



SAINT ANDREW'S RC SECONDARY SCHOOL
PUTTING YOUNG PEOPLE FIRST



S5 and S6

Course Options

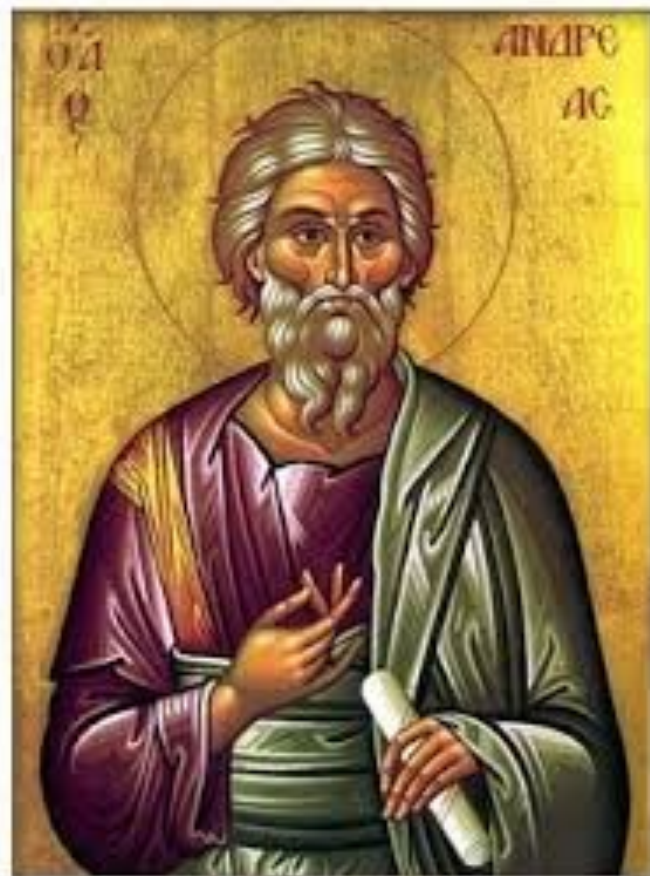
2022



Subject Descriptions
2022—23



Father,
Whatever this day may bring
Help me to seek the good within,
To act in a spirit of generous love
And to grow in wisdom and in grace
In the footsteps of St Andrew, patron of our school
AMEN.





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Head Teacher Message

Head Teacher Message

Dear Students,

As Fifth and Sixth Years, you are choosing to return to school to continue your education as schooling is no longer compulsory once you reach sixteen. I want you to make the choice to return to school for positive reasons: because you are keen to continue learning; because you want to gain more qualifications; because you want to take advantage of the many extra-curricular opportunities open to you; because you want to give something back to the life of our school and community.

Our curriculum is structured to allow for a wide variety of courses and levels of study. You should be setting out your own personal targets for success, whatever subject and level you are working at. Your Pupil Support teacher, as well as your subject teachers, will help you in this respect. One thing is clear, though: to achieve success, you must be prepared to commit yourself fully to your learning and to establish sound study habits.

Undoubtedly, S5 can be an extremely demanding year. S6, too, has its own demands as pupils must ensure that they make good use of their time when not in a timetabled lesson.

In the senior years, you are given greater responsibility for your timetable; in particular, there is more emphasis on you developing your skills as an independent learner. You are likely to experience more mature and relaxed relationships with staff, as teachers trust you to take more responsibility for your own learning.

There are clear expectations of you as senior pupils. The lead given by senior pupils is critical in setting the atmosphere in our school: younger pupils take an example from the way you dress, from your attitude to attendance and punctuality, from your involvement in the life of the school, from your standards of behaviour and from the way you treat others. Although S6 have specific roles to play in school, **all** senior pupils are expected to make a contribution to the successful running of the school.

I hope you enjoy both the challenges and opportunities. I am delighted that you are choosing to return to school. In doing so, you are making a clear commitment to both your own personal success and to the part you will play in school.

For all our senior pupils, I sincerely hope that you will look back on your final years at St Andrew's Secondary School as worthwhile, enjoyable, fulfilling and successful and I wish you well in your studies. I look forward to working with you over the coming session.

Mr McGhee
Head Teacher





Dear Fourth Years,

The teaching week for **S5** is structured mostly in blocks of time of six periods, as follows:

- choice of five subjects (six periods per week for Highers)
- one period of PE, one period of PSHE (personal, social and health education) and one period of Religious Education (RE)
- It is recommended that English should be one of your five subjects (except in exceptional circumstances).
- Your S5 course must consist of five subjects and S5 pupils must have a full timetable.

Choosing the Right Subjects for You

It is important to check the specific entry requirements detailed in the departmental subject descriptions in the Course Options Booklet.

Consult with your teachers, especially your Pupil Support teacher, before finalising your choices. You should also consult the Careers Adviser and the careers material in the School Library. It is also important to consider entrance requirements to the careers/colleges/universities in which you are interested.

You must take care when considering any “new” subjects you intend to study.

Once you have finalised your choice, ensure that you get your subject teachers from this year to sign that your chosen course is suitable. If this is not the case, further discussion will take place between the Principal Teacher for the subject and your Pupil Support teacher to decide on the most suitable progression within the subject.

Please note that not all subject choices can be guaranteed as this will depend upon staffing and pupil demand.

You will have the opportunity in August to make adjustments to your course choice, taking into account your results in the SQA examinations.

Help and Support

Should you require any help or support please don't hesitate to contact your Pupil Support Teacher or myself.

Mr Quinn
Depute Head Teacher





Dear Fifth Years,

In S6 you will study a range of courses with various workloads depending on the level of the subjects being studied. Past experience has shown that those pupils who do not succeed in S6 are more often those who opt for too light a programme. To help you choose your subjects and plan a realistic programme, our expectation is that you will follow a minimum 3 subjects or courses if all Advanced Higher, or 4 if you choose a mix of levels.

S6 will be given more responsibility to organise their own personal and social development programme and all pupils will be expected to partake in at least one of a selection of committees or activities. The programme will include activities such as: work experience; volunteering in the community; paired reader or peer mentor to younger pupils; school committees, organising special school events. Pupils will be given more information about this in June when they enter S6. In addition to this, S6 classes have one period per week with their Pupil Support teacher covering curricular and vocational guidance and social education of relevance to the senior school and beyond.

S6 pupils should have a **minimum of 24 periods filled on their timetable** with either certificate courses or other activities agreed with their Pupil Support teacher. The remaining time should be used for private study in the Library or in subject departments. The final copy of an S6 pupil's timetable must be negotiated and agreed with the pupil, parents and Pupil Support teacher as part of the overall S6 contract.

Please note that it is our expectation that S6 pupils will complete all courses which they embark upon so they should make their subject choices with care.

Progression to Advanced Higher is from Higher in subjects studied in S5. Specific departmental entry requirements are detailed in the various subject descriptions in this Course Options Booklet.

Consult with teachers, especially your Pupil Support teacher, before you finalise your course choice. Make sure that you also consult with the Careers Advisor and use the careers material in the School Library for details of the entrance qualifications to the careers/colleges/universities in which you are interested.

You will have the opportunity in August to make adjustments to your course choice, taking into account your results in the SQA examinations. **Please note that not all subject choices can be guaranteed as this will depend upon staffing and pupil demand.**

National 4/5 Courses

National 5 courses would be appropriate for those who gained a National 4 award in the subject in S5. In addition these courses would be suitable for those who have completed some Higher courses and wish to pick up a new subject.

Help and Support

Should you require any help or support please don't hesitate to contact your Pupil Support Teacher or myself.

Mrs Keelan
Depute Head Teacher





Senior Phase Curriculum

We aim to offer all pupils a suitable set of courses (curriculum), allowing progression over the course of the three years of the Senior Phase. The table below shows this progression:

| SCQF Levels | SQA Qualifications | | Qualifications of Higher Education Institutions | Apprenticeships & SVQs |
|-------------|---|--------------------------------|---|---|
| 12 | | | ↑ Doctoral Degree | Professional Apprenticeship |
| 11 | | | Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate | Graduate Apprenticeship Professional Apprenticeship SVQ |
| 10 | | | Honours Degree, Graduate Diploma, Graduate Certificate | Graduate Apprenticeship Professional Apprenticeship |
| 9 | | Professional Development Award | Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate | Graduate Apprenticeship Technical Apprenticeship SVQ |
| 8 | | Higher National Diploma | Diploma Of Higher Education | Higher Apprenticeship Technical Apprenticeship SVQ |
| 7 | Advanced Higher, Awards, Scottish Baccalaureate | Higher National Certificate | Certificate Of Higher Education | Modern Apprenticeship SVQ |
| 6 | Higher, Awards, Skills for Work Higher | | ↑ ↓ | Modern Apprenticeship Foundation Apprenticeship SVQ |
| 5 | National 5, Awards, Skills for Work National 5 | | | Modern Apprenticeship SVQ |
| 4 | National 4, Awards, Skills for Work National 4 | National Certificate | National Progression Award | SVQ |
| 3 | National 3, Awards, Skills for Work National 3 | | | |
| 2 | National 2, Awards | | | |
| 1 | National 1, Awards | | | |

Nationals

- **National 3** is assessed by teachers and is not graded. It is pass/fail and is based on units carried out during the year.
- **National 4** is assessed by teachers and is not graded. It is pass/fail and is based on units carried out during the year. It also includes an added value unit, which may take the form of a written task, a performance, a presentation etc.
- **National 5** involves a final external assessment, usually an exam, plus other types of assessment such as coursework or performance.

Higher

Higher courses are designed as one year courses following on from National 5. Generally pupils who elect for a Higher course will already have successfully completed a National 5 course in that subject. In many subjects, however, it is possible for a pupil to take a one-year crash course. Anyone deciding to do this must realise that it can be difficult to succeed in a course where the starting point assumes the knowledge and experience of previous study. In some subjects this prior knowledge is less essential and pupils who have shown a high level of ability in their courses might realistically attempt a Higher Grade in one year. Discussion and negotiation with the Principal Teacher and their Pupil Support teacher is required before a pupil will be accepted to study a Higher crash course.

Highers are still the basic entrance requirement for university. Before starting a course of Highers you should be clear what the specific entrance requirements are for any university courses in which you are interested.





Advanced Highers

Advanced Highers are, generally, available only to S6 pupils. Pupils who opt for a course at this level should have obtained a good pass at Higher grade in the subject. Advanced Higher courses are demanding and require a great deal of independent study by the pupil. Before taking an Advanced Higher, the pupil must have shown a particular ability and interest in that subject. Advanced Higher courses are designed to provide experience of the type of study required for university or college, especially the development of independent study skills. They often involve project work or a dissertation.

National Progression Awards

National Progression Awards (NPAs) are small flexible group awards that are linked to National Occupational Standards or other professional or trade standards and are designed to assess and certificate a defined set of skills in a specialist vocational area. They are usually assessed internally. We are offering an NPA at level 6 (the equivalent of Higher) in Accounting next session.





Employability Pathways

Pupils must consider the various employability pathways open to them come the end of S4 or S5 before deciding whether or not they wish to continue into Fifth or Sixth year. Pupils should not find themselves in S5 or S6 without having decided what it is that they want to do, what they want to achieve, having carefully considered all their options. S5 or S6 is not necessarily the best pathway for all with other more suitable options available for some.

To make the best decision for you we ask you to consider your:

- Attainment
- Interests
- Career Ideas

This decision should not be rushed into. It requires careful thought and discussion with your parents or carers, teachers and other staff such as the Careers Advisors. Importantly you should carry out research into likely entrance requirements for certain jobs, Modern Apprenticeships and Further Education or University courses by accessing the recommended careers websites noted below.



www.myworldofwork.co.uk



www.planitplus.net

College

College allows young people to study a curriculum focused on a particular area, offering a range of qualifications up to and including HNC's and HND's. Many of these courses are either vocational or specifically geared to particular occupations and can be an excellent platform for accessing employment or further education in these areas.



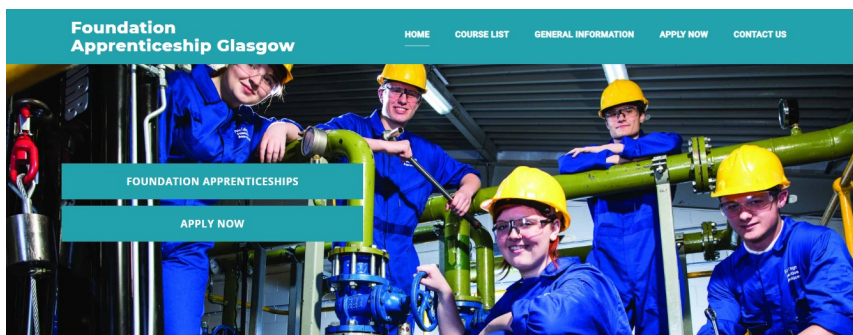
Employment

Employment is an appropriate pathway for some come the end of S5. It will allow them to develop a skills set and gain hands on experience within a professional environment. Earning an income and taking on responsibilities affords them independence and an opportunity to take pride in their work.





Foundation Apprenticeships



What is a Foundation Apprenticeship?

Foundation Apprenticeships are a work-based learning opportunity for senior-phase secondary school pupils. Typically lasting two years, pupils begin their Foundation Apprenticeship in S5, however, there are some options to complete over 1 year starting in S6. Young people spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers. It's a chance to get valuable work experience and gain an industry recognised qualification. It also lets you try out a career you are interested in while you're still at school.

Who is it for?

Foundation Apprenticeships are for students entering 5th year and 6th year. You must have the ability to study at SCQF level 6 (Higher equivalent) in a vocational setting, and meet the entry requirements of the course. Attainment is measured by ongoing assessment in college and in the workplace.

What qualifications will I gain?

On successful completion of the course, you will achieve a Joint Qualification Certificate for the Foundation Apprenticeship in your chosen subject. This is a group Award at SCQF level 6, which comprises a National Progression Award (NPA) or National Certificate (NC) and a Scottish Vocational Qualification (SVQ). Glasgow's three colleges, Glasgow Kelvin College, Glasgow Clyde College and City of Glasgow College have formed a partnership to deliver Foundation Apprenticeships to students across Greater Glasgow.

- CIVIL ENGINEERING
- ENGINEERING SYSTEMS
- MECHANICAL ENGINEERING
- SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE
- SOCIAL SERVICES: HEALTHCARE
- FINANCIAL SERVICES
- BUSINESS SKILLS
- ACCOUNTANCY
- SOFTWARE DEVELOPMENT
- HARDWARE / SYSTEM SUPPORT
- CREATIVE AND DIGITAL MEDIA
- HEALTH AND FOOD SCIENCE
- SCIENTIFIC TECHNOLOGIES





Where can it take me?

You can use your Foundation Apprenticeship to get in to a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications in to all colleges and universities across Scotland.

COLLEGE On successful completion of your Foundation Apprenticeship, you can progress onto a number of HNC/D courses at each of Glasgow's three colleges. You may be required to have additional school qualifications upon entry.

UNIVERSITY All Scottish Universities and colleges recognise the FA within eligibility criteria, for respective undergraduate and HNC/D provisions. Your FA means you already have quality experience within industry – this helps your UCAS application stand out.

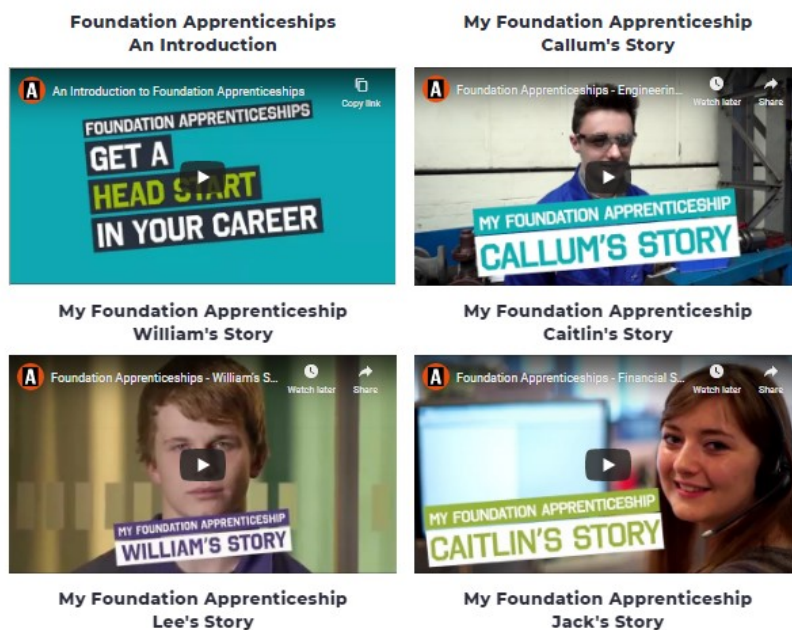
STRAIGHT TO WORK A Foundation Apprenticeship gives you skills employers want, such as timekeeping, problem solving, communication and teamwork. On completion of your FA you'll have connections with employers, work experience and industry recognised qualifications. This will look great on your CV.

GRADUATE APPRENTICESHIPS Graduate Apprenticeships are a new way to study up to Master's Degree level while in a job. The majority of learning happens in your employers workplace, and this is enhanced by time spent at university or college during the work week. A Foundation Apprenticeship is a good way to see if this style of learning works for you. It also offers a pathway onto a Graduate Apprenticeship.

More Information and Applications

For more information including testimonies from young people who have undertaken Foundation Apprenticeships visit:

www.fapglasgow.scot





Applying for College

The school will have designated college application days where all pupils who want to apply to collage will be supported through the process by the Year Heads, Pupil Support Teachers, the Partnership Team and Careers Advisors. This will be signposted well in advance through Year Group assemblies, PSHE, the school website and Twitter.

Applying for University

Making an application to University is an important step that many of our S6 pupils undertake. Applications are made online through the UCAS website, www.ucas.com.

Both parents and pupils are informed about the application process through the school’s UCAS information evening. An additional sign up presentation is also offered to pupils to assist them in beginning their application. Pupils are given further direction through assemblies and PSHE as well as having opportunities to discuss their application with their Pupil Support Teacher.

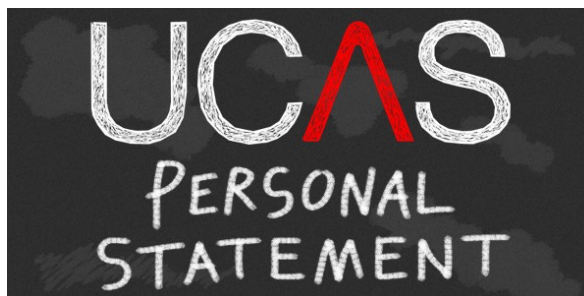


Pupils applying for Medicine/Dentistry/Veterinary Medicine or Oxbridge comply with a different timeline to other courses. These applications are therefore known as fast track applications due to the earlier deadline for submission of these applications.

It is also worth noting that aptitude tests are required for certain courses. These aptitude tests are to be arranged and sat independently of the school and UCAS. Courses where an aptitude test can be required are Law (the LNAT) and Medicine (the UKCAT). Prospectuses will detail whether an aptitude test is required.

Personal Statement

A key element of the application is the personal statement. It is in this statement that the pupil advertises their experience, skills and qualities that make them a suitable candidate for their chosen course of study. Importantly examples must be offered as to how they have achieved or demonstrated these particular traits during their time at school.



Reference

A reference from the school is required to support an application. This reference is attached by the school to the application. The reference details the pupil’s achievements and accomplishments as well as commenting on their commitment and willingness to work hard in pursuit of their goals.

Deadlines

It is essential to meet the deadlines set by the school, otherwise your application may be delayed and not prioritised by the institutions you have applied to.





University Open Days

Open days can be a valuable opportunity. They offer a chance to visit a university and engage in discussion with faculty staff about courses that you may be considering applying for. For those considering applying to more than one university again it may be worthwhile to attend more than just the one open day.

However attending an open day is an absence from school and we encourage pupils to strongly consider how beneficial attending an open day may be for them weighed against the classes they will miss. It is worth remembering that attending an open day is not necessary in choosing which university course to apply for as well as many universities also running alternative visiting opportunities out with the school day.

If you are intent on attending an open day then it is important that you inform the school in advance. The procedure is that a signed note from parents stating the date of the open day and the reason for attending should be submitted before the day. In doing so the absence will be noted as a school visit, in the absence of such a note the absence will be unauthorised and marked as such.

Work Experience

Work experience can be beneficial in supporting an application. It affords an insight into the day to day reality of a particular working environment and as such can reinforce your determination to pursue a career in this field as well as develop your understanding of what is involved. There are particular university courses for which relevant work experience can prove very valuable when making an application such as medicine and engineering. The ideal time to arrange for work experience would be during the summer between S5 and S6. Arrangements can be made during term time but this is discouraged.





Partnership Base

To Develop the Young Workforce (DYW) we have established a Partnership Base to work with all young people of St Andrew's Secondary throughout their learner journey, supporting them to have the skills, knowledge and understanding to enter a positive, sustainable destination.

The base has an open and welcoming environment which enables all young people to access the assistance they require at a time which does not impact on their studies. The base also provides emergency care packages for families in need.

Partnership Staff

Lisa Murphy is our Partnership Development Officer, who oversees the Partnership Base. Her role is to ensure appropriate partners are in place to meet our goals and also to ensure the Work Readiness Pipeline is open and available to all young people.

Elizabeth McKechnie is our An MCR Pathway coordinator, who supports young people to find, grow and use their talents by providing 1:1 school-based mentoring and inspiring pathways.

Rebecca Currie-Moodie is our FARE Scotland Employment and Skills Coach, who actively works with all young people within St Andrew's, delivering employability training, bespoke programmes to assist our young people in gaining the softer skills required within the workplace and lastly, to work with and develop our vulnerable young people who may benefit from additional support.

Careers Advisor

All pupils have a number of opportunities to speak to our Careers Advisor at various important stages in their progress through school. In the Senior Phase, pupils can make individual appointments to see the Careers Advisor. Parents are invited to be present at these interviews if they wish.

The Careers Advisor also contributes to the careers programme in which all S5 and S6 pupils take part.

Library

The Library houses a collection of fiction, non-fiction and reference material for project work and encourages pupils to read, not only for instruction but also for pleasure. We support our provision through the public library service in Haddington and the inter-library loans service from which we receive specialist materials for fifth and sixth year studies. The Library includes an IT area which allows pupils access to internet sources and to write up essays and projects. There is also an area for project work.

Also within the main Library is a careers reference section. Instruction in the use of all the Library facilities is included in the curriculum.





Educational Maintenance Allowance (EMA)

What is it?

An Education Maintenance Allowance (EMA) is a weekly allowance payable to eligible students who have achieved 100% of their agreed attendance each week at school. It is payable on a 2 weekly basis

Do I Qualify?

You qualify if you meet the following criteria:

- Household income must be what is detailed under the heading 'What will I get' (see below)
- You attend a Glasgow School
- You aged 16-19 years old
- You attend school for a minimum of 21 guided learning hours per week
- You are willing to participate in an approved learning agreement at school

How do I Apply?

Sign up for a MyAccount and use the Online Application Form. Online is more efficient allowing us to validate your application and pay your EMA quicker If you do not have online access then contact the team at EducationMaintenanceAllowance@glasgow.gov.uk

Withheld Payment

Payments are generally withheld due to unauthorised attendance, lack of progress and/or conduct. If you have a question about attendance you must contact your school directly.

Appeals

If you are refused EMA support or feel the amount awarded is incorrect, you may appeal our decision.

Your appeal must be submitted in writing within 28 days of us informing you of the outcome of your award. Your email or letter must state the reason for your appeal and should be accompanied by any additional supporting evidence/information.

Please send your appeal to: Email: EducationMaintenanceAllowance@glasgow.gov.uk or Post: PO Box 19, Glasgow G2 1DU.





Subject Descriptors

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| Art and Design | | 19 |
| Art and Design | National 5 | 20 |
| Art and Design | Higher | 21 |
| Art and Design | Advanced Higher | 22 |
| Art and Design | NPA Level 5 | 23 |
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| Accounting | Higher | 26 |
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| Administration and Information Technology | Higher | 28 |
| Business Management | National 5 | 29 |
| Business Management | Higher | 30 |
| Computing Science | National 5 | 31 |
| Computing Science | Higher | 32 |
| Design and Technology | | 33 |
| Design and Manufacture | National 5 | 34 |
| Design and Manufacture | Higher | 35 |
| Design and Manufacture | Advanced Higher | 36 |
| Graphic Communication | National 5 | 37 |
| Graphic Communication | Higher | 38 |
| Graphic Communication | Advanced Higher | 39 |
| Practical Metalworking | National 5 | 40 |
| Practical Woodworking | National 5 | 41 |
| Furniture Making | NPA Level 5 | 42 |
| Creative Thinking | NPA Level 6 | 43 |
| English | | 44 |
| English | National 5 | 45 |
| English | Higher | 46 |
| English | Advanced Higher | 47 |
| English and Communication | NPA Level 6 | 48 |
| Personal Development | NPA Level 6 | 49 |
| Scottish Studies | SCQF 3-6 | 50 |
| Media Studies | Higher | 51 |
| English for Speakers of Other Languages (ESOL) | National 5 | 52 |
| English for Speakers of Other Languages (ESOL) | Higher | 53 |





Subject Descriptors

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|-----------------------------------|-------------------------------|-----------|
| Health and Food Technology | | 54 |
| Health and Food Technology | National 5 | 55 |
| Health and Food Technology | Higher | 56 |
| Health and Food Technology | Advanced Higher | 57 |
| Practical Cookery | National 4 | 58 |
| Practical Cookery | National 5 | 59 |
| Practical Cake Craft | National 5 | 60 |
| Barista | NPA Level 5 | 61 |
| Mathematics | | 62 |
| Numeracy Unit | National 5 | 63 |
| Applications of Mathematics | National 5 | 64 |
| Mathematics | National 5 | 65 |
| Mathematics | Higher | 66 |
| Mathematics | Advanced Higher | 67 |
| Modern Languages | | 68 |
| French/Spanish | National 5 | 69 |
| Spanish | Higher | 70 |
| Spanish | Advanced Higher | 71 |
| Performing Arts | | 72 |
| Drama | National 5 | 73 |
| Drama | Higher | 74 |
| Drama | Advanced Higher | 75 |
| Music | National 5 | 76 |
| Music | Higher | 77 |
| Music | Advanced Higher | 78 |
| Music Technology | National 5 | 79 |
| Music Technology | Higher | 80 |
| Musical Theatre | NPA Level 6 | 81 |
| Performing Units | National 3 to Advanced Higher | 82 |
| Music Performing | NPA Level 6 | 83 |





Subject Descriptors

| | | |
|--|-----------------|------------|
| Physical Education | | 84 |
| Physical Education | National 5 | 85 |
| Physical Education | Higher | 86 |
| Physical Education | Advanced Higher | 87 |
| Dance | National 5 | 88 |
| Dance | Higher | 89 |
| Sports Leadership | NPA Level 6 | 90 |
| Exercise and Fitness Leadership | NPA Level 6 | 91 |
| SFA Refereeing | SCQF 7 | 92 |
| Religious Education | | 93 |
| Religious, Moral and Philosophical Studies | Higher | 94 |
| Science | | 95 |
| Biology | National 5 | 96 |
| Human Biology | Higher | 97 |
| Biology | Advanced Higher | 98 |
| Chemistry | National 5 | 99 |
| Chemistry | Higher | 100 |
| Chemistry | Advanced Higher | 101 |
| Physics | National 5 | 102 |
| Physics | Higher | 103 |
| Physics | Advanced Higher | 104 |
| Laboratory Science (Skills for Work) | National 5 | 105 |
| Health Sector (Skills for Work) | National 5 | 106 |
| Social Subjects | | 107 |
| Geography | National 5 | 108 |
| Geography | Higher | 109 |
| History | National 5 | 110 |
| History | Higher | 111 |
| History | Advanced Higher | 112 |
| Modern Studies | National 5 | 113 |
| Modern Studies | Higher | 114 |
| Modern Studies | Advanced Higher | 115 |
| Politics | Higher | 116 |
| Sociology | Higher | 117 |
| Travel and Tourism | National 5 | 118 |





Art and Design





Art & Design

National 5

Entry Requirements

While entry is at the discretion of the Art and Design department, it is strongly recommended that pupils have completed Art and Design in their 3rd year to ensure they have developed the skills and evidence required to progress to National 5.

Course Outline

The aims of the course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- develop critical knowledge and understanding of a range of art and design practice plan, develop, produce and present creative art and design work
- understand the impact of external factors on artists and designers and their work develop creativity, problem solving, critical thinking and reflective practice skills

Assessment

The National 5 course assessment has three components.

- Component 1: Question Paper worth 50 marks which is 1hr 30 mins in duration
- Component 2: Expressive Portfolio worth 100 marks
- Component 3: Design Portfolio worth 100 marks

Candidates can present their work in a variety of ways; however, the overall maximum size for each portfolio should not exceed three A2-sized, single-sided sheets or equivalent.

Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- producing analytical drawings and related investigative studies in response to stimuli
- using visual elements expressively, showing a clear understanding of the subject matter producing focused investigative visual and market research for a design activity
- skills in using a range of art and design materials, techniques and/or technology creatively developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- describing how artists and designers use materials, techniques and/or technology in their work
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using problem-solving, planning and self-evaluation skills within the creative process

Progression Pathways

The creative sector is the fastest growing economic sector within the UK. Employers are increasingly looking for employees that have that something extra, are able to think and work independently, offer solutions and see things from a different perspective. Develop a range of transferable skills such as fine motor skills, hand to eye co-ordination, problems solving, lateral thinking, complex analysis and critical thinking. Skills delivered are not isolated to those who go on to work within Art and Design sectors but are transferable across a wide range of industries and careers such as business, engineering, technology, public relations, medicine, research and dentistry. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. This course or its Units may provide progression to other qualifications in art and design such as National 5 Art and Design, further study, employment and/or training.





Art & Design

Higher

Entry Requirements

Learners should have achieved the National 5 Art and Design course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

This course allows candidates to develop skills and qualities that are in demand in many different careers. Throughout the course, candidates develop creativity, perseverance, independence and resilience. They also learn to critically appreciate aesthetic and cultural values, identities and ideas. The course provides a broad, investigative and practical experience of art and design. Creativity is the key focus.

Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive art and design processes and gain related skills. The course provides opportunities for candidates to be inspired and creatively challenged as they communicate their personal thoughts, ideas and feelings through their work.

Assessment

The Higher Art and Design course has three components:

Component 1: Question paper worth 60 marks and 2hrs in duration

Component 2: Expressive Portfolio worth 100 marks

Component 3: Design Portfolio worth 100 marks

Candidates can present their work in a variety of ways; however, the overall maximum size for each portfolio should not exceed three A2-sized, single-sided sheets or equivalent.

Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- producing analytical drawings and investigative studies in response to stimuli
- using visual elements expressively, showing clear understanding of the subject matter producing focused investigative visual and market research for a design activity
- using a range of art and design materials, techniques and/or technology creatively and expressively
- developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats
- analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology
- analysing the impact of social, cultural and other influences on the work and practice of artists and designers
- using a range of complex problem-solving, planning and self-evaluation skills within the creative process

Progression Pathways

This is a good foundation for a number of careers that require fine motor skills, creative thinking, communication skills or ability to problem solve. These are key transferable skills that are not just specific to careers in the Art & Design field but across various industries such as business, engineering and IT.

This course is also beneficial for pupils requiring a folio of work for submission to degrees courses such as architecture, dentistry, design and fine art.





Art & Design

Advanced Higher (S6 Pupils Only)

Entry Requirements

Pass at Higher Grade.

Course Outline

Advanced Higher art and design should be chosen over two columns. Learners are taught for 5 periods a week and for a further 5 periods will be expected to follow a course of self-motivated study to enable them to complete the course requirements. This is good preparation for art based courses or for university in general.

Expressive Studies

Candidates will investigate the working practices and creative approaches of others. They will analyse artists' work and practice, evaluating the impact of external factors on their creative work. They will develop personal views, opinions and judgements on the artists' work.

Expressive Enquiry

Pupils will plan, develop and produce a range of related development lines of enquiry. Work will be inspired and influenced by investigative research into expressive art practice. Learners will experiment with and creatively explore how materials, equipment, techniques, composition and/or technology can be used. They will use these to communicate and create their ideas in 2D and/or 3D formats.

Assessment

Assessment is done at a mid-unit review, followed by a final assessment on completion of the course. A folio of work done during each part of the course will be submitted for external marking.

Skills Developed

- ability to critically analyse artists and designers as creative practitioners
- a good understanding of external factors influencing artists and designers
- experimenting with a variety of art and design materials to refine ideas
- practical skills in using materials, techniques and/or technology
- producing analytical drawings and investigative studies
- creativity and imaginative expression
- critical appreciation of aesthetic and cultural values, identities and ideas
- planning, producing and presenting creative art and design work
- investigating and analysing how artists/designers use materials/techniques
- applying this knowledge to his/her own creative practice
- problem-solving and critical analysis to find resolve concepts
- confidence in creative practice and in creative self-expression
- enjoyment in the arts

Progression Pathways

This is a good foundation for a number of careers that require fine motor skills, creative thinking, communication skills or ability to problem solve. These are key transferable skills that are not just specific to careers in Art but across industry such as business, engineering and IT.

This course is extremely beneficial for pupils requiring a folio of work for submission to degree courses such as painting and printmaking, sculpture, environmental art, intermedia, digital media. Pupils may also be applying to folio preparation courses; these allow students to build on their folio for application to degree courses.





Art & Design

NPA Level 5

Entry Requirements

There are no formal entry requirements to the National Progression Awards at level 5. Entry is at the discretion of the centre however, candidates would benefit from having previous experience of an Art and Design course or units.

Course Outline

The course is made up of the following units:

- Drawing Skills
- Art and Design
- Visual Communications
- Animation
- Painting

Assessment

The NPA course is internally assessed on a pass or fail basis.

Skills Developed

- Create opportunities for candidates to develop skills and expertise in a range of visual art specialisms which are relevant to current and future practice in art and design
- Encourage candidates to take ownership of their own learning and development
Provide opportunities for a range of learning and assessment styles to motivate candidates to achieve to their full potential
- Provide opportunities for discreet 'short-course' qualifications for part-time learners as well as for learners who are already undertaking a suite of units at this level (NC Creative Industries and NQ programmes)
- Create opportunities for candidate production of a holistic portfolio of evidence which may contribute to and support applications to next level courses.
- Provide opportunities for individual development of skills and aptitudes which will enhance candidate's employability within art and design sectors.

Progression Pathways

Completion of the NPA's at SQCF level 5 may allow for progression to next level courses such as NC Art and Design (level 6) and subsequent courses of study in further and higher education such as HNC/D and degree level courses.





Photography

Higher (S6 Pupils Only)

Entry Requirements

It is recommended that pupils have passed Higher Art and Design and Higher English.

Course Outline

Photography: Image Making

This unit introduces pupils to camera techniques and controls. Pupils will investigate and analyse the factors which influence photographers and their work. They will apply their knowledge of light and image formation when creating photographic images. Pupils will demonstrate their ability to use exposure times, composition and framing creatively for photographic effect, organise their files and output their photographic images.

Photography: Contextual Imagery

Pupils will explore a variety of photographic techniques, technology and processes. They will use their understanding of the social and cultural influences between photographers and society when developing their own personal and creative approaches to photography. Pupils will plan, produce and present photographic images in different styles and genres, evaluating their work and use of imaging techniques.

Assessment

- Practical folio and evaluation
- Final written exam

Skills Developed

- Applied knowledge and understanding of the properties of light and image formation
- Exploration and experimentation with a range of photographic media, manipulation techniques and processes
- Applied use of camera controls and a range of photographic techniques and processes
- Produce creative and technically proficient photographs through effective planning, shooting, and relevant print finish to produce photographs
- Effective management and storage of photographic images
- The ability to produce investigative research for photography
- Investigation and analysis of the major historical, scientific, social and cultural factors influencing photographers and their work
- Critically self-reflect and evaluate own work and the photographic work of others

Progression Pathways

The format of the photography course develops life skills in organisation, planning, implementation and completion of self-led projects. These transferable skills are a solid foundation across a wide range of careers and help many pupils in preparation for university or college courses that require independent learning. Pupils with an interest in journalism, advertising, web design, fine art, commercial photography, TV, film or animation will find this course particularly relevant.

Pupils on this course may be working towards a folio of work for submission to an HND or HNC in photography or degree courses such as fine art photography. Many pupils looking to apply to degree courses at art school study both photography and advanced higher to show a wider range of skills and expertise within their folio application.





Business and Digital Learning





| Accounting | Higher |
|--|--------|
| Entry Requirements <p>While entry is at the discretion of the faculty, students should have achieved a minimum grade B in National 5 Mathematics. The course is also available to pupils who can demonstrate good numeracy skills and a strong work ethic.</p> | |
| Course Outline <p>The course consists of two areas of study:</p> <p>Financial Accounting Candidates develop their understanding of how to prepare routine and complex financial accounting information. They learn about current financial accounting regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation's current financial position.</p> <p>Management Accounting Candidates develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. Management use this information when making decisions about the planning, control and future direction of an organisation.</p> | |
| Assessment <p>Pupils will sit a final SQA exam (worth 120 marks) and undertake an assignment (60 marks).</p> | |
| Skills Developed <p>The course aims to enable students to develop:</p> <ul style="list-style-type: none">• accuracy in the preparation, presentation, interpretation and analysis of relatively complex accounting information and apply a systematic approach to solving financial problems• knowledge to apply relatively complex accounting concepts and techniques in the preparation of financial information• an understanding of a range of sources of finance available to organisations and of the circumstances in which these sources might be used• knowledge of information technology in relatively complex accounting tasks | |
| Progression Pathways <p>This course enables pupils pursuing a career or study in Finance, Accounting, and Actuary. With developed accounting knowledge and enhanced IT skills, learners will gain a good base from which to further explore accounting at college or university. They may also be interested in accounting apprenticeships.</p> | |





Administration & Information Technology

National 5

Entry Requirements

While entry is at the discretion of the faculty, students would normally be expected to have attained National 4 Administration & IT. The course is also available to students who have not previously followed an Administration and IT course but, who can demonstrate good IT skills in the Microsoft Office packages Word, Excel, Access and Publisher, good literacy, numeracy and problem-solving skills, strong attention to detail as well as a strong work ethic.

Course Outline

The course will be delivered in blocks of learning to gain experience in the following areas of study: desktop publishing, presentations, Excel, Access, word processing, internet searching, use of e-mail and e-diary.

The course comprises two areas of study:

Theory

Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

IT Applications

Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

Assessment

Students will have an external question paper (final exam). This is worth 42% of the students' overall grade. Students will also have an assignment worth 58% of the overall grade.

Skills Developed

The course aims to enable students to:

- develop an understanding of administration theory in the workplace
- develop IT skills and use them to perform administrative tasks acquire organisational skills in the context of organising and supporting events

Progression Pathways

For students who are staying on in school they can progress to Higher Administration and IT. Administration and IT gives students experience of real-life administrative tasks and engaging practical activities relevant to the world of work. Their IT skills and knowledge are transferrable life skills that can be applied in future learning, life and in employment. Students wishing to pursue a career in the following areas will also find this course useful: banking; accountancy; civil, legal and court services; administration; office management and insurance.





| Administration & Information Technology | Higher |
|---|--------|
| Entry Requirements While entry is at the discretion of the faculty, pupils would normally be expected to have completed Administration & IT at National 5. The course is also available to pupils who have not previously followed an Administration and IT course but have achieved National 5 Mathematics. | |
| Course Outline The course consists of two areas of study: Administrative theory and practice - Candidates develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care. IT Applications - Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information. | |
| Assessment Pupils will sit a 2 hour practical assignment, worth 58% of their final grade. There is also a theory exam, which is worth 42% of the final grade. | |
| Skills Developed The course aims to enable pupils to: <ul style="list-style-type: none">• develop their knowledge and understanding of administration in the workplace develop a range of advanced IT skills for processing and managing information• develop skills to communicate complex information effectively, making appropriate use of IT acquire skills in managing the organisation of events• develop skills in using Publisher, PowerPoint, Excel, Access, Word, internet, email and e-diary | |
| Progression Pathways Using technology has become an integral part of office work and it is an essential skill for working in any business environment. By studying administration, pupils will be equipped with the level of competence and skills required for using a range of software packages in an office environment. A qualification in administration is helpful in careers such as banking; accountancy; civil, legal and court services; administration; office management and insurance. | |





Business Management

National 5

Entry Requirements

While entry is at the discretion of the department, pupils would normally be expected to have attained National 4 Business. The course is also available to pupils who have not previously followed a business course but who can demonstrate an interest and/or an understanding of business.

Course Outline

The course presents a variety of opportunities for pupils to make their own decisions about their learning and choose what fits best for them. For example, pupils are able to choose how they present their work in class. The course lends itself well to group work and project style work which the pupils will also be engaged in. There are however, opportunities for learners to work individually and improve their independency also. Contact with outside businesses is something that pupils will enjoy and they will get to experience real businesses in action. Case studies, business games and ICT will all play a prominent part throughout pupils' learning.

The 3 units that pupils will cover:

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

Assessment

Pupils will have one external final exam that is worth 75% of their overall grade. There is also an added value unit (project) that is worth 25%.

Skills Developed

The course aims to enable pupils to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an awareness of how external influences impact on organisations

Progression Pathways

Some pupils go in to employment with the knowledge of how a business works and what is needed to be successful. Other pupils go in to the financial, banking or retail sectors to name but a few. Some also go on and study business at college or gain apprenticeships. Pupils who are staying on in school can progress to Higher Business Management.





Business Management

Higher

Entry Requirements

While entry is at the discretion of the department, pupils would normally be expected to have attained National 5 Business. The course is also available to pupils who have not previously followed a business course but who can demonstrate an interest and/or an understanding of business.

Course Outline

The course presents a variety of opportunities for pupils to make their own decisions about their learning and choose what fits best for them. For example, pupils are able to choose how they present their work in class. The course lends itself well to group work and project style work which the pupils will also be engaged in. There are however, opportunities for pupils to work individually and improve their independency also. Contact with outside businesses is something that pupils will enjoy and they will get to experience real businesses in action. Case studies, business games and ICT will all play a prominent part throughout students learning.

The 3 units that pupils will cover:

Understanding Business

Management of People and Finance

Management of Marketing and Operations

Assessment

Pupils will have one external final exam that is worth 75% of their overall grade. There is also an added value unit (project) that is worth 25%.

Skills Developed

The course aims to enable learners to develop and extend:

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

Progression Pathways

Business Management is an excellent qualification to have and can help you in a wide range of areas including financial, banking or retail sectors to name but a few. Studying business at college, university or gaining apprenticeships are other options available. Pupils wishing to pursue a career in the following areas will also find this course useful: accounting; economics; insurance; law; banking, civil service; marketing; retail; PR; tourism; government roles and IT.





Computing Science

National 5

Entry Requirements

Entry to this course is at the discretion of the department. Pupils should have achieved the fourth curriculum level or the National 4 Computing Science course or equivalent qualifications and/or experience prior to starting this course. Exceptions to this may apply if other curricular activities have been undertaken by pupils.

Course Outline

The National 5 Computing Science course encourages pupils to become successful, responsible and creative in using technologies, and to develop a range of qualities including flexibility, perseverance, confidence, and enterprise. At this level, the course covers a common core of concepts which underpin the study of computing science and explores the role and impact of contemporary computing technologies. It also includes a range of transferable skills, which opens up a wide range of career and study opportunities.

Assessment

Question Paper - 110 marks worth 69% of overall final grade consisting of:

- **Section 1** has 25 marks and consists of short-answer, restricted response questions. This section allows pupils to demonstrate breadth of knowledge from across the four areas of the course.
- **Section 2** has 85 marks and consists of structured questions consisting of restricted and extended response. This section allows pupils to demonstrate application of knowledge and understanding when answering appropriately challenging context-based questions from across the four areas of the course.

Assignment - 50 marks worth 31% of overall final grade consisting of:

- Software design and development (25 marks)
- Database design and development (10–15 marks)
- Web design and development (10–15 marks)

Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- applying aspects of computational thinking across a range of contexts
- analysing problems within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
- 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 key concepts related to computing science, clearly and concisely, using appropriate terminology
- understanding of legal implications and environmental impact of contemporary technologies
- applying computing science concepts and techniques to create solutions across a range of contexts

Progression Pathways

This Course Award may provide progression to other qualifications in Computing Science to Higher level or other related areas of further study, employment and/or training.





Computing Science

Higher

Entry Requirements

Entry to this course is at the discretion of the department. Pupils should have achieved the fifth curriculum level or the National 5 Computing Science course or equivalent qualifications and/or experience prior to starting this course. Exceptions to this may apply if other curricular activities have been undertaken by pupils.

Course Outline

This course highlights the central role of computing professionals as problem-solvers and designers, and the far-reaching impact of information technology on our environment and society. It provides pupils with an understanding of the technologies and develops a wide range of practical skills that underpin our modern, digital world. The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business and industry. The course enables pupils to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

Assessment

Question Paper - 110 marks worth 69% of overall final grade consisting of:

- Section 1 is worth 25 marks and consists of short-answer, restricted-response questions from across all four areas of the course.
- Section 2 is worth 85 marks and consists of structured, restricted-response and extended-response questions from across all four areas of the course.
- Assignment - 50 marks worth 31% of overall final grade consisting of:
 - Software design and development (25 marks)
 - Database design and development (10–15 marks)
 - Web design and development (10–15 marks)

Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- applying computational thinking to understand problems across a range of contexts
- analysing problems with some complex aspects within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems with some complex aspects across a range of contemporary contexts
- 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 related to software design and development, and information system design and development, clearly and concisely, using appropriate terminology
- understanding and evaluating the legal and environmental impact of contemporary computing technologies
- applying computing science concepts and techniques to create solutions across a range of contexts

Progression Pathways

This Course Award may provide progression to other qualifications in Computing Science at other related areas of further study, employment and/or training.





Design and Technology





Design and Manufacture

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 Design and Manufacture course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

The design and manufacture course is explored through the following areas of study:

Design

This unit covers the product design process from brief to a final design proposal. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

Materials and Manufacturing

This unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

Assessment

The course assessment consists of two components: an assignment (100 marks) - design 55 marks, practical 45 marks - and a question paper (80 marks). Both the assignment and the question paper will be set and externally marked by the SQA.

Skills Developed

The design and manufacture course develops skills, knowledge and understanding in design and manufacturing models, prototypes and products, manufacturing processes and materials. The course further develops spatial awareness and graphic literacy, with an understanding of the impact of design and manufacturing technologies on our society and environment

The course introduces learners to the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic. Learners are encouraged to exercise imagination, creativity and logical thinking. The course thus provides a broad scope for personalisation and choice.

Progression Pathways

Design and Manufacture is accepted as an entrance qualification for most Universities and Colleges of further education and is useful in careers in; product design, graphic design, interior design, engineering, marketing, teaching, architecture, building industry and automotive industry.

Successful completion may also lead to employment in engineering, construction and manufacturing industries.





Design and Manufacture

Higher

Entry Requirements

Candidates should have achieved the National 5 Design and Manufacture course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

The design and manufacture course is explored through the following areas of study:

Design

This unit covers the product design process from brief to a final design proposal. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

Materials and Manufacturing

This unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

Assessment

Question paper – 80 marks
Assignment – 90 marks

Skills Developed

The aims of the course are to enable learners to develop:

- skills in design and in refining design proposals
- practical skills in the planning and development of models and prototypes skills in evaluation and research
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

Progression Pathways

Design and Manufacture is an accepted qualification for a variety of courses at Universities and Colleges of Further Education

Design and Manufacture is useful for:

Furniture Design, Building Trade Apprenticeships, Architecture, Ergonomist, Mechanical Engineering, Civil Engineering, Graphic Design, Car Design, Exhibition Design, Product Design, Animation Design, Industrial Design, Theatre Set Design.





Design and Manufacture

Advanced Higher (S6 Pupils Only)

Entry Requirements

Higher Design and Manufacture at A or B. Pupils achieving a grade C at Higher may be considered after discussion with the department.

Course Outline

Design

- study the evolution of products, the design of products and the design process
- develop the skills, knowledge and understanding required to initiate, develop, articulate and communicate design proposals
- appreciate the impact design has on society, the economy and the environment
- enhance your understanding of the iterative nature of the design process by using the design, make and test process to reach a viable solution.

Manufacture

- study the manufacture of commercial products
- develop knowledge of materials, processes, assembly, production and planning systems, and strengthen your understanding of how these influence the design of products
- develop the knowledge and understanding how to develop a viable design proposal for a commercial product, and to plan its production.

Assessment

The course assessment consists of **two** components **totalling 200 marks**:

- Component 1: project (80 marks)
- Component 2: question paper (120 marks)

For the project you will be asked to develop a solution to a complex design and manufacture task. Both the question paper and the assignment are set and externally marked by the SQA.

The grade awarded is based on the total marks achieved across course assessment. The course assessment is graded A-D.

Skills Developed

- research skills
- analysis skills
- skills in designing products
- knowledge and understanding of materials and commercial manufacture
- knowledge and understanding of design and an understanding of the impact of design and manufacturing technologies on society, the environment and the workforce
- knowledge and understanding of the evolution of products, past, present and future

Progression Pathways

This course allows you to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic.

Design and Manufacture provides you with skills in designing and communicating design proposals, allowing you to refine and resolve your design ideas effectively. The course stresses the integration of designing and making, highlighting the close relationship between designing, making, testing, and refining design ideas.

The skills you learn in this course give you a broad range of potential for jobs or careers; in the expressive arts, mathematics, science, information technology, as well as in craft, design, engineering and graphics.





Graphic Communication

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 Graphic Communication course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

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

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

Assessment

National 5 Assessment

The course assessment consists of two components: an assignment (40 marks) and question paper (80 marks). Both the assignment and the question paper will be set and externally marked by the SQA.

Skills Developed

Candidates will develop:

- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- the ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions
- an understanding of the impact of graphic communication technologies on our environment and society

Progression Pathways

Graphic Communication is an accepted qualification for a variety of courses at Universities and Colleges of Further Education.

Graphic Communication is useful for:

Surveying, Building Trade Apprenticeships, Architecture, CAD Technician Mechanical Engineering, Civil Engineering ,Graphic Design, Electrical Engineering Product Design , Animation Design, Theatre Set Design





| | |
|--|---------------|
| Graphic Communication | Higher |
| Entry Requirements | |
| A pass at National 5 graphic communication is essential. Since this course assumes knowledge gained through the National 5 graphic communication course, please speak to the department if you wish to consider crashing the course. | |
| Course Outline | |
| The world of graphic communication offers a wide variety of styles and modes of communication which gives the learner a broad scope for personalisation and choice within the course. As well as the course assessment there are two mandatory units to complete: | |
| 2D Graphic Communication 3D and Pictorial Graphic Communication | |
| Graphic communication provides skills that are complimentary to other curricular areas, such as art and design, sciences and mathematics. It provides skills that are valuable for learners in the other areas for study in the technologies. | |
| Assessment | |
| Question paper – 90 marks (50%) Assignment – 50 marks (50%) | |
| Skills Developed | |
| The Higher graphic communication course offers a broad and creative experience in the subject of graphic communication and graphic design. Learners are encouraged to exercise imagination, creativity and logical thinking. | |
| The aims of the course are to enable learners to develop: | |
| <ul style="list-style-type: none"> • skills in graphic communication techniques, including the use of drawing equipment and software (3D modelling; Desk Top Publishing; Photoshop) • creativity in the production of graphic communications to produce visual impact skills in evaluating the effectiveness of graphics in communication • an understanding of graphics protocols and conventions • an understanding of the impact of graphic communication technologies on our environment and society | |
| Progression Pathways | |
| Graphic Communication is an accepted qualification for a variety of courses at Universities and Colleges of Further Education. | |
| Graphic Communication is useful for: | |
| Surveying, Building Trade Apprenticeships, Architecture, CAD Technician Mechanical Engineering, Civil Engineering ,Graphic Design, Electrical Engineering Product Design , Animation Design, Theatre Set Design | |





Graphic Communication

Advanced Higher (S6 Pupils Only)

Entry Requirements

Candidates should have achieved a Higher Graphic Communication qualification at A or B prior to starting this course.

Course Outline

The Graphic Communication course brings together aspects of technology, engineering, design, creativity, language and communication. This course encourages candidates to exercise imagination, creativity and logical thinking as they explore Graphic Communication in realistic contexts.

Candidates develop a deeper understanding of the roles and responsibilities of those working in a range of graphic disciplines. These roles include analysing, solving problems, presenting, innovating and creating visual solutions to technological, informational and commercial graphic needs.

Assessment

The course assessment consists of two components: a project (90 marks) and question paper (90 marks). Both assignment and question paper will be set and externally marked by SQA.

Skills Developed

Candidates will develop skills in:

- presenting effective graphic communications which support and inform business, industrial and/or built environment sectors
- knowledge and understanding of the role of graphic communication activities in meeting audience requirements
- analysing complex features of graphic communications which support and inform business activities
- knowledge and understanding of the key concepts that support the planning, design and production of technical graphics, and commercial and visual media graphics
- a critical understanding of the impact of graphic communication activities on our environment and society
- planning, managing and undertaking a significant graphic communication project

Progression Pathways

Graphic Communication is an accepted qualification for a variety of courses at Universities and Colleges of Further Education. The course is particularly designed for those considering further study or a career in:

Graphic Design, Computer-aided design and draughting, Publishing, Marketing and electronic and moving graphic media-related disciplines, Surveying, Building trade Apprenticeships, Mechanical Engineering, Civil Engineering and Animation Design.





Practical Metalworking

National 5

Entry Requirements

This course is a broad-based qualification, suitable for learners with an interest in practical technologies. It is largely learner-centred, includes practical and experiential learning opportunities and is suitable for those wanting to progress onto further levels of study or a related career.

Course Outline

This course enables learners to develop:

- metalworking techniques
- measuring and marking out metal sections and sheet materials safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical metalworking context

Assessment

To gain the award of the course, the candidate must achieve competency in all components of the course, as well as the course assessment. The three areas of learning are:

- Benchskills
- Fabrication and thermal joining
- Machine Processes

The course assessment consists of a final project (70% of overall grade) and a written exam (30% of overall grade). The course project is internally assessed and externally verified and determines the grade awarded. The written exam is externally marked.

Skills Developed

The National 5 Practical Metalworking course provides opportunities for candidates to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety. The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society.

Progression Pathways

Practical Metalworking is an accepted qualification for a variety of courses at Colleges of Further Education. Metalworking is useful for: Engineering Apprenticeships, Automotive engineer, Blacksmith, Construction operative, Engineering Craft Machinist, Engineering maintenance technician, Engineering Operative, Product Design, Furniture Design, Manufacture Shop Fitting, Pattern Making, Sawmill Work, Theatre Set Design, Manufacture DIY (life skills)





Practical Woodworking

National 5

Entry Requirements

This course is a broad-based qualification, suitable for learners with an interest in practical technologies. It is largely learner-centred, includes practical and experiential learning opportunities and is suitable for those wanting to progress onto further levels of study or a related career.

Course Outline

This course enables learners to develop:

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues in a practical woodworking context
- Learners will be required to keep a log book and manufacture a final project prescribed by the SQA.
- All projects will be internally assessed subject to verification.

Assessment

To gain the award of the course, the candidate must achieve competency in all components of the course, as well as the course assessment.

The three areas of learning are:

Flat Frame Construction;
Carcase Construction
Machining & Finishing

The course assessment consists of a final project (70% of overall grade) and a written exam (30% of overall grade). The course project is internally assessed and externally verified and determines the grade awarded. The written exam is externally marked.

Skills Developed

This course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The course will also give learners the opportunity to develop thinking, numeracy, employability, enterprise and citizenship skills.

Progression Pathways

Woodworking Skills is an accepted qualification for a variety of courses at Colleges of Further Education. Woodworking Skills is useful for: Building Trade Apprenticeships, Architecture, Product Design, Furniture Design, Manufacture Shop Fitting, Cabinet Making, Pattern Making, Sawmill Work, Musical Instrument Making, Theatre Set Design, Manufacture DIY (life skills)





Furniture Making

NPA Level 5 (S6 Pupils Only)

Entry Requirements

A qualification in Practical Woodwork or Practical Metalwork is preferred but not essential.

Course Outline

The Furniture Making course allows candidates to develop craft skills and develop awareness of the disciplines within Furniture manufacture. Candidates will manufacture a range of different furniture artefacts learning about safe workshop practices, operation of machinery and a range of hand tools used in furniture making. Candidates will also learn about wood finishes and veneering.

Assessment

Candidates are assessed on their practical work throughout the course and there is no final written exam.

Skills Developed

Candidates will develop skills and understanding in:

- Using a range of hand tools
- Using workshop machinery
- Health and safety practices
- Veneering
- Assembly techniques
- Wood adhesives and finishes

Progression Pathways

NPA Furniture making can lead onto a HNC/HND level qualification in furniture making which is available in a number of Glasgow colleges. It may also create a pathway onto a trade apprenticeship or similar role in the construction or trades industry.





| | |
|--|--------------------|
| Creative Thinking | NPA Level 6 |
| Entry Requirements <p>Candidates should ideally have achieved passes at National 5 level in a creative course such as Design & Manufacture or Art & Design; however, this is not a necessity and the course is open to any pupil.</p> | |
| Course Outline <p>Creative Thinking is a brand new course in the curriculum. It encourages candidates to think differently, change the rules of creativity, fail and fix, collaborate and generate creative, innovative solutions and ideas. Candidates have a chance to explore and approach projects in ways they may not have done so before, while allowing them to showcase their talents and abilities.</p> <p>The four projects across the year deal with real world issues and learners are motivated to discovering problems that are relevant and important to them.</p> <ul style="list-style-type: none">• Circular Brand: Pupils create their own sustainable fashion brand where they must research existing issues within the fashion world and address this through creating environmentally friendly attire. Pupils receive a piece of clothing with their brand logo on it.• Campaign for Kindness: Pupils research and get to know a specific group of people chosen by them and create a campaign encouraging the public to be kinder to them.• Van of Dreams: Pupils repurpose a campervan into a viable business/hub for a community of their choice.• Thoughts Become Things: Pupils design and create a piece of artwork for a hospital reception. | |
| Assessment <p>The course assessment consists of four components; four individual projects which are spread across the year. Edinburgh College moderates the course. Pupil work is marked by the teacher delivering the course. There is a rubric that pupils and teachers work with and have access to, to make sure they are achieving the level, as well as a physical stamp which is used on pupil work to keep them aware of what level their work is at. There is NO external exam with SQA or otherwise.</p> | |
| Skills Developed <p>Skills are honed within solving problems, creating, presenting, researching and coming up with solutions to real world issues.</p> <p>Candidates will develop skills in:</p> <ul style="list-style-type: none">• presenting effective solution which support and inform business, industrial and/or built environment sectors• knowledge and understanding of the role of research and marketing into viable business opportunities• developing a creative mindset and being able to critically analyse real world issues to reach a solution• planning, managing and undertaking various creative projects | |
| Progression Pathways <p>Creative Thinking is recognised as a desirable qualification for Edinburgh Napier design courses and is becoming recognised at other prestigious universities as a desirable qualification.</p> <p>The course will particularly benefit those considering a career in:</p> <p>Graphic Design, Publishing, Marketing, Business, Product Design, Civil Engineering and other design related disciplines.</p> | |





English



SAINT ANDREW'S RC SECONDARY SCHOOL

PUTTING YOUNG PEOPLE FIRST



English

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 English course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Students moving into National 5 will begin to focus on more challenging and specialist aspects of English through their developing skill in listening, talking, reading and writing.

The course will comprise of two main areas of study:

- Analysis and Evaluation
- Creation and Production

Learning outcomes and experiences range through talk and group discussion, analysis of literature and media and the completion of extended writing for a variety of purposes.

Assessment

A combination of continuous assessment and summative assessment carried out both internally by the English department and externally by means of an end of course examination and the submission of a folio of extended writing. Internal assessment will be verified through the SQA's verification and moderation procedures. The course enables learners to focus on developing the skills required to understand and use language in complex and academic situations. Listening, talking, reading and writing skills are integrated throughout the course.

External assessment for National 5 is by means of an examination involving a close reading style assessment and a critical reading essay assessment, plus a textual analysis exercise. There will also be a submission by learners of a folio of two extended writing pieces. Learners will need to successfully complete all aspects of the course before moving on to the Higher English course.

Skills Developed

The course aims to enable candidates to develop the ability to:

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

Progression Pathways

A pass at National 5 would normally be expected to allow learners to progress towards participation in the Higher course.





English

Higher

Entry Requirements

Learners would normally be expected to have achieved an A or B award in National 5 English to progress successfully through Higher English.

Learners with a National 5 C award in English, can discuss their suitability for the course with Head of Department and Year Head however they may be directed towards English and Communication NPA which covers the same skills as Higher English but has no external examination and successful completion of the course in S5 will guarantee entry to Higher English in S6.

Course Outline

Learners moving into Higher will begin to focus on more detailed and complex texts through their developing skill in listening, talking, reading and writing.

Like National 5, the course will comprise of two main areas of study:

- Analysis and Evaluation
- Creation and Production

Assessment

These areas of study will feature a combination of continuous assessment and summative assessment carried out both internally by the English department and externally by means of an end of course examination and the submission of a folio of extended writing. Internal assessment will be verified through the SQA’s verification and moderation procedures. The course enables learners to focus on developing the skills required to understand and use detailed and complex language in a range of both practical and academic situations. Listening, talking, reading and writing skills are integrated throughout the course.

External assessment for Higher is by means of an examination involving a close reading style assessment or RUAE paper (Reading for Understanding, Analysis and Evaluation) and a Critical Reading paper including essay assessment plus a textual analysis exercise. There will also be a submission by learners of a folio of two extended writing pieces. Learners will need to successfully complete all aspects of the course in order to gain an award.

Skills Developed

English is the study of verbal and written communication The Higher qualification in English immerses learners in literature. They will be given an understanding of the great works of writing in English –with a focus on Scottish literature– and be encouraged to study these independently. Through their studies they will become familiar with the richness of literature as well as gaining vital skills in reading, writing, talking and listening.

Learners will gain extensive skills in understanding, evaluation, comparison and analysis. They will be able to work on their own and carry out close examination of texts, making reference to material they have studied earlier. They will learn how to express themselves in a sophisticated fashion in a variety of forms.

Progression Pathways

Because the study of English helps to develop the ability to understand, to analyse and evaluate complex information and because it increases confidence and the ability to contribute effectively, it is suitable for all areas of employment and all college and university courses.





Entry Requirements

An A or B award in Higher English would be expected to progress successfully through Advanced Higher however pupils who have achieved a C award in Higher English can discuss their suitability for the course with Head of Department and Year Head.

Learners who choose to study for an Advanced Higher English qualification should understand that this is a very challenging. It demands extremely detailed study of very sophisticated literary texts. It also demands a commitment to the creation of writing of a high standard across different genres areas. Those who enjoy reading, talking, writing and writing about literature, fairly intensively, will cope best with this course. It should not be selected by learners simply because they may feel a familiarity with the demands of other English courses or because there is a gap which needs filled in a timetable. The course is very challenging but highly rewarding.

Course Outline

The Advanced Higher course in English reflects the hierarchical structure of other SQA English courses, such as Higher English.

There are two areas of study associated with the course:

Analysis and Evaluation
Creation and Production

Assessment

External assessment for Advanced Higher is by means of an examination involving a critical reading essay assessment plus a textual analysis exercise. There will also be a submission by learners of a folio of two extended writing pieces plus a dissertation. Learners will need to successfully complete all aspects of the course in order to gain an award.

Portfolio

Dissertation – 2500 – 3000 words – 30 marks

Writing folio – 2 submissions from different genres – 30 marks – 15 per submission

Skills Developed

The Advanced Higher course is designed to challenge students and a high standard of written expression is required. Students will continue to develop their writing skills through planning, editing, redrafting and crafting their responses to literature. The literary texts studied are sophisticated and substantial. Students will develop their reading skills through supported as well as independent study of texts, through discussion of their reactions to these texts and through timed written responses. Most importantly, students will develop the study skills required for university through the demands of the dissertation which requires independent decision-making, the management of deadlines, the consultation of academic works of criticism and the development of a complex line of thought.

Progression Pathways

Because the study of English helps to develop the ability to understand, to analyse and evaluate complex information and because it increases confidence and the ability to contribute effectively, it is suitable for all areas of employment and all college and university courses.





English and Communication

NPA Level 6

Entry Requirements

- The entry requirements are National 5 C award in English.
- Some pupils will be directed towards this qualification in S5 as a way to improve their skills after successfully completing National 5 English and before embarking on Higher English in S6.

Course Outline

This course combines TWO units which if successfully completed, can be used as an equivalent to a Higher English C pass, however candidates MUST check with their chosen further education course leaders that it is accepted as an entry requirement.

The course consists of TWO compulsory Units:

Communications 4

This unit helps students produce and evaluate examples of spoken and written communication in a variety of formats

Literature 1

Aims to help the candidate enjoy novels, plays and poetry and complete critical essays on studied texts and a response to an unseen text.

Assessment

Communication

Evidence is required which demonstrates that candidates have achieved all Outcomes and Performance Criteria. Evidence will be gathered under open-book conditions at appropriate points in the Unit using a system where arrangements have been made to assure authenticity.

Literature 1

Outcome 1

Evidence for Outcome 1 will be in the form of two critical extended responses.

Outcome 2

The candidate will be assessed in critical reading and response through a textual analysis of an unseen literary text

Skills Developed

- Analyse and evaluate complex written communication.
- Produce complex written communication.
- Analyse and evaluate complex spoken communication.
- Deliver and participate in complex spoken communication.

Progression Pathways

A pass would normally be expected to allow learners to progress towards participation in the Higher course.





Personal Development

NPA Level 6

Entry Requirements

The Award would be useful for learners who want to develop their potential as employable, contributing members of society through the development of life skills related to task management, social interaction and self-evaluation. The Award provides an opportunity to take skills learned in other subjects and contexts and enhance them in a non-routine situation. It provides the opportunity to develop breadth and depth in areas of interest the learner has discovered in other curriculum areas

Course Outline

In the Personal Development: Self Awareness Unit (SCQF levels 4–6), learners will aim to build confidence and self-esteem through self-evaluation of their own qualities, feelings, achievements and areas of development, whilst undertaking a group project.

In the Personal Development: Self and Community Unit, learners will aim to improve their self-reliance and confidence. They will develop their interpersonal skills as they work with others to participate in a group project in the context of one or more communities.

In the Personal Development: Self and Work Unit, learners will aim to improve their self-reliance and confidence by participating in setting targets for the development of task management skills while carrying out a vocational project.

In the Personal Development: Practical Abilities Unit, learners will aim to improve their self-reliance and confidence by demonstrating their practical abilities while participating in one or more projects.

To achieve the Personal Development Award at SCQF level 3, learners must achieve all three Units and to achieve the Personal Development Award at SCQF levels 4–6; learners must achieve all four Units.

Assessment

Assessment for the Award will consist of gathering evidence to show that the learner is able to successfully complete all the Outcomes in the Units. Evidence could be gathered as learners work through the Units in an integrated way. Alternatively evidence can be gathered on a Unit-by-Unit basis. Assessment evidence can be presented in any form appropriate to the candidate and the activity undertaken. Evidence may be paper-based or recorded (oral or visual). Performance or product evidence may be supported by observation checklists and/or oral questions and answers. Candidates may also provide evidence through audio recordings, video diaries, blogs or other electronic means.

Skills Developed

The following skills will be developed in the Personal Development Award:

- self-awareness, self-evaluation
- interpersonal skills, working with others
- task management skills
- planning, target setting, reviewing

Progression Pathways

This Award or its components may provide progression to the Personal Development Award at a higher level, or other Awards such as Steps to Work Award (SCQF levels 3 and 4), Employability Award (SCQF levels 3 and 4), Wellbeing Award (SCQF levels 3–5), Leadership Award (SCQF levels 5 and 6) and other relevant qualifications





Scottish Studies

SCQF 3—6

Entry Requirements

The Award may appeal to a wide range of learners who wish to broaden their understanding of Scotland, including S3 – S6 pupils.

Pupils in S6 will be able to combine the study of Higher Communication NPA and Scottish Studies SCQF LEVEL 6 together to achieve two Higher C equivalent awards from the one class. Entry requirements are a National 5 C pass in English from S5.

Course Outline

The Scottish Studies Award provides opportunities for learners to develop their knowledge and understanding of Scotland — its people, languages (such as Scots and Gaelic), society, culture, natural environment and heritage — and to make connections across the curriculum. The Award also provides recognition for learners who choose to make these connections by studying aspects of three subject areas in a Scottish context.

The Scottish Studies Award is available at SCQF levels 2, 3, 4, 5 and 6. At all levels, the Award has a broad and flexible framework, providing scope for personalisation and choice, which reflects the range of subject areas that can be studied in a Scottish context.

The Award may be of particular interest to learners living and studying in Scotland, as it will provide them with opportunities to broaden their understanding and appreciation of the society in which they live. This, in turn, may provide opportunities for learners to reflect on, and build, their own sense of identity as residents of Scotland and the wider world.

Assessment

All learners must be provided with the opportunity to generate evidence for the Outcomes and Assessment Standards for the mandatory Unit Scottish Studies: Scotland in Focus (SCQF level 6).

Evidence can be presented in any form appropriate to the Units chosen and for the learner. This evidence may be paper-based or recorded (oral, visual or electronic). Performance or product evidence should be supported by assessor observation checklists and/or oral questions and assessor records of learners’ answers. Learners may also provide evidence through audio recordings, video diaries, blogs or other electronic means.

Skills Developed

- develop and apply skills, knowledge and understanding in chosen subject areas
- make interdisciplinary connections by studying these subject areas in a Scottish context
- develop an in-depth understanding of the contribution that Scotland and its people, past and/or present, have made and continue to make in these areas
- reflect on the place of Scotland within the wider context of the United Kingdom, Europe and/or the rest of the world
- research an aspect of Scottish Studies that is of particular interest to them
- develop the skills of planning, researching, selecting and analysing information, and skills of evaluation
- demonstrate, under non-directive supervision, their ability to work independently

Progression Pathways

The Scottish Studies Award may provide progression to further study:

- in Scottish Studies at the next SCQF level
- a variety of Courses, Awards or Units at the next SCQF level, depending on the specific subject areas that have been studied as part of the Award
- other Awards, Courses or Units at the same SCQF level
- It could also lead to vocational training or employment in a variety of sectors including tourism, hospitality and the creative, cultural and heritage industries.





| | |
|---|---------------|
| Media | Higher |
| Entry Requirements | |
| National 5 English pass. | |
| Course Outline | |
| <p>The course enables candidates to develop and extend a wide range of communication, critical literacy, independent learning, interpersonal and creative thinking skills. The course allows candidates to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning. The main aims of the course are to enable candidates to develop:</p> <ul style="list-style-type: none"> • the ability to analyse and create media content, as appropriate to purpose, audience and context • knowledge and understanding of the key aspects of media literacy • knowledge and understanding of the role of media within society • the ability to plan and research when creating media content, as appropriate to purpose, audience and context • the ability to evaluate | |
| Assessment | |
| <p>Exam Component 1: question paper 1 — analysis of media content 30 marks 1 hour and 45 minutes This question paper assesses candidates’ ability to apply knowledge and understanding by analysing media content in context.</p> <p>Exam Component 2: question paper 2 — the role of media 20 marks 1 hour This question paper assesses candidates’ ability to apply knowledge and understanding by analysing the role of media in society.</p> <p>Assignment: externally marked Component 3: 50 marks The assignment assesses candidates’ ability to apply the skills, knowledge and understanding acquired throughout the course in the production of media content.</p> | |
| Skills Developed | |
| <ul style="list-style-type: none"> •analysing and creating media content as appropriate to purpose, audience and context •knowledge and understanding of the key aspects of media literacy as appropriate to content •knowledge and understanding of the role of media within society •knowledge and understanding of how to plan and research when creating media content as appropriate to purpose, audience and context •evaluation skills | |
| Progression Pathways | |
| <p>Pupils with an interest in creative writing, advertising, art & design, photography, TV, film or animation will find this course particularly relevant. Pupils on this course may be working towards an HND, HNC or a degree within media or the creative industries.</p> <p>Courses within this sector are extremely varied and offer pupils a wealth of choice such as practical journalism, media and communication, photography, television production and digital media. These are only a few of the options available, many more can be found within the creative sector for those with an interest in industry.</p> | |





English for Speakers of Other Languages

National 5

Entry Requirements

Candidates should have achieved the relevant ESOL level through prior learning or experience of using English or the National 4 ESOL course or equivalent qualifications.

Course Outline

The course provides candidates with the opportunity to develop their English language skills, using detailed English language. Everyday life, work and study are the contexts within the course and therefore, these contexts will be fully explored and developed in the delivery of the course. Although the course must cover all three contexts, when considering the work and study contexts, greater emphasis could be placed on work or study in terms of course content, to address the current and future aims of the candidates. Within each context, themes and topics can be personalised to meet the needs of candidates.

Assessment

- Question paper—listening (25 marks)
- Question paper—reading (35 marks)
- Question paper—writing (30marks)
- Performance—speaking and listening (30 marks)

Skills Developed

- reading, writing, listening, and speaking skills in English
- understanding detailed and complex written and spoken texts in English in the contexts of everyday life, work and study
- producing detailed and complex written English in the contexts of everyday life and work or study
- developing skills in using different media effectively to support communication in English and independent learning
- interacting with others showing understanding of, and using detailed and complex spoken English in, the contexts of everyday life and work or study

Progression Pathways

The study of English helps to develop the ability to understand, to analyse and evaluate complex information and because it increases confidence and the ability to contribute effectively, it is suitable for all areas of employment and for certain college and university courses .





English for Speakers of Other Languages

Higher

Entry Requirements

Candidates should have achieved the National 5 ESOL course or equivalent qualifications and/or experience prior to starting this course

Course Outline

Candidates fully explore and develop their English language skills, using detailed and complex English language. They develop their reading and listening skills in English relating to everyday life, work and study. The course allows candidates to focus on developing speaking and writing in work or study related contexts. Themes and topics within each context can be personalised to meet the needs of candidates. The current and future aims of candidates must be taken into account when considering whether to develop the work or study contexts for speaking and writing.

Assessment

- Question paper—listening (25 marks)
- Question paper—reading (35 marks)
- Question paper—writing (30 marks)
- Performance—speaking and listening (30 marks)

Skills Developed

- reading, writing, listening, and speaking skills in English
- understanding detailed and complex written and spoken texts in English in the contexts of everyday life, work and study
- producing detailed and complex written English in the contexts of everyday life and work or study
- developing skills in using different media effectively to support communication in English and independent learning
- interacting with others showing understanding of, and using detailed and complex spoken English in, the contexts of everyday life and work or study
- applying knowledge and understanding of detailed and complex language in spoken and written English

Progression Pathways

The study of English helps to develop the ability to understand, to analyse and evaluate complex information and because it increases confidence and the ability to contribute effectively, it is suitable for all areas of employment and for certain college and university courses .





Health and Food Technology





Health and Food Technology

National 5

Entry Requirements

Learners should have achieved the fourth curriculum level or the National 4 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

The course includes development of practical skills and thinking skills. Candidates develop knowledge and understanding of the relationship between food, health and nutrition. Candidates will also develop knowledge and understanding of:

- dietary needs for individuals and groups at various stages of life and explain current dietary advice
- produce and reflect on food products which meet individual needs
- functional properties of ingredients in food and their use in developing new food products
- stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs.
- safe and hygienic food practices.
- consumer food choices and contemporary food issues
- technological developments in food and organisations which protect consumer interests.
- food labelling and how it helps consumers make informed food choices
- the need for nutrients and how they perform in the body
- how dietary diseases impact the body and the prevention/cure
- consumer organisation

Assessment

Question paper 60 marks

The purpose of this question paper is to assess the candidate's ability to integrate and apply breadth, knowledge, understanding and skills from across the course. There are six questions, each worth 10 marks. Questions are broken down into parts. Course content and skills are sampled across questions.

Assignment 60 marks

The purpose of this assignment is to assess the application of knowledge, understanding and skills from across the course through a technological approach to problem-solving based on a brief. Briefs will have a food and health or a consumer focus and candidates will use skills to investigate the issue and develop a food product to meet the needs of the brief.

Skills Developed

This course enables learners to:

- develop an understanding of the functional properties of food
- develop an understanding of the relationship between health, food and nutrition apply practical and technological skills in the world of food
- carry out experimentation on different food products
- build on their knowledge and understanding of food and the consumer, in order to make informed choices
- apply safe and hygienic practices in practical food preparation develop cookery skills

Progression Pathways

Higher Health and Food Technology

Other qualifications in Health and Food Technology such as NPA Bakery, National 5 Practical Cake Craft
Employment in food preparation, product development, quality control, design, marketing and retail and in the food industry.





| Health and Food Technology | Higher |
|--|--------|
| Entry Requirements <p>A pass at National 5 in both health and food technology and English is required for entry onto the Higher course, since this course assumes knowledge gained through the National 5 course and also a developed understanding in literacy. Please speak to the department if you wish to consider taking the course without having undertaken National 5.</p> | |
| Course Outline <p>This course has both written and practical work involved, with elements of food science being implemented.</p> <p>The course consists of three units:</p> <ul style="list-style-type: none">• food for health• contemporary food issues• food product development <p>The Higher course addresses contemporary issues affecting food and nutrition and how they affect consumer choices. These include:</p> <ul style="list-style-type: none">• ethical and moral considerations• sustainability of sources,• food production and development.• the relationships between health, food and nutrition• plan, make and evaluate food products for a range of dietary and lifestyle needs.• the need for nutrients and how they perform in the body• how dietary diseases impact the body and the prevention/cure• consumer organisation | |
| Assessment <p>Candidates will sit a final written exam worth 50% of their overall grade at the end of the academic year. The other 50% is from a technological assignment which is done during class time under exam conditions. The assignment will require application of skills, knowledge and understanding from across the units. Learners will develop a product(s) to meet a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.</p> | |
| Skills Developed <p>This course enables learners to:</p> <ul style="list-style-type: none">• develop an understanding of the functional properties of food• develop an understanding of the relationship between health, food and nutrition apply practical and technological skills in the world of food• carry out experimentation on different food products• build on their knowledge and understanding of food and the consumer, in order to make informed choices• apply safe and hygienic practices in practical food preparation develop cookery skills | |
| Progression Pathways <p>Careers could include: health and food technology teacher, sports nutritionist, dietician, nurse, midwife, sports scientist or technological director within the food industry.</p> | |





| Health and Food Technology | Advanced Higher (S6 Pupils Only) |
|---|----------------------------------|
| Entry Requirements Candidates should have achieved at least a B pass at Higher Health & Food Technology. | |
| Course Outline <ul style="list-style-type: none">• develop skills of independent enquiry, critical thinking, and analysis and evaluation• apply knowledge and understanding of the relationships between nutrition, food and health, and the importance of these relationships• develop detailed knowledge and understanding of food science• apply knowledge and understanding of the functional properties of food in food product development• develop detailed knowledge and understanding of commercial food manufacturing• apply knowledge and understanding of contemporary issues affecting consumer food choices | |
| Assessment Component 1: question paper 50 marks 2 hours and 30 minutes Component 2: project 60 marks Stage 1: project proposal 20 marks Stage 2: research 15 marks Stage 3: analysis and evaluation 25 mark | |
| Skills Developed <ul style="list-style-type: none">• analysing the relationships between food and health, and the importance of these relationships• demonstrating knowledge and understanding of food science• analysing contemporary issues affecting consumer food choices• demonstrating knowledge and understanding of commercial food manufacturing• using research skills to investigate a current food issue• evaluating, analysing and presenting information | |
| Progression Pathways This qualification allows for progression to study a variety of Degree level course, including Food Science, Nutrition, Dietetics | |





Practical Cookery

National 4

Entry Requirements

Candidates should have achieved the second/third curriculum level or the National 3 Practical Cookery course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

- Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.
- Candidates' knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.
- Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.
- Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

Assessment

National 3

To achieve the National 3 Practical Cookery Course, learners must pass all of the required Units.

National 4

To achieve the National 4 Practical Cookery Course, learners must pass all of the required Units including the Added Value Unit which is an assignment and practical activity. The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing.

Skills Developed

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, organisational and time management skills in a cookery context
- producing, portioning and presenting dishes appropriately

Progression Pathways

- National 5 Practical Cookery, Higher Health and Food Technology and other qualifications in Health and Food Technology such as NC/HNC Professional Cookery.
- Employment In food preparation, product development, quality control, design, marketing and retail and in the food industry.





Practical Cookery

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 Practical Cookery course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

- Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.
- Candidates' knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.
- Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.
- Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

Assessment

Completion of all 3 units of work plus final exam which is broken down into 3 sections:

- Practical Assignment - Completion of a time plan for 3 course meal for 4, with an equipment requisition and service detail
- Practical Activity - Cooking for the 3 course meal
- Question Paper - 1 hour paper to test knowledge and understanding of course content

Skills Developed

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, organisational and time management skills in a cookery context
- producing, portioning and presenting dishes appropriately

Progression Pathways

- National 5 Practical Cookery, Higher Health and Food Technology and other qualifications in Health and Food Technology such as NC/HNC Professional Cookery.
- Employment In food preparation, product development, quality control, design, marketing and retail and in the food industry.





| Practical Cake Craft | National 5 |
|---|------------|
| Entry Requirements <p>Candidates should have achieved the fourth curriculum level or equivalent qualifications and/or experience prior to starting this course.</p> | |
| Course Outline <p>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.</p> <p>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.</p> <p>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.</p> | |
| Assessment <p>Question paper The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions. The question paper requires candidates to draw on and apply knowledge and understanding of a sample of all the areas listed in the table below.</p> <p>Assignment and practical activity The purpose of the assignment is to assess practical application of knowledge and skills from across the course to design and make a cake for a given brief. It will assess candidates' skills in designing, implementing and evaluating a product.</p> | |
| Skills Developed <ul style="list-style-type: none">• interpreting a design brief• carrying out a practical activity to meet the requirements of a design brief• knowledge of methods of cake baking and finishing• knowledge of functional properties of ingredients used in production of cakes and other baked items• skills in baking and finishing in the production of cakes and other baked items• creatively applying finishing techniques to cakes and other baked items• working safely and hygienically• using specialist tools and equipment with dexterity and precision in routine and familiar tasks• organisational and time management skills• the ability to evaluate both the product and the process | |
| Progression Pathways <ul style="list-style-type: none">• National 5 Practical Cookery or National 5 Health & Food Technology• Employment in food preparation, product development, quality control, design, marketing and retail and in the hospitality industry. | |





| Barista | NPA Level 5 |
|---|-------------|
| Entry Requirements <p>Candidates should have achieved green secure pass of level 4 BGE curriculum or National 4 Practical Cookery.</p> | |
| Course Outline <p>The National 5 Barista course at SCQF level 5 will give you a platform which will allow you to develop appropriate barista, patisserie and hygiene knowledge and skills.</p> <p>Food safety logistics: Personal hygiene and storage Level 5 – Detail knowledge of ensuring all food is stored, prepared and served in a safe and hygienic manner to prevent contamination.</p> <p>Cake Baking Level 5 – Develop the ability to successfully make a variety of sponge based cakes, learning the consistency and makeup of the sponge.</p> <p>Pastry Unity Level 5 - Develop the ability to successfully make a variety of pastry based cakes, learning the consistency and makeup of the pastry and its contents.</p> <p>Barista Skills L5 Unit – Detailed knowledge of how to use the barista machine with confidence, knowledge of the types of drinks that can be prepared.</p> | |
| Assessment <p>The National 5 Barista course contains four mandatory units which you need to successfully complete in order to gain the award.</p> <p>Assessment is through practical activities and unit assessments carried out in a realistic working environment.</p> | |
| Skills Developed <ul style="list-style-type: none">• Knowledge and practical skills in craft baking• Knowledge and skills in pastry making• Knowledge and skills in cake making• Knowledge and skills in barista training• Safe hygienic practices• Organisational skills• Resource management skills• Time management skills• Cooperation, teamwork and communication skills | |
| Progression Pathways <p>This qualification allows for progression to employment and National 5 Practical Cookery & Practical Cake Craft.</p> | |





Mathematics



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| Numeracy Unit | National 5 |
|---|------------|
| Entry Requirements <p>Entry into this course comes from the successful completion of the experiences and outcomes in S1-S4. This will be evidenced through ongoing formative assessment from classroom teachers and summative block assessments.</p> <p>The Numeracy skills developed throughout this N5 unit will enable pupils to become confident numerate individuals capable of solving problems in everyday contexts.</p> | |
| Course Outline <p>This course develops the skills and knowledge for independent living e.g. budgeting and investigating the different financial products available for managing and borrowing money. Successful completion of two internally assessed units will gain students a pass.</p> | |
| Assessment <p>Awards are not graded.</p> <p>These awards have two units each and the guidelines concerning assessment are as follows:</p> <ul style="list-style-type: none">• Candidates must achieve 50% in all tasks to gain a pass in the unit.• If candidates fail a task or tasks on their first attempt they only need to be re-assessed on those specific tasks. They do not need to complete the whole unit assessment again. | |
| Skills Developed <ul style="list-style-type: none">• Use numerical skills to solve real-life problems involving money/time/measurement• Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement | |
| Progression Pathways <p>The awards can provide progression to:</p> <ul style="list-style-type: none">• Skills for Work Courses (SCQF 5 or 6)• National Certificate Group Awards• National Progression Awards (SCQF 5 or 6) | |





| Application of Mathematics | National 5 |
|---|------------|
| Entry Requirements Minimum Requirements <ul style="list-style-type: none">• Pass at National 4 Maths AND Over 50% in S4 May Progress Test• Successful completion at National 4 Maths twinned with evidence of excellent attendance, a strong work ethic and an aptitude for learning in previous sessions can lead onto National 5 Applications of Maths Additional Requirements <ul style="list-style-type: none">• Pupils must have displayed the required focus and drive to succeed in the BGE and S4, supported by assessment data• Pupils must be willing to work hard and independently• Pupils must be willing to complete regular homework exercises to meet course requirements | |
| Course Outline Unit 1 Numeracy Unit 2 Geometry & Measure Unit 3 Managing Finance and statistics | |
| Assessment This combines all elements of the course into an overall external SQA assessment which learners are required to pass in order to achieve an overall course award (Graded A – D). This assessment contains both calculator and non- calculator components. | |
| Skills Developed This course will develop learners' ability to: <ul style="list-style-type: none">• analyse real-life situations and problems involving mathematics.• identify valid mathematical operational skills to tackle real-life situations or problems.• use a range of mathematical operational skills to an appropriate degree of accuracy.• use mathematical reasoning skills to draw conclusions or justify decisions.• communicate mathematical information in an appropriate way. | |
| Progression Pathways This course is particularly suitable for learners who wish to develop the Mathematical reasoning and numerical skills which are useful in other curricular areas and workplaces including: <ul style="list-style-type: none">• Employment, Apprenticeship and /or Training• National 5 Course in another numerate subject• Skills for Work Courses (SCQF 5 or 6)• National Progression Awards (SCQF 5 or 6) | |





Mathematics

National 5

Entry Requirements

Minimum Requirements

- Pass at National 4 Maths AND Over 60% in S4 May Progress Test
- Successful completion of National 4 Maths twinned with evidence of excellent attendance, a strong work ethic and an aptitude for learning in previous sessions can lead onto National 5 Maths.

Additional Requirements

- Pupils must have displayed the required focus and drive to succeed in the BGE and S4, supported by assessment data
- Pupils must be willing to work hard and independently
- Pupils must be willing to complete regular homework exercises to meet course requirements

Course Outline

Unit 1

Expressions & Formulae

Unit 2

Relationships

Unit 3

Application

Assessment

This combines all elements of the course into an overall external SQA assessment which learners are required to pass in order to achieve an overall course award (Graded A – D). This assessment contains both calculator and non-calculator components

Skills Developed

This Course will develop learners' ability to:

- understand and use mathematical concepts and relationships.
- select and apply operational skills in algebra, geometry, trigonometry and statistics within mathematical contexts.
- select and apply skills in numeracy.
- use mathematical models.
- use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions.

Progression Pathways

This course is particularly suitable for learners who wish to develop Mathematical techniques for use in further study of Mathematics including:

- Higher Mathematics
- National 5 Course in another numerate subject
- Skills for Work Courses (SCQF 5 or 6)
- National Progression Awards (SCQF 5 or 6)
- Employment and /or Training





Mathematics

Higher

Entry Requirements

Minimum Requirements

- Pass at National 5 Maths (Recommended A or B)

Additional Requirements

- Pupils must be willing to work hard and independently
- Pupils are expected to complete regular self-directed study, practice questions and revision throughout the year
- Expect to consolidate course knowledge and processes regularly
- Pupils must be willing to complete regular homework exercises to meet course requirements

Course Outline

Unit 1

Expressions & Functions

Unit 2

Relationships & Calculus

Unit 3

Application

Assessment

This combines all elements of the course into an overall external SQA assessment which learners are required to pass in order to achieve an overall course award (Graded A – D). This assessment contains both calculator and non - calculator components

Skills Developed

This course will develop learners' ability to:

- understand and use a range of complex mathematical concepts and relationships.
- select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts.
- select and apply skills in numeracy.
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models.
- use mathematical reasoning skills to think logically, provide justification or proof and solve problems.
- communicate mathematical information with complex features.

Progression Pathways

- Advanced Higher Mathematics
- University degree in Mathematics, Engineering or scientific discipline
- A Higher as part of a group suitable for University or FE study
- Further study, vocational training or employment





Mathematics

Advanced Higher (S6 Pupils Only)

Entry Requirements

Minimum Requirements

Pass at Higher Maths (Recommended A or B)

Additional Requirements

For success in Advanced Higher Mathematics, pupils must be prepared to put in considerable personal work in completing exercises and practice material and be willing to work hard and independently.

Pupils are expected to complete regular self-directed study, homework, practice questions and revision throughout the year.

Course Outline

Unit 1

Methods in Algebra & Calculus

Unit 2

Applications of Algebra & Calculus

Unit 3

Geometry: Proof & System of Equation

Assessment

This combines all elements of the course into an overall external SQA assessment which learners are required to pass in order to achieve an overall course award (Graded A – D). This assessment contains both calculator and non - calculator components.

Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- using mathematical reasoning skills to think logically, provide justification, and solve problems
- knowledge and understanding of a range of complex concepts
- selecting and applying complex operational skills
- using reasoning skills to interpret information and complex mathematical models
- effectively communicating solutions in a variety of contexts
- explaining and justifying concepts through the idea of rigorous proof
- thinking creatively

Progression Pathways

Advanced Higher Mathematics is recommended for all students progressing onto Further or Higher Education in a Mathematics, Engineering or scientifically related discipline. The skills and processes covered within the course considerably aids and eases progression in a first year University study programme.

- University degree in Mathematics, Engineering or scientific discipline
- Vocational employment or training
- Possible direct entry to 2nd year University degree course in Mathematical related disciplines





Modern Languages



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| | |
|--|-------------------|
| French/Spanish | National 5 |
| <p>Entry Requirements</p> <p>Learners should have achieved the fourth curriculum level or the National 4 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.</p> | |
| <p>Course Outline</p> <p>The S4 Course builds on work carried out in S3, and is made up of four contexts: Society, Learning, Employability and Culture.</p> <p>These are assessed across all four skills: Reading, Listening, Talking and Writing.</p> | |
| <p>Assessment</p> <p>Candidates are expected to be able to cope with detailed language.</p> <p>Outcomes for course success:</p> <p>Externally marked writing assignment (Marked out of 20 and comprising 12.5% of the course mark)</p> <p>The final course assessment, which is externally assessed, will be marked according to the following weighting:</p> <p>Reading (30 marks, comprising 25% of the final score) and Writing (20 marks, worth 12.5% of the final score) comprise one paper of 1h30mins.</p> <p>Listening (20 marks – 25% of final score) comprises one question paper of 20-25 mins.</p> <p>Speaking (30 marks – 25% of the final score) involves a presentation of 1.5 – 2 minutes on an initial topic with a follow-up conversation of around 4 minutes on a second topic.</p> | |
| <p>Skills Developed</p> <p>Apart from the obvious personal benefit of being able to communicate with people from other countries worldwide, there are many social and educational benefits which bring a sense of satisfaction of belonging to a wider world. There are also a number of vocational advantages.</p> <p>Much of Britain's trade is with our European Community partners, and industry and commerce agree they need a strong capability in foreign languages to sell British goods in Europe – in post-Brexit Britain more than ever since companies will no longer find it so easy to recruit employees with language skills from elsewhere in Europe. Languages are <u>not</u> just for intending interpreters/translators. Universities and colleges now offer courses where the study of a language is combined with science, technology, law, business etc. For example, some paths into primary teaching require a Higher qualification in a modern language. Ability in a foreign language can be a valuable asset in many career areas. Multilingualism is an indicator of general mental agility and an internationalist outlook, qualities which are much sought by employers in this age of globalisation.</p> | |
| <p>Progression Pathways</p> <p>Having a qualification in a Modern Language will allow you to study a language at University or College as part of a course in, for example: Travel and Tourism, Marketing or Business and Language, Law & Language, Engineering and Languages. Many courses allow you to spend part of your time studying abroad!</p> <p>You will also be able to choose a career in: Journalism, Broadcasting, The Armed Forces, Banking, Export Sales & Marketing, Publishing, Interpreting & Translating, Tourism, The Civil Service, Teaching.</p> | |





Spanish

Higher

Entry Requirements

The recommended entry level for this course is a National 5 pass at A or B level.

Course Outline

The skills developed in the National 5 course will be further refined and extended across four contexts: Society, Learning, Employability and Culture.

These are assessed across all four skills: Reading, Listening, Talking and Writing.

Assessment

Question paper

Question paper 1: Reading and Directed writing 50 marks This question paper allows candidates to demonstrate breadth, challenge and application in the skills of reading and writing.

Question paper 2: Listening 20 marks This question paper allows candidates to demonstrate breadth, challenge and application in the skill of listening.

Assignment

Assignment—writing 20 marks The assignment allows candidates to produce a piece of writing in the modern language based on one of the following contexts: society, learning, employability, culture.

Performance

Performance—talking 30 marks The performance is a discussion in the modern language based on at least two of the following contexts: society, learning, employability, culture.

Skills Developed

- reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, culture
- applying knowledge and understanding of detailed and complex language to understand and use a modern language
- applying knowledge and understanding of language to translate detailed and complex language
- applying grammatical knowledge and understanding

There is also the personal benefit of being able to communicate with people from other countries worldwide, there are many social and educational benefits which bring a sense of satisfaction of belonging to a wider world.

Progression Pathways

An opportunity to study Advanced Higher French / Spanish or following college courses/degree courses (in UK or abroad) solely based on the study of languages or one of a variety of courses offered at college/university which combine a language with other disciplines.

Languages are not just for intending interpreters/translators. Universities and colleges now offer courses where the study of a language is combined with science, technology, law, business etc. For example, some paths into primary teaching require a Higher qualification in a modern language. Ability in a foreign language can be a valuable asset in many career areas. Multilingualism is an indicator of general mental agility and an internationalist outlook, qualities which are much sought by employers in this age of globalisation.

Much of Britain's trade is with our European Community partners, and industry and commerce agree they need a strong capability in foreign languages to sell British goods in Europe – in post-Brexit Britain more than ever since companies will no longer find it so easy to recruit employees with language skills from elsewhere in Europe.





Spanish Advanced Higher (S6 Pupils Only)

Entry Requirements

The recommended entry level for this course is a Higher pass at A or B level.

Course Outline

The Advanced Higher course is intended for those who wish to continue studying a foreign language after passing Higher, and who wish to extend their language skills and increase their knowledge of the culture of countries where these languages are spoken.

Assessment

The course consists of a theme-based 80 hour Language Unit and a 40 hour Portfolio, which allows candidates to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature or media or language in work.

The portfolio piece comprises 1200-1500 words in English, which is worth 15% of the course total. The course relies on pupils working through self-study activities on a regular basis.

- Skills Developed**
- develop advanced skills in reading, listening, talking, and writing, as appropriate to purpose, audience and context
 - use a range of different media effectively for learning and communication
 - further develop understanding of how language works
 - use higher-order language skills to understand and communicate ideas and information in the contexts of society, learning, employability, culture → further develop grammatical knowledge
 - further develop the language skills of translation
 - Use creative and critical thinking to synthesise ideas and arguments
 - develop skills in literary appreciation
 - develop independent learning skills including research and analytical skills
 - further enhance their enjoyment and understanding of their own and other cultures
 - explore the interconnected nature of languages

Progression Pathways

Apart from the obvious personal benefit of being able to communicate with people from other countries worldwide, there are many social and educational benefits which bring a sense of satisfaction of belonging to a wider world. There are also a number of vocational advantages.

Further study of French / Spanish at University or College (in UK or abroad) - variety of courses offered at college/university combine a language with other disciplines or following college courses/degree courses solely based on the study of languages.

Languages are not just for intending interpreters/translators. Universities and colleges now offer courses where the study of a language is combined with science, technology, law, business etc. For example, some paths into primary teaching require a Higher qualification in a modern language. Ability in a foreign language can be a valuable asset in many career areas. Multilingualism is an indicator of general mental agility and an internationalist outlook, qualities which are much sought by employers in this age of globalisation.

Much of Britain's trade is with our European Community partners, and industry and commerce agree they need a strong capability in foreign languages to sell British goods in Europe – in post-Brexit Britain more than ever since companies will no longer find it so easy to recruit employees with language skills from elsewhere in Europe.





Performing Arts





Drama

National 5

Entry Requirements

Learners should have achieved the fourth curriculum level or the National 4 Drama course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Drama Skills

In this unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience.

Drama: Production Skills

In this unit, learners will explore and develop production skills. Pupils choose to specialise in two production areas. Pupils select two options from the following: acting, lighting, sound, costume, props or make-up and hair. They will use these skills to enhance a performance of a drama.

Assessment

Written Examination (40% of the total mark)

The written paper allows learners to demonstrate their knowledge and skills in drama.

Performance (50% of the total mark)

The learner can be assessed on acting or design skills, whichever option best suits their strengths. An external SQA examiner visits the school to assess the candidates.

Preparation for Performance (10% of the final mark)

This is a review of the learner's research into the chosen text, their interpretation of their role in the performance and the rehearsal process (development and progression) of either an acting or design concept.

Skills Developed

Students will learn how to:

- respond to stimuli, discussing and developing ideas to create a drama
- develop characters and gain further knowledge of form, structure, genre and style of dramas develop knowledge of social and cultural influences on drama
- present their drama in front of an audience
- reflect on the work they have undertaken and performed and the work of others
- work in collaboration with other members of a production team to produce an overall performance concept for a drama
- reflect on their process, with improvements continually being made as learners experiment, rehearse, make informal presentations of work to their peers and discuss progress
- present their skills in their acting or production role
- evaluate the process in rehearsals and in production meetings and the performance itself

Progression Pathways

Every job requires some form of communication. Drama provides a basis for creative and informative expression of self and effective interaction with others. As well as being suitable for any career in the Performance Arts, the skills developed in drama are transferable and suitable for a wide range of jobs. These include: Law, Police, Social Work, Retail, Teaching, Journalism, Media, Broadcasting.





Drama

Higher

Entry Requirements

A high level of practical ability has to be combined with strong linguistic skills to achieve a pass at this level. Students wishing to study this course should:

- have a good academic record including National 5 English at either an A or B pass have been accepted on to the Higher English course
- have National 5 Drama at either an A or B grade

Course Outline

The Higher Drama course aims to provide students with the opportunity to:

- investigate relationships, issues and topics
- gain knowledge and understanding of aspects of theatre
- develop acting and directing skills which contribute to a performance experience, analyse and evaluate theatrical performances

Assessment

At Higher level pupils are assessed in a practical and a written examination. The assessment will comprise one question paper and a practical examination.

- Written Examination (40 % of the overall grade)
- Practical Examination (50% of the overall grade)
- Preparation for Performance (10% of the overall grade)

Skills Developed

- **Dramatic and theatrical skills** – devising, acting, directing, playwriting and design.
- **Research skills** – the ability to identify and research contextual factors such as historical events, social structures, politics and design
- **Essay writing skills** – the ability to develop a clear line of argument, clearly justified with well chosen textual exemplification
- **Leadership skills** – leading and directing a group of actors to achieve your directorial vision
- **Interpersonal and team working skills** – working collaboratively with others in both a dramatic and academic capacity
- **Communication skills** – developing the ability to communicate to a high level through both verbal and non-verbal communication
- **Social awareness and diplomacy**– developing awareness of different cultures, societal factors as well as the ability to empathise with these concerns and seek solutions through theatrical experimentation

Progression Pathways

Higher Drama is of value to those wanting to pursue a career within Performing Arts or continue their study of Drama at Higher Education particularly so for an application to study at the Royal Conservatoire of Scotland or other specialist institutions. More generally it would also support applications to a range of further or higher education courses for example Law, Medicine and Teaching.





Drama

Advanced Higher (S6 Pupils Only)

Entry Requirements

Have achieved an A or B for Higher Drama and Higher English.

Course Outline

The Advanced Higher Drama course encourages candidates to exercise their imagination and creativity. They develop important skills, attitudes, and attributes including creativity and adaptability, learning independently, critical thinking, perseverance and resilience.

Candidates develop practical skills creating and presenting drama. The course provides scope for personalisation and choice by encouraging candidates to be creative and express themselves in different ways. By exploring and analysing the work of influential theatre practitioners, the course extends the study of the art of professional theatre, its forms and its practices. The course includes:

- active involvement in devising, creating, appreciating, and using theatre to communicate with an audience
- the analysis of texts and the study of influential theatre practitioners

Assessment

Project: Dissertation (30 marks)

Candidates identify a performance issue, carry out research and communicate their findings in a dissertation of 2,500 to 3,000 words. Candidates choose an aspect of drama that interests them and carry out independent research.

Assignment: (20 marks) The assignment has two stages:

- research
- production of evidence

Performance: (50 marks) The performance allows candidates to draw on, extend, and apply the skills, knowledge and understanding they have learned during the course. It assesses candidates' performance concepts from full-length published play(s). Candidates are assessed in an acting or directing or design role.

Skills Developed

- Dramatic and theatrical skills – devising, acting, directing, playwriting and design.
- Research skills – the ability to identify and research contextual factors such as historical events, social structures, politics and design
- Essay writing skills – the ability to develop a clear line of argument, clearly justified with well chosen textual exemplification
- Leadership skills – leading and directing a group of actors to achieve your directorial vision
- Interpersonal and team working skills – working collaboratively with others in both a dramatic and academic capacity
- Communication skills – developing the ability to communicate to a high level through both verbal and non-verbal communication
- Social awareness and diplomacy– developing awareness of different cultures, societal factors as well as the ability to empathise with these concerns and seek solutions through theatrical experimentation.

Progression Pathways

Advanced Higher Drama is of value to those wanting to pursue a career within Performing Arts or continue their study of Drama at Higher Education particularly so for an application to study at the Royal Conservatoire of Scotland or other specialist institutions. More generally it would also support applications to a range of further or higher education courses for example Law, Medicine and Teaching.





| Music | National 5 |
|---|------------|
| Entry Requirements Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: National 4 Music Course or relevant component Units | |
| Course Outline In this course, knowledge and understanding of music will be developed through the following areas of study: <ul style="list-style-type: none">•performing skills•understanding music•composing music | |
| Assessment Performing Skills (50% of total mark) Learners will give a live performance of contrasting music on 2 instruments (which may include voice) lasting a total of 8 minutes, minimum Grade 3 standard Learners will keep a log of self-reflection, noting areas for further development. Regular practice (a minimum of 5 times a week on each instrument) is needed to build up the necessary stamina, and to produce performances of a high standard. Listening/Understanding Music Skills (35%) Learners will identify and describe the use of specified music concepts in excerpts of music. They will investigate social and cultural influences on music styles. Learners will have an understanding of musical literacy/notation at this level. There will be an externally assessed listening exam. Composing Skills (15%) Learners will create original music that makes musical sense, using specified music concepts, and write a review of the compositional process. | |
| Skills Developed <ul style="list-style-type: none">•preparing and performing a solo and/or group programme of music on two selected instruments, or on one instrument and voice• performing sections of music with sufficient accuracy while maintaining the musical flow• reflecting on and evaluating their musical and creative skills and identifying areas for improvement•understanding the creative process and common approaches used by composers and musicians to create their music• a basic understanding of the social and cultural influences on music•creating original music using straightforward compositional methods and music concepts in imaginative ways to realise their creative intentions•the ability to identify and recognise level-specific annotated music signs and symbols• recognising and distinguishing level-specific music concepts and music styles | |
| Progression Pathways A variety of opportunities and careers are open to students with a qualification in music. Students may proceed to the Royal Scottish Academy of Music and Drama in Glasgow where there are a number of courses suitable for teaching or performing. Universities around Britain are offering courses in Music Technology as well as the more traditional music degrees. Music is also seen as an advantageous subject for Medicine and Dentistry, demonstrating the manual dexterity required in these careers. Careers which are open to those with a music qualification include: Professional player, Teacher, Radio/television work, Performer, Composer, Work in the recording industry, Orchestral management | |





| Music | Higher |
|---|--------|
| Entry Requirements An A or B pass at National 5. In exceptional circumstances National 5 may be bypassed after discussion with Ms Spooner. | |
| Course Outline In this course, knowledge and understanding of music will be developed through the following areas of study: <ul style="list-style-type: none">•performing skills•understanding music•composing music | |
| Assessment Performing Skills - (50%) Learners demonstrate practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music at Grade 4 standard or above. The performance can be solo and/or in a group setting. Composing Music – (15%) Learners will create original music that makes musical sense, using specified music concepts, and write a review of the compositional process. Understanding Music – (35%) A question paper (1 hour) will test the learner’s knowledge and understanding of music concepts and music literacy | |
| Skills Developed <ul style="list-style-type: none">• Sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice• The ability to create original music using compositional methods and music concepts when composing, arranging or improvising• Deeper knowledge and understanding of the social and cultural factors influencing music.• Deeper knowledge and understanding of music and musical literacy by listening to music• The ability to identify level-specific annotated music signs, symbols, concepts and styles• Understanding the creative process and the ability to express him or herself through music• Personal creativity and applying music concepts to personal practice• Critical and analytical listening skills and evaluation for improvement• Interpersonal and team working skills.• Communication skills. | |
| Progression Pathways Music is seen as a highly desirable subject in many other careers including Primary Teaching, Medicine (manual dexterity), Broadcasting (the ability to follow music and a keen ear are highly valued in for example vision mixing), Recording and Sound Production. | |





Music **Advanced Higher (S6 Pupils Only)**

Entry Requirements

An A or B pass at National 5. In exceptional circumstances National 5 may be bypassed after discussion with Ms Spooner.

Course Outline

In this course, knowledge and understanding of music will be developed through the following areas of study:

- performing skills
- understanding music
- composing music

Assessment

Either: Performing (50%)

Learners demonstrate practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music of Grade 5 standard or above.

Or: Composing (50%)

A portfolio is submitted of compositions in the form of an audio folio, consisting of around 12 minutes of music. Supporting evidence of the composing process is also needed, such as programme notes and scores.

Composing Music (15%)

Learners will create original music that makes musical sense, using specified music concepts, and write a review of the compositional process. Composers’ compositional methods and utilisation of music concepts are analysed. Learners look at the influences on composers’ style of writing.

Understanding Music (35%)

Listening paper (around 1 hour) which will include questions on music theory and notation. Entry – a Higher pass at Grade A or B. Dissertation of around 2000 words where the learner will study two pieces of music, or two movements from a larger piece. This requires a pass to gain course award.

Skills Developed

- Sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- The ability to create original music using compositional methods and music concepts when composing, arranging or improvising
- Deeper knowledge and understanding of the social and cultural factors influencing music.
- Deeper knowledge and understanding of music and musical literacy by listening to music
- The ability to identify level-specific annotated music signs, symbols, concepts and styles
- Understanding the creative process and the ability to express him or herself through music
- Personal creativity and applying music concepts to personal practice
- Critical and analytical listening skills and evaluation for improvement
- Interpersonal and team working skills.

Progression Pathways

Music is seen as a highly desirable subject in many other careers including Primary Teaching, Medicine (manual dexterity), Broadcasting (the ability to follow music and a keen ear are highly valued in for example vision mixing), Recording and Sound Production.





Music Technology

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 Music Technology course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Developing an understanding of 20th and 21st century music Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced and been influenced by developments in 20th and 21st century music. They develop an understanding of aspects of the music industry, including a basic awareness of the implications of intellectual property rights. They also develop listening skills, enabling them to identify a range of genres and styles and their main attributes, and relevant music concepts in the context of 20th and 21st century music.

Developing music technology skills Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. These skills include using appropriate audio input devices, applying microphone placement techniques, constructing the signal path for multiple inputs, setting input gain and monitoring levels, overdubbing and editing tracks, equalisation, time domain and other effects, and mixing techniques.

Music technology contexts Candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

Assessment

Question paper (40 marks)

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and listening skills.

Assignment (100 marks)

The purpose of the assignment is to assess practical application of knowledge and skills from the course to plan, implement and evaluate creative productions using music technology

Skills Developed

- knowledge and understanding of 20th and 21st century styles and genres of music, and how this relates to the development of music technology
- knowledge of the features and functions of music technology hardware and software
- skills in using music technology hardware and software to capture and manipulate audio
- planning, implementing and evaluating a sound production
- application of music technology in creative ways
- awareness of a range of contexts in which music technology can be applied

Progression Pathways

- Higher Music Technology (SCQF level 6)
- Higher Music (SCQF level 6)
- National Certificate in Music (SCQF level 6)
- National Certificate in Sound Production (SCQF level 6)
- National Progression Award in Music Business (SCQF level 6)
- Other qualifications in music technology, music or related areas
- Further study, employment and/or training





Music Technology

Higher

Entry Requirements

Candidates should have achieved the National 5 Music Technology course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Developing an understanding of 20th and 21st century music

Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced, and been influenced by, developments in 20th and 21st century music and by key innovators. They develop an understanding of aspects of the music industry, including an understanding of the implications of, and the need to protect, intellectual property rights. They also develop listening skills, enabling them to identify a wide range of genres and styles and their main attributes, and a wide range of relevant music concepts in the context of 20th and 21st century music.

Developing music technology skills

Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. These skills include selecting and using appropriate audio input devices and sources; applying microphone placement techniques; designing and constructing the signal path for multiple inputs; setting input gain and monitoring levels; overdubbing and editing tracks; applying creative and corrective equalisation, dynamics processing, time domain and other effects; applying a range of mixing techniques; and editing multiple takes into a single take.

Music technology contexts

Candidates gain experience in using a wide range of music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in an appropriate file format, in a range of contexts such as radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

Assessment

Question paper (40 marks)

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and listening skills.

Assignment (100 marks)

The purpose of the assignment is to assess practical application of knowledge and skills from the course to plan, implement and evaluate creative productions using music technology

Skills Developed

- knowledge and understanding of 20th and 21st century musical styles and genres, and how they relate to the development of music technology
- knowledge of the features and functions of music technology hardware and software
- skills in using music technology hardware and software to capture and manipulate audio
- planning, implementation and evaluation of sound production
- application of music technology in creative ways
- awareness of a range of contexts in which music technology can be applied
- awareness of the implications of intellectual property rights in the context of music production and the ability to critically reflect on own work

Progression Pathways

Higher Music (SCQF level 6), National Certificate in Music (SCQF level 6), National Certificate in Sound Production (SCQF level 6), National Progression Award in Music Business (SCQF level 6), Other qualifications in music technology, music or related areas, further study, employment and/or training





Musical Theatre

NPA Level 6

Entry Requirements

Candidates would benefit from previous experience of any or some of the following:

Drama/Music/Dance Course or Units; Standard Grade Drama or Music; National Courses in Drama, Music or Dance at Intermediate 1 or 2 or Higher.

Course Outline

The National Progression Award (NPA) in Musical Theatre (SCQF level 6) offers you the opportunity to develop your skills in the areas of acting, music and dance, all in the context of musical theatre. The NPA also provides the specific skills, knowledge and resources that may be called on when preparing for auditions for entry to musical theatre, drama or music courses and/or the theatre or performing arts profession.

You need to successfully complete three Units in order to achieve the NPA in Musical Theatre: There is one mandatory Unit (at SCQF level 6):

- Acting through Song

There are four optional Units from which you must choose two Units:

- Theatre Performers: Solo Singing Skills
- Theatre Performers: Group Singing Skills
- Group Dance Performance
- Preparation for Audition

Assessment

The majority of assessment is practical based with written assignments and projects, where this is appropriate.

Skills Developed

- Develop a range of skills in voice, movement and acting in the context of musical theatre
- Develop and apply practical skills in audition
- Develop self-presentation skills
- Work in rehearsal and performance creatively and innovatively
- Develop self-evaluation skills, enabling professional development
- Develop professional attitudes
- Develop communication and interpersonal skills

Progression Pathways

This NPA in Musical Theatre will give you a platform which could allow you to progress into further education and on to a National Certificate or HNC programme or help you to be better equipped to work in the performing arts industry. This NPA is suitable for you if you are a school or college student or an adult learner or returner.

It is recognised that candidates who achieve the NPA in Musical Theatre could potentially find employment in the following areas:

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





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| Performing Units | N3—Advanced Higher |
| Entry Requirements <p>These units are suitable for pupils who would enjoy spending time developing skills on an instrument of their choice, but without having to undertake a full music course. These are available at National 3 level - Advanced Higher level (Grade 1 – 5 standard). The units focus entirely on developing skills on one or two instruments, one of which can be voice.</p> | |
| Course Outline <p>Learners will perform music and will, through regular practice and reflection, develop technical and musical performing skills. On completion of the unit, learners will have developed performing, technical and musical skills across a range of music styles.</p> | |
| Assessment | |
| Skills Developed | |
| Progression Pathways | |





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| Music Performing | NPA Level 6 |
| Entry Requirements <p>This course is internally assessed, and based on coursework completed through the year. There is no final examination. Learners focus their practice on one or two instruments, one of which can be voice. In discussion with the teacher, they regularly reflect on how each piece is progressing, set targets for practice, and perform to the teacher when they are ready for assessment. It is expected that they will be practising a minimum of 15 minutes 5 times a week on each instrument, in addition to class time.</p> | |
| Course Outline <p>Learners are required to keep a diary of their practice, and describe the musical features of one of their pieces. Each learner contributes to a live performance along with other musicians.</p> | |
| Assessment | |
| Skills Developed | |
| Progression Pathways | |





Physical Education



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Physical Education

National 5

Entry Requirements

Entry to this course is at the discretion of the school, however, learners would normally be expected to have attained the skills and knowledge required by the following:

- good academic record
- been accepted onto the National 4/5 English course is recommended
- Health and Wellbeing Physical Education CfE Level 4, or by negotiation with the Principal Teacher

Course Outline

The main purpose of the course is to develop, demonstrate and improve practical and performance skills through evaluation and analysis. There are three mandatory units:

Performance

This unit will focus on enhancing learner engagement and performance in physical activity by analysing, embedding and developing elements of performance including skills application, applied fitness, performance awareness and performance composition. The unit offers opportunities for personalisation and choice of activities e.g. gymnastics, dance and indoor and outdoor games.

Factors Impacting on Performance

This unit will explore factors which impact positively or negatively on engagement and performance in physical activities. Learners will examine and analyse the development of personal performance and there will be opportunities for personalisation and choice in selecting from a range of these factors.

Assessment

Practical performance: Worth 50% of total mark. Assessable through 2 activities.

Portfolio: Worth 50% of total mark. Assessable through external marking.

Skills Developed

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

Progression Pathways

On successful completion of the Course, learners may wish to pursue further study e.g. Higher Physical Education and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Others may wish to engage in training or employment related to personal training or health promotion.





Physical Education

Higher

Entry Requirements

A high level in practical ability has to be combined with strong linguistic skills to achieve a pass at this level. Students wishing to study this course should have the following:

- a good academic record, including National 5 English been accepted onto the Higher English course
- a pass at National 5 P.E.
- If no National P.E. course has been undertaken in S4, then pupils may be able to negotiate entry to the course with the Principal Teacher.

Course Outline

The main purpose of the course is to enable learners to develop, demonstrate and evaluate movement and performance skills for effective performance in a range of challenging contexts. Learners will use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance. Pupils will complete the following units:

Performance

In this unit learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. The unit offers opportunity for personalisation and choice of activities e.g. aesthetic activities, indoor and outdoor games.

Factors Impacting on Performance

Learners will consider how mental, emotional, social and physical factors can influence effectiveness in performance. They will create development plans, modify these and justify decisions relating to future development needs.

Assessment

Practical performance: worth 50% of total mark. Assessable through 2 activities

External Assessment: worth 50% of total mark. A study of factors that impact on performance learned through a practical experience, textbook study and home assignments. Assessable through a written external exam paper

Skills Developed

- planning, developing, implementing and evaluating performance
- selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
- decision making and problem solving in challenging contexts
- analysing factors that impact on performance
- explaining a range of approaches for developing performance
- creating and implementing a Personal Development Plan (PDP)
- analysing the recording, monitoring and evaluation of performance development

Progression Pathways

On successful completion of the Course, learners may wish to pursue further study and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Others may wish to engage in training or employment related to personal training or health promotion





Physical Education

Advanced Higher (S6 Pupils Only)

Entry Requirements

- A/B in Higher Physical Education.
- Currently high level performer which requires regular training and competition in sport or activity

Course Outline

Project

- demonstrating independent research and investigation skills
- investigating how factors impact on performance
- understanding and applying approaches to develop performance
- analysing and evaluating the process of performance development including future needs

Performance

- demonstrating a broad and comprehensive repertoire of complex skills
- demonstrating control and fluency of complex movement and performance skills
- demonstrating effective decision making and problem solving
- using and applying well-established composition, tactics and roles safely and effectively
- following rules and regulations and displaying etiquette (including working with others)
- controlling emotions on the day of the performance

Assessment

Learners will complete the following course assessments:

Component 1 – Performance

The purpose of the performance is to assess the learner’s ability to carry out a single, high level performance in one physical activity in a challenging, demanding and/or competitive context. It will be worth 30 marks (30% of the total marks available).

Component 2 – Project (5,000 words)

The purpose of the project is to assess the learner’s ability to integrate and apply skills, knowledge and understanding from across the Units. The project will have 70 marks (70% of the total marks available). The project is designed to assess learners’ research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. This research could be into a topic which impacts either on the learner’s performance, or the performance of another person, team or group.

Skills Developed

- applying a range of complex movement and performance skills during a high-level single performance
- making decisions during a high-level single performance
- demonstrating independent research and investigation skills
- investigating how factors impact on performance
- understanding and applying approaches to develop performance
- analysing and evaluating the process of performance development

Progression Pathways

On successful completion of the Course, some learners may wish to pursue further study and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Others may wish to engage in training or employment related to personal training or health promotion.





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| Dance | National 5 |
| Entry Requirements | |
| Candidates should have achieved the fourth curriculum level or the equivalent qualifications and/or experience prior to starting this course. | |
| Course Outline | |
| The National 5 Dance course has an integrated approach to learning that develops practical and evaluative skills, knowledge and understanding of technical dance and performance and choreographic skills. | |
| Candidates learn how to evaluate their own work and the work of others and use this knowledge to inform and influence their own creative thinking and performance, experiment with a range of choreographic principles and consider the impact of theatre arts on performance, explore the origins of dance, evaluate the work of professional choreographers to help explore and develop their own choreographic ideas, learn specific dance techniques and use these to develop a range of technical skills as a dancer. | |
| Assessment | |
| Question paper | |
| The question paper assesses candidates' ability to demonstrate the following skills, knowledge and understanding. | |
| Choreography | |
| The choreography section assesses the candidate's ability to demonstrate the following skills, knowledge and understanding. | |
| Performance | |
| The performance assesses the candidate's ability to demonstrate the following: | |
| application of technique | fluency and transitions within performance |
| strength, stamina and | flexibility timing and musicality |
| application of performance skills as appropriate to the chosen style | spatial awareness |
| ability to control nerves, concentrate and focus | quality and dynamics |
| Skills Developed | |
| <ul style="list-style-type: none"> • exploring a range of dance skills and techniques • exploring a range of performance skills as appropriate to a specific dance style • using evaluative skills in relation to self and others • demonstrating and applying knowledge and understanding of dance • exploring choreographic principles, devices and structures using evaluative skills within the creative process through choreography • responding to stimuli using imagination and creativity • conveying thoughts, meaning and ideas through movement • exploring the origins of a specific dance style • gaining knowledge and understanding of safe dance practice • exploring the impact of theatre arts in choreography • exploring the origins of a specific dance style | |
| Progression Pathways | |
| The course provides opportunities for vertical and lateral progression to National Courses and other SQA qualifications in dance and related fields. | |





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| Dance | Higher |
| Entry Requirements Learners must have extensive previous dance experience. Learners must audition to gain a place on the course. | |
| Course Outline As candidates develop technical and choreographic skills, they learn to analyse the work of dance practitioners and how to use this knowledge to inform and influence their own creative thinking and performance. | |
| Assessment Question paper 40 marks Candidates must answer all questions, which are sampled from the 'Skills, knowledge and understanding for the course assessment' section of this document. The question paper has two sections: • section 1: dance appreciation in context (24 marks) • section 2: study of a professional choreography (16 marks) The question paper has a total mark allocation of 40 marks. This is 30% of the overall marks for the course assessment. Practical activity 70 marks This assesses candidates' ability to apply problem-solving and critical-thinking skills, interpretation and reflective practice. It has two sections: section 1: choreography (45 marks) section 2: choreography review (25 marks) The practical activity has a total mark allocation of 70 marks. This is 30% of the overall marks for the course assessment. 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. This is 40% of the overall marks for the course assessment. | |
| Skills Developed Learners will have the opportunity to develop the following skills: <ul style="list-style-type: none">• develop a broad range of technical dance skills• understand and apply knowledge of a range of choreographic skills to create a dance for a group• work imaginatively and demonstrate creativity through problem solving, critical thinking, analysis and reflective practice• co-operate, support and work with others• consider how theatre arts can enhance a performance• develop knowledge, understanding and appreciation of dance practice• apply the principles of safe dance practice• evaluate their own work and the work of others | |
| Progression Pathways The course provides opportunities for vertical and lateral progression to National Courses and other SQA qualifications in dance and related fields | |





Sports Leadership

NPA Level 6

Entry Requirements

Learners must have an interest in sport or fitness and have previously demonstrated a strong commitment to Physical Education and Sport in terms of bringing kit, effort and behaviour. Learners must be prepared to lead groups of other pupils of various ages and stages in different sporting activities. Learners must research the rules and basic skills of the activities they lead.

Course Outline

To gain the award you must successfully complete:

Leadership: An Introduction (Higher) (SCQF level 6) 20 hours
Leadership in Practice (Higher) (SCQF level 6) 40 hours

Sports Leadership Awards

Learners will have the opportunity to gain various awards in activities such as; Cardio Tennis, Indoor Athletics, Cricket, Rugby, Disability Sports and First Aid. Primary School Placement Learners will visit a local primary school to deliver physical activity sessions to primary children. Learners will be required to complete a logbook of their activity.

Primary Events

Learners will plan, deliver and evaluate their role within large scale sporting events to primary children.

Volunteering

Learners will be required to choose a role related to sports development and volunteer on at least ten separate occasions to fulfil this role. Learners must keep a log of their participation in this role

Assessment

You will do this by completing assessment activities which could include:

- researching the principles skills, styles, qualities of leadership and the effectiveness of different leaders
- producing a report based on your research
- evaluating your own potential for leadership
- leading the planning and carrying out of an activity role play
- drawing conclusions about your own effectiveness as a leader

Skills Developed

Learners will have the opportunity to develop a variety of essential skills during this course, including;

- Communication
- Working with others
- Organisation
- Numeracy
- ICT

Progression Pathways

On successful completion of the course, some learners may wish to pursue further study and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness, physiotherapy and primary education.





Exercise and Fitness Leadership

NPA Level 6

Entry Requirements

The National Progression Award in Exercise and Fitness (SCQF level 6) is designed to support candidates who have a strong interest in the area of Exercise and Fitness.

Course Outline

The NPA will have 5 Units and 3 must be completed for the Group award The Units are as follows:

- Exercise and Fitness: Cardiovascular Training
- Exercise and Fitness: Fixed Weight Training
- Exercise and Fitness: Free Weight Training
- Exercise and Fitness: Circuit Training
- Exercise and Fitness: Exercise to Music

Assessment

All Units will be carried out in a sport or fitness environment and assessments will reflect the practical nature where possible and the knowledge will be that which relates to sport and fitness.

For some of the Units, team working will be involved but ALL candidates will need to play a full part as it will be your own work and contribution which will be assessed.

Skills Developed

- Develop the candidate's knowledge and understanding of current practices, thinking and philosophies of sport and fitness and their impact on specific aspects of industry.
- Develop the candidate's knowledge and skills in planning, implementing and evaluating aspects of the Sport and Fitness Industry.
- Develop study skills and skills in investigating aspects of the industry which are specific to their interests and needs.
- Offer opportunities to develop core skills in a setting relevant to the industry.
- Allow candidates to acquire some of the basic skills and knowledge required by the industry.

Progression Pathways

National Progression award is designed to improve your skills and knowledge in the Sport and Fitness Industries. They are designed to allow progression to the HNC/D programmes in:

- Sport Coaching with Sport Development.
- Fitness Health and Exercise
- Sport and Recreation Management
- Sports Therapy
- Applied Sports Science
- Other SQA awards and SVQ s are also real possibilities.





| SFA Refereeing | SCQF Level 7 |
|--|--------------|
| Entry Requirements Interest in Football | |
| Course Outline This qualification covers areas such as understanding of SFA refereeing, concentrating on knowledge and understanding of the Laws of the Game of football. It also includes learning about formal controls, misconduct, match reports and fitness standards for referees. This knowledge is drawn together by refereeing a football match. | |
| Assessment Unit 1 - Scottish FA: Laws of the Game This unit is mostly theoretical in nature and comprises of the following Outcomes: <ul style="list-style-type: none">• Identify and interpret the Laws of the Game. This outcome is all theory based and culminates in a written exam. The pass mark for the exam is 80%.• Demonstrate the practical skills required to implement the Laws of the Game. Unit 2 - Scottish FA: Practical Refereeing This unit is mostly practical in nature and comprises of the following Outcomes: <ul style="list-style-type: none">• Identify and analyse the formal controls and procedures used in a football match.• Produce misconduct and match reports in both formal letter and pro forma styles.• Achieve the fitness standard required by the Scottish Football Association.• Referee a football match using formal controls and procedures as defined in the Laws of the Game. | |
| Skills Developed <ul style="list-style-type: none">• Communication and people skills• Patience and self-control• The ability to take on large amounts of information• Decision-making ability• A willingness to work on and maintain a decent level of physical fitness• Observational skills | |
| Progression Pathways On successful completion of the course, candidates will be qualified to referee football matches at youth level. In addition, it also allows candidates an opportunity to progress to further academic and/or professional qualifications. This includes possible routes to: <ul style="list-style-type: none">• other PDAs in Sport at SCQF level 7 and level 8• other SQA awards which incorporate higher level units, eg HNC/D (SCQF levels 7/8)• SFA refereeing structure | |





Religious Education



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| Religious, Moral and Philosophical Studies | Higher (S6 Pupils Only) |
| Entry Requirements | |
| Higher English is recommended. | |
| Course Outline | |
| Unit 1 World Religion - Christianity | |
| Unit 2 Morality - Religion and justice | |
| Unit 3 Philosophical questions - Existence of God, Religious arguments to prove the existence of God. | |
| Unit 4 Assignment | |
| Assessment | |
| SQA Exam—Paper 1 (60 marks) SQA Exam—Paper 2 (20 marks) Assignment—30 marks | |
| Skills Developed | |
| <ul style="list-style-type: none"> • Critical Thinking – developed by reflecting on the validity of the various arguments studied through assessing their strengths and weaknesses. • Analysis – developed by closely examining concepts and opinions such as moral stances by separating them into their constituents in order to gain further understanding and be better able to apply and draw conclusions from. Problem Solving – developed by responding to difficulties or apparent contradictions brought about from positions of faith or challenging moral situations. • Researching – developed by the need to keep your knowledge and understanding of religious, moral and scientific concepts up to date and be aware of relevant contemporary events and developments. • Direct Observation – developed through a greater appreciation and understanding of the importance and effectiveness of observing the world around us and reflecting on the conclusions that can be drawn from these observations such as the scientific method and aspects of natural law. • Communication – developed through having to communicate detailed and complex responses to abstract concepts in a concise and articulate manner. • Cultural Literacy – developed through raising awareness and understanding of the different cultures, opinions and views that are present in our modern world. | |
| Progression Pathways | |
| Higher RMPS is a valuable higher for pursuing many careers but is of particular worth in the following areas: Teaching (those wanting to be a primary teacher within a faith environment or teach Religious Education), Medicine (raises an awareness of moral issues within medicine), Law (develops your ability to build up and breakdown arguments as well as covering legal aspects of medical ethics), Psychology (a focus on expressing and understanding complex and abstract concepts), Media (raises cultural literacy), the Police (raises cultural literacy) and Finance (develops critical thinking and analytical skills). | |





Science





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| Biology | National 5 |
| Entry Requirements | |
| Learners should have achieved the fourth curriculum level or the National 4 Biology course or equivalent qualifications and/or experience prior to starting this course. | |
| Course Outline | |
| <p>Cell biology</p> <p>In this area, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. The key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration; therapeutic use of cells; controversial biological procedures.</p> <p>Multicellular organisms</p> <p>In this area, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of whole organisms. The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems; absorption of materials; propagating and growing plants; commercial use of plants.</p> <p>Life on Earth</p> <p>In this area, learners will develop knowledge, skills and carry out practical and other learning activities related to study and investigation of life on Earth. The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; nitrogen cycle, environmental impact of fertilisers; evolution of species.</p> | |
| Assessment | |
| The National 5 course will be assessed through an external examination and a research project which are externally marked. | |
| Skills Developed | |
| <p>The aims of this course are to enable learners to:</p> <ul style="list-style-type: none"> ●demonstrating knowledge and understanding of biology by making statements, describing information and providing explanations ●applying biology knowledge to familiar situations, interpreting information and solving problems ●planning and safely carrying out experiments/practical investigations to illustrate effects ●using information handling skills by selecting, presenting and processing information ●making generalisations based on evidence/information ●drawing valid conclusions and giving explanations supported by evidence ●suggesting improvements to experiments/practical investigations ●communicating findings/information | |
| Progression Pathways | |
| <p>Biology is a subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers in:</p> <p>Medicine / Dentistry / Veterinary Medicine / Physiotherapy / Nursing / Microbiology / Forensic Science /Health and Leisure / Biotechnology / Food and Brewing Industries / Conservation/Research / Marine Science and many more.</p> | |





Human Biology

Higher

Entry Requirements

Students would normally be expected to have attained the skills, knowledge and understanding required by the National 5 Biology Course.

Course Outline

Human Cells

In this area, 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.

Physiology and Health

In this area, learners will develop knowledge and understanding by focusing on fertility and the cardiovascular system.

Neurobiology and Immunology

In this area, learners will develop knowledge and understanding through the nervous system and immune system.

Assessment

The Higher course will be assessed through an external examination and a research project which are externally marked.

Skills Developed

The aims of this course are to enable learners to:

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

Progression Pathways

Biology is a subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers in:

Medicine / Dentistry / Veterinary Medicine / Physiotherapy / Nursing / Microbiology / Forensic Science / Health and Leisure / Biotechnology / Food and Brewing Industries / Conservation/Research / Marine Science and many more.





Biology

Advanced Higher (S6 Pupils Only)

Entry Requirements

Pupils would normally be expected to have attained the skills, knowledge and understanding required by the Higher Biology/Human Biology Course.

Course Outline

Cells and Proteins

This Unit builds on understanding of the genome from Higher Biology and 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 multicellular organism and protein control of cell division.

Organisms and Evolution

This Unit builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism.

Investigative Biology

This unit builds on understanding of the scientific method from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication.

Assessment

The Advanced Higher course will be assessed through an external examination and a research project which are externally marked.

Skills Developed

The aims of this course are to enable learners to:

- develop a critical understanding of the role of biology in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of biology
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures, in a biology context
- extend and apply problem solving skills in a biology context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in biology

Progression Pathways

Biology is a subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers in:

Medicine / Dentistry / Veterinary Medicine / Physiotherapy / Nursing / Microbiology / Forensic Science / Health and Leisure / Biotechnology / Food and Brewing Industries / Conservation/Research / Marine Science and many more.





Chemistry

National 5

Entry Requirements

Learners should have achieved the fourth curriculum level or the National 4 Chemistry course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Chemical Changes and Structure

Learners will develop knowledge and skills by studying the following topics: rates of reaction, atomic structure, bonding related to properties of materials, formulae and reaction quantities, acids and bases and neutralisation.

Nature's Chemistry

Learners will develop knowledge and skills by studying the following topics: carbon chemistry, fuels and everyday consumer products such as alcohols and carboxylic acids.

Chemistry in Society

Learners will develop knowledge and skills by studying the following topics: metals, properties of plastics, nuclear chemistry, fertilisers and chemical analysis.

Assessment

The National 5 course will be assessed through an external examination and a research project which are externally marked.

Skills Developed

Learners will gain knowledge and understanding of chemistry, and develop this through a variety of approaches, including practical activities.

Learners will develop important skills, attitudes and attributes related to chemistry, including: scientific and analytical thinking skills in a chemical context; understanding of chemical issues; knowledge and understanding of chemical concepts; and understanding of relevant applications of chemistry in society.

In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

Progression Pathways

People who have studied chemistry are found in a wide range of occupations such as Dentistry, Medicine, Veterinary Medicine, Pharmacy, Pharmaceuticals, Teaching, Forensics, Biomedical Sciences, Environment Science, Chemical Engineering and many more.





Chemistry

Higher

Entry Requirements

Pupils would normally be expected to have attained the skills, knowledge and understanding required by the National 5 chemistry course.

Course Outline

Chemical changes and structure

periodicity
structure and bonding
oxidising and reducing agents

Nature's Chemistry

esters, fats and oils proteins
oxidation of food
chemistry of cooking
soaps, detergents and emulsions fragrances
skin care

Chemistry in Society

controlling the rate
getting the most from reactants equilibria
chemical energy chemical analysis

Assessment

The Higher course comprises an examination and a practical based research assignment which are both externally marked.

Skills Developed

The main aims of this course are for learners to:

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

Progression Pathways

People who have studied chemistry are found in a wide range of occupations such as Dentistry, Medicine, Veterinary Medicine, Pharmacy, Pharmaceuticals, Teaching, Forensics, Biomedical Sciences, Environment Science, Chemical Engineering and many more.





Chemistry

Advanced Higher (S6 Pupils Only)

Entry Requirements

Pupils will normally be expected to have achieved at least a grade C in Higher chemistry.

Course Outline

Inorganic and Physical Chemistry

This unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements.

Organic Chemistry and Instrumental Analysis

This unit develops a knowledge and understanding of the principles and concepts of organic chemistry. 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

Researching Chemistry

In this unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry.

Assessment

The Advanced Higher course will be assessed through an external examination and a research project which are externally marked.

Skills Developed

The Advanced Higher chemistry course aims to enable learners to:

- develop a critical understanding of the role of chemistry in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of chemistry
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a chemistry context
- extend and apply problem solving skills in a chemistry context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in chemistry

Progression Pathways

People who have studied chemistry are found in a wide range of occupations such as Dentistry, Medicine, Veterinary Medicine, Pharmacy, Pharmaceuticals, Teaching, Forensics, Biomedical Sciences, Environment Science, Chemical Engineering and many more.





Physics

National 5

Entry Requirements

Learners should have achieved the fourth curriculum level or the National 4 Physics course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Dynamics

In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.

Space

In this area, the topics covered are: space exploration; cosmology.

Electricity

In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.

Properties of Matter

In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.

Waves

In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.

Radiation

In this area, the topic covered is nuclear radiation.

Assessment

The National 5 course will be assessed through an external examination and a research project which are externally marked.

Skills Developed

Learners will gain knowledge and understanding of physics, and develop this through a variety of approaches, including practical activities. Learners will develop important skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; understanding of physics issues; knowledge and understanding of physics concepts; and understanding of relevant applications of physics in society.

In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

Progression Pathways

You will find people who have studied Physics in a wide range of occupations. It is an essential or preferred qualification in many occupations:

Electrical and Electronic work, Engineering, Design & Manufacture, Medicine & Medical Physics, Dentistry, Optometry, Robotics, Telecommunications, Instrumentation and Control.





Physics

Higher

Entry Requirements

Students would normally be expected to have attained the skills, knowledge and understanding required by the National 5 physics course

Course Outline

Our Dynamic Universe

Motion: equations and graphs, forces, energy and power, collisions, explosions and impulse, gravitation, gravity and mass, special relativity, the expanding universe, Hubble's law, expansion of the universe and the big bang theory.

Particles and Waves

The standard model, forces on charged particles, nuclear reactions, wave particle duality, interference and diffraction, refraction of light and spectra.

Electricity

Monitoring and measuring a.c, current, potential difference, power and resistance, electrical sources and internal resistance, capacitors, conductors, insulators, semiconductors and p-n junctions.

Researching Physics

A research brief will allow learners to investigate the physics underlying a key area in more depth. Learners must effectively contribute to the planning and carrying out of an investigation and analyse results which have been collected during a group activity.

Assessment

The Higher course comprises an examination and a practical based research assignment which are both externally marked.

Skills Developed

The aims of the physics course are to enable learners to:

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

Progression Pathways

You will find people who have studied Physics in a wide range of occupations. It is an essential or preferred qualification in many occupations:

Electrical and Electronic work, Engineering, Design & Manufacture, Medicine & Medical Physics, Dentistry, Optometry, Robotics, Telecommunications, Instrumentation and Control.





| Physics | Advanced Higher (S6 Pupils Only) |
|--|----------------------------------|
| Entry Requirements Students will normally be expected to have achieved at least a grade C in Higher physics and in Higher mathematics. | |
| Course Outline Rotational Motion and Astrophysics This unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. Quanta and Waves This unit develops knowledge and understanding and skills in physics related to quanta and waves. Electromagnetism This unit develops knowledge and understanding and skills in physics related to electromagnetism. Investigating Physics In this unit, learners will develop key investigative skills. Project In this unit, the investigation is taken a stage further with a variety of techniques selected by the student. | |
| Assessment The Advanced Higher course will be assessed through an external examination and a research project which are externally marked. | |
| Skills Developed The aims of the course are to enable learners to: <ul style="list-style-type: none">• develop a critical understanding of the role of physics in scientific issues and relevant applications, including the impact these could make on the environment/society• extend and apply knowledge, understanding and skills of physics• develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials• develop and apply scientific inquiry and investigative skills, including planning, problem solving and experimental design• develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a physics context• further develop an understanding of scientific literacy using a wide range of resources in order to communicate complex ideas and issues and to make scientifically informed choices• extend and apply skills of independent/autonomous working in physics | |
| Progression Pathways You will find people who have studied Physics in a wide range of occupations. It is an essential or preferred qualification in many occupations: Electrical and Electronic work, Engineering, Design & Manufacture, Medicine and Medical Physics, Dentistry, Optometry, Robotics, Telecommunications, Instrumentation and Control. | |





Laboratory Science (Skills for Work)

National 5

Entry Requirements

Learners should have achieved National 4 or National 5 Mathematics, or SCQF level 4 or SCQF level 5 units in Mathematics and one from:

- National 4 Biology, Chemistry or Physics ☐ National 5 Biology, Chemistry or Physics
- SCQF level 4 or SCQF level 5 units in Biology, Chemistry, Physics or equivalent qualifications and/or experience before starting this course.

Course Outline

Unit 1: Careers using Laboratory Science or Laboratory Science: Careers using Laboratory Science — Scotland

This unit introduces learners to the wide range of industries and services that use scientific knowledge and laboratory skills.

Unit 2: Working in a Laboratory

This unit provides learners with the opportunity to learn basic laboratory skills such as handling chemicals and preparing solutions, and calculate and present results of their practical work.

Unit 3: Practical Skills

This unit provides learners with the opportunity to develop the skills most commonly used in laboratories.

Unit 4: Practical Investigation

In this unit, learners work to produce a plan, including practical procedures, to investigate a scientific topic.

Assessment

Assessments for this course are not graded and are marked as either pass/fail. The skills and knowledge within each unit are assessed continually throughout the course. There is no final exam for this course.

Skills Developed

- Basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements.
- Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.
- Working with others to produce a plan to undertake a practical investigation to test scientific hypotheses.
- Reporting of the results, conclusions and evaluations of the investigation.
- Skills and knowledge in a broad vocational area
- Understanding of the workplace
- Positive attitudes to learning
- Skills and attitudes for employability

Progression Pathways

Laboratory Technician, Biomedical Sciences, Environmental Science, Pharmacist, Forensics, Food Scientist, Distillery Worker and many more.





Health Sector (Skills for Work)

National 5

Entry Requirements

Learners should have achieved National 4 or National 5 Mathematics, or SCQF level 4 or SCQF level 5 units in Mathematics and one from:

- National 4 Biology, Chemistry or Physics ☒ National 5 Biology, Chemistry or Physics
- SCQF level 4 or SCQF level 5 units in Biology, Chemistry, Physics or equivalent qualifications and/or experience before starting this course.

Course Outline

Unit 1: Working in the Health Sector — Scotland

This unit introduces learners to the range of provision and the services provided by the health sector in their local area.

Unit 2: Life sciences Industry and the Health Sector

This unit is designed to introduce learners to the contribution of the life sciences industry in the diagnosis and treatment of illness.

Unit 3: Improving Health and Wellbeing

This unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues.

Unit 4: Physiology and the Cardiovascular System

This unit will provide learners with an introduction to the structure and function of the cardiovascular system.

Unit 5: Working in Non-Clinical Roles

This unit introduces learners to the range and diversity of careers in non clinical roles in the health sector.

Assessment

Assessments for this course are not graded and are marked as either pass/fail. The skills and knowledge within each unit are assessed continually throughout the course. There is no final exam for this course.

Skills Developed

- Basic practical skills and knowledge needed for working within the Health Sector including understanding of roles and responsibilities in the workplace, importance of maintaining confidentiality and infection control procedures.
- Skills and knowledge in a broad vocational area
- Understanding of the workplace
- Positive attitudes to learning
- Skills and attitudes for employability

Progression Pathways

Laboratory Technician, Biomedical Sciences, Pharmacist, Forensics and many more.





Social Subjects





Geography

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level, or the National 4 Geography course, or the National 4 Environmental Science course, or the National 4 History course, or the National 4 Modern Studies course, or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Physical Landscapes

Coasts - As an island, coasts play such a huge part in our daily lives. We will look at how we use the coast and the physical processes which are constantly shaping them, including some fieldwork to local coastal areas.
Glaciation - studying the dramatic impact glaciers have had on Scotland's landscape, including those local to us in North Berwick.
Weather - as a nation with such variable weather it is important that we understand the processes involved and how they affect us.

Human Landscapes

Population - what does Scotland's ageing population mean for you? And what effect will the 7, 8 or 9 billion people on the planet have on us all? Is migration good for our country?
Rural - as our population changes so too must the way we feed ourselves; we will look at how countries cope with the ever-increasing demand for food.
Urban - looking at the places where most of the world's population lives, and their problems including crime, overcrowding and pollution.

Global Issues

Health - investigating the widening gap between rich and poor. What are the world's biggest killers and what can we do to prevent the spread of these diseases?
Natural Hazards - where on Earth are the most dangerous places to live and how do people survive there? In addition, pupils will get the opportunity to develop their data gathering skills through fieldwork. This will count towards their final grade.

Assessment

Learners will research for and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA. Learners will also sit an exam lasting 2 hours and 45 minutes, which is worth 80 marks and will be marked by the SQA.

Skills Developed

Learners will continue to develop and apply their geographical knowledge. They will research and use information from a variety of sources, use mapping skills and carry out fieldwork. They will be able to interpret and evaluate the information they find.

Progression Pathways

Geography's unique nature means that students can continue to study Geography at University, as part of a degree in Science, Arts or Environmental Science. Geographers find employment in a wide variety of areas. The following are just some of the jobs available for Geography students:
Weather forecasting, Town Planning, Travel & Tourism, Lawyer, Journalism & Media, Engineering, Surveying, Teaching, Health Service, Social Work, Civil Service, Broadcasting, Environmental, Conservation Management





Geography

Higher

Entry Requirements

Candidates should ideally have an A or B pass at National 5. Hard working, self-motivated pupils are also welcome.

Course Outline

The course consists of three units dealing with the Physical Environments, the Human Environments and the Global Issues that take place between them.

The Physical Environments Unit

Includes the following topics: Atmosphere, Biosphere, Hydrosphere and Lithosphere

The Human Environments Unit

Includes: Urban Change and Management, Rural Land Degradation and Management and Population

The Global Issues Unit

Includes: Climate Change

Assessment

Two question papers – 160 marks scaled to 80 marks.

Paper 1 – 100 marks (1hr 50 mins) Paper 2 - 60 marks (1hr 10 mins) Assignment – 30 marks

Skills Developed

- developing and applying skills, knowledge and understanding across complex physical, human and global issues
- researching and evaluating a wide range of information collected from a range of sources about complex geographical issues
- using a wide range of mapping skills and techniques in geographical contexts which may be familiar or unfamiliar, including the use of Ordnance Survey maps
- using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar
- using a wide range of numerical and graphical skills and techniques in geographical contexts which may be familiar or unfamiliar
- developing and applying factual and theoretical knowledge and understanding and giving detailed explanations of complex:
 - ⇒ processes and interactions at work within physical environments on a local, regional and global scale
 - ⇒ processes and interactions at work within human environments in a range of urban and rural, and developed and developing societies
 - ⇒ global geographical issues which demonstrate the interaction of physical and human factors

Progression Pathways

Geography equips learners with a broad range of personal learning and thinking skills such as teamwork, independent enquiry and creative thinking - all highly valued by employers.

Geographers find employment in a wide variety of areas. The following are just some of the jobs available for Geography students:

Weather Forecasting / Town planning/ Travel and Tourism/ Lawyer/ Journalism and the media/ Engineering / Surveying/ Teaching/ Health Service/ Social Work/ Civil Service/ Broadcasting/ Environment Management/ Conservation Management





History

National 5

Entry Requirements

Candidates should have achieved the fourth curriculum level or the National 4 History course or equivalent qualifications and/or experience prior to starting this course.

Course Outline

Britain

Learners will undertake an in depth study of The Atlantic Slave Trade from 1770 -1807. Within this topic, they will study themes such as; The Triangular Trade, Britain and the Caribbean, The captives' experience and the slaves resistance, The Abolitionist campaigns

Europe and World

Learners will undertake an-in depth study of Civil Rights in the USA, 1918–1968. Within this topic they will study themes such as The 'Open Door' policy and immigration, to 1928 'Separate but equal', to 1945 Civil rights campaigns, to 1968 and the ghettos and black American radicalism

Scotland

Learners will undertake an in-depth study of Migration and Empire, 1830–1939. Within this topic they will study themes such as: Immigration to Scotland, 1830s–1939 Experience of immigrants to Scotland, 1830s–1939 Scottish emigration, 1830s–1939 Experience of Scots abroad, 1830s–1939

Assessment

Assignment

Learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA and accounts for 27% of the overall marks.

Examination

80 marks. Learners will complete this in 2 hours and 20 minutes. This will be marked by the SQA.

Skills Developed

In addition to developing their knowledge and understanding, learners will also learn how to evaluate a range of historical sources, critically assess the impact of historical events and draw relevant, balanced conclusions. There will be an emphasis on furthering literacy and numeracy skills in an historical context. They will also be encouraged to develop higher order thinking skills and apply these in various enterprising challenges.

Progression Pathways

The following are just some of the jobs available for History students:

Civil Service, Journalism, Retail Management, Librarianship, Accountancy, Diplomatic Service, Solicitor, Architecture, Archivist, Broadcasting, Public Relations, Teacher





History

Higher

Entry Requirements

Pupils should have an existing qualification in history at National 5 Level. Consideration may be given to S6 pupils wishing to study history with a proven track record of success in similar subjects.

Course Outline

European and World History

Pupils will undertake a study of the rise of the Nazi party in Germany between 1918-1933 and examine his maintenance of power to 1939. They will also study the Cold War, focusing on the causes of the Cuban missile crisis, 1962 and the reasons for USA's defeat in the Vietnam War.

Scottish History

Pupils will undertake a study of immigration in the Empire between 1830 and 1939, looking at immigration to Scotland and Scots contribution to the Empire during this period.

Assessment

An Examination with 2 papers, each 1 hour and 30 minutes in length.

Paper 1 requires the candidate to write 2 essays, from a choice of 4. This section is 44 marks in total,

Paper 2 requires candidates to answer 4 skills questions, totalling 36 marks.

Skills Developed

- A conceptual understanding of the past and an ability to think independently
- A range of skills including the ability to apply a detailed historical perspective in a range of contexts
- The skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- An understanding of the relationship between factors contributing to, and the impact of, historical events
- The skills of analysing, evaluating and synthesising historical information
- The skills of researching complex historical issues, drawing well-reasoned conclusions

Progression Pathways

The following are just some of the jobs available for History students.

Solicitor, Journalism, Civil Service, Accountancy, Diplomatic Service, Librarianship, Retail Management, Architecture, Archivist, Broadcasting, Public Relations, Teacher

Many other areas of employment are open to you if you choose to study History. Clearly History is also accepted as an entry qualification for University.





History

Advanced Higher (S6 Pupils Only)

Entry Requirements

An A or B pass in Higher History is essential.

Course Outline

Pupils will undertake an in-depth study of Germany: from democracy to dictatorship, 1918–39. This will take into account significant events from the period including:

- German Revolution and the creation of the Weimar Republic, 1918–19
- Political and economic crises, 1919–23
- Collapse of the Weimar Republic, 1929–33
- The National Socialist consolidation of power
- 1933–34 and Resistance to the regime, 1933–39.

Assessment

Course work consists of 25 mark essays, source interpretation questions, with a particular focus on in depth analysis and historiography. Pupils will complete a 4,000 word dissertation on a topic of their choice.

Skills Developed

- Critical analysis of historical research, including evaluating primary and other evidence
- Participating in debate and discussion, through which attitudes of open-mindedness and tolerance are fostered
- Organising and analysing lines of argument
- Adopting a structured approach to the research of a historical issue
- Constructing and sustaining lines of argument which reflect the complexity of the issues they address
- Presenting conclusions in a clear way, while reflecting the complexity of the issue under consideration

Progression Pathways

The following are just some of the jobs available for History students.

Solicitor, Journalism, Civil Service, Accountancy, Diplomatic Service, Librarianship, Retail Management, Architecture, Archivist, Broadcasting, Public Relations, Teacher

Many other areas of employment are open to you if you choose to study History. Clearly History is also accepted as an entry qualification for University.





Modern Studies

National 5

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: National 4 Modern Studies Course or relevant component Units.

Course Outline

Democracy in Scotland

Learners should have a broad knowledge and understanding of the nature of the democratic political system in Scotland or the UK and the main rights and responsibilities of citizens (e.g. right to free speech, to vote, to protest, to respect the views of others, to participate, to protest peacefully).

Social Issues in the United Kingdom: Social Inequalities

Learners will have an overview of social inequality in Scotland and the UK. The course will examine in detail at the causes and consequences of social inequality such as unemployment, low income, educational attainment and discrimination as well as attempts by government, other organisations and individuals to tackle it.

International Issues: World Power

Candidates have a choice of contexts for study. Contexts for study must be either a socioeconomic and political study of a major world power or a significant world issue. The study of a world power focuses on the political system of the world power, its international relations and socio-economic issues within the major world power. The major world power studied must be drawn from one of the G7 countries, We study the USA.

Assessment

Pupils will carry out an independent research task which will form their Added Value Unit.

National 5 candidates then write this up as an assignment under timed conditions (1 hour). This will then be sent to the SQA for external marking. This forms 20% of the candidate’s final mark.

National 5 candidates sit an exam which will last for 2 hours and 20 minutes. Candidates will be assessed on their knowledge and understanding and their ability to interpret sources (enquiry skills).

Skills Developed

Learners will develop their ability to write extended, detailed written explanations, as well as developing confidence and communication skills by presenting and debating information and ideas. Learners will be expected to use a variety of sources including graphs, pie charts and tables, in order to reach conclusions on specific issues. Learners will gain invaluable knowledge of social, political and economic issues in an international context. Modern Studies will also develop the learner’s ability to analyse, evaluate and apply knowledge and skills in a meaningful way.

Progression Pathways

It is particularly suitable for subjects such as:

Law, Politics, Government, Journalism, Social Work, Public Administration, Civil Service, Teaching, Local Government





| | |
|--|---------------|
| Modern Studies | Higher |
| <p>Entry Requirements</p> <p>This course is intended primarily for pupils who have gained a pass in National 5 Modern Studies. Pupils in S6 who have a proven track record in similar subjects and who enjoy current affairs and debating will also be considered at the discretion of the teacher.</p> | |
| <p>Course Outline</p> <p>Democracy in Scotland and the United Kingdom Learners will study topics such as: the United Kingdom’s constitutional arrangements including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of political institutions and processes; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.</p> <p>Social Issues in the United Kingdom Learners will focus on topics such as inequality relating to a specific group; evidence, theories and causes; the impact of inequality; and the attempts to tackle inequality and their effectiveness.</p> <p>International Issues Learners will focus on a political and socio-economic study of a major world power. This will focus on the country’s political system, contemporary socio-economic issues and its role in international relations. The world power is China.</p> | |
| <p>Assessment</p> <p>Learners must complete an assignment task worth 30 marks which will be sent to the SQA for external marking.</p> <p>Learners will also sit a question paper that will last 2 hours and 15 minutes.</p> | |
| <p>Skills Developed</p> <ul style="list-style-type: none"> • developing and applying skills, knowledge and understanding across political, social and international contexts • evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to detect and explain the degree of objectivity in political contexts which may be familiar or unfamiliar • researching, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions in social contexts which may be familiar or unfamiliar • developing and applying factual and theoretical knowledge and understanding, giving detailed explanations and analysis of the democratic processes, institutions and organisations which make up political life in Scotland and the United Kingdom | |
| <p>Progression Pathways</p> <p>SQA certificate courses in Modern Studies are recognised by all Universities and Colleges. It is particularly suitable for the study of: Law, Politics, Government & the Economy, Sociology, Public Administration, Journalism, Social Work.</p> <p>Modern Studies provides an excellent training for a wide range of careers, such as Law, Journalism, Civil Service, Teaching, Local Government, Police.</p> | |





Modern Studies

Advanced Higher (S6 Pupils Only)

Entry Requirements

An A or B pass at Higher Modern Studies.

Course Outline

In this course learners use a comparative approach to look at the similarities and differences between the UK and other international countries in relation to complex law and order issues.

Understanding Criminal Behaviour

In context B, they will learn the definitions and perceptions of crime, how to measure crime and take an in depth look at criminal behaviour. They will also study the impact crime has on victims, families, the perpetrator and wider society.

Responses By Society to Crime

In context C they learn about the contemporary relevance of different theories of punishment, including deterrence, rehabilitation and early interventions. They will also study criminal justice responses to crime including the use of custodial and non-custodial sentencing and ways to prevent crime.

Social Science Research Methods and Issues

In context D learners will develop a range of skills relevant to undertaking independent research. They will study social science research methodology and issues as well as source evaluation. Relevant case studies and examples are used from either contemporary contexts, academic contexts or the learners own use of social science research methods. Learners will analyse, evaluate and compare various methods of conducting research and learn to critically evaluate sources of information.

Assessment

Learners will have to pass unit assessments in order to carry out the final exam. These will be essay questions written under timed conditions. Learners will also have to carry out an extended piece of research that will form their dissertation.

In the final exam, learners will answer two essay questions worth 30 marks each, from a choice of three. They will also answer questions on research methods, worth 30 marks in total. These questions will require a mixture of extended and short responses.

Skills Developed

- developing and applying skills, knowledge and understanding across political, social and international contexts
- evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to detect and explain the degree of objectivity in political contexts which may be familiar or unfamiliar
- researching, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions in social contexts which may be familiar or unfamiliar
- developing and applying factual and theoretical knowledge and understanding, giving detailed explanations and analysis of the democratic processes, institutions and organisations which make up political life in Scotland and the United Kingdom

Progression Pathways

SQA certificate courses in Modern Studies are recognised by all Universities and Colleges. It is particularly suitable for the study of: Law, Politics, Government & the Economy, Sociology, Public Administration, Journalism, Social Work. Modern Studies provides an excellent training for a wide range of careers, such as Law, Journalism, Civil Service, Teaching, Local Government, Police.





Politics

Higher (S6 Pupils Only)

Entry Requirements

Candidates must have achieved a Higher pass in either Modern Studies or History in S5.

Course Outline

Political Theory

Candidates study the key political concepts of power, authority and legitimacy, with particular reference to the work of Steven Lukes and Max Weber. They study the nature of democracy and the arguments for and against direct and representative democracy, including the works of relevant theorists. Candidates will study the key ideas of two political ideologies (Conservatism and Socialism), including the works of relevant theorists whilst drawing balanced conclusions about the chosen ideologies. Relevant case studies are used from contexts such as Brexit, Scottish Independence and USA Politics.

Political Systems

Candidates study the constitutional arrangements in the UK and USA political systems. The detailed study of the political systems focuses on the roles of the executive and legislative branches within each system focussing on areas such as the Powers of the President/PM, role of committees and passage of legislation. Candidates compare and contrast the respective powers of these individual branches of government within the two political systems and draw balanced conclusions.

Political Parties and Elections

Candidates compare the electoral impact of two different dominant ideas of The Conservative Party and Scottish National Party. These ideas are studied alongside the impact of political campaign management strategies and theoretical analyses of voting behaviour. Relevant case studies are used focussing on the 2020 USA Presidential election, 2019 UK General Election and the 2021 Scottish Parliament Election.

Assessment

Essays

This comprises essays worth 12 and 20 marks and source questions worth 8 and 20 marks.

Final Exam

- Question paper 1 52 marks—This is 47% of the overall marks for the course assessment.
- Question paper 2 28 marks—This is 26% of the overall marks for the course assessment.

Assignment

- Assignment 30 marks—This is 27% of the overall marks for the course assessment.

Skills Developed

By studying this course, Learners will develop the four capacities as well as lifelong skills preparing them for further education and employment. Politics will develop successful learners by developing pupil’s knowledge of political systems and challenging them to look at the world in new ways. Learners become confident by developing a critical awareness of the nature of politics and the relationship between political theories, systems and parties. Learners will build up a framework of political knowledge and understanding that will help them develop a sense of responsible citizenship. Learners will become effective contributors who, through the knowledge and understanding gained from research and critical thinking activities carried out individually and in groups, will develop attributes that will be important for their life and work. Learners will progressively develop skills in literacy and numeracy by studying election results, source questions and course research.

Progression Pathways

SQA certificate courses in Politics are recognised by all Universities and Colleges. It is particularly suitable for the study of: History, Law, Politics, Economics, Sociology, Teaching, Public Administration, Journalism, Social Work.





| Sociology | Higher (S6 Pupils Only) |
|---|--------------------------------|
| Entry Requirements Candidates should have achieved a minimum of a C pass at Higher level in English and another Social Subject and or equivalent qualifications and/or experience prior to starting this course. | |
| Course Outline The course consists of three areas of study: Human society Candidates develop an understanding of the sociological approach to studying human societies. This is achieved by developing and using analytical skills to investigate sociological approaches to studying society, the research methods used, and the relationships that exist among individuals, groups and institutions, as viewed from different sociological perspectives and theories. Culture and identity Candidates develop the ability to use sociological concepts, theories and research to investigate features of culture and identity in a changing social world. They consider their own and others' cultural experiences to develop an understanding of cultural identity and diversity. Social issues Candidates develop the ability to evaluate and apply sociological theories and to use research evidence to develop sociological understanding of contemporary social issues. They develop skills in using a range of sources, including research evidence, to justify points of view. | |
| Assessment Question paper 80 marks Assignment 30 marks | |
| Skills Developed <ul style="list-style-type: none">• understanding society by explaining sociological perspectives, theories and concepts• explaining the sociological significance of relationships among individuals, groups and institutions in a changing social world• explaining and evaluating research methods used in sociology• using sociological theories to analyse and explain human social behaviour• using knowledge and understanding to evaluate research and evidence to support explanations• explaining differences between sociological and common-sense explanations of human social behaviour• explaining the sociological significance of topics• using research skills to investigate topics• analysing and evaluating information including published research• communicating sociologically-informed views | |
| Progression Pathways Sociology is a great choice of subject for people who want a career in social work, nursing or medicine, but the subject is also useful in a number of other careers, like marketing, advertising, PR, journalism, law and teaching. | |





Travel and Tourism

National 5

Entry Requirements

An interest in working in the Travel and Tourism industry.

Course Outline

The National 5 Skills For Work: Travel and Tourism course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes needed for work in the travel and tourism industry. It involves a combination of ICT skills, role playing customer service scenarios and researching the tourism industries and popular destinations around the world.

There are 4 key topic areas: Scotland, The UK and Worldwide, Employability and Customer Service.

Employability

The course begins with an examination of the learners own employability skills and experience. They assess their own abilities and compare different job roles within the travel and tourism industry, including that of flight attendants, travel agents and overseas tour operators and the skills required to be successful in these roles.

Customer Service

In this unit learners investigate how tourism is marketed through the creation of leaflets and posters. They also learn how to deal with customers from customer charters, complaint handling and other public facing responsibilities.

Scotland

Learners will complete a unit of work on the importance of tourism within their own country of Scotland. They will research what Scottish tourism has to offer, what types of clients would be attracted to Scottish tourism and how to appeal to them as well as the pros and cons of the "staycation" and the impact tourism has, both positively and negatively, on Scotland.

UK and Worldwide

In this final unit learners research different types of breaks such as romantic city breaks, family beach escapes and club 18-30 package holidays. They will also expand their knowledge of holiday types to examine mass tourism and eco-tourism and the impact new trends have had on the industry

Assessment

There is no external assessment for this course. In order to pass, learners must successfully complete all individually assessed outcomes for each of the four units. The course will be awarded on a pass or fail basis only, no grade boundaries A-D

Skills Developed

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

Progression Pathways

Skills for Work in Travel and Tourism at SCQF level 5 may provide progression to:

- other SQA Travel and Tourism Courses or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism
- further education
- employment in the travel and tourism industry





Website

www.st-andrews-sec.glasgow.sch.uk

Phone

0141 582 0240

Email

headteacher@st-andrews-sec.glasgow.sch.uk

Follow Us on Twitter

[@standrewsrcsec](https://twitter.com/standrewsrcsec)

Address

St Andrew's RC Secondary
47 Torphin Crescent
Glasgow
G32 6QE

Contact Us



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PUTTING YOUNG PEOPLE FIRST