISTRATION AND IT – NATIONAL 5**

Entry requirements: -

<b>National 5</b>	<b>National 4 Pass</b>
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### **Course Structure**

Both practical and experiential in nature, develops generic (thinking, literacy and numeracy) and subject-specific skills in administration-related contexts.

#### **Administrative Practices**

Provides learners with a basic introduction to Administration within organisations. Learners will begin to appreciate the nature of the sector, key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of junior administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks, with the emphasis on those involved in organising and supporting small-scale events.

#### **IT Solutions for Administrators**

Develops learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets, databases, or emerging equivalent technologies to create, edit and update simple business documents. Through its emphasis on the outcome rather than the process, the Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

#### **Communication in Administration**

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

### **Course Assessment**

Learners will complete a formal SQA project-based assignment completed during class time (70 marks) and question paper (50 marks) undertaken during SQA diet.



## **BUSINESS MANAGEMENT – HIGHER**

Entry requirements: -

<b>Higher</b>	<b>National 5 Business Management</b>
<b>Higher (Crash)</b>	<b>Nat 5 English</b>

Business plays an important role in society. We all rely on businesses to create wealth and well-being, prosperity, jobs and choices. Therefore, it is essential that society has effective businesses and business managers to sustain this role.

This course will highlight the way in which organisations operate and the steps that they take to achieve their strategic goals.

The course aims to enable learners to develop and extend:

- knowledge and understanding of the way society relies on business to satisfy our needs
- an in-depth understanding of a range of methods businesses use to ensure customers' needs are met
- understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an in-depth understanding of the ways businesses can use resources to achieve maximum efficiency
- an in-depth understanding of the steps taken by business to improve overall performance and effectiveness
- knowledge and understanding of the important effect that external influences, such as economic impact and sustainability, have on organisations

### **Assessment**

Learners will be required to complete the following course units - Understanding Business, Management of People and Finance and Management of Marketing and Operations and a formal SQA question paper (90 marks) and a practical business-related project (30 marks).

### **Careers**

The need for people with management skills and business qualifications is growing rapidly. This course will provide students with good employment opportunities in such areas as Banking, Advertising, Manufacturing, Marketing, Sales and Retail as well as self-employment. Further study at Higher Grade can be used to gain entry to College and University to study Business, Marketing, Finance, Management and Enterprise etc.

## **BUSINESS MANAGEMENT – NATIONAL 5**



Entry requirements: -

National 5	National 4 Pass
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### **Course Structure**

Business plays an important role in society. Therefore, it is essential that society has effective businesses and business managers to carry out this role. The course is suitable for all learners interested in entering the world of business – whether as a manager, employee or self-employed person – as it gives learners knowledge of the business environment and enterprise skills.

**You will study a range of business and management topics including the following:**

- Different types of business organisations from sole traders to large public limited companies;
- Enterprise skills and how to set up and run your own business;
- Recruiting and training staff;
- Promoting and marketing your product or service;
- Managing finances;
- Customer care;
- Production techniques – how to produce goods and services in the most efficient way possible.

The course will focus on developing problem solving skills.

### **Assessment**

Learners will study the following course units - Understanding Business, Management of People and Finance and Management of Marketing and Operations. The Nat 5 award will be derived from a formal SQA question paper (90 marks) and a practical business-related project (30 marks) undertaken during class time.

### **Careers**

The need for people with management skills and business qualifications is growing rapidly. This course will provide students with good employment opportunities in such areas as Banking, Advertising, Manufacturing, Marketing, Sales and Retail as well as self-employment. Further study at Higher Grade can be used to gain entry to College and University to study Business, Marketing, Finance, Management and Enterprise etc.

# TECHNICAL EDUCATION DEPARTMENT



## Courses on offer in this department:

*Design and Manufacturing - Higher and National 5*

*Graphic Communication - Higher and National 5*

## DESIGN AND MANUFACTURE HIGHER

Entry requirements:-

Higher	National 5 Pass A-C
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### Course Outline

Design and Manufacture develops the intellectual capacity and practical skills of learners through the process of design/make/test. Central to this is the encouragement of learners to develop problem-solving skills through the wide-ranging activities of the course. Learners learn the design process to help them understand how a product is taken from a client's design brief through to manufacture of prototypes or actual products. They will also look at manufacturing process and study materials and their uses.

**The aims of the Course are to enable learners to develop:**

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

### Course structure

#### **Design and Manufacture: Design**

Covers the product design process from brief to design proposals, including specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals. It allows learners to develop practical skills that are invaluable of the design/make/test process and the importance of evaluating and resolving work on an ongoing basis. It allows development of appreciation of design concepts and various factors that influence the design of products.

#### **Design and Manufacture: Materials and Manufacturing**

Covers the product design process from design proposal to prototype or product and from brief to resolved design proposals, including a specification. It allows the learners to 'close the design loop' by manufacturing their design ideas. Allows learners to develop practical skills that are invaluable in the design/make/test process, helping gain an appreciation of the properties and uses of materials, as well as manufacturing processes and techniques. Allows refinement and to resolve design and manufacturing solutions.

In both areas, learners will gain knowledge of design and manufacture technologies and how these impact on our environment and society.

### Course Assessment

Learners will design a model and also sit an exam during SQA diet.

## DESIGN AND MANUFACTURE - NATIONAL 5

## Entry requirements:

National 5	National 4 Pass
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## Course structure

### **Design and Manufacture: Design**

Covers the product design process from brief to resolved design proposals, including a specification. Helps develop skills in initiating, developing, articulating and communicating design proposals. Allows learners to develop practical skills that are invaluable of the design/make/test process and the importance of evaluating and resolving work on an ongoing basis, allowing development of an appreciation of design concepts and various factors that influence the design of products.

### **Design and Manufacture: Materials and Manufacturing**

Covers the product design process from design proposal to prototype or product and from brief to resolved design proposals, including a specification. Allows 'close the design loop' by learners manufacturing their design ideas. Development of practical skills that are invaluable in the design/make/test process, helping to gain an appreciation of the properties and uses of materials, as well as manufacturing processes and techniques. Allows refinement and to resolve design and manufacturing solutions.

In both areas, learners will gain knowledge of design and manufacture technologies and how these impact on our environment and society.

The overall course assessment at National 5 will be:

- Design Assignment = 30 %
- Question Paper = 45%
- Project 25 %

## **GRAPHIC COMMUNICATION HIGHER**



**Entry Requirements: -**

<b>Higher</b>	<b>National 5 Pass A-C</b>
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### **Course Outline.**

Graphic Communication develops the intellectual capacity and drawing skills of learners through the process manual 2D and 3D drawing as well as working on computers to produce CAD drawings and Desk Top Publishing items. Central to this is the encouragement of learners to develop problem-solving skills through the wide-ranging activities of the course. The course helps learners to use drawing techniques to help with technical drawing, freehand sketching, computer graphics as well as working with different media (colour pencils, pastel chalk and marker pens) to produce project materials.

### **Course structure**

#### **Area 1 - Graphic Communication 2D**

Learners will complete a number of 2d drawings both manually and using CAD.

#### **Area 2 - Graphic Communication 3D and Pictorial Graphic Communication**

Learners will complete a number of 3d drawings both manually and using CAD.

**Course Assessment** Learners will put all their skills together to form a folio and sit an exam during SQA exam diet.

## **GRAPHIC COMMUNICATION - NATIONAL 5**

**Entry requirements: -**

<b>National 5</b>	<b>National 4 Pass</b>
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### **Course structure**

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

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

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

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

#### **Graphic Communication Task**

Learners will draw on their range of skills and knowledge in order to complete a task set by the SQA.

#### **Assessment**

**The overall course assessment at National 5 will be:**  
**Assignment = 33 %**  
**Question Paper = 67%**



## GLASGOW SENIOR PHASE College Courses & Foundation Apprenticeships

### Senior Phase College Courses

Glasgow Senior Phase college courses are available to all S5 and S6 pupils.

Our partner colleges - Glasgow Kelvin, Glasgow Clyde and City of Glasgow College provide level 4, 5 and 6 courses across a broad spectrum of subjects, from Construction and Beauty to Legal Studies and Psychology and everywhere in between!

Courses are delivered by the Faculties of:

Administration, Financial and Business Services

Creative and Cultural Industries

Food, Drink, Tourism and Leisure Industries

Health, Care and Education

Engineering

Construction and Manufacturing

Land Based Industries

Electronic copies of the new prospectus will be available from Mrs Donald shortly and will be emailed out to pupils.

At Eastbank, our Timetable is set up to allow you to follow any of the level 4-6 courses provided on Tuesday and Thursday afternoons only.

Pupils are expected to travel by public transport using their free bus pass from school to college and back. Should travel by train be more appropriate, train tickets will be supplied however pupils must have a Young Scot Card.

Applications will be made online and links will be sent to pupils in due course.

Once you have discussed your options with your Pastoral Care Teacher/Year Head, please contact Mrs Donald (in Room S18a, or via email on gw10donaldkay@glow.ea.glasgow.sch.uk ) and she will take you through the application process.

## **FAQ FROM PARENTS**

### **Why should my child decide to specialise in one subject in preference to another?**

Basically, there are three main reasons for wanting to choose a subject:

- ✓ the pupil likes it (or thinks he/she will like it)
- ✓ the pupil is good at it (or thinks he/she will be good at it)
- ✓ the subject will help the pupil in his/her chosen career.

Remember, there are no “boys’ subjects” or “girls’ subjects”.

### **How can my child find out more about the subjects and the personalisation process?**

All our Principal Teachers have prepared information about the courses they have on offer and you can read about them in this booklet where the subjects are arranged to reflect the opportunities for depth of study. Alternatively, please contact your son/daughters Pastoral Care Teacher.

### **What happens if my child cannot be offered the identified subjects to specialise?**

If it is not possible, despite every effort, to offer the identified subject, there will be further discussion with your child before a final decision is made and you will, of course, be kept fully informed.

### **What is meant by National Qualifications?**

National Qualifications is the name given to the assessment normally undertaken by S4/5/6 pupils.

## **FURTHER ADVICE ON PERSONALISATION**

In most instances we will be able to meet all requests for personalisation, but occasionally this may not be possible. This can be for a number of reasons e.g. the number of places available is limited or two subjects may be timetabled at the same time. If difficulties arise, changes to personalisation requests will always be discussed with your child. Your child will be asked to discuss this with you before a decision is made.

Your son/daughter will fill in a personalisation form at their Personalisation interview

When all the sheets have been returned and processed your child’s personalised subjects will be confirmed to them.