



FIFTH AND SIXTH YEAR  
COURSE CHOICE HANDBOOK  
2020-2021

## Preparing for your senior phase at Craigmount

### Transition from S4 to S5

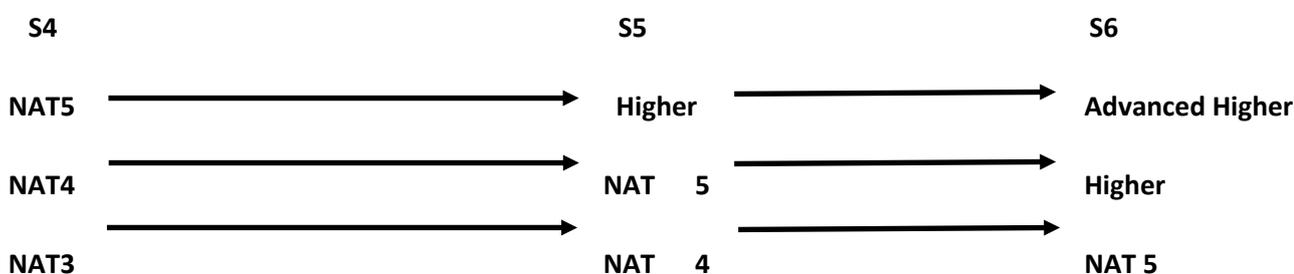
Fifth year will continue to challenge you in terms of academic work and pace. **All S5 students will have a full timetable.** You will be used to internal assessments from S4 and therefore should expect the demands of the courses you sit.

### National Qualifications

The system of National Qualifications (NQs) aims to provide an opportunity for all students to progress with their studies at an appropriate level. The qualifications are available at different levels, although not all will be offered in every subject. These levels are:

**National 2   National 3   National 4 (Level 4)   National 5 (Level 5)   Higher (Level 6)   Advanced Higher**

The following diagram explains how you could progress from S4:



**To decide on an appropriate level for an individual subject, you must look at the entry requirements for each subject and follow the recommendation on your recent report.**

All courses will be certificated by SQA

- **Free-standing Units** are assessed by means of end of unit assessments in school and not by a final examination.
- **National 4/5** courses are made up of a range of assessments which are completed in class and **most National 5** courses have an end of course external examination.
- **Higher courses** are considerably more advanced than Nationals and **should only be attempted by those students who meet the Entry Requirements** of the subjects concerned eg. A pass at National 5 (A-C) will be essential to move into Higher. Coursing will be carried out using formal assessment grades and other key pieces of assessment for S5/6. Change can be made in August when you have received your SQA results.
- **Advanced Higher** courses are **considerably** more demanding than Higher courses. You should only take these courses in S6 following success at Higher. They, like Nationals and Highers, are assessed both internally and externally. The Advanced Higher Course Assessment is due to change in 2019-20, please bear this in mind as reading through the course descriptors and assessment criteria in this booklet.

## Remember

- All students find the transition from Nationals to Highers demanding,
- There is more work to cover at greater speed and to greater depth,
- It is better to sit a Higher only once in S6 than to fail it in S5 then resit in S6,
- Many university admissions require Highers to be passed at first sitting and will not consider upgrades

### **School/College Partnership Programme – See Booklet for further information**

You can attend College on a Tuesday and Thursday afternoon (There may be other courses on different days, by arrangement). This allows you to study subjects not offered by the school. A list of the courses **likely** to be on offer at Edinburgh College can be discussed with your Pupil Support Leader. There are pages in this booklet which give details about some college courses and courses run by other partners. Your Student Support teacher has further information about these and will be able to advise you. This option is called **College** on the Choice Sheet.

Many students should consider seriously the School/College Partnership programme, which gives an insight into study at college.

Craigmount also offers students the chance to apply to college for a Foundation Apprenticeship. Details can be found in the college booklet.

Many of these courses offer guaranteed access to a full-time college place upon successful completion. College is useful in Sixth Year where the style of teaching can prepare you for university.

## Making Decisions

### When Do You Intend to Leave School?

Some of you who are too young to leave in summer may leave at Christmas of Fifth year. This will mean you will be entering the college/job market at a time when relatively few other students are competing with you.

It is possible to arrange extended work placements, or for you to attend College full-time. **Further details of this may be obtained from Student Support.** You would still remain on the school roll until the leaving date in December.

Some of you will leave at the end of Fifth Year having achieved some National awards and/or freestanding units and possibly one or two Highers.

The majority of you will remain at school into Sixth year, possibly taking some subjects at Advanced Higher as well as Highers or National 4/5 Courses. It is important that you **progress** in your subjects and do not stay at the same level.

### Making Your Choice

Together with this booklet you will get a copy of the choice sheet. It allows you to keep a record of your choice once you have made it. **It is very important for you to make your choice carefully at this stage since changes will only be allowed at a later stage because of unexpected exam results or under other exceptional circumstances.**

We have aimed to offer as full a choice as possible while also trying to ensure you can progress with your most successful subjects. It is not possible, however, to offer all conceivable combinations of choices. Inevitably there will be some choices which we cannot satisfy. However, you do have two years in which to take subjects and therefore you should be able to obtain your choice over the two year period.

In some cases, S5 National 4 or 5 courses will be run alongside S4 classes. This will mean that the S5 students will have an additional wider achievement course for one period per week.

**We cannot guarantee that all courses will run. If very few students opt for a course we will have to cancel it.** It may still be possible for you to take it by one of the means listed below:

- at another school by travelling
- at a College of Further Education

### Wider Achievement Award

Students in S5 will also be required to select an SQA Course from Column F on the Course Choice sheet for 1 period per week.

### Raising Attainment

One of the main priorities in Craigmount is to raise the attainment/achievement of our students. Several initiatives have been put in place in order to achieve this:

- As senior students, you will be expected to consider carefully why you are choosing to return to school. You are expected to attend regularly and adhere to school policies. Failure to do so may result in you being asked to leave.
- All S5/S6 students will set target grades for each examinable subject in discussion with your subject teachers. Staff will monitor the overall target grades and both subject staff and Student Support staff will review the targets regularly to ensure you are 'on track' and achieving your full potential.

## The Special Nature of Sixth Year

The main purposes for following a Sixth Year Course are:

- to gain required qualifications for Further/Higher Education/employment
- to study particular subjects in depth
- to develop disciplined patterns of study
- to develop skills of value in later life
- to gain experience of committee work
- to gain further work and community experience

**S6 students will study 4 subjects. The exception to this will be students who are studying 3 Advanced Highers.**

There are, however, other important aspects of Sixth Year. In addition to the above, S6 students will be encouraged to make a contribution to the wider life of the school during any non contact periods and thus earn privileges. This contribution can be made in a variety of ways:

- through membership of the Sixth Year Committees
- through support for younger students with their learning
- through regular contact with a First Year tutor group
- through being a 'Buddy' for a younger student
- through production and development of the Sixth Year Yearbook

These are just some examples, your own ideas will be warmly welcomed.

Universities and employers are particularly interested in students who have both good qualifications and good personal qualities. They often ask such questions as:

- Does s/he get on well with other students and with teachers?
- Does s/he get involved in other school activities such as sport, music, drama, fundraising, charity and committee work?
- Has s/he the ability to study, research, and handle information from a range of sources?

**YASS – Young Applicants in School Scheme** (Open University) is available for S6 students who demonstrate genuine reasons for wanting to study a module at University level. See YASS page in booklet. This requires a great deal of commitment. The emphasis is on self-study and there is an expectation that the course is completed.

### **Work Placements –**

In line with new National Framework development, Craigmount High School will offer 'Work Placement' to S6. Students can set up 2 hours per week of work placement (subject to meeting council risk assessment).

## Personal Study

Most S6 students will have personal study time in school. This may be the first opportunity you have had to organise your own study, while surrounded by peers. It is important that you establish good working practices from the beginning.

- Plan your work for each study period
- Bring all necessary books etc
- Choose your seat carefully; avoid friends with whom you know you are liable to chat
- **It would be unwise to spend all your free time socialising**

Personal Study extends into time at home as well. You should no longer confine your homework to formally set work, but become capable of following up **all** work done in class with an appropriate amount of time.

Questions such as these are helpful:

- Have I grasped the main points of today's lessons?
- Is there anything I have not understood?
- Is there some relevant background reading?
- How can I be prepared for next lesson?



# School courses on offer



## Accounting

## Higher

### Introduction

The purpose of the course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. A main feature of this course is the development of numeracy and thinking skills.

The course aims to enable learners to: develop an awareness of the important function accounting performs in industry and society; develop accuracy in the preparation, presentation, interpretation and analysis of accounting information and apply a systematic approach to solving financial problems; apply relevant accounting concepts and techniques when preparing financial information; develop an awareness of a range of sources of finance available to organisations and when to use the most appropriate ones; apply information technology (ICT) in accounting related tasks.

### Course Structure

This course is split into 3 main areas:

Preparing Financial Accounting Information

(Company Accounts, Partnerships and Manufacturing Accounts)

Preparing Management Accounting Information

(Cash Budgets; Inventory Costing; Overhead Analysis; Job Cost statements; Break-Even, Service Costing, Process Costing)

Analysing Accounting Information

(Investments Analysis and Investment Ratios)

### Assessment

The course assessment is made up of a question paper (120 marks) and an accounting-related assignment (60 marks).

### Homework

Regular homework will include both accounting exercises and theory questions.

### Entry Requirements

N5 Accounting, or S6 students should have achieved N5 Maths.

### Progression

A degree course in Accounting or a wide range of employment opportunities in the private and public sector.

Accounting apprenticeships also available.

### Useful Websites

<http://www.sqa.org.uk/sqa/47434.html>

**Introduction**

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The course aims to enable learners to: develop an awareness of the important function accounting performs in industry and society; develop accuracy in the preparation, presentation, interpretation and analysis of accounting information and apply a systematic approach to solving financial problems; apply relevant accounting concepts and techniques when preparing financial information; develop an awareness of a range of sources of finance available to organisations and when to use the most appropriate ones; apply information technology (ICT) in accounting related tasks.

**Course Structure**

This course is split into 3 main areas:

Preparing Financial Accounting Information

(Double Entry Book Keeping; Income Statements; Statement of Financial Position)

Preparing Management Accounting Information

(Cash Budgets; Stock Costing; Overhead Analysis; Job Cost statements; Break-Even)

Analysing Accounting Information (Ratios)

**Assessment**

The course assessment is made up of a question paper (130 marks) and an accounting-related assignment (50 marks).

**Homework**

Regular homework will include both accounting exercises and theory questions.

**Entry Requirements**

S4 Students choosing N5 Accounting should be coursed into N5 Maths in S4. S5 or S6 students should have achieved N5 Maths.

**Progression**

Higher Accounting.

A degree course in Accounting or a wide range of employment opportunities in the private and public sector.

Accounting apprenticeships also available.

**Useful Websites**

<http://www.sqa.org.uk/sqa/47434.html>

**Introduction**

Administration and IT skills cut across all sectors of the economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

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

**Course Structure**

The course is made up of 2 main areas of study:

- Administrative Theory and Practice
- IT Applications

**Assessment**

The course assessment consists of a written question paper (50 marks) and a practical assignment( 70 marks).

The question paper will cover the administrative theory. The assignment will require learners to use advanced functions of applications to solve problems, carry out online research and demonstrate effective communication skills.

**Homework**

A variety of tasks that will help demonstrate understanding of the course. Exam style questions.

**Entry Requirements**

Grade A, B or C in National 5 Administration and IT, National 5 Business or relevant National 5 component units.

**Progression**

Administration & IT leads into different careers such as setting up your own business, administrative careers in many industries, human resources and many more.

**Useful Websites**

<https://www.sqa.org.uk/sqa/45686.html>

**Introduction**

Administration and IT skills cut across all sectors of the economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

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

The Course aims to enable learners to: develop an understanding of administration in the workplace and key legislation affecting both organisations and employees; develop an understanding of good customer care and its benefits to organisations; develop IT skills and use them to perform administrative tasks; acquire organisational skills in the context of organising and supporting events.

**Course Structure**

The course is made up of 2 areas of study:

- Administrative Theory
- IT Applications

**Assessment**

The course assessment consists of a practical assignment (70 marks) and a question paper (50 marks). The assignment is an IT-based assignment drawing on the knowledge, understanding and skills developed across the Course. The question paper will consist of spreadsheet and database theory tasks completed using ICT equipment.

**Homework**

A variety of tasks that will help demonstrate understanding of the course. Students should keep abreast of business news and are encouraged to follow the faculty twitter account.

**Entry Requirements**

National 4 Administration and IT, National 4 Business or relevant National 4 component units.

**Progression**

National 5 Administration & IT

**Useful Websites**

[http://www.npfs.org.uk/wp-content/uploads/2013/03/nutshells\\_administrationIT\\_N5\\_E.pdf](http://www.npfs.org.uk/wp-content/uploads/2013/03/nutshells_administrationIT_N5_E.pdf)  
<https://twitter.com/CHSBusComp>

**Introduction**

The Advanced Higher Art & Design course continues to refine learner's understanding of their creative potential. Learner's set their own area of enquiry to suit their skills and interest and have greater autonomy and freedom in the work they produce.

The course is ideally suited to students wishing to produce a portfolio of work for university application or wishing to develop their creativity and problem solving skills. Students wishing to pursue a career in architecture, fashion, fine art or design benefit greatly from personalised nature of the course.

**Course Structure**

Learners will be required to produce a unit of work within their chosen area of study. Once this is complete, learners will continue the line of enquiry to create a portfolio of up to 11 x A1 sheets of work. Work will be reviewed throughout the year and support and feedback will be given on a 1-to-1 basis.

The course focuses primarily on the development process and favours learners who explore the potential of their ideas with curiosity and experimentation as well as those with a high level of skill.

**Assessment**

The course is assessed through a portfolio presentation only. In the portfolio, learners will produce an expressive enquiry of work or a design enquiry leading to a final solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

Learners will also be asked to submit a 1500 word essay which integrates both application of skills, knowledge and understanding of art and design practice from across the Units.

**Homework**

Students will be expected to research and work on material outside class time to broaden and deepen their knowledge and skills. This may be done in supervised sessions in school or at home. They will also be expected to visit galleries, museums and libraries to inform their work and deepen their understanding of the nature of Art & Design historically and in a contemporary context.

**Entry Requirements**

A-C grade at Higher level in Art & Design. Students without these qualifications may be presented for multiple units only at Advanced Higher level.

**Progression**

Success at Advanced Higher is a key qualification for any further study in Art or Architecture.

There are a huge range of careers in which art & design skills are essential including fine art; product design; architecture, interior and landscape design; fashion, textile, jewellery and accessory design; set, make-up, costume, character and lighting design; graphic design and visual communication; animation; art therapy; mechanical design; and photography. Most of these require further study.

Art & Design at Advanced Higher level is recognised by nearly all universities as an approved entry qualification

**Introduction**

The Art & Design course is practical and experiential and the key focus is creativity. Learning in the course will develop knowledge of art and design practice and a range of practical media handling skills in both expressive and design contexts. At this level, learners will show increasing personal autonomy and creative decision making when agreeing the content and context of their work.

**Course Structure**

Students will produce work in both Expressive and Design activities leading towards a final portfolio. They will also study work by artists and designers and their relevance to its social surroundings.

**Assessment**

The course is assessed through a portfolio and an exam. In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper requires the integration and application of skills, knowledge and understanding of art and design practice from across the course.

**Homework**

Students will be expected to research and work on material outside class time to broaden and deepen their knowledge and skills. This may be done in supervised sessions in school or at home. They will also be expected to visit galleries, museums and libraries to inform their work and deepen their understanding of the nature of Art & Design historically and in a contemporary context.

**Entry Requirements**

A-C grade at National 5 level in Art & Design.

**Progression**

Success at Higher leads onto Advanced Higher in S6 and is a key qualification for any further study in Art or Architecture.

There are a huge range of careers in which art & design skills are essential including fine art; product design; architecture, interior and landscape design; fashion, textile, jewellery and accessory design; set, make-up, costume, character and lighting design; graphic design and visual communication; animation; art therapy; mechanical design; and photography. Most of these require further study.

Art & Design at Higher level is recognised by nearly all universities as an approved entry qualification

**Useful Websites**

<https://www.nationalgalleries.org/>

**Introduction**

The Art & Design course is practical and experiential and the key focus is creativity. Learning in the course will develop knowledge of art and design practice and a range of practical media handling skills in both expressive and design contexts. At this level, learners will show increasing personal autonomy and creative decision making when agreeing the content and context of their work.

**Course Structure**

Students will produce work in both Expressive and Design activities leading towards a final portfolio. They will also study work by artists and designers and their relevance to its social surroundings.

**Assessment**

The course is externally assessed through a portfolio and an exam. In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper requires the integration and application of skills, knowledge and understanding of art and design practice from across the Units.

**Homework**

Students will be expected to research and work on material outside class time to broaden and deepen their knowledge and skills. This may be done in supervised sessions in school or at home. They will also be expected to visit galleries, museums and libraries to inform their work and deepen their understanding of the nature of Art & Design historically and in a contemporary context.

**Entry Requirements**

Secure in level 4 outcomes/overall pass at National 4 Art & Design or at the discretion of the department.

**Progression**

Higher and Advanced Higher Art & Design. This would be key qualification for any student considering University or College courses in Art, Design or Architecture.

There are a huge range of careers in which art & design skills are essential including fine art; product design; architecture, interior and landscape design; fashion, textile, jewellery and accessory design; set, make-up, costume, character and lighting design; graphic design and visual communication; animation; art therapy; mechanical design; and photography. Most of these require further study.

**Useful Websites**

<https://www.nationalgalleries.org/>

## Art Portfolio

## Ungraded

### Introduction

Entry into further or higher education courses, or for securing an interview for a job in the creative industries, require applicants to have high quality portfolios of work that present and highlight a range of investigative, development and production skills. The Art Portfolio option provides the space, time and resources to help build up a body of work that will be of great benefit to any student looking to develop their creative skills in these areas.

### Course Structure

Each student will plan, through discussion with the class teacher, a series of activities that will be targeted towards their ambitions and needs. This can involve going into greater depth with painting, sculpture, photography, or design.

### Assessment

This course is not assessed.

### Homework

No requirement for homework unless the student needs to complete tasks for deadlines out-with school.

### Entry Requirements

Students will be expected to have completed N5 Art & Design.

### Progression

The folio produced will provide an excellent foundation for applications to further and higher educational establishments.

### Useful Websites

**Introduction**

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution.

In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

**Course Structure**

The course is made up from three units:

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology

**Assessment**

Internal assessment:

There are three unit assessments which are assessed on a pass/ fail basis.

External assessment:

- External examination worth 100 marks
- A written project worth 30 marks

In both cases learners are assessed in both skills and knowledge from the three units.

**Homework**

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems.

Please note: Homework tasks may include pieces of work required as preparatory work before embarking on the practical investigation and post practical analysis for the practical investigation report.

**Entry Requirements**

Learners are required to have passed Higher Biology at grade A - C.

**Progression**

Advanced Higher Biology provides entrance requirements for a variety of Higher Education courses.

**Useful Websites**

[www.sqa.org.uk/sqa/48458.html](http://www.sqa.org.uk/sqa/48458.html) [www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)

**Introduction**

The Higher qualification in Biology give learners an understanding of cell biology, genetics and growth. It covers major concepts that make biology an important area of investigative science. The course gives an understanding of the way in which biological principles can be applied to the modern world.

The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. It has a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society.

The Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond.

**Course Structure**

The course is made up from three units:

- DNA and the genome
- Metabolism and survival
- Sustainability and interdependence

**Assessment**

External assessment:

- Two question papers: 120 marks in total (worth 80%)
- Assignment: 20 marks scaled to 30 marks (worth 20%)

**Homework**

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems.

**Entry Requirements**

Learners are required to have passed National 5 in Biology. An 'A' or 'B' grade is recommended.

**Progression**

Learners who achieve a Pass at Higher could progress to Advanced Higher Biology or a Higher in another Science Subject.

**Useful Websites**

<https://www.sqa.org.uk/sqa/47912.html> <https://www.bbc.com/education/subjects/zm6tyrd>

**Introduction**

The National 5 Biology Course covers major areas of biology including cellular, whole organism and ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the Course.

**Course Structure**

The course is made up from three units:

Cell Biology

Multicellular Organisms

Life on Earth

**Assessment**

Internally assessment:

There are three unit assessments and one practical investigation which are assessed on a pass/ fail basis. External assessment:

External examination – 80% of overall grade

In addition learners also complete an assignment which is marked externally – 20% of overall grade.

In both cases learners are assessed in both skills and knowledge from the three units.

**Homework**

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems. Please note: Homework tasks will often include pieces of work required as evidence for the internal assessment and also the final assignment

**Entry Requirements**

Learners are required to have passed National 4 in Biology or another Science subject

**Progression**

Learners who achieve a Pass at National 5 could progress to Higher Biology or a National 5 in another Science Subject.

**Useful Websites**

[www.sqa.org.uk/sqa/47427.html](http://www.sqa.org.uk/sqa/47427.html) [www.bbc.co.uk/education/levels/z6gw2hv](http://www.bbc.co.uk/education/levels/z6gw2hv)

[www.sqa.org.uk/sqa/47912.html](http://www.sqa.org.uk/sqa/47912.html) [www.bbc.co.uk/education/levels/z6gw2hv](http://www.bbc.co.uk/education/levels/z6gw2hv)

[www.npfs.org.uk/wpcontent/uploads/2014/06/nutshells\\_highers\\_biology\\_E.pdf](http://www.npfs.org.uk/wpcontent/uploads/2014/06/nutshells_highers_biology_E.pdf) [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

**Introduction**

The Advanced Higher Business Management Course provides learners with the skills, knowledge and understanding required to analyse and evaluate complex and interrelated business information and issues.

The Course encourages learners to become better informed, and more open and independently minded individuals capable of applying their skills to current business contexts. Studying Advanced Higher Business Management will enable learners to develop confidence in their ability to analyse business situations and reach valid, logical conclusions as a result of undertaking their own research.

**Course Structure**

The course is made up of 3 areas of study:

The External Business Environment

The Internal Business Environment

Evaluating Business Information

**Assessment**

The course assessment consists of a question paper and a business related assignment.

**Homework**

Regular homework weekly or fortnightly consisting of past paper questions or preparatory learning or investigation. Students should be reading business news on a daily basis, and following the faculty twitter account for related stories.

**Entry Requirements**

Higher Business Management.

**Progression**

Business degree course.

**Useful Websites**

<http://scholar.hw.ac.uk/>

### Higher

#### Introduction

The course highlights the different ways in which large organisations operate. Candidates learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. Using current business theory and practice, the course reflects the integrated nature of large organisations, their functions and decision-making processes.

The course is suitable for candidates who are interested in entering the world of business, as a manager, employee or self-employed person, and exploring the activities of different types of business.

#### Course Structure

The course is made up of 3 topics:

Understanding Business

Management of People and Finance

Management of Marketing and Operations

#### Assessment

The course assessment consists of a question paper (90 marks) and a business related assignment (30 marks).

#### Homework

Regular homework weekly or fortnightly consisting of past paper questions or preparatory learning or investigation. Continual reading of business related articles is required.

#### Entry Requirements

National 5 Business Management or pass in Higher English or coursed into Higher English in current year.

#### Progression

Business degree course.

#### Useful Websites

<http://scholar.hw.ac.uk/>

Additional information about the course -

[https://www.sqa.org.uk/files\\_ccc/HigherCourseSpecBusinessManagement.pdf](https://www.sqa.org.uk/files_ccc/HigherCourseSpecBusinessManagement.pdf)

### National 5

#### Introduction

Business plays an important role in society, as it creates wealth, prosperity, jobs and choices. It is therefore essential to have effective businesses and business managers to sustain this role.

The National 5 Business Management course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people. Candidates gain skills in personal financial awareness through improving knowledge of financial management in a business context. The course introduces candidates to the dynamic, changing, competitive, and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation

#### Course Structure

The course is made up of 3 topics:

Understanding Business

Management of People and Finance

Management of Marketing and Operations

#### Assessment

The course assessment consists of a question paper (90 marks) and a business related assignment (30 marks).

#### Homework

Regular homework weekly or fortnightly consisting of past paper questions or preparatory learning or investigation.

#### Entry Requirements

National 4 Business or students should be coursed into National 5 English or any social subject at National 5 level.

#### Progression

Higher Business Management

Business Apprenticeship

#### Useful Websites

[https://blogs.glowscotland.org.uk/glowblogs/NPF/files/2013/03/nutshells\\_business\\_N5\\_E.pdf](https://blogs.glowscotland.org.uk/glowblogs/NPF/files/2013/03/nutshells_business_N5_E.pdf)

<http://www.apprenticeshipsinscotland.com/job-category/opportunities-in-businessadmin/>

Additional information about the course -

[https://www.sqa.org.uk/files\\_ccc/BusinessManagementCourseSpecN5.pdf](https://www.sqa.org.uk/files_ccc/BusinessManagementCourseSpecN5.pdf)

### National 4

#### Introduction

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

The purpose of the course is to highlight ways in which organisations operate and the steps they take to achieve their goals. This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts. The skills, knowledge and understanding gained are embedded in current business practice and theory, and reflect the integrated nature of organisations, their functions, and their decision-making processes.

An understanding of business is one of the main skills that students underestimate, according to a 2013 Guardian survey. Less than 10% of students thought it was a vital skill, compared to nearly 70% of employers. Managing Director of Give-a-grad-a-go, Cary Curtis says, “you don’t need to be the next Mark Zuckerberg, but having a good idea of how a business runs and the challenges involved are really useful skills to take into any company.”

#### Course Structure

The course is made up two units:

- Business in Action
- Influences in Business

#### Assessment

Students must pass unit assessments for all units and then complete the course assessment. The course assessment consists of a business related assignment.

#### Homework

Regular homework weekly or fortnightly consisting of past paper questions or preparatory learning or investigation.

#### Entry Requirements

No entry requirements.

#### Progression

National 5 Business Management

#### Useful Websites

[https://blogs.glowscotland.org.uk/glowblogs/NPF/files/2013/03/nutshells\\_business\\_N4\\_E.pdf](https://blogs.glowscotland.org.uk/glowblogs/NPF/files/2013/03/nutshells_business_N4_E.pdf)

<https://twitter.com/CHSBusComp>

### National Progression Award – Business & IT – Level 5 & 6

#### Introduction

The course aims are:

- To develop knowledge and understanding of the role of business in society.
- To develop knowledge, application and usage of a variety of software packages.
- To provide candidates with the relevant Core Skills for business, administration and technology for employment and further study.

The course combines theory and practical skills in business and IT essential for the world of work.

#### Course Structure

The course is made up of 4 units:

- Business Enterprise
- Marketing and Operations
- Word Processing
- Presentations

#### Assessment

Students are required to pass unit assessments in all of the units above to achieve the NPA Level 5 or Level 6 qualification.

#### Homework

Regular homework weekly or fortnightly consisting of past paper questions or preparatory learning or investigation.

#### Entry Requirements

National 5 in Business or Admin & IT (for Level 6) and National 4 in Business or Admin (for Level 5)

#### Progression

Higher Business Management or Higher Admin & IT

#### Useful Websites

[https://blogs.glowscotland.org.uk/glowblogs/NPF/files/2013/03/nutshells\\_business\\_N4\\_E.pdf](https://blogs.glowscotland.org.uk/glowblogs/NPF/files/2013/03/nutshells_business_N4_E.pdf)  
<https://twitter.com/CHSBusComp>

## Advanced Higher

### Introduction

The Advanced Higher qualification in Chemistry develops sophisticated skills of independent study and thought. Learners carry out an in-depth study of electronic structure, chemical bonding, thermochemistry and reaction kinetics.

Further topics for study include organic chemistry, structural analysis, and medicinal chemistry.

### Course Structure

The course is made up from three units:

- Inorganic and physical chemistry
- Organic chemistry and instrumental analysis
- Researching chemistry

### Assessment

Internal assessment:

- There are three unit assessments which are assessed on a pass/ fail basis.

External assessment:

- External examination – worth 100 marks
- A written project worth 30 marks

### Homework

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems.

Please note: Homework tasks may include pieces of work required as preparatory work before embarking on the practical investigation and post practical analysis for the practical investigation report.

### Entry Requirements

Learners are required to have passed Higher Chemistry at a grade A-C.

### Progression

Advanced Higher Chemistry provides entrance requirements for a variety of Higher Education courses.

### Useful Websites

<http://www.sqa.org.uk/sqa/48459.html> [www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)

### Introduction

The Course develops greater knowledge of bonding, structure and properties of the mole, and enables learners to acquire enhanced understanding of carbon compound reactions, nomenclature and structural formulae, and of polymers and natural products. They will also study Hess's Law, equilibrium, acids and bases, redox reactions, and chemistry of food.

### Course Structure

The course is made up from four units:

- Chemical changes and structure
- Nature's chemistry
- Chemistry in society
- Researching chemistry

### Assessment

Internal assessment:

- There are three unit assessments and a practical investigation which are assessed on a pass/ fail basis.

External assessment:

- External examination – worth 100 marks and a written assignment worth 20 marks.

### Homework

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems and exam practice.

### Entry Requirements

Learners are required to have passed National 5 in Chemistry and ideally passed National 5 Mathematics

### Progression

Learners who achieve a Pass at Higher could progress to Advanced Higher Chemistry or a Higher in another Science Subject.

### Useful Websites

[www.sqa.org.uk/sqa/47913.html](http://www.sqa.org.uk/sqa/47913.html)

[www.npfs.org.uk/wp-content/uploads/2014/06/nutshells\\_highers\\_chemistry\\_E.pdf](http://www.npfs.org.uk/wp-content/uploads/2014/06/nutshells_highers_chemistry_E.pdf)

## National 5

### Introduction

The National 5 Chemistry Course enables learners to develop and apply knowledge and understanding of chemistry. Learners also 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.

### Course Structure

The course is made up from three units:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

### Assessment

Internally assessment:

There are three unit assessments and a practical investigation which are assessed on a pass/ fail basis.

External assessment:

External examination – 80% of overall grade

In addition learners also complete an assignment which is marked externally – 20% of overall grade. In both cases learners are assessed in both skills and knowledge from the three units.

### Homework

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems. Please note: Homework tasks will often include pieces of work required as evidence for the internal assessment and also the final assignment

### Entry Requirements

Learners are required to have passed National 4 in Chemistry or another Science subject

### Progression

Learners who achieve a Pass at National 5 could progress to Higher Chemistry or a National 5 in another Science Subject.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk).

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

Learning how to develop computer games offers young people opportunities to develop their skills for life and skills for work within a creative and work-related context.

**Course Structure**

The course is made up of 3 units:

- Computer Games – Design -  
Computer Games – Media Assets
- Computer Games – Development.

The structure of the course is the same for all SCQF levels and this allows students to achieve a level suitable to their abilities.

**Assessment**

All units are internally assessed, no external exam

Students will gain either SCQF level 4, 5 or 6 depending on the quality of the work provided.

**Homework**

Investigating and collecting data to use in own games.

**Entry Requirements**

There are no entry formal entry requirements for the course. However, it would be very useful for learners to have at least one of the following:

- basic computing knowledge and skills (Level 4 entry)
- corresponding NPA award at lower level (Level 5 and 6 entry)
- Computing Science at National 4, National 5 or Higher
- A suitable grouping of National units

Good current knowledge and experience of computer games development (Level 6)

**Progression**

The NPA in Computer Games Development course enables students to progress from level 4 to level 5 or from level 5 to level 6.

**Useful Websites**

1. Computer games developer: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/computergames-developer>
2. Computer games tester: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/computer-games-tester>

## Computing Science

## Advanced Higher

### Introduction

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us and plays an important part in many aspects of our lives at home, work and at leisure. Our society needs computing professionals with the imagination and ability to extend and design the computers, programs, applications and networks of the future in fields which include science, education, business and industry.

The course provides an understanding of the key technologies that underpin our modern digital world, and develops a wide range of transferable skills. It brings together elements of technology, science and creative digital media, and applies these to real-world contexts and challenges.

### Course Structure

Software Design & Development

Information Systems Design & Development

### Assessment

Assessment has both internal and external components. Students must pass the internal assessments for each unit as well as the course assessment.

The course assessment provides the basis for the final grade. The course assessment is divided into two components: a project and question paper.

The project requires learners to demonstrate aspects of challenge and application in a practical context. Learners will apply knowledge and skills from the Units to plan, design, implement, evaluate and report on a solution to solve an appropriately challenging practical computing problem.

### Homework

Homework related to the theory of the course in the form of past paper type questions. Students will be expected to spend their own time improving programming skills and completing their Computing Project.

### Entry Requirements

Grade A, B or C pass in Higher Computing Science

### Progression

A degree course in any computer based course or a wide range of employment opportunities in the private and public sector.

### Useful Websites

<http://scholar.hw.ac.uk/>

## Computing Science

## Higher

### Introduction

The course provides an understanding of the technologies that underpin our modern, digital world and develops a wide range of transferrable skills. It brings together elements of technology, science and creative digital media and has wide-ranging social implications, providing an excellent opportunity for making links across learning in the senior phase.

At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts.

### Course Structure

The course is made up of the following topics:

- Software Design & Development
- Computer Systems
- Database Design & Development
- Web Design & Development

### Assessment

The course assessment provides the basis for the final grade. The course assessment is divided into two components: a written question paper (110 marks) and assignment (50 marks).

### Homework

Homework may consist of past paper questions, investigating current trends, prior reading.

### Entry Requirements

National 5 Computing Science.

### Progression

Advanced Higher Computing.

### Useful Websites

<http://scholar.hw.ac.uk/>

[http://www.npfs.org.uk/wp-content/uploads/2014/06/nutshells\\_highers\\_computingscience\\_E.pdf](http://www.npfs.org.uk/wp-content/uploads/2014/06/nutshells_highers_computingscience_E.pdf)

## Computing Science

## National 5

### Introduction

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

"From phones to cars to medicine, technology touches every part of our lives. If you can create technology, you can change the world." - Susan Wojcicki, SVP, Google.

### Course Structure

The course is made up of the following topics:

- Software Design & Development
- Computer Systems
- Database Design & Development
- Web Design & Development

### Assessment

Students must pass the internal assessments for each unit as well as the course assessment. The course assessment is external and is divided into two components: a written exam (110 marks) and a course assignment (50 marks).

### Homework

Regular homework may consist of past paper questions, investigating current trends, prior reading.

### Entry Requirements

National 4 Computing Science or pass at National 4 Mathematics.

### Progression

Higher Computing. IT Apprenticeship.

### Useful Websites

[http://www.npfs.org.uk/wp-content/uploads/2013/03/nutshells\\_computing\\_science\\_N5.pdf](http://www.npfs.org.uk/wp-content/uploads/2013/03/nutshells_computing_science_N5.pdf)  
<http://www.bbc.co.uk/education/subjects/zfs3kqt>

## Classical Studies

## Higher

### Introduction

Classical Studies is a study of the civilisations of classical Greece and Rome without involving the study of the Greek or Latin languages. The classical culture of Greece and Rome dominated the European world for approximately half of recorded history and all aspects of modern society are based upon the developments and attitudes of this culture. As such, Classical Studies is a huge discipline and will help to deepen students' understanding of the modern world. Students study a wide variety of different topics including religious, social, philosophical, cultural historical and literary. Many lessons are student led, with ample opportunity for group and creative tasks. Mainly however at higher, we focus on the political and social history, and ask questions such as what is the best way to run a country? Why would someone ever be a slave?

### Course Structure

Higher Classical Studies is made up of three units:

- Life in Classical Greece – which involves the study of life and aspects of society, such as slavery, the role of women, justice and imperialism, in Ancient Athens during the 5th Century BC
- Classical Literature – which involves the study of one or more classical texts and the analysis of several themes (Leadership, Fate versus Free Will, Heroism, Conflict and Women in Society)
- Life in the Roman World - which involves the study of life and aspects of society, such as slavery, the role of women, justice and imperialism, in Republican and Imperial Rome

### Assessment

The course is assessed by 2 question papers and an assignment. There are 2 question papers.

Classical Society – 1 hour and 50 minutes (50 Marks). This question paper assesses the Life in Classical Greece and Life in the Roman World units. o Classical Literature – 1 hour and 10 minutes (30 Marks). The assignment is a chance for pupils to investigate and analyse a relevant topic. It will be marked out of 30 marks and will be produced under exam conditions during 1 hour and 30 minutes, once pupils have completed their research.

### Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will include a range of assessment types, such as exam style questions, research/investigation tasks, further reading and the creation of visual materials. All course materials will be made available for pupil access on sharepoint.

### Entry Requirements

- National 5 or Higher in English or a social subject

### Progression

Further education courses such as Ancient History, Archaeology, Comparative Literary Studies, Classics and History. Employment based upon the skills developed within the course.

### Useful Websites

[https://dera.ioe.ac.uk/23320/1/RMClassicalStudiesHigher\\_tcm4-830679.pdf](https://dera.ioe.ac.uk/23320/1/RMClassicalStudiesHigher_tcm4-830679.pdf)

[https://www.sqa.org.uk/files\\_ccc/HigherCourseSpecClassicalStudies.pdf](https://www.sqa.org.uk/files_ccc/HigherCourseSpecClassicalStudies.pdf)

**Introduction**

The NPA in Cyber Security Course is designed to provide learners with knowledge and skills in the areas of data security, digital forensics and ethical hacking – providing a skills pipeline into the Cyber Security industry.

The course will encourage learners to improve their cyber hygiene and resilience, enable them to identify security vulnerabilities safely, legally and ethically, and help them to contribute more safely to virtual communities.

**Course Structure**

The course is made up of 3 units:

- Data Security
- Digital Forensics
- Ethical Hacking

The structure of the course is the same for all three SCQF levels and this allows students to achieve a level suitable to their abilities.

**Assessment**

Each unit assessment consists of a closed book multiple-choice online test, and an open book assignment involving practical and written elements for each unit. To achieve a unit, passes will be needed in both its online test and assignment.

**Homework**

Regular homework may consist of completing online tasks in OneNote, investigating security breaches, short online reading activities.

**Entry Requirements**

No formal qualifications are required. However, learners would benefit from having attained Basic IT Skills or equivalent qualifications or experience before beginning the SCQF level 4 Units.

**Progression**

The NPA in Cyber Security course enables students to progress from level 4 to level 5 or from level 5 to level 6, allowing clear progression and development routes to higher-level education and employment.

Learners can also progress to a number of other qualifications in this area, or a related area, for example, NC Digital Media Computing offered at colleges.

Achievement of all three units may also lead to employment in a computer security.

**Useful Websites**

1. Criminal intelligence analyst: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/criminalintelligence-analyst>
2. Forensic computer analyst: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/forensiccomputer-analyst>
3. Ethical hacker: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/ethical-hacker>

## Dance

## National 5

### Introduction

This Dance Course encourages learners to be inspired and challenged when developing technical dance skills and performing, creating and appreciating dance. Learners use theoretical knowledge to inform practice, and develop understanding of a range of dance techniques and choreographic skills. Learners will study two styles of dance in Jazz and Contemporary.

### Course Structure

### Assessment

The Course assessment will consist of three components.

Component 1 – Question Paper – 30 marks

Component 2 – Practical Activity – 65 marks

Component 3 – Performance – 35 marks

### Homework

Students will be expected to hand in homework on a weekly and fortnightly basis.

### Entry Requirements

A keen interest in dance

### Progression

Higher Dance

Further education Expressive or Performing Arts Courses

### Useful Websites

<http://www.sqa.org.uk/sqa/47389.html>

**Introduction**

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

The course combines scientific, mathematical and technological rigour with design and manufacture creativity and innovation.

**Course Structure**

Students will work on a variety of tasks and projects to give them a greater understanding of the design process and how these can be developed into prototypes or fully manufactured products. A variety of creative and practical skills are developed which make use of computer modelling and professional manufacturing techniques.

**Assessment**

The two course units are assessed on an on-going basis throughout the year. The course award is based on an exam (50%) and an assignment (50%).

**Homework**

Students will be expected to research and work on material outside class time to broaden and deepen their knowledge and skills. This may be done in supervised sessions in school or at home. It is expected that additional time will also be spent investigating areas of interest relating to the course and on revision in preparation for assessments.

**Entry Requirements**

A-C grade at National 5 Design & Manufacture. S6 students who have passed Higher Art & Design will also be eligible.

**Progression**

The subject can lead Advanced Higher levels and is a preferred entry requirement for many design based courses at universities and colleges. It can then lead onto a career in architecture, craft trades, engineering, furniture design, industrial design, interior design, product design, quantity surveying, technician services etc.

**Useful Websites**

[www.idsketching.com](http://www.idsketching.com) [www.dezeen.com](http://www.dezeen.com)

## Advanced Higher

### Introduction

The Advanced Higher Drama Course allows students to explore both the practical and analytical aspects of the subject. It provides opportunities for students to develop skills through practical aspects of theatre, the creative exploration of the art of theatre and its forms and practices. Students will investigate how theatre practice has been shaped by key practitioners. They will expand and develop their own skills within their chosen area of acting, directing or design. Students will also develop their skills in devising and interpreting text. Further, they will explore means of using theatre and performance skills to communicate effectively with an audience and investigate how key practitioners have influenced the theatre today. Students will develop problem solving and critical thinking skills as they analyse theatre practice and interpret text. They will also learn to analyse their performance and the performance of others.

### Assessment

Ongoing Assessment : Assessment evidence will be a combination of written, oral, recorded and practical evidence. Students will be assessed on all aspects of their work throughout the Drama process. They will keep a record of their work; logging ideas, decisions made, research completed, and will evaluate the whole process from stimulus to presentation. Students will be assessed on their practical application of drama and production skills. They will be required to research into the work of two theatre practitioners; applying learning in a practical way as well as analysing influences, theories, practice and key productions. Students will view and analyse a live theatrical event, considering performance concepts and effectiveness.

Course Assessment: Performance and Dissertation Project : The Performance Assessment is worth 60 marks (50 marks for practical assessment event, 10 marks for the report). The Drama performance will involve analysing their chosen text (historical, social and cultural contexts, previous productions and their own concept) to create and present drama as an Actor, Director or Designer. The Dissertation Project is worth 40 marks. Students will select a topic from relevant and current performance theories and practice. The project will consist of a 3,000 word report. The topic may come from the work of a current theatre director, company, playwright or designer.

### Homework

Students will be expected to maintain their folios and prepare for practical work. They will be asked to do different tasks such as: researching, reading texts, finding quotes, learning lines, planning rehearsals, completing rehearsal logs, writing essays etc.

### Entry Requirements

Students should have achieved a pass in Higher Drama and Higher English.

### Progression

## Drama

This course enables students to progress to college, university or the world of work. Drama is valued by employers, colleges and universities. It gives students the opportunity to grow in confidence, work as part of a team, develop communication and leadership skills, use their creativity and learn about other people's lives. Further study and career opportunities include: Film and Media, Arts Administration, Theatre Journalism, Performing, Producing, Directing, Stage Management, Community Theatre, Design, Sound Technology, Law, Education, and anything that involves working with others or presentation skills.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk)

[www.nationaltheatrescotland.com](http://www.nationaltheatrescotland.com)

## Higher

### Introduction

The Higher Drama course enables students to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the historical, social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore drama form, structure, genre and style

### Assessment

Ongoing Assessment: Assessment evidence will be a combination of written, oral, and practical evidence. Students will be assessed on all aspects of their work throughout the Drama process. They will keep a record of their work; Logging ideas, decisions made, research completed, and evaluating the whole process from stimulus to presentation. Students will also be assessed on their practical application of drama and production skills.

Course Assessment: Question Paper and Performance

50 marks will be allocated to the Question Paper (40% of the final grade), lasting 2 hours 30 minutes.

SECTION 1 — THEATRE PRODUCTION: TEXT IN CONTEXT Essay— 20 marks

SECTION 2 — THEATRE PRODUCTION: APPLICATION Questions — 10 marks

SECTION 3 — PERFORMANCE ANALYSIS Essay— 20 marks

Section 1 and Section 2 will focus on the study of a prescribed text and will pose questions that allow students to answer from the perspective of a director or actor or designer. Section 3 of the question paper will take the form of a written analysis of a performance that the student has seen. The performance will have 60 marks (60% of the final grade). This is made up of a written support log, worth 10 marks, and a performance as an Actor or Director or Designer.

### Homework

## Drama

Students will be expected to maintain their folios and prepare for practical work. They will be asked to do different tasks such as: researching, reading texts, finding quotes, learning lines, planning rehearsals, completing rehearsal logs, writing essays etc.

### Entry Requirements

Students should have passed National 5 Drama. In order to cope with the rigours of the Higher Drama course, it is highly recommended that students have attained a pass at National 5 Drama and a pass at National 5 English.

### Progression

Advanced Higher Drama

Drama is valued by employers, colleges and universities. It gives students the opportunity to grow in confidence, work as part of a team, develop communication and leadership skills, use their creativity and learn about other people's lives. Further study and career opportunities include: Film and Media, Arts Administration, Theatre Journalism, Performing, Producing, Directing, Stage Management, Community Theatre, Design, Sound Technology, Law, Education, and anything that involves working with others or presentation skills.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk)

[www.nationaltheatrescotland.com](http://www.nationaltheatrescotland.com)

## National 5

### Introduction

The course aims to enable students to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge and understanding of the use of a range of production skills when presenting drama
- explore form, structure, genre and style

### Assessment

## Drama

Ongoing Assessment: Assessment evidence will be a combination of written, oral, recorded and practical evidence. Students will keep folios of work relevant to the unit/ chosen roles, which may include: annotated scripts/scenarios, character cards, ideas, voice and movement analysis, log sheets, cue sheets, designs, charts, photographs, research, evaluations, checklists etc. as appropriate. Students will develop their practical application of drama and production skills.

Course Assessment : Question Paper and Performance

The question paper will have 60 marks (40% of the final grade).

Section 1 is worth 20 marks and is based on a performance students have taken part in during the course. Section 2 is worth 40 marks and requires students to demonstrate their knowledge and understanding of drama through their response to one of the unseen stimuli. The performance will have 60 marks (60% of the final grade). 50 marks are for the performance. Students can be assessed on acting OR one of the following production roles: set, costume, props, lighting, sound, make-up and hair. 10 marks are for the preparation for performance brief; a written task explaining students' performance concepts.

### Homework

Students will be expected to maintain their folios and prepare for practical work. They will be asked to do different tasks such as: researching, reading texts, learning lines, completing rehearsal logs, preparing for performances etc.

### Entry Requirements

Students should have passed National 4 Drama. Students who have a background in youth theatre and a pass at National 4 level in English may also be considered (please consult the Curriculum Leader).

### Progression

Higher Drama

This course enables students to progress to college, university or the world of work. Drama is valued by employers, colleges and universities. It gives students the opportunity to grow in confidence, work as part of a team, develop communication and leadership skills, use their creativity and learn about other people's lives. Further study and career opportunities include: Film and Media, Arts Administration, Theatre Journalism, Performing, Producing, Directing, Stage Management, Community Theatre, Design, Sound Technology, Law, Education, and anything that involves working with others or presentation skills.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk)

[www.nationaltheatrescotland.com](http://www.nationaltheatrescotland.com)

**Introduction**

The NPA in Acting and Performance (SCQF Level 6) has been designed to improve progression to further study, providing students with relevant experiences which develop skills of self-discipline, commitment, collaboration and creativity: skills which contribute to the growth of the individual.

**Assessment**

There are two mandatory Units, which allow students to develop stagecraft, performance skills and awareness of professional theatre:

Drama: Theatre Skills in Performance is a double-credit Unit. The focus of this Unit is stage craft and performance. Students will work towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, street theatre and site specific. Students will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. The Unit also provides students with the opportunity to evaluate their own theatre skills within a production.

Professional Theatre in Context is a single credit Unit. In this Unit, students have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles /genres. Students will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Students will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production.

**Homework**

Students will be expected to maintain their folios and prepare for practical work. They will be asked to do different tasks such as: researching, reading texts, learning lines, completing rehearsal logs, preparing for performances etc.

**Entry Requirements**

National 5 or Higher Drama

**Progression**

The award structure and Unit content provides a coherent and progressive curriculum which creates and promotes effective articulation to and transition from existing NQ Drama Courses (Nat 5 and Higher Drama) and into further and higher education, whilst simultaneously recognising and supporting skills for industry and future employment.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk)

[www.nationaltheatrescotland.com](http://www.nationaltheatrescotland.com)

**Introduction**

Scotland has a worldwide reputation for excellence in engineering and technology. The Engineering Science course enables learners to develop and extend knowledge and understanding of key engineering concepts and processes, and the ability to apply them.

The course focusses on high level analogue and digital electronics involving deeper investigations of programmable control systems, opamps, transistor circuits, and power generation and transmission. Structural analysis and the effects of bending forces are also investigated alongside drive systems. High level mathematical skills are increasingly used throughout the course as well as a detailed look at techniques used in the management of real-life engineering projects.

**Course Structure**

The course consists of three unit of work;

Engineering Project Management

Electronics & Control

Mechanisms & Structures

Each unit must be completed to gain an overall award for the subject.

**Assessment**

The three course units are assessed on an on-going basis throughout the year. The course award is based on an exam (40%) and an assignment (60%).

**Homework**

Homework exercises will be issued on a regular basis to consolidate and expand students' understanding of course materials. All materials will be available on-line. It is expected that additional time will also be spent investigating areas of interest relating to the course and on revision in preparation for assessments.

**Entry Requirements**

A-C grade at Higher Engineering Science.

**Progression**

Engineering Science leads onto, and is a preferred entry qualification for, degree courses in most engineering disciplines such as electrical, electronic, structural, civil, mechanical, energy, environmental, sound etc. Many other courses and careers in areas such as the sciences, maths, ICT, architecture, and product design will involve, or are supported by, elements that are covered in Engineering Science.

There are excellent opportunities for engineers both in Scotland and world-wide. These can involve projects as varied as designing the next generation of mobile phones, helping get a robot to another planet or ensuring that water supplies get to areas where there are shortages.

**Useful Websites**

[http://www.yenka.com/en/Free\\_student\\_home\\_licences/](http://www.yenka.com/en/Free_student_home_licences/)

<https://forceeffect.autodesk.com/frontend/fe.html>

**Introduction**

Scotland has a worldwide reputation for excellence in engineering and technology. The Engineering Science course enables learners to develop and extend knowledge and understanding of key engineering concepts and processes, and the ability to apply them.

The course focusses on electronics and control systems, mechanisms and structures, and looks at engineering with respect to its economic, social and environmental impacts.

**Course Structure**

Students initially work through the core elements of the course to develop the knowledge and skills required for the final exam. In the later stages, these are applied to an assignment which relates to a real-world engineering problem.

**Assessment**

The three course units are assessed on an on-going basis throughout the year. The course award is based on an exam (60%) and an assignment (40%).

**Homework**

Homework exercises will be issued on a regular basis to consolidate and expand students' understanding of course materials. All materials will be available on-line. It is expected that additional time will also be spent investigating areas of interest relating to the course and on revision in preparation for assessments.

**Entry Requirements**

A-C grade at National 5 Engineering Science. S6 students who have passed Higher Maths and Higher Physics will also be eligible.

**Progression**

Engineering Science leads onto, and is a preferred entry qualification for, degree courses in most engineering disciplines such as electrical, electronic, structural, civil, mechanical, energy, environmental, sound etc. Many other courses and careers in areas such as the sciences, maths, ICT and product design will involve, or are supported by, elements that are covered in Engineering Science.

There are excellent opportunities for engineers both in Scotland and world-wide. These can involve projects as varied as designing the next generation of mobile phones, helping get a robot to another planet or ensuring that water supplies get to areas where there are shortages.

**Useful Websites**

[http://www.yenka.com/en/Free\\_student\\_home\\_licences/](http://www.yenka.com/en/Free_student_home_licences/) <http://forceeffect.autodesk.com/frontend/fe.html>

## Introduction

Advanced Higher English provides learners with the opportunity to develop complex language skills which are essential for learning, life and work; and to develop their ability to interpret complex literary forms and to produce sophisticated language.

Advanced Higher English fosters an in depth appreciation of complex and sophisticated language, and of a wide range of literature and texts in different genres.

This enables learners to access their own cultural heritage and history as well as the culture and history of others. Learners have the opportunity to personalise their study; choices enable learners to encounter a wide range of texts in different genres and to produce sophisticated writing in chosen literary forms.

Building on the four capacities, Advanced Higher English enables learners to communicate, be critical thinkers, develop critical awareness, and be creative.

## Assessment

### Component 1 – Portfolio – 60 marks

This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

\*independent planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature

\*writing in different genres and for a range of purposes and audiences Section

#### 1 : dissertation

Learners will produce a dissertation to demonstrate planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature. The text(s) chosen must not be the same as those used in the question paper. This dissertation will be at least 2,500 words long and will have 30 marks (30% of the total mark)

#### Section 2 : writing

Learners will produce two pieces of writing for two different purposes. The writing can be from the following types:

\*persuasive

\*informative

\*argumentative

\*personal/reflective

\*poetry

\*prose fiction

\*drama

This section will have 30 marks (30 % of the total mark ). Up to fifteen marks will be awarded for each essay selected for the portfolio.

## Homework

Folio and dissertation work

Additional reading relating to dissertation and set text work

Drafting, re drafting, editing and publishing folio work

## Entry Requirements

Students would normally be expected to have attained a pass at Higher level

## Progression

Students may use this as an additional entry qualification for Higher Education courses

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk)

## English

## Higher

### Introduction

The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on Literacy skills, learners develop understanding of the complexities of language, including through the study of a wide range of texts, and develop high levels of analytical thinking and understanding of the impact of language. Students are required to complete four outcomes:

#### 1. Analysis and Evaluation

- a. Understand, analyse and evaluate detailed and complex written texts
- b. Understand, analyse and evaluate detailed and complex spoken language

#### 2. Creation and Production

- a. Create and produce detailed and complex written texts
- b. Take part in detailed and complex spoken interactions

### Assessment

Component 1 – question paper – Reading for Understanding, Analysis and Evaluation – 30 marks

Component 2 – question paper – Critical Reading - 40 marks

Essay text

Scottish text

Component 3 – portfolio: writing - 30 marks

Total marks - 100 marks

### Homework

Students need to know their exam texts very well

Students should retain a healthy level of personal reading in their weekly study schedule (fiction and non-fiction)

Portfolios will need to be drafted, re-drafted and typed up

Past, practice and specimen exam papers should be attempted

### Entry Requirements

Students would normally expect to have a pass at National 5 level, in order to pass the Course in one year.

### Progression

Some students may progress to Advanced Higher English. A Pass (or higher) in this Course is usually a compulsory requirement for many Degree Courses and entry level for many occupations.

## Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk)  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) - access CfE Higher English site

## English

## National 5

### Introduction

This Course requires students to cover four Units: Reading, Writing, Listening and Talking outcomes must be achieved. There is also a compulsory Scottish text and a requirement to submit a Writing folio. As a stepping stone to Higher English, this qualification requires candidates to retain an interest in fiction and non fiction. It is vital that students seek to improve their vocabulary and that they are aware that their Spelling, Punctuation and Grammar skills will be assessed. Students will be required to prepare and present talks, draft and re draft assignments and take an active role in group work.

### Course Structure

### Assessment

Writing Portfolio - Creative and Discursive assignments  
Performance – spoken language (talk) Exam:  
Paper 1 - Reading for Understanding. Analysis & Evaluation  
Paper 2 - Critical Reading exam  
This question paper has two sections.  
1 Critical Essay  
1 Question on a Scottish text from a set list

### Homework

You will be required to complete some tasks at home.  
You should maintain a healthy level of reading (fiction and non fiction) at home.  
Coursework folio pieces must be typed up for submission.  
Much of the Course can be studied and revised, on line. You will need to rehearse speeches and talk topics.

### Entry Requirements

You can be recommended by your English teacher , based on your work in S1 – 3 or you may have a pass at National 4 level

### Progression

If you attain an A - C Pass you could progress to Higher English

### Useful Websites

[www.sqa.org.uk/english](http://www.sqa.org.uk/english) has all the Course requirements and specimen papers  
[www.bb.co.uk/bitesize](http://www.bb.co.uk/bitesize) has a Nat 5 English site with revision notes and tests

## Communications – SCQF Level 5

### Introduction

The communications course will provide an opportunity to learn how to use English as it is used in the workplace and society. The course will be free of boring essays and pointless analysis. Instead, you will learn how to get through job interviews, write letters, applications and CVs and learn how to pick out the most important information when reading. This course is ideal for those who find essay writing and poetry to be boring and pointless.

### Course Structure

The course has three elements:

- Reading
- Writing
- Speaking and Listening

How we achieve those will be up to you. In this course, teachers will negotiate the nature of tasks with individual students in order to help them acquire the skills they want to get the jobs they need.

### Assessment

1. Pick out the important ideas in a piece of non-fiction writing
2. Produce an extended piece of writing about anything you want in any format that you want.
3. A speaking & listening assessment (usually a group discussion).

### Homework

Rather than studying theory, this course will be about connecting what we do in school with what you want to do in the wider world. Therefore, homework will be negotiated between individual students and the teacher.

### Entry Requirements

National 4 English

### Progression

Communications Level 6 (Higher)

### Useful Websites

**Introduction**

Environmental science is an interdisciplinary subject, which draws from science and social science subjects. You will learn about how we use the Earth's resources, different ways of producing energy, the effects of global climate change and the sustainability of our environment and planet. This will help you to make your own decisions on contemporary issues where scientific knowledge is constantly developing. The skills that you learn while studying Environmental Science, such as investigating, critical thinking, project management and survey techniques, are valuable in a wide variety of industry sectors including renewable energy, forestry and environmental conservation and agriculture.

**Course Structure**

## Unit 1 - Living environment

- investigating ecosystems and biodiversity
- human influences on biodiversity.

## Unit 2 - Earth's resources

- an overview of Earth systems and their interactions
- the geosphere, the hydrosphere, the biosphere, the atmosphere.

## Unit 3 - Sustainability

- an introduction to sustainability
- food/water/energy/waste management.

**Assessment**Internally assessment:

There are three unit assessments and one practical investigation which are assessed on a pass/ fail basis. External assessment:

External examination – 80% of overall grade Assignment– 20% of overall grade.

In both cases learners are assessed in both skills and knowledge from the three units.

**Homework**

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems. Please note: Homework tasks will often include pieces of work required as evidence for the internal assessment and the final assignment

**Entry Requirements**

Previous Achievement in Science and/or Geography at National 4 level or above

**Progression**

If achieved in S5 - Progression to Higher Biology and Higher Geography dependent on students' performance in S5. Studying Environmental Science provides an excellent foundation for pursuing careers in the [Animals, Land and Environment](#), [Environmental Services](#), [Offshore and Energy](#), [Science and Mathematics](#) and [Town and Regional Planning](#)

**Useful Websites**

[https://www.sqa.org.uk/files\\_ccc/N5CourseSpecEnvScience.pdf](https://www.sqa.org.uk/files_ccc/N5CourseSpecEnvScience.pdf) <https://www.planitplus.net/Nationals/View/80>

**Introduction**

The course consists of three units:

Units 1 & 2: Language : Understanding and using Language

The language unit is designed to develop the learner's language skills within three broad themes – topical issues, personal and social issues, and environmental issues. As the learner begins to consider current affairs from the viewpoint of those living in the country of the target language, there will be greater opportunity for him/her to compare and contrast relevant issues in the foreign country and in Britain, and to formulate and express opinions on them. The four contexts covered during the course are: society, learning, employability and culture.

Unit 3: Specialist Study Unit

This unit offers students the opportunity to develop analytical and evaluative skills through the study of literacy or media texts, or through the study of a thematic aspect of the country/countries of the modern language.

Please also see a member of staff if you are interested in doing the Modern Languages Bacalaureat. This consists of a combination of one Higher and two Advanced Highers in a language or English plus an inter-disciplinary project. The project can also be done as a stand alone unit if you do not have the right combination of subjects.

**Course Structure****Assessment**Internal Assessment: Understanding and using Language

The learner must pass one assessment in each of the skills of Reading, Listening and Talking for the Language Unit. The learner must also pass an assessment in writing for the Extended Reading and Viewing Unit.

External Assessment:

The learner must compile a portfolio English. There is a final exam in Reading, Writing and Listening. The Speaking component will be carried out and assessed by a visiting examiner.

Component 1: question paper 20 marks-Reading, Translating, Listening, Writing

Component 2: performance: 50 marks-talking

Component 3: portfolio: 30 marks-English folio essay completed over the year

**Homework**

Homework is issued regularly and is designed to develop the skills necessary to pass the course. These include the writing of a detailed, analytical essay in English and in the target language, preparation of current speaking topics and further enhancing performance and competence in writing, listening, reading and translation.

**Entry Requirements**

A pass at Higher Level

**Progression**

Study of French, Spanish or German at University.

Improved chances of gaining access to a scholarship at a University in another country.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk).

<http://lingualive.co.uk/>

**Introduction**

These courses have been designed to ensure that our young people, through the medium of the foreign language, have an awareness of the world around them and a sympathetic and respectful interest in other cultures. They will continue to develop the competence and confidence to communicate with French, Spanish or German speaking people. Their practical skills will also be developed through tutorial sessions with the foreign language assistants. A wide range of skills will also be developed and expanded:

- read a wide range of texts in different media
- be critical thinkers and be creative
- enhance their communication skills
- develop a knowledge of the structure of the foreign language and how it relates to their own
- raise awareness of other cultures and international citizenship
- develop generic skills such as working with others, research skills, skills in presenting information and IT skills.

**Course Structure**

The Modern Language Higher course consists of 2 mandatory units: Using Language Unit and Understanding Language Unit. Each unit has two outcomes:

Using Language Unit

.Outcome 1: Talking

-Outcome 2: Writing

Understanding Language Unit

.Outcome 1: Reading

.Outcome 2: Listening

The topics covered through the units will be on the themes of Society, Learning, Employability and Culture.

**Assessment**

To gain the award for the course, the learner must pass both component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Internal Assessment: The learner must pass one assessment in Reading and listening (Understanding Language) and Writing and Talking (using Language). The Assessment will cover one of the four contexts: society, learning, employability or culture.

External Assessment: To gain an overall award at Higher, the student must pass the external exam:

Reading and Directed Writing: 40%      Listening and Writing: 30%      Talking: 30%

**Homework**

Candidates will complete homework covering the contexts of society, learning, employability and culture. They are also encouraged to access newspaper items and listening materials in the target language.

**Entry Requirements**

A competent pass at National 5 level.

**Progression**

From Higher in S5, the learner may progress to Advanced Higher Level in S6.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk) <http://lingualive.co.uk/>

### Introduction

The Course offers learners the opportunity to develop detailed language skills in the meaningful real-life contexts of society, learning, employability, and culture. The course provides learners with the opportunity to:

- develop skills in reading, listening, talking and writing, which are essential for learning, work and life
- develop an understanding of how language works
- use different media effectively for learning and communication
- use language to communicate ideas and information.
- use creative and critical thinking to formulate ideas and arguments
- enhance their enjoyment and understanding of their own and other cultures

### Course Structure

The course is made up of two compulsory units:

Understanding Language: The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in the modern language and to develop their knowledge of language in the contexts of society, learning, employability and culture.

Using Language: The purpose of this unit is to provide learners with the opportunity to develop talking and writing skills in the modern language and to develop their knowledge of language in the contexts of society, learning, employability and culture.

### Assessment

The Course Assessment has 3 components:

- 1 — performance: talking 30 marks - assessed and graded internally
- 2 — question paper: reading and writing 50 marks
- 3 — question paper: listening 20 marks
- 4 --- written assignment - 20 marks

Total marks 120 marks

Pupils must also pass the National 4 Added Value Unit which consists of a presentation in the foreign language based on a topic they have chosen to research in English.

### Homework

Homework is an essential part of teaching and learning and helps to establish a routine of high expectations and achievement. In Modern Languages, homework is issued on a weekly basis. Its purpose is to promote the learning of the relevant material and to consolidate previous learning. Homework will challenge all pupils and provide them with opportunities for personal achievement. The amount of homework set and the level of the task will be in line with the level of the pupil's ability. The bulk of homework issued in Modern Languages in S4 will take the form of learning vocabulary or preparing for specific Speaking and Writing tasks. Activities involving reading in the foreign language will also be issued. In addition, we encourage pupils to use the Internet to enrich their learning and develop their skills.

### Entry Requirements

It would be beneficial for the learner to have the skills and knowledge required by relevant experiences and outcomes from the broad, general education.

### Progression

National 5 by end of S4 would enable the learner to enter Higher in S5 and Advanced Higher in S6. National 4 or 5 Modern Languages in another modern language.

### Useful Websites

We recommend the following websites in particular:

[www.linguascope.com](http://www.linguascope.com) (username and password provided by the department)

## Geography

### Advanced Higher

#### Introduction

Through the study of Advanced Higher Geography students will learn important skills for learning, life and work. These skills include the use, interpretation, evaluation and synthesis of information from a wide range of sources. Interpreting, explaining and analysing geographical phenomena: the ability to use a range of mapping, statistical and fieldwork techniques to process and communicate geographical information and the ability to carry out independent research including the use of fieldwork. Positive attitudes of environmental stewardship, sustainability and global citizenship are also fostered.

#### Course Structure

#### Assessment

- Students sit two internal unit assessments which must be passed to gain a course award.
- Students sit an external paper which demonstrates knowledge and application of a wide range of geographical methods and techniques
- Students produce a project- folio to demonstrate challenge and application of geographical skills.

This is in two sections:

Section A: Geographical Study - a report on geographical research

Section B: Geographical Issue - an essay which critically evaluates a geographical issue.

#### Homework

Students should read news articles and web pages relevant to subject matter. Homework will take the form of extended reports, past paper questions and independent research tasks.

#### Entry Requirements

Students need to have passed Higher in Geography at Grade A/ B. In exceptional circumstances and at the discretion of the department, candidates with an A / B in another social subject may be accepted.

#### Progression

AH geography is recognised as an entry qualification to employment, training and higher education (HNC's, HND's and degrees). Learners might progress to higher education programmes in town and transport planning, surveying, renewable energy, geology, land and water management, environmental consultancy, development, tourism conservation, housing and social welfare.

#### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk).

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

Through the study of Geography at Higher Level, students will develop their knowledge and understanding of our changing world and its physical and human processes. The study of geography at this level will foster positive life long attitudes of environmental stewardship, sustainability and global citizenship. Students will acquire the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society at national and international levels.

**Course Structure****Assessment**

Students sit three internal unit assessments which must be passed to gain a course award.

Students sit an external paper which samples knowledge and understanding and skills from across the three mandatory units (67% of the course mark).

Students sit a controlled assessment and a practical assignment which demonstrates challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical issue or topic (33% of the course award).

**Homework**

Students should read news articles and web pages relevant to subject matter. Homework will take the form of extended reports, past paper questions and independent research tasks.

**Entry Requirements**

Students need to have passed National 5 at A – C in Geography or another Social Subject.

**Progression**

Students who achieve a Pass could progress vertically to Advanced Higher in Geography or in another social subject or laterally to Higher in another social subject.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk).

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

Geography opens up for learners the physical environment around them in ways in which people interact with this environment. The purpose of geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. The context for study are local, national, international and global.

**Course Structure****Assessment**

Students will be assessed throughout the course. Students must complete an Assignment which is assessed externally and contributes 20% to the overall course award.

Students sit an external paper which samples knowledge and skills from across three units.

**Homework**

Students should read news articles and web pages relevant to subject matter. Homework will take the form of extended reports, past paper questions and independent research tasks.

**Entry Requirements**

This course is open to all. A decision will be made during the academic year as to whether students are presented at National 4 or National 5 level.

**Progression**

Students who achieve a Pass could progress vertically to Higher in Geography or in another social subject or laterally to National 5 in another social subject or Sociology.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk).

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

The purpose of the Advanced Higher Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. As a society we rely heavily on the accuracy of information conveyed by graphic communications, from complex engineering and technical information, simple display and informational graphics, to animations and moving graphic media. The Course provides opportunities to study a diverse range of graphic applications which might include, business, industrial and the built environment, computer-aided work, publishing and moving graphic media.

**Course Structure**

The course involves two units of work;

Technical Graphics

Commercial and Visual Media Graphics

Students initially work through the core elements of the course to develop the knowledge and skills required for the final exam. In the later stages, these are applied to an assignment which relates to a real-world scenario.

**Assessment**

The two course units are assessed on an on-going basis throughout the year. The course award is based on an exam (40%) and a project (60%).

**Homework**

Students will be expected to research and work on material outside class time to broaden and deepen their knowledge and skills. This may be done in supervised sessions in school or at home. It is expected that additional time will also be spent investigating areas of interest relating to the course, on developing manual graphics skills, and on revision in preparation for assessments.

**Entry Requirements**

A-C grade at Higher Graphic Communication.

**Progression**

The subject can lead to, or be of significant benefit to, careers in industrial design, engineering, graphic design, architectural and building services, product design, interior design, fashion & textiles, animation, web design etc.

The skills developed, such as the use of ICT or the ability to communicate effectively will be of benefit in a huge variety of other careers.

Graphic Communication is increasingly being seen as a key entry qualification for many university degree courses.

**Useful Websites**

<http://www.ptc.com/communities/academic-program/products/free-software/forms/creo-download>  
[www.idsketching.com](http://www.idsketching.com)

**Introduction**

Graphics are used to communicate information in a wide range of situations that we come across every day. It may be in the symbols used on road signs, complex architectural plans, 3D models on a computer or the choice of colour and layout techniques on a website. The Graphic Communication course introduces the diverse and ever increasing variety of ways that information is communicated using graphics. Students are encouraged to exercise imagination, creativity and logical thinking. They will deepen their awareness of graphic communication as an international language. This will involve;

- developing complex manual drawing skills
- developing complex computer graphics skills
- producing graphic presentations of commercial products
- developing a knowledge of the use of graphic communication in industry

To do this learners will produce orthographic and pictorial drawings suitable for engineering and architectural situations; colour illustrations; free-hand sketches; 2D and 3D computer graphics; desktop publishing documents. They will gain knowledge of computer aided design in industry. Much of the software being used is industry standard and is available for students to install on their own computers at home, at no charge.

**Course Structure**

Students initially work through the core elements of the course to develop the knowledge and skills required for the final exam. In the later stages, these are applied to an assignment which relates to a realworld engineering problem.

**Assessment**

The two course units are assessed on an on-going basis throughout the year. The course award is based on an exam (50%) and an assignment (50%).

**Homework**

Students will be expected to research and work on material outside class time to broaden and deepen their knowledge and skills. This may be done in supervised sessions in school or at home. It is expected that additional time will also be spent investigating areas of interest relating to the course, on developing manual graphics skills, and on revision in preparation for assessments. There will be targeted homeworks issued prior to prelims and final exam.

**Entry Requirements**

A-C grade at National 5 Graphic Communication. S6 students who have passed Higher Art & Design will also be eligible. Students with other qualifications may be allowed to study the Higher at the department's discretion.

**Progression**

Students can progress to Advanced Higher. The subject can lead to careers in industrial design, engineering, graphic design, architectural and building services, product design, interior design, fashion & textiles, animation, web design etc. The core skills developed, such as the use of ICT or the ability to communicate effectively will be of benefit in a huge variety of other careers. Graphic Communication is increasingly being seen as a key entry qualification for many university degree courses.

**Useful Websites**

<http://www.ptc.com/communities/academic-program/products/free-software/forms/creo-download>  
[www.idsketching.com](http://www.idsketching.com)

**Introduction**

The Advanced Higher Health and Food Technology Course builds on the knowledge and skills developed in Higher Health and Food Technology. It aims to build upon and extend students' technological capabilities, specialist knowledge and understanding of health and food technology in a way that recognises problem solving, independent study and objective thinking as essential skills.

The Course develops and extends students' knowledge and understanding of the factors which influence the choices and decisions made by individuals, families and society.

**Course Structure**Health and Food Technology: Food for Health

This Unit examines the effects food can have on the health and wellbeing of individuals and society. It develops learners' ability to evaluate the relationships between health, food, nutrition, and dietary needs and advice, and their impact on health for a range of groups at various stages of life. Learners will investigate the dietary and health needs of these groups and apply knowledge and understanding in a range of contexts.

Health and Food Technology: Food Science Production and Manufacturing

This Unit allows learners to develop detailed knowledge and understanding of the underpinning science and functional properties of food and its uses in creating food products. Learners will research commercial food manufacturing processes and explore and analyse trends in food purchasing and consumption.

**Assessment**

The Course assessment will consist of two Components: a project and a question paper.

## Component 1 — project

The project will have 60 marks (60% of the total marks available) and will be externally assessed.

Learners may research any appropriate topic based on a current scientific, sociological or technological food issue.

## Component 2 — question paper

The question paper will have 40 marks (40% of the total marks) and will be two hours in length.

- 1 analysing the relationships between food and health, and the importance of these relationships
- 2 demonstrating knowledge and understanding of food science
- 3 analysing contemporary issues affecting consumer food choices
- 4 demonstrating knowledge and understanding of commercial food

**Homework**

There will be a large amount of self study in this course, students will be set work each week and it will be their responsibility to complete by the deadlines given.

**Entry Requirements**

Higher Health & Food Technology

**Progression**

AH Health & Food Technology is recognised as an entry qualification to employment, training, further and higher education.

**Useful Websites**

**Introduction**

This course would suit students who have an interest in developing skills and knowledge about the relationships between food, nutrition, diet, health and contemporary food issues that affect consumer choice. Where possible learning will take place through practical activity.

**Course Structure**

There are 3 units:

- Food for health
- Contemporary food issues
- Food product development

**Assessment**

Continuous internal assessment throughout each of the following units (practical work will be assessed in each unit)

Food for health

Contemporary food issues

Food product development

**Course Assessment**

Component 1 – assignment (50%)

Students will develop and produce a new food product in response to a situation set by the SQA.

Component 2 – question paper 1 ½ hour exam (50%)

**Homework**

There will be weekly homework tasks to develop knowledge and understanding.

**Entry Requirements**

National 5 Health & Food Technology

Interested students who have not completed National 5 Health & Food Technology should have a B in Higher English.

**Progression**

Advanced Higher Health & Food Technology

Related courses in further/higher education: food science, consumer studies, medicine dietetics etc.

**Useful Websites**

<http://www.food.gov.uk/><http://www.nutritionprogram.co.uk/>

### Introduction

Through the study of Advanced Higher students will develop the acquisition of techniques of analysis, independent study, research, critical thinking and evaluation skills. The context for study is The Scottish Wars of Independence 1286 – 1334.

### Course Structure

### Assessment

Students complete two internal Unit Assessments. Students also complete a 4000 word dissertation on an issue of their choice which is marked externally by the SQA.

Students sit an external paper which samples knowledge and skills from across the course.

### Homework

Homework will take the form of extended reading, independent research, note-taking, essay writing, analysis of source material, group tasks and presentations.

### Entry Requirements

Students must have passed Higher level in History. In exceptional circumstances and at the discretion of the department candidates with a pass in another social subject may be accepted.

### Progression

AH history is recognised as an entry qualification to employment, training, further and higher education. Relevant degree level programmes can include humanities, social science, law and languages. Potential career pathways are diverse and include law, education, management and public administration.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk).

**Introduction**

The purpose of the course is to open up the world and the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and World contexts in a variety of time periods and include elements of political, social, economic and cultural history. Students study three mandatory units:

- Scottish - Impact of the Great War 1914 - 1928
- British - Britain 1850 - 1951
- European & World - Russia 1890's - 1921

**Course Structure****Assessment**

Students sit three internal unit assessments which must be passed.  
Students sit an external paper which samples knowledge and skills from across the three mandatory units.  
Students also produce an Assignment which is assessed externally by the SQA.

**Homework**

Homework will take the form of reading and note-taking, independent research, analysis of source materials and essay writing.

**Entry Requirements**

Students must have passed National 5 at A- C in History or possibly another social subject.

**Progression**

Students who achieve a Grade A/B Pass could progress vertically to Advanced Higher in History or in another social subject or laterally to Higher in another social subject

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk).  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

### Introduction

The purpose of the course is to open up the world of the past for learners'. The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods:

Scottish Unit: The Era of the Great War 1910 - 1928

British Unit: Changing Britain 1760 - 1914

European & World Unit: Hitler and Nazi Germany 1919 - 1939

### Course Structure

### Assessment

There are three internal unit assessments. These are assessed on a pass/ fail basis. Students also complete a compulsory Assignment which is assessed externally and contributes 25% to the overall course award. Students sit an external paper which samples knowledge and skills from across the three mandatory units.

### Homework

Homework will take the form of independent research tasks, preparation of presentations, reading and extended writing. Homework will also involve examination preparation.

### Entry Requirements

Students must have passed National 4 in History or National 4 in another social subject.

### Progression

Students who achieve a Pass could progress vertically to Higher in History or another social subject or laterally to National 5 in another social subject or Sociology.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk).

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

This course is for anyone who is interested in the media and mass communication. Maybe you have already got a specialist interest in a particular area of journalism, such as politics, sport, fashion, celebrity, human interest... or maybe not! This course is designed to provide an introduction to the activities involved in journalism, developing research and interview skills, developing your ability to write clear and concise feature content. It will also feature layout and design elements, as well as photography and website design for journalists. If you are considering a career in journalism or the media, this course will provide an exciting introduction to this. Similarly you will find this course beneficial if you are going on to further study in media, English and humanities subjects. This is a very hands on, practical class where you will be able to hone skills that will benefit you in life, further study and work.

**Course Structure**

There are 2 mandatory units:

- Research and Interview skills for journalists
- Feature writing for journalists

And we will pick two units from the following options:

- News writing for print
- Page layout and design for print
- Basic website development
- Photography

The interests of the the cohort will be taken into account when choosing our optional units.

**Assessment**

Assessment in this course is continuous – is there is no final exam.

The course will be graded on a pass/fail basis.

The course is the equivalent to Higher level.

**Homework**

Homework will be given on a regular basis, and will be aimed at developing the learner's knowledge of the media and its features. There may be reading tasks, research tasks and the need to complete writing tasks as part of the homework requirement.

**Entry Requirements**

N5 English, N5 Literacy, N5 Communications

**Progression**

Further college or university study of Journalism, Media, English, Creative Industries or Humanities subjects.

Work or apprenticeships in the media and journalism sectors.

**Useful Websites**

[https://www.sqa.org.uk/sqa/files\\_ccc/G9MC46\\_Journalism.pdf](https://www.sqa.org.uk/sqa/files_ccc/G9MC46_Journalism.pdf)

<https://www.myworldofwork.co.uk/my-career-options/job-profiles/newspaper-journalist>

<https://www.nctj.com/want-to-be-a-journalist>

**Introduction**

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques as well as planning, organisational and time management skills in hospitality-related contexts.

**Course Structure****Assessment**

Continuous practical assessment throughout each of the following units:

Cookery Skills, Techniques and Processes

Understanding and Using Ingredients

Organisational Skills for Cooking

Controlled Assessment : Practical Activity (set by SQA) – 75% of final mark & Written exam 25%. The purpose of this practical activity is to assess learners' ability to plan, prepare and present a three-course meal within 2 ½ hours.

15% : planning

85% : implementing

**Homework**

Homework tasks could include:

Practice of cookery skills & food preparation techniques learnt in class

Completion of time plans

**Entry Requirements**

National 4 Hospitality

National 4/5 Health & Food Technology

**Progression**

This course prepares students for future study or careers in the food and hospitality industries.

**Useful Websites**

**Introduction**

This course introduces candidates to the knowledge and skills which are required for employment/further study in the wide range of industries and services using laboratory science. Candidates will learn the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, growing and handling microbes and handling radioactive sources. They will learn about how to implement the health and safety requirements for a safe working environment and develop an awareness of the opportunities and range of employment within the sector.

**Course Structure**

This course is split into 4 mandatory units:

Careers Using Laboratory Science – Scotland (Researching careers that require laboratory skills).

Working in a Laboratory (Learning how to work safely in a lab, measuring, weighing and preparing solutions for use in the lab, communicating information).

Practical Skills (Learn a range of techniques such as aseptic technique, growing and handling microbial cultures.

Calculating quantities for and accurately making up chemical solutions, pipetting and carrying out titrations.

Handling and measuring radioactive sources).

Practical Investigation (Working in a team to plan and carry out an investigation).

**Assessment**

The course is made up of 4 units which are internally assessed and externally verified by SQA. There is no external assessment for this course.

The candidate is required to provide evidence in the form of a folio, an investigative report, practical activities supported by assessor observation checklists as well as self- evaluation which show they have met the requirements for each unit.

**Homework**

Regular homework will include research and practice calculations.

**Entry Requirements**

Students choosing N5 Laboratory Skills should have a N5 in at least one Science (biology, chemistry or physics)

**Progression**

The course develops analytical, numerical and practical skills and is useful for careers in laboratories within many different sectors: Sciences, Hospital Labs, Forensics, Water purification, Schools

The course would be an ideal background for a modern apprenticeship in any of these areas and would allow access to college courses such as Applied Science.

**Useful Websites**

<http://www.sqa.org.uk/sqa/69495.html>

**Introduction**

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and form a plan of action based on logic. The course develops confidence and independence in being able to handle information and mathematical tasks in both personal life and in the workplace. The course allows learners to draw conclusions, assess risk and justify decisions based on data presented in a variety of forms. The mathematical skills within this course are underpinned by numeracy, and designed to develop learners' mathematical reasoning skills relevant to learning, life and work in an engaging and enjoyable way.

**Course Structure**

Unit 1: Managing Finance and Statistics

Unit 2: Geometry and Measures

Unit 3: Numeracy

**Assessment**

There are unit assessments.

Extended unit assessments

Prelim

Final SQA Exam

**Homework**

Regular Homework:

- Complete Classwork
- Topic exercise to revise outcome
- Practice exam questions

**Entry Requirements**

National 4 Applications of Mathematics

National 4 Mathematics

**Progression**

No progression to Higher Maths

**Useful Websites**

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

## Advanced Higher

### Introduction

The aim of the course is to offer depth and breadth of mathematical experience and provide a sound basis for progression to further study or employment. The homework commitment is extensive and students must be prepared to commit themselves fully to be successful.

### Course Structure

#### Methods in Algebra and Calculus

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

#### Applications of Algebra and Calculus

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

#### Geometry, Proof and Systems of Equations

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

### Assessment

Three end of unit tests.

Formal Assessment.

There is an external exam at the end of the course.

### Homework

Complete classwork

- Topic exercise to revise outcome
- Practice unit questions
- Prelim/exam questions

### Entry Requirements

Students must have achieved Higher Level Maths.

### Useful Websites

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) [www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)

## Higher

### Introduction

The aim of the course is to build upon and extend students' mathematical learning in the areas of algebra, geometry and trigonometry and to introduce elementary calculus. The homework commitment is extensive and students must be prepared to commit themselves fully to be successful.

### Course Structure

#### Mathematics: Expressions and Functions

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

#### Mathematics: Relationships and Calculus

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

#### Mathematics: Applications

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

### Assessment

There are three end of unit tests. Prelim.

There is an external exam at the end of the course with two papers (non calculator and calculator).

### Homework

- Complete classwork
- Topic exercise to revise outcome
- Practice unit questions
- Prelim/exam questions

### Entry Requirements

Students would normally be expected to have attained a pass at National 5 Mathematics.

### Progression

Some students may progress to Advanced Higher Mathematics. Higher Mathematics can be used as a general or specific entry requirement for mathematics, engineering or Science HNC, HND, or degree courses.

### Useful Websites

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) [www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)

## National 5

### Introduction

The National 5 Mathematics course enables learners to select and apply Mathematical techniques in a variety of Mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form.

### Course Structure

3 Units:

- Expressions and Formulae
- Relationships
- Applications SQA

final exam:

- Paper 1 (non calculator)
- Paper 2 (with a calculator)

### Assessment

Unit assessments.

Extended unit assessments

Prelim

Final SQA Exam

### Homework

Regular Homework:

- Complete Classwork
- Topic exercise to revise and practice skills
- Practice exam questions

### Entry Requirements

National 4 Mathematics Course

### Progression

Candidates who achieve a Pass could progress to Higher Mathematics

### Useful Websites

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) [www.scholar.hw.as.uk](http://www.scholar.hw.as.uk)

**Introduction**

Through the study of Advanced Higher students will develop the acquisition of techniques of analysis, independent study, research, and critical thinking and evaluation skills. The context for study is contemporary issues with an emphasis on crime and the law. Students study the criminal justice system, criminal behaviour and the response by society to crime.

**Course Structure****Assessment**

Internally students complete Unit Assessments. Students also complete a dissertation which is completed in school and marked externally by the SQA.

Students sit an external paper which samples knowledge and skills from across the contemporary issues studied.

**Homework**

Students should read news articles and web pages relevant to subject matter. Homework will take the form of extended reports, past paper questions and independent research tasks.

**Entry Requirements**

Students need to have passed Higher in Modern Studies at Grade A - C. In exceptional circumstances and at the discretion of the department candidates with an A - C in another social subject may be accepted.

**Progression**

AH Modern Studies is recognised as an entry qualification to employment, training, further and higher education. Relevant degree level programmes can include politics, law and international relations. Potential career pathways are diverse and include law, journalism and the media as well as civil and public services.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk). [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

The study of modern studies at Higher level provides an increasingly sophisticated development of skills through a range of learning experiences. Students will develop skills in communicating as well as critical evaluation. Students also develop personal and social skills and an awareness of developing informed attitudes. Students study three mandatory units: Political, Social and International issues.

**Course Structure****Assessment**

Students sit three internal unit assessments which must be passed.  
Students sit an external paper which samples knowledge and skills from across the three mandatory units plus an assignment.

**Homework**

Students should read news articles and web pages relevant to subject matter. Homework will take the form of extended reports, past paper questions and independent research tasks.

**Entry Requirements**

Students need to have passed National 5 at A – C in Modern Studies, or National 5 at A – C in another social subject.

**Progression**

Students who achieve a Grade A-C pass could progress vertically to Advanced Higher in Modern Studies or in another social subject or laterally to Higher in another social subject.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk)  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. This purpose will be achieved through successful study of the Course Units which focus on the democratic political system in Scotland and the UK, social issues in the UK and international issues.

**Course Structure****Assessment**

Internally there are three unit assessments. These are assessed on a pass/ fail basis. Students also complete an Assignment which is assessed externally and contributes 25% to the overall course award. Students sit an external paper which samples knowledge and skills from across the three mandatory units.

**Homework**

Students should read news articles and web pages relevant to subject matter. Homework will take the form of extended reports, past paper questions and independent research tasks.

**Entry Requirements**

Students need to have passed National 4 in Modern Studies or National 4 in another social subject.

**Progression**

Students who achieve a Pass could progress vertically to Higher in Modern Studies or another social subject or laterally to National 5 in another social subject or Sociology.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk).  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

### Introduction

Composing Skills: Students will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work and approaches and the creative process.

Understanding and Analysing Music: Through listening, students will develop their understanding of music styles, music concepts and musical literacy. Students will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works.

Performing Skills: Students will develop a range of advanced performing skills appropriate to their two selected instruments, or to their one selected instrument and voice. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

### Assessment

Unit Assessment: Students will critically reflect on their developing ideas and will use a range of compositional techniques and devices in creative ways to produce musically coherent and original music. They will analyse sections of musical movements or works, demonstrating detailed understanding of the music. They will also demonstrate the ability to analyse the impact of social and cultural influences on their selected music. Students will perform a variety of musically and technically challenging music, on their two selected instruments, or on one instrument and voice, and critically reflect and evaluate the quality and accuracy of their performing skills.

Course Assessment: Performance or Portfolio and Question Paper Performance or a Portfolio is worth 60 marks. Performance Option - The programme of music can be performed solo and/or in a group setting and should last a total of eighteen minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of six minutes within the overall minute programme. The programme of music must include a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice.

Portfolio Option - The portfolio will include a minimum of two contrasting pieces of music and will be presented in the form of an audio folio. This must include at least one original composition. It may also include elements of improvisation and/or arranging. The pieces that make up the portfolio may be produced in a variety of ways and this may include using music technology. The pieces may be in any appropriate musical context and in a wide variety of genres and styles. For each piece in the portfolio, the learner will produce supporting evidence of the compositional process. This might include, for example, producing programme notes/session logs and/or performance plans/scores. The portfolio should include approximately twelve minutes of music that is original to the learner.

Question Paper is worth 40 marks. Students will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and an associated range of questions in sophisticated and challenging musical contexts. All questions in the paper are compulsory. The range of question types within the question paper will allow scope for assessing understanding of music literacy and the learners' ability to identify and analyse the use of music concepts.

### Homework

Students will be expected to practise their instruments regularly at home. They will also be asked to work on compositions in their own time, as well as revising musical concepts and styles learned in class.

### Entry Requirements

Pass at Higher is recommended. Students who have passed ABRSM grade 4 may also be considered.

### Progression

Career in Music; Recommended for Arts / Theatre / Education courses.

Music is also a recognised entry subject to general University / College courses including Social Sciences, Medicine and Science.

## Useful Websites

[www.musiclisteningrevision.co.uk](http://www.musiclisteningrevision.co.uk) [www.educationscotland.gov.uk/learnlisteningonline](http://www.educationscotland.gov.uk/learnlisteningonline) [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

## Music Performance

## Higher

### Introduction

Composing Skills: Students will experiment with using a range of complex compositional methods and music concepts in creative ways. They will analyse how music is created by musicians and the things which influence their work. Students will use their understanding of music and the creative process, to inspire and influence their own creative choices and decisions.

Understanding Music: Students will develop their knowledge and understanding of music, music concepts and musical literacy. They will analyse the musical impact of social and cultural influences on music styles. Students will be able to listen to music and identify and distinguish the key features of a variety of level-specific music concepts and music styles.

Performing Skills: Students will develop, refine and consolidate their performing skills on two selected instruments or on one instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow, realising the composers' intentions. Students will develop a range of performing, technical and interpretive skills across a range of music styles.

### Assessment

Unit Assessment: Students will be assessed on all three units throughout the course. Assessment evidence will be a combination of written or oral and/or recorded and practical evidence. Course Assessment

Component 1 — Performance 50%

Component 2 — 35%

Component 3 – Composition 15%

Performance: The purpose of the performance is to allow students to demonstrate practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music. Students should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice.

Question Paper: The question paper will test the students' knowledge and understanding of music concepts and music literacy. Students will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles.

### Homework

Students will be expected to practise their instruments regularly at home. They will also be asked to work on compositions in their own time, as well as revising musical concepts and styles learned in class.

### Entry Requirements

Students should have passed National 5 Music. Students who have passed ABRSM exams at Grade 3 level may also be considered (please consult the Curriculum Leader).

### Progression

Advanced Higher Music

## Useful Websites

[www.musiclisteningrevision.co.uk](http://www.musiclisteningrevision.co.uk)  
[www.educationscotland.gov.uk/learnlisteningonline](http://www.educationscotland.gov.uk/learnlisteningonline)

## Music Performance

## National 5

### Introduction

Composing Skills: Students will experiment with using a range of complex compositional methods and music concepts in creative ways. They will analyse how music is created by musicians and the things which influence their work. Students will use their understanding of music and the creative process, to inspire and influence their own creative choices and decisions.

Understanding Music: Students will develop their knowledge and understanding of music, music concepts and musical literacy. They will be able to recognise and identify a variety of level-specific music concepts and music styles. Students will also analyse the impact of social and cultural factors which influence the distinctive sounds of specific music styles.

Performing Skills: Students will develop and refine performing skills on two selected instruments, or on one instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow and will, through regular practice and reflection, develop technical and musical performing skills.

### Assessment

#### Course Assessment:

Component 1 — performance 50%

Component 2 — 35%

Component 3 - Composition 15%

Performance: The purpose of this performance is to allow students to demonstrate their performance and musical skills on either two selected instruments, or on a selected instrument and voice. Students should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice.

Question Paper: The question paper will test the students' knowledge and understanding of music concepts and music literacy. Students will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles.

Pupils will compose in a range of styles allowing for creativity & composition expression. Musical styles will include those taught in the understanding music unit.

### Homework

Students will be expected to practise their instruments regularly at home. They will also be asked to work on compositions in their own time, as well as revising musical concepts and styles learned in class.

### Entry Requirements

Students should have passed National 4 Music. Students who receive instrumental tuition may also be considered (please consult the Curriculum Leader).

### Progression

Higher Music

## Useful Websites

[www.musiclisteningrevision.co.uk](http://www.musiclisteningrevision.co.uk)  
[www.educationscotland.gov.uk/learnlisteningonline](http://www.educationscotland.gov.uk/learnlisteningonline)

**Introduction**

## Course Aims

- To develop students' skills and techniques using music technology.
- To develop knowledge and understanding of 20th and 21st century musical styles and genres and related music technology.
- To use music technology skills in a range of contexts including live performance, radio and podcasting, composing and/or sound designing for film, TV, adverts or games.

Course Content The course is divided into three areas: Music Technology Skills, Understanding 20th and 21st Century Music and Music Technology in Context. In the Music Technology Skills unit, students will develop a range of practical skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. In the Understanding Music unit, students will develop an understanding of 20th and 21st century music as well as how music technology has influenced (and been influenced) by this music, including a basic understanding of the music industry and copyright. In the Music Technology in Context unit, students will use their skills in a range of contexts creatively, which could include live sound, recording, sound design for film and podcasting.

**Assessment**

Course Assessment Once students are competent at the above, they will be assessed in 2 areas that will contribute to the final grade at National 5. Question Paper- 40 Marks (Scaled to 30% of overall mark) The question paper will assess breadth of knowledge and understanding of concepts related to music technology and 20th and 21st century music. Recording Assignment-100 Marks (Scaled to 70% of overall mark) The assignment will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques. It will be sufficiently open and flexible to allow for personalisation and choice. 2 assignments are required to be completed and choices may include:

- A radio broadcast
- A Soundtrack for a film or broadcast
- A live concert recording
- A soundtrack for computer games or an animation

**Homework**

Students will be expected to practise their instruments regularly at home. They will also be asked to work on compositions in their own time, as well as revising musical concepts and styles learned in class.

**Entry Requirements**

Students should have passed National 4 Music. Students who receive instrumental tuition may also be considered (please consult the Curriculum Leader).

**Progression**

Higher Music

**Useful Websites**

[www.musiclisteningrevision.co.uk](http://www.musiclisteningrevision.co.uk)

[www.educationscotland.gov.uk/learnlisteningonline](http://www.educationscotland.gov.uk/learnlisteningonline)

**Introduction**

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

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

**Course Structure**

Unit 1: Money Management

Unit 2: Understanding Money

**Assessment**

Unit assessments are completed online using SQA Solar Assessments.

**Homework**

Regular Homework:

- Complete Classwork
- Topic exercise to revise outcome
- Practice assessment questions

**Entry Requirements**

Personal Finance Award at SCQF Level 4 or National 4 Applications of Mathematics.

**Progression**

SQA Numeracy Award at SCQF Level 5.

**Useful Websites**

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) [www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)

**Introduction**

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

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

**Course Structure**

Unit 1: Money Management

Unit 2: The Principles of Money

**Assessment**

Unit assessments are completed online using SQA Solar Assessments.

**Homework**

Regular Homework:

- Complete Classwork
- Topic exercise to revise outcome
- Practice assessment questions

**Entry Requirements**

None

**Progression**

Personal Finance Award at SCQF Level 5.

**Useful Websites**

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) [www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)

**Introduction**

Higher Philosophy introduces students to a rigorous analysis of key philosophical theories about morality and the nature of knowledge. It has been designed to help students analyse arguments by using the criteria of the sufficiency, relevance and acceptability of their premises. This course would suit pedantic students who want to get to the bottom of things, have a deep sense of curiosity and pay nit-picking attention to details. These qualities are important because Philosophy is a subject you need to do rather than just learn – you will need to do a lot of thinking for yourself.

**Course Structure**

The course comprises three main areas of study.

These are...

Arguments in Action – an introduction to the nature of arguments and simple ways of testing their reliability

Knowledge & Doubt – addresses questions about the nature of knowledge, such as: how do we know there is an external world? Could you be dreaming right now? Does the fact that the sun has risen every day for billions of years give us reason to think that it will rise tomorrow?

Moral Philosophy – should we act in a way that brings about the most happiness or is it more important that we do our duty regardless of what the consequences are?

**Assessment**

Students will be assessed formally by an exam (67%) and an assignment (33%) that will be due in the middle of March.

**Homework**

It is absolutely essential that students spend time learning key vocabulary at home, as there is a lot of new terminology in the Higher Philosophy course. Students will also be expected to write (and redraft) four essays in addition to the assignment. Much of the work for the assignment will be undertaken independently.

**Entry Requirements**

It is important that you can express yourself clearly, so an A for National 5 English is desirable.  
National 5 Philosophy if possible

**Progression**

Higher Philosophy gives students the opportunity to develop rigorous critical thinking skills and the ability to present their own arguments in a reasoned and structured way. These are important skills in most Higher Education courses, and in many jobs, but are particularly desirable for those studying subjects like Law and Journalism.

**Useful Websites**

**Introduction**

The Photography course will allow pupils to develop a range of skills based around the use of photographic equipment and the taking and editing of quality photographs.

**Course Structure**

The course will cover topics that introduce students to the technical aspects of cameras and how best to use them; key techniques in photographing both people and places; and editing of the photographs using computer software to create a final image. This will involve students planning photographic shoots themselves then presenting and evaluating their own work.

**Assessment**

This Award has a range of practical and written assessments. All units are internally assessed.

**Homework**

Pupils will be required to take photographs outside of class time and may be required to do research and evaluative tasks as home study.

**Entry Requirements**

N5/H Art & Design  
S5 wider achievement photography option

**Progression**

Higher Photography

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk)

## Physical Education

### Advanced Higher

#### Introduction

The development of a candidate's main activity is the aim of this course. In addition, it aims to develop the candidates' knowledge and understanding of the nature and demands of quality performance, giving the candidate an opportunity to develop an aspect of this through an investigation.

#### Course Structure

This is achieved through the detailed study of selected areas of subject content, and the integration of this underpinning knowledge into planning, the conduct of practice and training ultimately impacting on performance in their chosen activity.

#### Assessment

The two Units candidates are required to pass are -  
Performance Skills  
Factors Impacting on Performance

The Course assessment consists of two components:  
Performance - 30 marks – 30%  
A detailed project report - 70 marks – 70%

#### Homework

Independent research is a key skill in being successful at Advanced Higher. Candidates are required to utilise investigation skills, analyse their own (or someone else's) performance, complete a review of literature, target set, complete a performance development plan (PDP) and evaluate its effectiveness on performance.

#### Entry Requirements

Pass in Higher Physical Education. Pass in Higher English or History.

#### Progression

Undergraduate degree in Physical Education or Sport related degree

#### Useful Websites

<http://www.sqa.org.uk/sqa/48452.html>

**Introduction**

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. The main purpose of the Course is to develop and demonstrate a wide range of complex movement and performance skills in challenging contexts. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving. Learners will consider the effects of mental, emotional, social and physical factors on their performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

**Course Structure**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The learner will extend and apply the skills they have learned during the Course. This will be assessed by a one-off exam style practical performance and a written exam. The candidate will be graded A-D based on the total marks.

**Assessment**

Unit: Performance Skills

Unit: Factors Impacting on Performance

Course assessment: Performance

Course assessment: Exam

**Homework**

Tasks will be issued on a weekly and fortnightly basis.

**Entry Requirements**

'A- C' grade in National 5 Physical Education

Course. Units at Higher level

**Progression**

Advanced Higher Physical Education Course

Leadership Award

Physical Education and Sport related undergraduate degrees

Further education Sports courses

**Useful Websites**

<http://www.sqa.org.uk/sqa/47901.html>

## Physical Education

### National 5

#### Introduction

In this Course, there will be an emphasis on skills development and the application of those skills. The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

#### Course Structure

The course will be assessed by 2 performances and a portfolio. The learner can present this evidence in the form of a logbook, diary, development record or any other appropriate format. The candidate will be graded A-D based on the total marks in each area.

#### Assessment

Course assessment – Performance

Course assessment – Portfolio

#### Homework

Students will be expected to keep their logbook updated on a weekly basis. Other tasks will be issued on a weekly and fortnightly basis.

#### Entry Requirements

National 4 Physical Education Course or relevant component Units Successful completion of S3 Elective Course

#### Progression

Higher Physical Education Course

Leadership Award

Other qualifications in Physical Education or related areas

Employment or training

#### Useful Websites

<http://www.sqa.org.uk/sqa/47399.html>

## Advanced Higher

### Introduction

The study of Advanced Higher Physics endeavours to foster an interest in current developments in, and applications of Physics, the willingness to make critical and evaluative comment, and the acceptance that Physics is a changing subject.

### Course Structure

The course is made up from four units:

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics

### Assessment

Internal assessment:

There are four unit assessments which are assessed on a pass/ fail basis.

External assessment:

- External examination - worth 100 marks
- The Physics Investigation which is marked externally – worth 30 marks

### Homework

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems. Please note: Homework tasks may include pieces of work required as preparatory work before embarking on the practical investigation and post practical analysis for the practical investigation report.

### Entry Requirements

Learners are required to have passed Higher Physics at grade A -C

### Progression

Advanced Higher Physics provides entrance requirements for a variety of Science related Higher Education courses.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk)  
[www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)

## Higher

### Introduction

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

### Course Structure

The course is made up from four units:

- Our Dynamic Universe
- Particles and Waves
- Electricity
- Researching Physics

### Assessment

Internal assessment:

- There are four unit assessments which are assessed on a pass/ fail basis. External

assessment:

- External examination worth 100 marks and a written assignment worth 20 marks.

### Homework

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems. Please note: Homework tasks may include pieces of work required for Investigation report.

### Entry Requirements

Learners are required to have passed National 5 in Physics and Mathematics.

### Progression

Learners who achieve a Pass at Higher could progress to Advanced Higher Physics or a Higher in another Science Subject.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk).

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## National 5

### Introduction

The National 5 Physics Course enables learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills.

### Course Structure

The course is made up from three units:

- Dynamics and Space
- Waves and Radiation
- Electricity and Energy

### Assessment

Internal assessment:

There are three unit assessments and a practical investigation, which are assessed on a pass/fail basis. External assessment:

- External examination – 80% of overall grade

In addition learners also complete an assignment which is marked externally – 20% of overall grade. In both cases learners are assessed in both skills and knowledge from the three units.

### Homework

Homework will include a variety of tasks such as written assignments, research tasks and scientific problems. Please note: Homework tasks will often include pieces of work required as evidence for the internal assessment and also the final assignment

### Entry Requirements

Learners are required to have passed National 4 in Physics or another Science subject

### Progression

Learners who achieve a Pass at National 5 could progress to Higher Physics or a National 5 in another Science Subject.

### Useful Websites

[www.sqa.org.uk/sqa/47430.html](http://www.sqa.org.uk/sqa/47430.html) [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

SQA's Politics qualification gives learners the opportunity to study important political concepts, theories, ideologies and systems through Scottish, British and international contexts. Learners compare different political systems, evaluate the factors that impact on the electoral performance of political parties, and develop knowledge and understanding of how different political ideologies, systems and parties resolve the timeless pursuit of power, authority and legitimacy. The purpose of this Course is to develop the learner's knowledge and understanding of how different political ideologies, systems and parties resolve the timeless pursuit of power, authority and legitimacy. Its theoretical perspective enables learners to identify, explore and analyse political issues in order to develop their own views and perspectives. This purpose will be achieved through successful study of the three Units. The Course will develop investigating, analysing and evaluating skills to help learners to interpret and understand political issues.

Politics makes a distinctive contribution to the curriculum by its study of important political concepts and ideologies, the comparison of different political systems and the evaluation of the factors that impact on the electoral performance of political parties.

**Course Structure**

Political Theory: In this Unit, learners will use a range of sources of information to evaluate different political ideologies and political concepts. They will draw on theoretical and conceptual knowledge and understanding of political ideologies and political concepts.

Political Systems: In this Unit, learners will use a range of sources of information to compare different political systems. They will draw on knowledge and understanding of different political systems

Political Parties and Elections: In this unit, learners will analyse a range of electoral data to evaluate factors which contribute to the electoral performance of UK political parties. They will draw on knowledge and understanding of the complex factors that contribute to the electoral performance of UK political parties.

**Assessment**

Component 1 — Question paper - 60 marks

Component 2 – Assignment - 30 marks

**Homework**

A level of independent study at home will be required

**Entry Requirements**

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience.

National 5 in a Social Subject at Grade A - C

**Progression**

Advanced Higher Modern Studies Course or its component Units or further study, employment and/or training .

**Useful Websites**

SQA

Modernity Scotland

**Introduction**

This course is of a practical nature and is mostly workshop based. It will develop many practical skills which are transferable to a variety of industrial areas such as building, joinery and construction in particular. The aims of the course are to enable learners to:

- develop skills in woodworking techniques
  - develop safe working practices in workshop environments
  - develop practical creativity and problem solving skills
  - develop an understanding of sustainability issues in a practical woodworking context
- On completing the course, learners will have gained skills in:
- safe and correct use of tools, equipment and a range of materials
  - reading and interpreting drawings and diagrams
  - making several projects

As the course contains a significant practical component we ask for a £20 contribution towards the cost of materials students will use.

**Course Structure**

The following units of work form the course structure:

Carcase Construction: This Unit helps learners develop skills in setting out and making basic woodworking joints that are commonly used in carcase joinery.

Flat-frame Construction: This Unit helps learners develop skills in setting out and making basic woodworking joints that are commonly used in flat-frame joinery.

Machining and Finishing: This Unit helps learners develop skills in setting up and using common machines and power tools. It also helps learners develop skills in a variety of woodworking finishing techniques.

The following units of work form the course:

Added-Value Unit: The Added value unit combines different elements of the course into an overall model which learners are required to pass in order to achieve a Course at National 4 & 5.

**Assessment**

To pass the N5 Woodworking course, students must use the skills developed in the course to complete the Course project (70%) and a final exam (30%). The N4 requires students to complete unit assignments and a final practical project.

**Homework**

Candidates will be expected to regularly read information on materials, wooden joints and tools. Also, students will be expected to compile a folio which will contain evidence on materials, wooden joints and tools. Completion of a log book will be required for the Added-Value Unit.

**Entry Requirements**

There are no formal requirements for entry onto the course but students must be prepared to follow health and safety requirements rigorously.

**Progression**

Students completing National 4 can progress to National 5. There is no Higher course available in this subject.

**Useful Websites**

<http://www.sqa.org.uk/sqa/47455.html> <http://www.sqa.org.uk/sqa/47462.html>

**Introduction**

This course offers students the option to study topics that are both engaging and at times controversial. It will be a challenge to students both intellectually and personally. This course will help students develop key skills in the analysis and evaluation of sources and arguments, as well as encouraging personal opinions with sound justification. An important aspect of this course is developing the ability to see and assess arguments from another person's perspective. This is a transferrable life skill that is not often emphasised in other curricular areas.

**Course Structure**

The units covered in this course are:

- Religious and Philosophical Questions
- Morality and Belief
- World Religion

**Assessment**

Unit assessments will take place as a matter of course through the learning and teaching in each unit. Students must pass all units in order to be presented for the external exam.

The external exam will require students to demonstrate breadth of skills, knowledge and understanding drawn from all three units of the course. The question paper will sample knowledge and understanding from across the course and will require the application of the skills learned.

In addition to the external exam The Religious, Moral and Philosophical Studies assignment will be sufficiently open and flexible to allow for personalisation and choice. Students will investigate a moral issue through analysing, evaluating and synthesising information from a range of sources which will include at least one religious viewpoint. This information will be used to demonstrate knowledge and understanding of the topic studied with comments on its significance or impact to the contemporary world. Students will reach a detailed, reasoned and well-structured conclusion with the results of their research written up under controlled assessment conditions.

**Homework**

Regular homework will be issued to consolidate the work undertaken in class. Homework can take a variety of forms and may include written exercises, researching topics and collection of information, completion of class work and studying for assessments.

**Entry Requirements**

Entry will be at the discretion of the department but we would recommend that pupils aiming to do the Higher course have a National 5 pass in English or in a language-based subject such as History or Modern Studies. Similarly, those wishing to do National 5 should have a pass at National 4 English.

**Progression**

RMPS gives students a valuable insight into the truly diverse and multicultural society in which we live. At Higher level it is a demanding subject and excellent preparation for a number of popular and challenging undergraduate university courses. Careers within RMPS are wide ranging, and include teaching, social work, police, law, health care and politics. The skills gained by studying RMPS are transferable skills which are highly valued in many occupations, and for entry to many degrees.

**Useful Websites**

- SQA RMPS homepage - <http://www.sqa.org.uk/sqa/45631.html>
- Education Scotland RMPS Homepage - <http://www.educationscotland.gov.uk/nationalqualifications/subjects/>

**Introduction**

The aim of the Travel and Tourism Course is to prepare students for employment with the Course at National 4 level acting as a starting point from which students could pursue a career in the industry.

Work Experience and Fieldwork:

There is an opportunity for practical work experience in the Tourism Industry in conjunction with Visit Scotland and/or Holiday Inn. Speakers working within the tourist industry will be invited to share their knowledge of Tourism with students. Fieldwork will contribute to an understanding of the importance of this industry to the economy of the United Kingdom.

**Course Structure**

SCQF Level 4

**Assessment**

4 internal unit assessments: Travel and Tourism: Employability, Customer Service, Scotland, UK and Worldwide Students will be assessed at the end of each of the above four units. Students will also have to complete at least one work placement to succeed in the Employability and Customer Service units.

Students will be assessed in a variety of forms: whilst they are on work experience, presentations, peer assessment and written work and investigations. The collective evidence will be used to gain an overview of a student's learning and to assess whether they have passed outcomes. There is no final exam.

**Homework**

A variety of homework will be issued throughout the course.

**Entry Requirements**

Students should have passed National 3/4 in Geography or National 3/4 in any other Subject. They should be interested in a career in this growing industry.

**Progression**

Students can progress to further study within the Geography Department at Skills for Work in Travel and Tourism National 5 and at college, Travel and Tourism: Skills for Work at SCQF level 5 and other qualifications in Travel and Tourism, vocational training and employment

**Useful Websites**

<http://www.visitscotland.com/>

[http://www.ihg.com/holidayinn/hotels/gb/en/reservation?cm\\_mmc=domains-\\_-MM-\\_-1213-\\_-holiday-inn.co.uk](http://www.ihg.com/holidayinn/hotels/gb/en/reservation?cm_mmc=domains-_-MM-_-1213-_-holiday-inn.co.uk)

## Skills for Work (Travel and Tourism)

## National 5

### Introduction

The aim of the Travel and Tourism Course is to prepare students for employment and the Course at National 5 level builds on their experience and knowledge from which students could pursue a career in the industry. This course is for students who wish to develop their skills and knowledge in relation to travel and tourism.

#### Work Experience and Fieldwork:

There is an opportunity for practical work experience in the Tourism Industry in conjunction with Visit Scotland and/or Holiday Inn. Speakers working within the tourist industry will be invited to share their knowledge of Tourism with students. Fieldwork will contribute to an understanding of the importance of this industry to the economy of the United Kingdom.

### Course Structure

SCQF Level 5

### Assessment

4 internal unit assessments: Travel and Tourism: Employability, Customer Service, Scotland, UK and Worldwide  
Students will be assessed at the end of each of the above four units. Students will also have to complete at least one work placement to succeed in the Employability and Customer Service units.

Students will be assessed in a variety of forms: whilst they are on work experience, presentations, peer assessment and written work and investigations. The collective evidence will be used to gain an overview of a student's learning and to assess whether they have passed outcomes. There is no final exam.

### Homework

A variety of homework will be issued throughout the course.

### Entry Requirements

Students should have passed National 4 in any subject. They should be interested in a career in this growing industry.

### Progression

Students can progress to further study within the Geography Department at National 5 and at college. 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 and/or employment in the Travel and Tourism Industry.

### Useful Websites

<http://www.visitscotland.com/>

[http://www.ihg.com/holidayinn/hotels/gb/en/reservation?cm\\_mmc=domains-\\_-MM-\\_-1213-\\_-holiday-inn.co.uk](http://www.ihg.com/holidayinn/hotels/gb/en/reservation?cm_mmc=domains-_-MM-_-1213-_-holiday-inn.co.uk)

## Sociology

## National 5

### Introduction

The purpose of the course is to develop learners' sense of themselves as part of society. The Course offers opportunities for learners to actively investigate society, cultural diversity and social issues. The Course enables learners to become familiar with research methods and use of evidence in sociology to support sociological explanations.

### Course Structure

### Assessment

Internally there are three unit assessments. These are assessed on a pass/ fail basis. Students also complete an Assignment which is also assessed externally.

Students sit an external paper which samples knowledge and skills from across the three mandatory units.

### Homework

Students should read news articles and web pages relevant to subject matter. Homework will take the form of extended reports, past paper questions and independent research tasks.

### Entry Requirements

Students need to have passed National 4 in Modern Studies or National /4 in another social subject.

### Progression

Students who achieve a Pass could progress vertically to Higher in Modern Studies or another social subject or laterally to National 5 in another social subject.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk).

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

**Introduction**

The NPA in Web Design at SCQF level 5 introduces learners to the technical skills required to create websites and graphics, including adding interactivity to websites. There is also a focus on the importance of the website development process.

NPA Web Design is the starting point for potential web designers and developers. The aim of the course is to develop the essential skills required to work in the web design and development sector. Learners undertake three units that will steer them through the building blocks of web design and development: HTML and CSS, the use of images and graphics on websites, and how websites are extended by integrating client-side scripting to add interactivity.

**Course Structure**

This course covers the following three topics:

- website design and development
- website graphics
- interactive media

**Assessment**

Assessment will be ongoing throughout the course, there is no final exam.

**Homework**

A variety of homework will be issued throughout the course.

**Entry Requirements**

Interest in web design and computing

**Progression****Useful Websites**

## Work Placement

### Introduction

Students will have the opportunity to set up and plan a work placement with a company / organisation related to their future pathway. This will provide high quality work shadowing which gives an insight into the industry.

### Course Structure

### Assessment

### Homework

### Entry Requirements

### Progression

### Useful Websites



# Wider Achievement Courses



## Art Portfolio

## Ungraded

### Introduction

Entry into further or higher education courses, or for securing an interview for a job in the creative industries, require applicants to have high quality portfolios of work that present and highlight a range of investigative, development and production skills. The Art Portfolio option provides the space, time and resources to help build up a body of work that will be of great benefit to any student looking to develop their creative skills in these areas.

### Course Structure

Each student will plan, through discussion with the class teacher, a series of activities that will be targeted towards their ambitions and needs. This can involve going into greater depth with painting, sculpture, photography, or design.

### Assessment

This course is not assessed.

### Homework

No requirement for homework unless the student needs to complete tasks for deadlines outwith school.

### Entry Requirements

Students will be expected to have completed N5 Art & Design.

### Progression

The folio produced will provide an excellent foundation for applications to further and higher educational establishments.

### Introduction

The Modern Languages for Life and Work Award supports learners to develop language and employability skills in contexts that are relevant to life and work. The award can be completed using a combination of two languages, for example any two of Spanish, Mandarin, French and German. The languages offered depend upon staffing and learner interest. The course will draw upon the development of language skills as well as partnerships with businesses and the world of work. Such partnerships may include Edinburgh Zoo, the National Museum of Scotland and our associated primary schools. The Awards are available at SCQF levels 3 and 4. There may also be an opportunity to combine the Languages for Life and Work Award with a Personal Development Award at a similar or higher level.

Languages for Work Purposes (which involves taking part in a job-related discussion and demonstrating understanding of straightforward vocational texts written in the language studied). Languages for Life Purposes (which involves demonstrating straightforward language related to culture and everyday life).

### Course Structure

The course consists of three units:

Unit 1 – Building Own Employability Skills

Unit 2 – Modern Languages for Work Purposes

Unit 3 – Modern Languages for Life

### Assessment

The internal assessments allow for development of the four major skills required for language learning – reading, talking, listening and writing. Students can achieve individual unit awards or an award for the complete course following completion of all units. There is no external examination for this award.

Unit 1 – Building Own Employability Skills

This unit will focus upon finding out about job opportunities and employers, finding out about skills needed in order to gain employment, combining these skills with language skills from one or both language units.

Unit 2 – Modern Languages for Work Purposes

In this unit, learners will have the opportunity to develop talking and listening skills needed to communicate in any vocational context using the language studied and will encourage learners to reflect on the skills required for employability.

Unit 3 – Modern Languages for Life

This unit provides an opportunity to explore the culture and everyday life in countries where the modern language is used by taking part in simple conversations and showing understanding of spoken language. At SCQF Level 4, learners also develop reading skills required for vocational, cultural and everyday life.

In all units, there is a direct focus upon the development of intercultural understanding. This allows learners to become confident, global citizens who are ready to contribute to a global workforce.

### Homework

Candidates will use research skills to find out about employment opportunities and prepare short role plays set in a relevant context. Homework which prepares students for National 5 will be issued if this is appropriate to the candidate.

### Entry Requirements

Prior learning or knowledge of the languages used is NOT required. Building Own Employability Skills (which involves finding information about suitable employment opportunities and developing the skills needed to apply for a job).

### Progression

Possibility of National 5 or crash Higher in S6.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk).

Linguascope (departmental password)

## Introduction

The NPA in Cyber Security Course is designed to provide learners with knowledge and skills in the areas of data security, digital forensics and ethical hacking – providing a skills pipeline into the Cyber Security industry.

The course will encourage learners to improve their cyber hygiene and resilience, enable them to identify security vulnerabilities safely, legally and ethically, and help them to contribute more safely to virtual communities.

## Course Structure

The course is made up of 3 units:

- Data Security
- Digital Forensics
- Ethical Hacking

The structure of the course is the same for all three SCQF levels and this allows students to achieve a level suitable to their abilities.

## Assessment

Each unit assessment consists of a closed book multiple-choice online test, and an open book assignment involving practical and written elements for each unit. To achieve a unit, passes will be needed in both its online test and assignment.

## Homework

Regular homework may consist of completing online tasks in OneNote, investigating security breaches, short online reading activities.

## Entry Requirements

No formal qualifications are required. However, learners would benefit from having attained Basic IT Skills or equivalent qualifications or experience before beginning the SCQF level 4 Units.

## Progression

The NPA in Cyber Security course enables students to progress from level 4 to level 5 or from level 5 to level 6, allowing clear progression and development routes to higher-level education and employment.

Learners can also progress to a number of other qualifications in this area, or a related area, for example, NC Digital Media Computing offered at colleges.

Achievement of all three units may also lead to employment in a computer security.

## Useful Websites

4. Criminal intelligence analyst: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/criminalintelligence-analyst>
5. Forensic computer analyst: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/forensiccomputer-analyst>
6. Ethical hacker: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/ethical-hacker>

**Introduction**

The Employability Award is an introduction to the world of work for those who are unsure about how to gain and sustain employment. It is available at SCQF Level 3 and Level 4. The Award focuses on generic employability skills, to enable a successful move into the job market. Candidates will develop skills and attitudes which will be applicable across all areas of employment.

**Course Structure****Assessment**

Assessment can take place at appropriate points as candidates progress through the tasks within the Units. Evidence of assessment can be presented in a format which best suits the individual candidates. Evidence can include written records, e-mails, assessor records, diaries, videos, recordings of interviews or photographs. Assessment Support Packs (ASPs) for all Units can be downloaded by deliverers from SQA's secure website.

**Homework****Progression**

This Course may provide progression to:

.Further study:

> SCQF Level 4 from Level 3

> Additional Units at the same level, including Work Experience and Personal Development:  
Self and Work

> National Progression Award in Enterprise and Employability at SCQF Level 4 or 5

.Vocational training

.Employment

SCQF Level 3 Group Award Code: G9D2 43

SCQF Level 4 Group Award Code: G9CY 44

**Useful Websites**

**Introduction**

This course will offer motivated students the opportunity to develop leadership skills in many activities. Leadership Skills are the main focus, this course is classroom based.

**Course Structure**

This SQA award and associated qualifications use the medium of sport to help people to learn to lead. Students will learn the essential skills of leadership: communication, organisation and motivation, but in addition to this will grow in confidence and self-belief. The personal journeys that people undertake whilst learning to lead, stand them in good stead for their future careers and life itself. The students are also expected to act as senior role models within the school community, promoting physical activity and a healthy lifestyle.

**Assessment**

There will be no SQA May exam as a series of assessments will run throughout the school year.

The two units are –

1. Leadership: An Introduction – assessment is in the form of an essay or presentation

2. Leadership: In Practice – pupils are assessed on their ability to plan, lead and evaluate an event

Students will complete a placement (minimum of 10 hours) in a cluster primary school, after school sports club or sports club as part of their course.

**Homework**

Homework will be issued regularly to ensure students are preparing appropriately and thoroughly for placements, presentations and course assessments.

**Entry Requirements**

Students will be expected to have demonstrated in school and beyond, an interest in leading whether it be through sport, physical activity or in another sector. The opportunity to develop communication, leadership and responsibility should be appealing.

**Progression**

Leadership and its associated attributes as Skills for Learning, Life and Work.

Leadership at SCQF 6

Personal Development Award

**Useful Websites**

<http://www.sqa.org.uk/sqa/47258.html>

**Introduction**

The aim of this new version of the NPA in PC Passport at SCQF levels 4, 5 and 6 is to provide knowledge and skills in using contemporary application packages such as word processing, spreadsheets and presentation software in a collaborative, cloud-based environment. It seeks to deliver up-to-date skills in using a range of popular software, such as Office 365, to prepare learners for employment or further studies or to improve their productivity skills.

**Course Structure**

As the course is timetabled for 1 period a week, students will likely achieve 1 unit. The units are:  
Word Processing  
Presentations  
Spreadsheets

**Assessment**

Students must pass the internal assessments for each unit. All units are internally assessed and there is no external course assessment.

**Homework****Entry Requirements**

No entry requirements.

**Progression**

Students can complete the other units to achieve the full NPA at SCQF level 4 and then progress to level 5.

**Useful Websites**

**Introduction**

The Photography course level 4 and 5 will develop knowledge and understanding in practical photography. The Awards are aimed at those who want to explore their interest in photography.

The NPA Photography will build on the foundation skills and prepare learners to understand more advanced skills and techniques. It will promote a progression route into the new NC Photography Group Award at SCQF Level 6 or other relevant skills for work and creative digital media programmes.

**Course Structure**

The main content will include:

- Camera operations
- Camera care
- Camera handling
- Tutorials and practical demonstrations
- Simple concepts — lighting, composition and framing
- Reviewing the work of prominent photographers
- Capturing good images
- Making simple adjustments and enhancements to images
- Editing and presentation
- Storing photographs
- Outputs: print online, mobile applications
- Folio work
- Exhibition work

**Assessment****Homework****Entry Requirements****Progression****Useful Websites**

## Preparation for Theatre Performance      National Progression Award

### Introduction

National Progression Awards allow pupils to develop a range of skills, relevant to the creative industries. Within the Professional Theatre Preparation Award, pupils will develop a range of appropriate skills in voice, movement and acting whilst also building on transferable skills such as analytical and evaluative skills.

Students will be offered one unit from NPA course.

### Course Structure

Preparation for Audition: Students will have the opportunity to develop knowledge and understanding and a broad overview of the type of work available within the performing arts sector. However, the majority of time in this Unit is devoted to: preparing for an audition, rehearsing for and performing an audition and the candidate evaluating their own performance at an audition

Acting Skills: Working in small groups, pupils will work on scripted pieces to portray two contrasting characters. Pupils will reflect on the rehearsal process and their final performance.

### Assessment

This Award has a range of practical and written assessments. All units are internally assessed.

### Homework

Pupils will be required to arrange rehearsals outside of class time and may be required to do research and evaluative tasks as home study.

### Entry Requirements

National 4 Drama  
National 5 Drama (C award)

### Progression

National 5 Drama  
For some pupils progression to Higher Drama may be appropriate at this stage.

### Useful Websites

[www.sqa.org.uk](http://www.sqa.org.uk)  
[www.nationaltheatrescotland.com](http://www.nationaltheatrescotland.com)

## SQA Practical Cookery/Cake Craft Award

### Introduction

The Course aims to enable learners to:

- develop technical skills in cake baking
- develop technical and creative skills in cake finishing follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

The Course is practical and experiential, and its use of real-life hospitality contexts makes it relevant to the world of work.

### Course Structure

### Assessment

Internal assessment only

### Homework

### Entry Requirements

none

### Progression

National 5 Cake Craft

### Useful Websites

## SQA Events Management

### Introduction

The Events Management course is designed to equip students with the skills and experience required to work in the events industry. Students will do a unit from the Events Management NPA, which places a heavy focus on developing their practical skills and their ability to apply their knowledge to an events environment. Students will plan and run an event of interest to them. An example of an event that is being run by Events students this year is the Spring Fling.

### Course Structure

### Assessment

### Homework

Possible tasks include research, planning and organisational duties.

### Entry Requirements

None

### Progression

College or university courses in Events Management.

### Useful Websites

## SQA Performance PE

### Introduction

In Performance PE, there is a focus on developing and improving practical and performance skills in physical activities. These Courses provide opportunities to develop team building skills and enhance learners' ability to compete, co-operate and collaborate.

### Course Structure

### Assessment

National 5 or Higher Performance Skills Unit.

### Homework

### Entry Requirements

### Progression

### Useful Websites

## SQA Scottish Studies Award

### Introduction

The study of Scotland — in terms of its people, languages (for example, Scots and Gaelic), society, culture, natural and built environment, and heritage — provides many opportunities for learners to develop their skills, knowledge and understanding, and to make connections across the curriculum. This is due to the fact that Scotland and its people have made, and continue to make, significant contributions in many areas of society both at home and abroad. These contributions have had, and will continue to have, lasting effects in areas such as the sciences, engineering, literature and language, the arts, business, industry and the media. Scottish society is diverse, encompassing people from a wide range of cultures and historical backgrounds. Through emigration and immigration, Scotland's people and culture have influenced, and in turn been influenced by, the people and cultures of many other countries. The physical environment of Scotland is also diverse and attracts visitors from around the world.

### Course Structure

The Scottish Studies Award at SCQF level 5 has a broad and flexible framework. This reflects the range of subject areas which can be studied in a Scottish context. In common with all Awards, this also reflects the values, purposes and principles of Curriculum for Excellence. It offers flexibility, allows time for learning and reflection, focuses on the development of skills and the application of learning, and provides scope for personalisation and choice.

### Assessment

### Homework

### Entry Requirements

### Progression

### Useful Websites

## Sustainability and Sustainable Development

SCQF Level 5/6

### Introduction

Sustainable development is a way for people to use resources without the resources running out. The term used by the Brundtland Commission defined it as development with sustainability that "meets the needs of the present without compromising the ability of future generations to meet their own needs."

This course will combine scientific knowledge, literacy, numeracy, health & wellbeing, and problem-solving skills in a varied and interesting course based around improving our world for the future.

You will be incorporating the Sustainable Development Goals into your learning and learn more about the impacts of climate change and what you can do to help.

### Course Structure

5 sub – units

1. Food
2. Water
3. Energy
4. Waste management
5. Environments

### Assessment

Unit Assessment  
Practical investigation

### Homework

Research activities  
Practice questions  
Practical activities

### Entry Requirements

Science background preferred but not essential.

### Progression

Continuation with the SQA Environmental Science Higher Course

### Useful Websites

[https://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_Sciences\\_EnvironmentalScience.pdf](https://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_Sciences_EnvironmentalScience.pdf)  
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

**Introduction**

National Progression Awards allow pupils to develop a range of skills, relevant to the creative industries. Within the Technical Theatre in Practice award pupils will focus on the backstage elements of performance. This course will provide candidates with knowledge and skills which are directly relevant to current and/or future practice in the technical theatre industry as well as developing transferable skills such as independent working and group work skills.

Students will be offered one unit from NPA course.

**Course Structure**

Technical Theatre in Context

This unit provides an introduction to technical theatre and gives candidates the opportunity to explore technical theatre in the context of a live production.

Theatrical Design

This unit teaches students the fundamental elements of design skills before they choose a specialist area for the next unit of work.

Specialist Unit

The specialist areas in the options are lighting, sound, prop making and stage model set construction. Pupils will design and apply these designs in a live performance.

**Assessment**

This Award has a range of practical and written assessments. All units are internally assessed.

**Homework**

Pupils will be required to arrange rehearsals outside of class time to apply their production areas and may be required to do research and evaluative tasks as home study.

**Entry Requirements**

National 4 Drama  
National 5 Drama (C award)

**Progression**

National 5 Drama  
For some pupils progression to Higher Drama may be appropriate at this stage.

**Useful Websites**

[www.sqa.org.uk](http://www.sqa.org.uk)  
[www.nationaltheatrescotland.com](http://www.nationaltheatrescotland.com)

## Young Enterprise

### Introduction

#### Company Programme

Young Enterprise Scotland's well-known Company Programme is the ultimate business and enterprise experience for S5/S6 pupils in schools across Scotland. The pupils set-up and run their own company through the academic year with support from local business volunteers and Young Enterprise Scotland staff. They develop a wide range of skills and receive an invaluable entrepreneurial experience.

### Course Structure

In this programme young people run their own company. Young people will go through the following company cycle:

- 1 Start the company
- 2 Plan production and the services provided
- 3 Start trading
- 4 Work on Sales and attend Trade Fairs (e.g. Christmas Fair), and 5 At the end of year wrap up the business, through final accounts.

Through various initiatives and events young people compete against other companies that are set-up by other schools throughout Scotland. The company/young people become the owners and managers of the business and perform essential tasks in the following areas:

- Raising finance
- Carry out market research - Develop a business plan, and - Trading with the public.

Young Enterprise is a great programme to complement the national qualifications that a young person is completing, helping them develop soft skills (e.g. communication & team) that employers are actively seeking.

### Assessment

The aim assessment for the Company Programme is as following:

Interview with a Young Enterprise representative to discuss their company  
A report is completed on their company (including financial accounts), and  
A possible essay style response based on their company

### Homework

### Entry Requirements

None

### Progression

Further vocational courses such as Skills for Work  
Business related awards at Level 5 & 6  
Career progression (employment)

### Useful Websites

Edinburgh College – further information on all the courses listed below can be found at:

<http://www.edinburghcollege.ac.uk/courses/schools>

**These are the college courses on offer to school pupils. If you wish to apply for any of these courses, you must complete a form (which you can collect from the Pupil Support base) and speak to your Pupil Support Leader who will support you in applying online. Applications open on Mon 17 February. Pupils should apply as soon as possible to avoid disappointment. Some courses may require you to attend an interview. If you would like further information on any of these courses, please visit the college website (details are below).**

College provides a different learning environment compared to school which can help prepare you for your next steps. You will have the chance to meet new people, make new friends and have fun as well as getting great results. Doing a college course whilst at school gives you extra skills and experience. Whatever direction you choose, we have the right course to get you where you want to go.

### **School College Partnership Courses (Tuesday and Thursday Afternoons)**

- Access to Foundation Apprenticeship in Engineering – SQA Units (S4 pupils)
- Acting and Performance NPA and Professional Theatre Preparation NPA
- Computer Games and Software Development
- Construction NPA
- Costume NPA
- Dance NPA
- Data Science NPA
- Design Engineer Construct – Level 1 Certificate (S4 pupils)
- Design Engineer Construct – Level 2 Certificate (S5/6 pupils)
- Digital Media Editing NPA
- Electrical Skills – SQA Units
- Engineering Skills- National 5
- Film and Media NPA
- French Advanced Higher
- French Higher
- French National 5
- German Higher
- German National 5
- Health and Social Care Higher
- Hospitality NPA
- Introduction to College for Schools
- Introduction to Computer Games and Software Development
- Introduction to Early Learning & Primary Teaching – SQA Units
- Introduction to Events co-ordination
- Introduction to HNC Police Studies & Legal Services – SQA Units (S4 pupils)
- Introduction to Motor Vehicle Industry and Technologies – Body and Paint
- Introduction to Motor Vehicle Industry and Technologies – Light Vehicle
- Italian Higher
- Make-up Artistry NPA
- Music Business NPA with Sound Production NPA
- Oral Healthcare – An Introduction NPA (Level 5)
- Oral Healthcare – NPA (Level 6)
- Photography Higher
- Photography NPA Level 5
- Police Studies HNC (2 year course)

- Professional Cookery NPA
- Psychology Higher
- Skills for Work – Building Services Engineering with Plumbing
- Skills for Work – Early Learning and Childcare (Level 4/5)
- Skills for Work – Engineering Skills – National 5
- Skills for Work – Retail – National 5
- Spanish Advanced Higher
- Spanish Higher
- Spanish National 5
- Team Sports NPA
- Travel and Tourism- Skills for Work
- VTCT Level 1 & 2 Extended Certificate in Hair and Beauty Skills

## **Foundation Apprenticeships (2 years)**

### **WHAT IS A FOUNDATION APPRENTICESHIP?**

Foundation Apprenticeships are a work-based learning opportunity for senior-phase secondary school pupils. Lasting two years, pupils typically begin their Foundation Apprenticeship in S5. Young people spend time out of school at the 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 while you're still at school.

### **WHO IS IT FOR?**

Foundation Apprenticeships are open to pupils entering 5th 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) and a Scottish Vocational Qualification (SVQ)

### **WHAT CAN I STUDY?**

Edinburgh College is offering Foundation Apprenticeships in the following areas. For further information scroll down and click on the prospectus for the area you are interested in.

#### **2020/22 Foundation Apprenticeship Programmes**

<b>Course</b>	<b>SCQF Level</b>	<b>Duration</b>	<b>Campus</b>
Accountancy	6	2 years	Sighthill
Business Skills	6	2 years	Sighthill

Civil Engineering	6	2 years	Granton
Creative and Digital Media with Graphic Design	6	2 years	Sighthill or Milton Road
Creative and Digital Media	6	2 years	Sighthill or Milton Road
Engineering	6	2 years	Midlothian
Financial Services	6	2 years	Sighthill
Information Technology: Software Development	6	2 years	subject to demand
Scientific Technologies	6	2 years	Sighthill
Food and Drink Technology	6	2 years	Milton Road
Social Services and Healthcare	6	2 years	TBC




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progression to full-time  
college courses

 [edinburghcollege.ac.uk/schools](http://edinburghcollege.ac.uk/schools)

 [schools@edinburghcollege.ac.uk](mailto:schools@edinburghcollege.ac.uk)

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