

**ISLAY HIGH SCHOOL  
ARD SGOIL ILE**



**S3 ~ S6**

**COURSE**

**DESCRIPTION BOOKLET**

**2014 ~ 15**

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This booklet is designed to provide a brief summary of the courses on offer at Islay High School and the course options available to each pupil

The summaries of each course tell you about

- the structure of the course
- the assessment and certification requirements
- requirements to progress to the next level

The structures of most of the courses are very similar, comprising of a number of units to be passed. Many courses, all at National 4 level, have an 'Added Value Unit'. This 'Added Value Unit' unit is internally assessed and may comprise of a written exam or internally assessed coursework

Generally speaking National 4 courses are internally assessed and are pass/fail. There is no grading

Generally speaking, National 5 courses are externally assessed by external examination. This exam is set and marked by the SQA. The examination result is graded 1-9 (grades 1-6 being a pass)

There are exceptions to the above with some courses, especially courses with a practical element, so it is advisable to check all of the above with each course description.

Higher courses also have a recommended entry level. This is the grade that should be achieved at National 5 to allow progression to Higher. These grades vary slightly depending on the course.

Advanced Higher courses are not timetabled and entry to these courses is by negotiation with the faculty head. Advanced Higher courses are equivalent to first year university level and require a great deal of independent study.

Further information can be obtained from the faculty head in whose faculty the course is run. A list of the faculty heads is provided in the appendix.

The school also runs vocational courses in partnership with Argyll College taught by tutors employed by the college. To provide an outline of the level of these courses the table below provides equivalences with courses of the past with which you may be familiar.

2013-14	2000-2012	1990- 2012	Up to 1990
National 4	Intermediate 1	Standard Grade Foundation/General	
National 5	Intermediate 2	Standard Grade Credit	O Grade
Higher	Higher	Higher	Higher
Advanced Higher	Advanced Higher	Advanced Higher	CSYS

**Courses can only run if there is a viable number of pupils wishing to opt for them. While every effort is made to place pupils in suitable courses it is not always possible to provide five courses of their choice each year. Unexpected staffing changes may also affect what courses are offered between now and August**

However in 2014 Islay High offers the following range: 22 Higher level courses; 22 National courses; 6 vocational courses; 3 other courses

The school also works in partnership with UHI to provide a number other senior and further education courses for S6.

As well as choosing certificate courses pupils also have the following on their timetable

- Core PE

S3 and S4 pupils not taking certificate PE have two periods of PE in line with Scottish Government recommendations. S5 and S6 can opt in.

- Co-Curricular Activities (CCAs)

A range of activities are provided for pupils to choose from to provide more personalisation and choice within the curriculum. These activities include placements in community businesses, academic taster courses, hobbies and interests, environmental activities and are offered by staff with particular interest and skills.

- Tutor

Pupils spend an hour a week with their tutor covering a range of issues to do with personal and social education as well as providing a first point of pastoral contact with a staff member.

- Religious & Moral Education

This element of the curriculum is provided via conferences. Up to six conferences a year explore religious, ethical and citizenship issues

### **Other**

- Higher Modern languages will alternate between Higher French and Higher Spanish. Next session (2014-15) Higher Spanish will be offered and Higher French will be offered the following session (2015-16) and so on
- Higher Psychology is run by Argyll College and S5/6 students can choose this in any column as the classes will be run outside the school timetable. The exact timings are still to be organized but in the past it has run on a Wednesday and Friday afternoon until 5.00 pm. It is a distance learning course run by a tutor via video link

### **Options**

Pupils can take up to 5 courses in any one year in a range of combinations. The options table is designed to allow as much flexibility as possible in building the pupils' curriculum.

One course from each column should be chosen.

Note some courses appear in more than one column to increase the range of courses available.

Pupils should not choose more than one vocational course for their S3.

Pupils should be choosing their options in the context of their whole school career plan rather than just thinking one year ahead.

# **NATIONAL COURSES**

**Course Title** English

**Faculty** Literacy & Performance Arts

**Level** National 4 and National 5

### **Course Description**

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- apply knowledge of language
- 

The course is made up of the following units.

All candidates study

- Analysis and Evaluation
- Creation and Production

In addition, pupils aiming for a National 4 course award must complete

\* Literacy

\* an English assignment

### **Assessment and Certification**

To gain the National 4 course award each unit must be passed.

To gain the National 5 course award each unit must be passed and a final, external exam must also be passed

### **Progression**

Pupils achieving at least a top B pass (band 3) will have the opportunity to take Higher English.

<b>Course Title</b>	Physical Education
<b>Department</b>	Literacy & Performance Arts
<b>Course Level</b>	National 4 and National 5

### **Course Description**

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. The Course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.

The skills that learners acquire by successfully completing this Course are transferable to learning, to life and to the world of work.

The National 4 course has two mandatory Units and an Added Value Unit:

- Performance Skills
- Factors Impacting on Performance
- Added Value Unit: Physical Education: Performance

The National 5 course has two mandatory Units and an externally marked Portfolio:

- Performance Skills - worth up to 60%
- Factors Impacting on Performance
- Portfolio – worth up to 40%

### **Assessment and Certification**

To achieve the National 4 course award, pupils must pass all of the required units, including the Added Value Unit.

To achieve the National 5 course award the learner must pass all of the units as well as the Course assessment. This will be assessed by **a performance and portfolio**.

The choice of physical activities will be sufficiently open and flexible to allow for personalisation and choice.

### **Progression**

Pupils achieving at least a top B or better at National 5 have the opportunity to take Higher P.E.

**Course Title:** Music  
**Faculty :** Literacy & Performance Arts  
**Course Level:** National 4 and 5

### **Course Description**

The purpose of the course is to provide a broad practical experience of performing and creating music, and to develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for their own learning.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop a general interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and their understanding of music.

### **Units**

- **Performing Skills**
- **Composing Skills**
- **Understanding Music**
- **Added Value Unit: Music Performance (National 4)**

### **Assessment and certification**

To achieve the course award at National 4 all the units must be passed

To achieve the course award at National 5 all the units must be passed and a final, external exam must also be passed.

### **Progression**

A pass B grade or better at National 5 would make a good foundation for Higher.

**Course Title:** Media  
**Faculty :** Literacy & Performance Arts  
**Course Level:** National 4

The National 4 Media Course enables learners to analyse and create media content, as appropriate to purpose, audience and context. Learners develop knowledge of the key aspects of media literacy and of the role of media in society.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, this Course aims to enable learners to develop:

- the ability to analyse and create media content, as appropriate to purpose, audience and context
- knowledge of the key aspects of media literacy
- knowledge of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to reflect on learners' practice

**The two units are**

- Analysing Media Content
- Creating Media Content

There may also be an opportunity to complete an Added Value Unit for National 4

**Course Title:** Art and Design

**Faculty:** Art and Design, Enterprise and Vocational Education

**Course Level:** National 4 and 5

The purpose of the course is to provide a broad practical experience of art and design and related critical activity. The course provides opportunities for learners to be inspired by experimenting with how they can visually represent their personal thoughts and ideas and create imaginative expressive and design work.

The Course consists of three mandatory Units, including the Added Value unit.

- **Expressive Activity**
- **Design Activity**
- **Added Value Unit: Course Assessment**

Note: At National 4 the Added Value unit will be assessed through a practical activity, which involves producing one piece of expressive art and one piece of design work.

At National 5 this the Added Value unit will be assessed through a portfolio and question paper.

#### **Assessment and certification**

To achieve the National 4 Art and Design course award, learners must pass all of the units as well as the course assessment.

**Course Title** Health and Food Technology

**Faculty** Science & Home Economics

**Level** National 4 and National 5

### **Course Description**

The Health and Food Technology course is based on people's physical, social and emotional needs, in particular the need for food, clothing, shelter, and dependence on others.

Through practical experience the course aims to develop in pupils, both boys and girls, the skills necessary to cope with changing trends in living standards and life styles, and developments in technology. These skills are concerned with making reasoned and informed decisions and selecting and using equipment and materials.

The learning experiences are based on the following:

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

Pupils learn, for example, to interpret advertisements and reports (such as consumer reports on household goods or national reports on diet), and acquire a range of useful skills, including traditional ones such as those used in food preparation and fabric craft. Courses are designed to suit all levels of ability. The emphasis is on pupil's positive achievements.

### **Assessment & Certification**

Each unit must be passed for National 4 or National 5, and in addition there is an Added Value Unit for National 4. This added value unit will take the form of an assignment.

At National 5, students will sit a final exam, and will carry out an independent assignment. Each will be worth 50% of the final mark.

### **Progression**

A good pass at grades 1-4 in the National 5 assessment will lay the necessary foundation for success at higher level.

### **Note**

Due to the extensive practical nature of this course, students are asked to make a financial contribution in order to go some way to meeting the costs of the ingredients.

<b>Course Title</b>	Biology
<b>Faculty</b>	Science & Home Economics
<b>Level</b>	National 4 and National 5

### **Course Description**

The National 4 and National 5 courses aim to provide pupils with an understanding of themselves and the natural world in which they live. At the same time, the courses provide a sound basis for further study of the subject.

Great advances in knowledge and understanding of the nature of living things have been made in recent years. The courses include not only a study of plants and animals and their environments, but also such recently-developed areas as molecular biology and biotechnology, which are highly relevant to society today.

The courses are based on experimental work carried out both in the laboratory and in the environment.

### **Assessment and Certification**

Work is assessed on performance in the following units:

#### **Cell Biology**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of cell biology. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

#### **Biology: Multicellular Organisms**

In this unit, the key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

#### **Biology: Life on Earth**

In this unit, the key areas covered are: biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

#### **Assessment**

The National 5 level course is assessed on a unit by unit basis, an assignment (worth 20% of the mark) and also a final exam (80%).

The National 4 level course does not have a final exam, but does have an Added Value Unit consisting of an independent assignment.

#### **Progression**

A pass at grades 1-4 at N5 level will provide a foundation to study biology at higher level.

<b>Course Title</b>	Chemistry
<b>Faculty</b>	Science & Home Economics
<b>Level</b>	National 4 and National 5

### **Course Description**

This course is designed to provide a broad coverage of key concepts in Chemistry and demonstrates the relevance of Chemistry in our everyday lives. In addition it provides you with background knowledge and problem solving skills which are valuable in a wide range of career paths. You should be studying Mathematics, preferably at National 5 level, to choose this course.

There are three core units:

#### **Chemical Changes and Structure**

In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

#### **Nature's Chemistry**

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

#### **Chemistry in Society**

In this Unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

#### **Assessment**

At National 4 level, there will be no external assessment, but there will be an value added component of the course, which will take the form of an assignment.

At National 5 level there will be an external exam at the end of the course, weighted for 80% of the marks, with the assignment accounting for the remaining 20%.

#### **Progression**

A pass at grades 1-4 at National 5 would make a good foundation for going on to study Chemistry at higher level.

<b>Course Title</b>	Physics
<b>Faculty</b>	Science & Home Economics
<b>Level</b>	National 4 and National 5

### **Course Description**

This course is designed to increase your knowledge and understanding of the facts, ideas, techniques and applications of Physics. It provides you with the opportunity to develop skills such as experimenting, investigating and analyzing. You will use these skills to find solutions to scientific problems. The study of Physics is valuable for a wide range of career paths and makes a useful contribution to your general education. Studying, or having studied National 4 or 5 maths, will maximize the pupils chance of success.

There are three mandatory units.

#### **Electricity and Energy**

This unit covers the key areas of energy transfer, heat and the gas laws. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

#### **Waves and Radiation**

This unit covers the key areas of waves and nuclear radiation.

#### **Dynamics and Space**

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of dynamics and space. Learners will apply these skills when considering the applications of dynamics and space on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

#### **Assessment and certification**

To obtain the National 4 course award each unit must be passed and an assignment completed.

To obtain the National 5 course award an external examination must also be passed.

#### **Progression**

A pass at grades 1-4 at National 5 would make a good foundation for going on to study the Revised Physics Higher

**Course title:** Science

**Faculty:** Science and Home Economics

**Level:** National 4

The purpose of the course is to develop learners' curiosity, understanding and interest in a variety of contexts. These contexts are all relevant to science's impact on people and society. The course consists of the following four units.

- **Fragile Earth.**  
Learners choose two from four topics to study (energy, metals, water and food) and investigate the impact human technologies and lifestyle's on the environment
- **Human Health**  
Learners' study the factors that contribute to a healthy lifestyle and personal fitness. Mental and social health issues are looked at as well as how the media reports on health issues.
- **Applications of Science**  
Learners study the impact of communication technologies on people and society including mobile phones, satellite communication and the internet.
- **Science Assignment**  
Learners complete a scientific research project of their choice.

### **Assessment and certification**

To achieve the course award learners must pass all of the above units. There is no external SQA examination.

### **Progression**

Pupils can progress to other science courses at National 4.

<b>Course Title</b>	Spanish
<b>Faculty</b>	Humanities
<b>Level</b>	National 4 and National 5

### **Course Description:**

National Spanish replaces the current Standard Grade Spanish and also Intermediate 2 Spanish. A variety of topics are taught within the broader contexts of Society, Learning, Employability and Culture. New elements to the course will include the study of culture, film and TV.

The course offers learners opportunities to develop and extend a wide range of skills. In particular the course aims to enable learners the ability to develop the ability to read, listen, talk and write in Spanish; understand and use Spanish and apply knowledge and understanding of Spanish.

### **Assessment and Certification**

To gain the award of the course at National 4 and National 5, the learner must pass all of the units at that level, which are assessed internally. In addition, to gain the National 5 award pupils must pass a final exam assessed externally

### **Progression:**

Pass grades at National 5 are A-C and a good pass would allow pupils to progress onto Higher Spanish the following year should they so wish.



<b>Course Title</b>	French
<b>Faculty</b>	Humanities
<b>Level</b>	National 4 and National 5

### **Course Description:**

#### **Why should you learn French?**

- Foreign language skills can make you more employable,
- They give you more opportunities in the global market place,
- Knowing the local language can make your more confident when travelling to other parts of the world,
- And, you will be a more valuable member of an increasingly global community.
- Plus it's fun!



#### **What will you learn?**

The course offers learners opportunities to develop and extend a wide range of skills. In particular the course aims to enable learners the ability to develop the ability to read, listen, talk and write in French; understand and use French and apply knowledge and understanding of French.

Topics studied follow on from what has been taught previously in S1 and S2 and are taught within the broader contexts of Society, Learning, Employability and Culture.

Ideally pupils should have studied French to the end of S2 in order to study National 5 French although admission is at the discretion of teaching staff – please ask for further information if necessary.

#### **Assessment and Certification**

To gain the award of the course at National 4 and National 5, the learner must pass all of the units at that level, which are assessed internally.

In addition, to gain the National 5 award pupils must pass a final exam assessed externally

#### **Progression**

Pass grades at National 5 are A-C and a good pass would allow pupils to progress onto Higher French.

<b>Course Title</b>	Geography
<b>Faculty</b>	Humanities
<b>Level</b>	National 4 and National 5

### **Course Description:**

The skills you use in your geographical studies make you of potential interest to a wide range of employers. The close link between the subject and the world around us makes for a varied list of careers for example working with development or aid agencies, environmental work, using GIS, working for the census office and in tourism and recreation.



### **Core Studies**

**The Physical Environment** – Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather.

**The Human Environment** – Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

**Global Studies** – Key topics include environmental hazards; trade and globalisation; and development and health. You will study major global issues and the strategies adopted to manage these.

### **Assessment and Certification**

To gain the National 4 award there will be no final external exam, but there will be unit assessments and an assignment to complete. The assignment will be based on field work undertaken in school time.

To gain the National 5 award there will be a final external exam as well as unit assessments and an assignment to complete.

Unit Assessments will be a mixture of extended writing, group work, presentations and other activities designed to give all students the opportunity to achieve.

### **Progression**

Candidates achieving a grade B or better have the opportunity to take Higher Geography

<b>Course Title</b>	History
<b>Faculty</b>	Humanities
<b>Level</b>	National 4 and National 5

### **Course Description:**

#### **Why should you study History?**

History asks "How did things get to be this way?" History also recognises that there is far more to the past than the events that created the world we know today.

#### **The main aims of the course are to develop:**

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts
- a detailed understanding of the factors contributing to, and the impact of, historical events
- the skills of investigating historical events and on the basis of evidence, forming views
- the skills of explaining and analysing historical events, and drawing reasoned conclusions

#### **The history course has three areas of study.**

##### **Historical Study: Scottish**

In this section we will study Migration and Empire. The content looks at immigration to Scotland from the 1830s to 1939, the experiences of immigrants to Scotland, Scottish emigration from the 1830s to 1939 and the experiences of Scots abroad in this period.

##### **Historical Study: British**

This is a study of the Atlantic Slave Trade. The content looks at the Triangular Trade, the relationship between Britain and the Caribbean, the captive's experience and slave resistance and the abolitionist campaign. The focus for assessment will be explaining the impact of a historical development in a structured manner.

##### **Historical Study: European and World**

Hitler and Nazi Germany is studied from the Weimar Republic of 1919-1929, the rise of the Nazi party to 1933, Nazi control of Germany from 1933 including Nazi social and economic policy.

#### **Assessment and certification**

To obtain a National 4 course award all units must be passed as well as a course assignment. To obtain a National 5 course award all units must be passed as well as an external examination .

#### **Progression**

A pass at A or B in National 5 secures a good foundation for studying Higher History

**Course Title** People and Society

**Department** Humanities

**Course Level** National 4

**Course Description** This course offers pupils the opportunity to study themes, issues and topics of interest to them. It is an interdisciplinary course that develops a range of skills as well as knowledge and understanding across several subjects. These include, but are not limited to, Geography, History, Sociology, Philosophy and Health and Wellbeing. The course is designed to prepare students for further study by developing transferable skills such as planning an investigation, collecting information from a range of sources, selecting information and reporting the results in a variety of ways best suited to the individual learner.

The National 4 course has three mandatory Units one of which will form part of the Added Value Unit:

- People and Society: Investigating Skills – Looking at either Slavery or Natural Hazards.
- People and Society: Comparing and Contrasting – Life in another country.
- Added Value Unit: Making Decisions – Looking at a current Issue and responding to it.

### **Assessment and Certification**

To achieve the National 4 course award, pupils must pass all of the required units, including the Added Value Unit.

### **Progression**

Students may progress from this course onto any of the National 5 Courses, History or Geography.

<b>Course Title</b>	Gaelic (Learners)
<b>Faculty</b>	Humanities
<b>Level</b>	National 4 and National 5

### **Course Description:**

- Gaelic is a founding language of Scotland and was spoken long before English arrived.
- Scottish Gaelic is unique to Scotland.
- Having Gaelic helps you to connect with the stories, music, and landscape around you.
- Having Gaelic allows you to connect with people throughout the country and in other parts of the world, such as Atlantic Canada.
- Learning Gaelic offers career opportunities in teaching, the arts, the media and elsewhere,



### **What will I study in N5 Gaelic?**

N5 Gaelic will cover a number of topics within the themes of Society, Learning, Employability, and Culture. In addition to building reading, writing, listening, and speaking skills, N5 pupils will learn about various aspects of traditional Gaelic culture through songs, poetry, and film.

To obtain an N5 award, pupils must pass all in-class assessments as well as the final course assessment at the end of the year.

### **Assessment and certification**

N5 pupils will have assessments at the ends of individual units as well as at the end of the course. This final assessment consists of the following:

- A. Evaluation of speaking abilities worth 30 marks
- B. A question paper evaluating reading and writing skills worth 50 marks
- C. A question paper evaluating listening abilities worth 20 marks

### **Progression**

With an A or B grade at National 5 level pupils can progress onto Higher Gaelic the following year.

<b>Course Title</b>	Mathematics
<b>Faculty:</b>	Mathematics and Business Education
<b>Level</b>	National 4 and 5

### **Course Description**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Units

**Mathematics: Expressions and Formulae**

**Mathematics: Relationships**

**Mathematics: Applications (National 5 only)**

**Numeracy (National 4 only)**

**Added Value Unit: Mathematics Test (National 4 only)**

### **Assessment and certification**

To achieve the National 4 Mathematics Course, learners must pass all of the required Units, including the Added Value Unit.

To gain the National 5 course award the learner must pass all of the Units as well as a final, external examination.

### **Progression**

A pass at grades A or B at N4 level will provide a foundation to study mathematics at N5.

A pass at grades A or B at N5 level will provide a foundation to study mathematics at Higher level. is an external exam, containing a non calculator and calculator paper.

<b>Course Title</b>	Lifeskills Mathematics
<b>Faculty</b>	Mathematics and Business Education
<b>Level</b>	National 4 and 5

### **Aims**

The purpose of the National 4 or National 5 Lifeskills Mathematics course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to 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 are designed to develop learners' skills in mathematical reasoning relevant to learning, life and work.

Work is assessed on performance in the following units:

Managing Finance and Statistics

Geometry and Measures

Numeracy

Added Value Unit: Lifeskills Mathematics Test (National 4 only)

### **Assessment and certification**

To achieve the National 4 Lifeskills Mathematics course, learners must pass all of the required units, including the Added Value Unit.

To achieve the National 5 Lifeskills Mathematics course, learners must pass all of the required units including a final, external examination

### **Progression**

A pass at grades A or B at N4 Lifeskills will provide a foundation to study Lifeskills Mathematics at National 5.

Learners choosing a N5 Lifeskills course will not progress to Higher.

<b>Course Title</b>	Administration & IT
Faculty	Maths & Business Education
<b>Level</b>	National 4 and 5

### **Course Description**

The course comprises 3 units:

- **Administrative Practises**
- **IT Solutions for Administrators**
- **Communication in Administration**

### **Assessment and certification**

To gain the course award for the National 4 course students are required to pass each unit and an assessment based on organising and supporting a small scale event

To gain the course award for the National 5 course, students are required to pass each unit and an external assessment of an assignment based around the context of organising and supporting an event.

### **Progression**

Achieving the National 5 course award will provide a foundation to study Higher Administration

<b>Course Title</b>	Business
<b>Faculty</b>	Maths & Business Education
<b>Level</b>	National 4 and 5

### **Course Description**

The National 4 course comprises 3 units:

- **Business in Action**

Learning about the actions taken by business to meet customers' needs; how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources

- **Influences on Business**

Learning about the financial, economic, competitive and social environment in which businesses have to operate.

- **Added Value Unit: Business Assignment**

The National 5 course comprises 3 units

- **Understanding Business**

The Unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

- **Management of People and Finance**

Learning about: the management of people and finance; human resource management; preparing and interpreting financial information in order to solve financial problems facing businesses.

- **Management of Marketing and Operations**

Learning about: effective marketing and operations systems; the processes and procedures organisations use in order to maintain quality and competitiveness; marketing and customer satisfaction; production of goods and services

### **Assessment and certification**

To gain an award for the National 4 course, students are required to pass each unit

To gain an award for the National 5 course, students are required to pass each unit, pass an assignment and sit a final, external exam.

### **Progression**

Achieving the National 5 course award will provide a foundation to study Higher Business management

**Course Title** Design and Manufacture

**Faculty:** Art, Design and Technology

**Level** National 4 and National 5

### **Course Description**

Have you ever wondered how your I-pod is made? Or why are all seats about the same size?

This is a course which can help to answer your questions about the built environment. It is designed be a blend of creativity and practicality, challenging all people to push their boundaries and experience. The Course begins with a pupils looking at a wide variety of existing designs to give them an understanding of how products of any kind are developed. Starting with an idea, and continuing through to manufacture.

The course is practical but rigour is expected in the knowledge and understanding of these areas.

The learning experiences are based on the following units

- \* Design
- \* Materials and Manufacture
- \* Added Value Unit

In this Course, the Added Value Unit will focus on challenge and application.

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through an assignment requiring application of skills and knowledge from the Units to produce an effective overall response to the brief.

The response to the brief will include a design folio and model, a prototype or a completed product. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice

### **Assessment & Certification**

Each unit to be assessed with a single project producing a portfolio as well a formal exam to test knowledge and understanding.

The National 4 examination is internal. The National 5 examination is external

### **Progression**

A pass at grades 1-4 at National 5 will provide a foundation to study Higher Product Design



**Course Title** Practical Woodworking

**Faculty:** Art, Design and Technology

**Level:** National 4 and National 5

### **Course Description**

Practical Craft Skills (Woodwork) is a very hands on course. The students are taught a range of skills and tools. They are then expected to be able to produce models from given drawings. The model must be accurate and look good. The pupils will make a range of models to be taken away when finished .

The course is split into three units at both National 4 and 5:

#### **\* Flat-frame Construction (National 4+5)**

This unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Learners will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

#### **\* Carcase Construction (National 4+5)**

This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The Unit includes the use of working drawings or diagrams, including unfamiliar contexts, that require some interpretation on the part of the learner.

#### **\* Machining and Finishing (National 4+5)**

This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

#### **\* Added Value Unit**

This is the course assessment and will focus on the following:

- ◆ applying skills, knowledge and understanding developed in the Units to manufacture a finished product in wood to a given standard
- ◆ demonstrating practical creativity and problem-solving during the manufacturing process

#### **Assessment & certification**

To gain the award of the course, the learner must pass all of the units as well as the course assessment. There is no external exam at either level

A learner's overall grade will be determined by their performance across the course assessment.

# HIGHER COURSES

**Course Title**            Product Design

**Faculty:**                 Art, Design and Technology

### **Course Descriptions**

Technical subjects encourage creativity and develop practical skills and aptitudes. In particular, Technical subjects assist in progression to University Product Design courses and Engineering courses. There are many College courses with a practical slant where entry with Craft & Design or Practical Craft Skills are beneficial.

There is a shortage of people training for trades in Scotland.

The Product Design Course was introduced in Scotland in 2004/05. It is a course aimed at introducing students to the concepts of Designing for People and Designing for Manufacturing.

The Higher Course is a direct progression from the National 5 Course.

**Course Title:** Art and Design

**Faculty** Art, Design and Technology

**Course Level:** Higher

**Recommended entry:** National 5 Art and Design

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work.

The principal **aims** of the Course are to:

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

The Course consists of two mandatory Units, and the Added Value Unit (the Added Value Unit will be assessed through a portfolio and question paper).

- **Expressive Activity**
- **Design Activity**
- **Added Value Unit: Course Assessment**

### **Assessment and certification**

To achieve the course award, learners must pass all of the units as well as the course assessment.

The Course assessment has two components: a Practical Folio and a Question Paper.

The Practical Folio is made up of:

- expressive work clearly related to a chosen theme and consisting of research, investigation and development work and a **final piece of art work produced in a supervised environment**
- design work in response to a design brief consisting of research, investigation and development work and a **solution and evaluation produced in a supervised environment**.
- The Question Paper is made up of two sections, one relating to the Visual Arts and the other to Design. The Question Paper is set by SQA and completed under examination conditions.

(Both folios are externally assessed)

**Faculty:** Literacy & Performance Arts

**Course Title:** Higher Physical Education

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

The aim of the Higher course is to engage students in an increasingly sophisticated and rigorous study of the ways in which physical activities are performed. Performance will be the prime focus and through a practical experiential base upon which practical skills, knowledge and understanding, analysis and evaluation are developed.

The course is built around two key units.

### **Performance Unit.**

Students will take part in a minimum of three activities and these will be selected by negotiation between the students and the teachers. The agreed choice will try as far as possible to ensure that every student's particular abilities are included in the course. The most likely final selection will come from activities such as Swimming, Basketball, Badminton and Football.

### **Analysis and Development of Performance Unit.**

This area develops the skills and abilities learnt in knowledge and understanding and through the process of evaluation at Intermediate level.

### **Assessment and certification**

- Performance 40% of final mark
- Analysis of Performance (Exam) 60% of final mark

Analysis of Performance is assessed through an internal assessment and by an external exam at the end of the course. Students need to answer three essay questions in a 2 ½ hour exam.

**The assessment demands of Higher P.E. are considerable.** To work at pass level students need to be practically very able as well as requiring excellent language skills for the analysis exam. Students also need to be capable of working through the scientific process involved in analysing and developing performance.

**Entry requirements** Band 1,2 or 3 at National 5 PE

**Course Title** Higher English

**Faculty** Literacy & Performance Arts

**Entry Requirements:** Successful completion of National 5 at Grades A or B

**The Course:**

This is an intense course, designed for students capable of independent thought and study who wish to enrich their appreciation of literature and writing.

Candidates will develop the skills required to complete three Higher level National Assessment Bank (NAB) units in class:

- Language Study – Close Reading & Composition
- Literary Study – Textual Analysis
- Writing Folio – worth 20% of final mark.

To be given the opportunity to sit the SQA Higher English exam, candidates must pass each of the above internally assessed NAB units. In the final SQA exam candidates must achieve an overall pass in the Close Reading paper and the two Critical Essays they must write on two texts they have studied in class.

**Course Title** Higher Music

**Faculty** Literacy & Performance Arts

### **Entry Requirements**

Candidates would normally be expected to have attained National 5 Music at grades A or B

### **Course Description**

This course consists of three 40 hour Units. All candidates must take the **two mandatory** Units.

- Music: Composing
- Music: Listening

and **one** of the following optional Units:

- Music: Performing on two instruments **OR**
- Music: Performing on one instrument and voice **OR**
- Music: Performing on one instrument or voice **and** accompanying.

**Composing:** Candidates will prepare an audio folio which lasts a minimum of two minutes and which contains two compositions. There should also be a programme note and score or performance plan for each piece. An assessor observation checklist should also be maintained throughout the course.

**Listening:** Through listening to music, candidates will be required to identify musical concepts from both prescribed works and previously unheard musical excerpts. This will take the form of short assessments throughout the course as well as a final Question Paper in Listening.

**Performing:** Candidates will prepare a programme of pieces in various styles on either **two instruments**, or **one instrument and voice**, or **one instrument and accompanying**. The minimum standard for performance at Higher level is equivalent to Associated Board Grade 4.

### **Assessment**

**Composing:** Pass/fail determined by internal assessment.

**Listening:** A question paper in Listening based on musical concepts and literacy lasting **one hour**.

**Performing:** Perform to a visiting examiner a prepared programme of **ten minutes** for the first instrument/voice and **five minutes** for the second. Accompanying candidates will perform from a programme of prepared accompaniments of **five minutes** as well as a test lasting approximately **two minutes** playing a previously unseen accompaniment.

**Course Title** NPA Journalism (SCQF Level 6- equivalent to Higher)

**Faculty** Literacy & Performance Arts

### **Entry Requirements**

Candidates would normally be expected to have at least attained the National 5 English at grades A or B. (This course is at SCQF level 6, equivalent to Higher)

### **Course outcomes**

- To provide an introduction to the activities involved in journalism
- To develop specific competencies in research and interview skills
- To develop specific competencies in writing feature content
- To allow the development of skills in a range of journalistic related disciplines including newswriting, page layout and design, website development and photography
- To provide a progression route to further study journalism
- To develop written communication skills
- To familiarise candidates with the job roles and functions within media industries
- To develop candidates knowledge of the creative process through practical activity
- To develop candidates' creativity, employability and transferrable skills through engagement with creative production activity

### **Mandatory Units**

- Media: Research and Interview Skills for Journalism
- Media: Feature Writing

### **Optional Units (select 2)**

- Media: News Writing for Print
- Media: Page Layout and Design for Print
- Media: Basic Website Development
- Media: Photography

These are mostly practical Units and for the majority of your time you will be engaged in research and writing activities. The stories you source and produce can be delivered either in print, utilising page layout skills, or on the web using skills in website development.

You will develop knowledge of how journalism works in the creative media industries and the responsibilities of those involved in the process.

You will develop the following skills which will be of use in many areas of work as well as the media:

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

**Course Title**            **Administration**  
**Faculty**                    Maths and Business Education

### **Entry Requirements**

Administration at National 5

### **Course Description**

The course comprises 2 units:

- **Administrative Services** - covers effectiveness in the workplace, the impact of changing working practices on the modern working environment, the procedures and processes involved in recruiting, developing and supporting staff, the way in which meetings are planned, conducted and supported and the importance of providing effective customer service.
- **Information Technology for Management** – concentrates on the use of information technology to solve business problems and communicate and present solutions together with the role of information in decision making and the impact of ICT on workflow, working practices and management and security of information.

### **Assessment and certification**

To gain an award for the Higher course, students are required to pass:

- 1 Internal assessment of the unit outcomes, which is integrated into the course.
- 2 External assessment by means of an examination during the SQA diet in May. This examination consists of 2 components: a theory paper and a practical paper. Each paper lasts for 1 hour 20 minutes.

**Course:** Higher Psychology

**Faculty** Argyll College

### **Entry Requirements**

Discretion of the centre. Pass at National 5 English is recommended

### **Course Description**

This course develops critical understanding of human behavior, investigating the biological and social triggers that govern human behavior. It looks at how humans interact with society. The research project also helps develop analytical and critical thinking skills within a social sciences context.

The course comprises 3 units:

- **Understanding the**
- **Investigating Behaviour**
- **The Individual in the Social Context**

### **Assessment and certification**

To gain an award for the Higher course, students are required to pass:

A unit assessment for each unit plus complete a research project for the third unit above.

An external examination

The research project comprises one third of the marks and the external exam two thirds of the marks

<b>Course Title</b>	Business Management
<b>Faculty</b>	Maths and Business Education

### **Entry Requirements**

Business Management at Intermediate 2

### **Course Description**

The core of the course is decision-making, enabling students to develop analytical skills, as well as to acquire a deeper knowledge and understanding of the role and operation of a business. It gives students a thorough grounding in the place and importance of business in a modern society, and provides transferable skills such as the ability to adopt a logical approach and to communicate complex points clearly. It highlights the importance of enterprise to all organisations.

The course consists of three units:

- **Business Enterprise** - This Unit is set in the context of contemporary business and candidates are introduced to current examples of business activity and behaviour. The Unit covers different types of business organisations and their objectives, the role of the entrepreneur and other stakeholders as well as the internal and external factors affecting business organisations. The use and value of the different types and sources of information are examined, as is an organisation's use of ICT. The Unit also covers decision making and examines the decision making process.
- **Business Decision Areas: Marketing and Operations** – This Unit is designed to enable candidates to explain the roles of the Marketing and Operations functions in organisations. It enables candidates to explain the decisions that organisations have to make about marketing and operations to make sure that the objectives of the organisation are met.
- **Business Decision Areas: Finance and Human Resource Management** – This Unit is designed to enable candidates to explain the roles of the Finance and Human Resources functions in organisations. It enables candidates to explain the decisions that organisations have to make about finance and human resources to make sure that the objectives of the organisation are met.

### **Assessment**

To gain an award for the Higher course, students are required to pass:

- 1 Internal assessment of the unit outcomes, which is integrated into the course.
- 2 External assessment by means of an examination lasting for 2 hours 30 minutes during the SQA diet in May. The paper examines knowledge and understanding covering the Course content and also the ability of candidates to explain business decisions and explore business problems.

**Course Title** Mathematics

**Faculty** Maths and Business Education

**Entry Requirements** – Students are expected to have attained an award at Intermediate 2 Mathematics (A or B).

### **Course Description**

Higher Mathematics is designed to build upon and extend students mathematical learning in the areas of algebra, geometry and trigonometry and to introduce students to elementary calculus.

The course is divided into three component units which are progressive.

- **Unit 1** – In this unit students study Functions, Trigonometry, Sequences and are introduced to Differentiation (Calculus)
- **Unit 2** – In this unit students study Polynomials, 2 and 3 dimensional Trigonometry, the Circle, Quadratic Theory, and are introduced to Integration (Calculus).
- **Unit 3** – In this unit students study Vectors, Exponential and Logarithmic Functions, and further Trigonometry and Calculus.

### **Assessment**

Assessment of Higher Mathematics is by end of unit assessments and an end of course exam.

To gain an overall course award, students must pass all unit assessments and the end of course exam.

The unit assessments assess whether the student has understood the unit and will therefore assess minimum competence. The end of course exam is the basis for grading students and will therefore contain a balance of extended-response questions.

The external exam will include questions to be answered without using a calculator.

Although students are encouraged to become more numerically fluent and to be able to answer questions without calculators, the sensible use of calculators is encouraged and calculators will be used to make conjectures based on numerical and graphical evidence.

Candidates who successfully complete Higher Mathematics and achieve a grade A or B can progress to Advanced Higher Mathematics.

<b>Course Title</b>	English
<b>Faculty</b>	Literacy & Performance Arts
<b>Entry Requirements:</b>	Successful completion of Intermediate 2 at Grade A or B

**The Course:**

This is an intense course, designed for students capable of independent thought and study who wish to enrich their appreciation of literature and writing.

Candidates will develop the skills required to complete three Higher level National Assessment Bank (NAB) units in class:

- Language Study – Close Reading & Composition
- Literary Study – Textual Analysis
- Writing Folio – worth 20% of final mark.

To be given the opportunity to sit the SQA Higher English exam, candidates must pass each of the above internally assessed NAB units. In the final SQA exam candidates must achieve an overall pass in the Close Reading paper and the two Critical Essays they must write on two texts they have studied in class.

**Course Title** Music

**Faculty** Literacy & Performance Arts

### **Entry Requirements**

Candidates would normally be expected to have attained Standard Grade Music at Credit level or Units of a course in Music with Performing at Intermediate 2 or equivalent.

### **Course Description**

This course consists of three 40 hour Units. All candidates must take the **two mandatory** Units.

- Music: Composing
- Music: Listening

and **one** of the following optional Units:

- Music: Performing on two instruments **OR**
- Music: Performing on one instrument and voice **OR**
- Music: Performing on one instrument or voice **and** accompanying.

**Composing:** Candidates will prepare an audio folio which lasts a minimum of two minutes and which contains two compositions. There should also be a programme note and score or performance plan for each piece. An assessor observation checklist should also be maintained throughout the course.

**Listening:** Through listening to music, candidates will be required to identify musical concepts from both prescribed works and previously unheard musical excerpts. This will take the form of short assessments throughout the course as well as a final Question Paper in Listening.

**Performing:** Candidates will prepare a programme of pieces in various styles on either **two instruments**, or **one instrument and voice**, or **one instrument and accompanying**. The minimum standard for performance at Higher level is equivalent to Associated Board Grade 4.

### **Assessment**

**Composing:** Pass/fail determined by internal assessment.

**Listening:** A question paper in Listening based on musical concepts and literacy lasting **one hour**.

**Performing:** Perform to a visiting examiner a prepared programme of **ten minutes** for the first instrument/voice and **five minutes** for the second. Accompanying candidates will perform from a programme of prepared accompaniments of **five minutes** as well as a test lasting approximately **two minutes** playing a previously unseen accompaniment.

**Course Title**            French

**Faculty**                    Humanities

**Entry Requirements:** National 5 French at A or B

### **Course Description**

1. Language study – 80 hours
2. Extended Reading – 40 hours
3. Further 40 hours

Themes to be studied:

- Lifestyles
- Education & Work
- The Wider World

### **Assessment**

- Speaking            -            25%
- Listening             -            20%
- Reading            -            30%
- Writing             -            25%

**Course Title**            Gaelic

**Faculty**                    Humanities

**Entry Requirements** : National 5 Gaelic at A or B

**Course Description:**

1. Language Study – 80 hours
2. Listening and Talking Focus – 40 hours

Or

3. Reading and Writing Focus – 40 hours
4. Further 40 hours for consolidation, etc.

The four nominated themes on which the course is based are:

- Careers
- Holidays
- Food and Health
- Media

**Assessment**

Reading and Writing	-	Two writing activities One discussion
Listening and Talking Focus	-	One presentation One discussion One writing
Language study	-	Two talking activities One listening activity One reading activity One writing activity A response to literature (poems/short stories/plays/short novels)

**Course Title**           Gaidhlig

**Faculty**                Humanities

**Entry Requirements** : National 5 Gaidhlig at A or B

**Course Description:**

Integrated Language Skills – 80 hours

Gaelic Language and Culture – 40 hours

This will include an in-depth study of one specific topic related to the Gaelic Language or Culture to be selected from:

- Gaelic Education
- Gaelic History
- Gaelic Literature
- Gaelic Developments
- Gaelic Arts

**Assessment**

- Listening                -       Two activities
- Reading               -       Two activities
- Writing                -       Two activities (minimum 600 words each)
- Dissertation           -       One report
- Folio Literature       -       Two literary criticism activities
- Internal Talking Assessment five minute presentation, five minute interaction.

**Course Title**            Geography

**Faculty**                 Humanities

**Entry Requirements:** National 5 at A or B in a social subject

### **Course Description**

There are three mandatory units:

- **1. Geography: Physical Environments** – comprising Atmosphere, Hydrosphere, Lithosphere & Biosphere. Duration 40 hours.
- **2. Geography: Human Environments** – comprising Population, Rural, Industry & Urban Duration 40 hours.
- **3. Environmental Interactions** – Duration 40 hours

Group 1

- (a) Rural Land Resources
- (b) Rural Land Degradation
- (c) River Basin Management

Group 2

- (d) Urban Change and its Management
- (e) European Regional Inequalities
- (f) Development & Health

Students are required to study two interactions for external assessment, one from each group.

### **Assessment**

End of unit assessments (NABS)

Formal assessment (Exam)

Paper I :

Time 1hr 30 minutes – short response questions (100 marks) on Physical & Human Environments

Paper II :

Time 1 hr 15 minutes – two interaction questions (100 marks)

**Course Title** History

**Faculty** Humanities

**Entry Requirements:** National 5 at A or B in a social subject

**Course Description:**

There are three areas of study:

- 1. Britain 1850s to 1979 – a study of political & popular attempts to influence the development of democracy and attempts of resolve conflicts.
- 2. The Growth of Nationalism from 1815 – 1939 in Germany
- 3. Appeasement and the Road to War 1939. A study of Fascist foreign policy in Europe and the reaction of the democratic powers to its threat.

**Assessment**

End of unit assessment.

Formal Examination of 1 hr 20 minutes for 1 and 2 above.

Formal Examination of 1 hr 25 minutes for 3 on handling documents.

Extended essay 2 hrs – students prepare plan and response then write up essay under examination conditions.

**Course Title** Health & Food Technology

**Faculty** Science & Home Economics

**Level** Higher

**Entry Requirements** National 5 at A or B in Health & Food Technology

**Course Description:**

The course comprises two specified Units as follows:

- Resource Management
- Consumer Studies

Within these Units the following topics will be studied:

- Nutrition
- Diet, lifestyle and health
- Product development
- Consumer protection
- Causes, symptoms, and prevention of food poisoning
- Practical food tests
- Sensory evaluation and testing
  
- There will be an element of practical food work within each of the topics.

**Assessment**

- Continuous Assessment (practical and written)
- Two hour written paper
- Technological Project

Higher and Intermediate 2 courses have similar content and will be timetabled together. Intermediate 2 students can complete the course and progress to Higher. Students who have not studied Standard Grade Home Economics may also be considered for the Higher course.

**Course Title** Lifestyle and Consumer Technology

**Faculty** Science & Home Economics

**Course Description:**

This course is offered within the Subject for S6 students who have already achieved a pass in Health & Food Technology at Higher level.

The course comprises two specified Units as follows:

- Consumer Studies – 80 hours
- Resource Management – 40 hours

Within these Units the following topics will be studied:

- Social Trends
- Product Development
- Money Management
- Rights & responsibilities of consumers
- European dimension – Food & Textiles
- Food Protection
- Current health targets
- Social economic factors affecting lifestyle.

**Assessment**

Continuous assessment (practical & written)

Two hour written paper – 80 marks

Technological project – 20 marks

<b>Course Title</b>	Biology
<b>Faculty</b>	Science & Home Economics

### **Entry Requirements**

National 5 at A or B in Biology.

### **Course Description**

There are three units:

- Cell Biology
- Genetics and Adaptation
- Control and Regulation

This course provides a broad-based, integrated study of a wide range of biological topics which build on the concepts developed in the National 5 Biology courses. The course content represents major concepts which make biology an important and fundamental area of investigative science and provides a general basis for further study or employment in areas related to biology. In addition the course develops an understanding of the way in which biological principles can be applied to the issues facing the individual and society, and fosters in candidates positive attitudes to others and the environment. The study of biology at Higher level contributes to the candidate's general and vocational education through the acquisition of relevant biological knowledge and skills, and to the development of the more general attitudes and abilities related to the process of science.

The course provides opportunities for candidates to acquire:

- Knowledge and understanding of biological concepts, facts, ideas and techniques and the applications of biology in society and industry.
- Skills in problem solving
- Practical abilities associated with biology
- Positive attitudes such as being open-minded and being willing to recognize alternative points of view, having an interest in biology, in themselves and their environment, being aware that they can make decisions which affect the well-being of themselves, others and the quality of their environment.

### **Assessment**

- Each topic is tested with a NAB (National Assessment Bank) test which must be passed to complete the course.
- An external paper to test the knowledge and problem solving outcomes of the course.
- A report of one experimental activity related to Higher Biology.

**Course Title**            Chemistry

**Faculty**                 Science & Home Economics

**Entry Requirements:**

National 5 at A or B in Chemistry

**Course Description**

There are three units:

- Energy Matters
- The World of Carbon
- Chemical Reactions

The study of chemistry at Higher extends the candidate's knowledge and understanding of the physical and natural environments and the development of the problem solving and practical skills associated with scientific enquiry beyond Intermediate 2. A grounding for the future study of chemistry and chemistry related subjects in higher education is provided for candidates who wish to pursue a career in a science-based area. As such, the course is designed to provide opportunities in appropriate contexts for the candidates to acquire:

- Knowledge and understanding of chemical facts, theories and symbols.
- The ability to solve chemical problems
- The ability to carry out chemical techniques and investigations
- Positive attitudes, by helping candidates to be open-minded and willing to recognize alternative points of view, and to be interested in science and aware that they can take decisions which affect the well-being of themselves and others, and the quality of their environment.

**Assessment**

- Each topic is tested with a NAB (National Assessment Bank) test which must be passed to complete the course.
- An external paper to test the knowledge and problem solving outcomes of the course.
- All candidates will be expected to carry out the 9 Prescribed Practical Activities.
- A report of one experimental activity related to Higher is required.

<b>Course Title</b>	Physics
<b>Faculty</b>	Science & Home Economics

### **Entry Requirements**

National 5 at A or B in Physics

### **Course Description**

The course is made up of four mandatory units:

- Our Dynamic Universe
- Particles and Waves
- Electricity (half unit)
- Researching Physics (half unit)

While these units are valuable in their own right, candidates will gain considerable additional benefit from completing this course, since there will be opportunities for the integration of skills developed through study of the units, and for tackling problem solving of a more complex nature than that required for attainment of the performance criteria of the units. Evidence of achievement of the problem solving core skill will be provided by end of unit assessments, a report on practical work and the external examination.

As a result of following a Higher Physics course, candidates should acquire:

- An increased knowledge and understanding of facts and ideas, of techniques and of the applications of physics in society.
- Skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts.
- Skills associated with carrying out experimental and investigative work in physics and analyzing the information obtained.

The study of Higher Physics should also 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. Positive attitudes, such as being open-minded and willing to recognize alternative points of view, are promoted.

### **Assessment**

- Each topic is tested with a NAB (National Assessment Bank) test which must be passed to complete the course.
- An external paper to test the knowledge and problem solving outcomes of the course.
- A satisfactory report demonstrating proficiency in researching physics, and in carrying out practical investigation work, is required in order to complete the course.

**Faculty** Argyll College

**Course Title** Beauty

**Level** Higher

### **The Course**

The Course provides a broad, experiential introduction to beauty. The focus is on experiencing the salon environment and on the development of vocational skills, knowledge and understanding. Practical experience of communication and customer care skills is included. Emphasis throughout all Units is on the employability skills and attitudes which will help to prepare candidates for the workplace. These are detailed in the employability skills profile in this Course Specification.

- **Beauty: Facial Techniques** Candidates will learn about the structure and function of the skin, facial bones and muscles, skin types and common skin conditions. They will also learn how to analyse the skin before selecting appropriate products to reflect the client's skin type and condition; and will develop the practical skills of cleansing, toning and moisturising the skin and basic face massage. Massage techniques and demonstrating dexterity when applying these are areas which will be included.
- **Beauty: Facial Treatment Packages:** Candidates will learn about the structure and function of the skin, skin types and common skin conditions. They will also learn how to analyse the skin before selecting an appropriate treatment package and products which meets the clients needs; as well as develop the practical skills of cleansing, toning, skin warming, exfoliation, masque application and removal and moisturising.
- **Beauty: Nail Finishes:** Students will learn about the nail structure and bones of the hand and arm. They will develop practical skills of shaping nails, improving the appearance of cuticles, nail painting and basic hand massage. Candidates will also have the opportunity to review their employability skills profile.
- **Beauty: Creative Current Make-Up Trends:** This Unit focuses on an awareness of the ever changing face of make-up fashion trends and the expression of creativity. Candidates will explore and identify current make-up trends from a variety of sources. They will interpret these, then plan and prepare to create a current make-up 'look'. Candidates will develop practical skills in make-up application, then create and present a 'look' which reflects a current make-up trend identified on a client.

This Course or its Units may provide progression to:

- Scottish Vocational Qualifications (SVQs) in Beauty Therapy
- Higher National Certificate (HNC) in Beauty Therapy
- Higher National Diploma (HND) in Beauty Therapy
- further education
- training/employment

# **Skills for Work Courses**

**Course Title**            Construction Crafts

**Level**                    National 4

### **Course Description**

This course contains practical construction crafts Units in seven important construction areas. It is especially suitable for students with an aptitude and enthusiasm for practical crafts work. Students will learn a variety of skills in the trades-specific Units. These units are in trades with high levels of identified skill shortages. In addition, they will also develop skills and attitudes that enhance employability, not just in the construction industry, but in employability generally.

This course consists of eight Units. The five **Mandatory** Units are:

- **Employability Skills (20 hours)**  
This Unit highlights generic skills that students will develop and use as they carry out practical activities in the trade-specific Units. These are skills which employees require to be successful in the workplace and include: punctuality and timekeeping, taking instructions and advice; keeping the workplace tidy; interpreting simple drawings and developing measuring skills.
- **Half Brick Walling (20 hours)**  
This Unit asks students to set out and build short lengths of half-brick thick wall to given drawings and prescribed standards and tolerances.
- **Decorative Painting (20 hours)**  
In this Unit students are required to produce decorative finishes involving the use of brushes and rollers as well as stenciling.
- **Site Carpentry and Bench Joinery (20 hours)**  
This Unit asks students to carry out Small scale tasks in both first-fix and second-fix joinery. They will learn skills in measurement, cutting and fixing of timbers and sheet materials.
- **Plumbing (20 hours)**  
This Unit requires students to cut, assemble and join plastic pipe work in accordance with given drawings using proprietary bends and tee-pieces.

**and**

The three Optional Units to be offered will be from the following list:

- **Roof Tiling (20 hours)**  
This Unit requires students to complete a small-scale exercise in single lap roofing tiling to correct gauge and lap.
- **Brickwork Techniques (20 hours)**  
This Unit builds on the Unit, Half Brick Walling. In the Brickwork techniques, students are required to set out and build extended sections of half-brick wall thick.

This extended work will require the use of a builders line. The work will be carried out in accordance with given drawings and to prescribed tolerances.

- **Carpentry and Joinery Techniques (20 hours)**

In this Unit students are required to erect a small-scale framed and paneled assembly and to fabricate and replace one panel to carefully match existing.

### **Assessment**

Assessment in this course will be based on a range of practical workshop activities, supported by assessor observation checklists and student self-checking of quality. In the Employability Skills Unit, students will carry out self evaluation on a range of skills, review their progress and identify action points.

Each Unit will be supported by a NAB (National Assessment Bank) item which will provide an assessment package and will exemplify the National standard.

### **Additional Information**

Work placement is not a mandatory requirement of this course. Due to Health and Safety requirements and insurance restrictions it is impractical to arrange placements and work experience on building sites for students from S3 and S4. Visits to construction sites, builders merchants and depots may be organized for groups of students where possible. It is also appropriate and valuable for students to receive visits from construction industry practitioners, trades people, manufacturers and suppliers. A proposed programme of such visits is underway.

### **Progression**

This course may provide students with opportunities to progress to:

- Construction Crafts Course – National 5
- Scottish Vocational Qualifications in the area of Construction Crafts
- Further Education
- Training/Employment

**Course Title** Early Education and Childcare

**Level** National 4

### **The Course**

This Course has been designed to provide an experiential route to students who wish to progress to further study in Early Education and Childcare. The student will also be introduced to key knowledge and skills and develop positive attitudes that will allow them to progress onto other care related courses. The course consists of four 40 hour units. Three of the units are mandatory and the remaining unit is chosen from three optional 40 hour units.

### **Mandatory Units are:**

- **Child Development**  
Candidates will study the development of children from birth to young adulthood and study a range of factors affecting this development.
- **Play in Early Education and Childcare**  
This Unit will help candidates understand play and what it means for children in its broader sense. Candidates will become aware of the way in which the different types of play can affect the development of children and will experience play in many forms as they role play or take part in simulation exercises.
- **Working in Early Education and Childcare**  
This Unit will give candidates an insight into the early education and childcare provision available for children and give them an understanding of the requirements placed on the sector from the registration bodies that providers are responsible to. It also gives an introduction to the professional skills of the workplace.

### **Optional Units are:**

- **Parenting**  
Candidates will learn about the responsibilities involved in becoming parents and the issues at each stage of development of the child e.g. baby, toddler, pre-school, school age and adolescence. They will also learn about sources of support available for parents.
- **Care of Children**  
This Unit will help the candidate to understand how the needs of children can be met. Candidates will have the opportunity to demonstrate a range of practical skills needed when caring for children, eg preparing food for children, planning bath time and encouraging safe hygienic practices with children.
- **Maintenance of a Safe Environment**  
Candidates will gain an understanding of the health and safety legislation and the potential risks and hazards relevant to working in an early education and childcare environment.

The development of children is influenced by many factors which are studied across the Units of this course. The units are therefore delivered in an integrated way wherever opportunities arise.

Since the National 4 course is designed with progression to National 5 in mind, the majority of the units have common titles and address similar content areas. At Int 1 level students will cover basic issues in each area and begin to develop relevant skills such as team working skills, helping to plan play experiences and self evaluation skills.

While there is no mandatory work placement in the course, the college and school will ensure that students are as active as possible with visits to a range of suitable organisations such as nurseries and after school clubs. Visiting speakers from the sector will also add to the student's understanding of the workplace.

Progression –

- Early Education and Childcare Course at National 5
- Care Issues for Society Course at National 5
- Further Education
- training/employment

**Course Title** Early Education and Childcare

**Level** National 5

### **The Course**

The emphasis of this Course is to help students prepare for working in the early education and childcare sector and to develop employability skills. They will develop a range of knowledge and skills required in this vocational area. The Course is designed as an introduction to Early Education and Childcare at Intermediate 2 level and gives students an understanding of the demands and responsibilities of working in the sector. It also provides suitable progression for students who have studied the Intermediate 1 Early Education and Childcare Course.

Since this designed with progression from National 4 in mind, the majority of the Units have common titles and address similar content areas. At National 5 students will cover a broader range of issues in each area and study these issues in more depth. They will also develop a wider range of skills including research skills, the ability to evaluate their planning and preparation of play experiences and the ability to set realistic and achievable goals for personal development.

### **Mandatory Units are:**

- **Child Development and Health**  
Candidates will study issues related to the health and development of children aged 0–12 years. They will discover what is meant by the terms ‘health’ and ‘development’ and the role of the adult supporting them in childcare settings. Candidates will be able to identify the factors that influence the health and development of children and young people.
- **Play in Early Education and Childcare**  
Candidates will learn how play can benefit the child. They will also learn how to plan, set up and review play experiences either in a real or simulated environment.
- **Working in Early Education and Childcare**  
This Unit will help candidates learn about working within the early education and childcare sector. Different career options will be considered and candidates will develop some of the skills, qualities and attitudes needed to work with children and young people.

### **Optional Units are:**

- **Parenting**  
This Unit enables the candidates to develop an understanding of the role of the parent. Working in a group they will investigate the support that is available to parents from the family and community.
- **Care and Feeding of Children**  
The candidate will learn about the specific needs of the baby and the continuing needs of the child. He or she will also study how meeting these needs contributes to the holistic development of the young person.
- **First Aid**  
The aim of this Unit is to introduce candidates to the current First Aid procedures

set out in the Health and Safety Executive Guidelines. Candidates will also develop skills in the practical application of these guidelines through simulation exercises.

### **Progression**

- This Course may provide candidates with opportunities to progress to:
- Scottish Progression Award in Early Education and Childcare (Higher)
- National Certificate Group Award in Early Education and Childcare (Higher)
- Further Education
- training/employment

**Course Title**            Hairdressing

**Level**                    National 4

### **Course Description**

This course provides a broad, experiential introduction to hairdressing. The focus is on experiencing the salon environment to learn about the different roles and responsibilities in hairdressing and begin to develop vocational skills and knowledge. Practical experience of general salon duties to support stylists and assisting with customer care is included. Specific skills involved in shampooing, conditioning and blow-drying hair are developed and the creative side of hairdressing are also explored, with pupils having the opportunity to experiment with style ideas. The course content places emphasises throughout all Units on the employability skills and attitudes which will help prepare students for the workplace.

The course consists of **four Mandatory** Units. The Units are:

- **Salon Awareness (40 hours)**  
Students will develop an awareness of the various roles, responsibilities and career opportunities in hairdressing. They will also learn about health and safety in the salon and the demands of a trainee hairdresser.
- **Working in the Salon (40 hours)**  
Students will learn to carry out practical tasks in customer care, reception and maintaining a safe and hygienic work area. They will also learn more specific skills in shampooing and blow-drying techniques. This will be done in a realistic context, with emphasis on developing general employability skills such as following instructions carefully, seeking feedback and using this to improve skills.
- **Employability Skills (40 hours)**  
Students will have the opportunity in this Unit to consider the general skills and attitudes identified by employers as important in hairdressing. They will evaluate their own performance in these skills in a range of practical activities. They will plan and set goals for improvement in order to enhance their employability profile.
- **Creativity (40 hours)**  
Students will explore and develop their own ideas and interpretations of current trends. They will plan the resources and support they will need to create their own style on a mannequin head. This will help build confidence, skills and a sense of the importance of creativity in hairdressing.

### **Assessment**

Assessment will be based on a range of practical activities carried out in the salon environment. Performance evidence will be supported by tutor observation checklists. Pupils will also complete self-assessment reviews and gather specific information in a folio. Each Unit will be supported by a NAB (National Assessment Bank item) which will provide an assessment package and will exemplify the National standard.

### **Progression**

This course may provide students with opportunities to progress to:

- An NPA / NQs in Hairdressing
- A full-time National Certificate Course in Hairdressing in Further Education
- Suitable training/Employment.

**Course Title** Hospitality

**Level** National 4

### **The Course**

The course provides a broad experiential introduction to the hospitality industry. The focus is on experiencing the areas of the professional kitchen, food and drink service and customer care, hospitality events and to learn about different roles and responsibilities. Practical experience of preparing, cooking and presenting food and drinks is incorporated. The course places an emphasis throughout all the units on the employability skills and attitudes that will help to prepare students for the workplace. The course consists of four Mandatory units.

The **four Mandatory** units are:

▪ **Working in the Hospitality Industry (40 hours)**

Students will be introduced to the different sectors of the hospitality industry and the job roles and responsibilities of the people working within the industry. Students will be able to identify career pathways and links.

▪ **Working in the Professional Kitchen (40 hours)**

This unit introduces students to the work of a professional kitchen. They will learn about health and safety, food hygiene procedures, equipment, terminology, safe knife handling and the preparing, cooking and presenting of a range of commodities.

▪ **Working Front of House (40 hours)**

This unit introduces students to the work carried out front of house. They will learn about setting, serving and clearing tables, equipment and terminology used dealing with payments and meting and greeting customers.

▪ **Introduction to Events (40 hours)**

This unit introduces students to a range of events in the hospitality industry e.g. event organization where students will be involved in planning, preparing for and producing, with support, a meal for an occasion.

### **Assessment**

Assessment in this Course will be based mainly on a range of practical activities carried out in the kitchen and front of house. Performance evidence will be supported by assessor observation checklists and student self-reviews.

Each Unit will be supported by a National Assessment Bank (NAB) item which will provide an assessment package and will exemplify the national standard.

### **Progression**

This course may provide students with opportunities to progress to:

- Hospitality National 5
- SVQs in Catering and Hospitality
- Programmes in Further Education colleges
- Other suitable training or employment

**Course Title** Rural Skills

**Level** National 4

### **Course Description**

The Rural Skills Course allows students to begin to develop some of the basic practical skills necessary to work in most of the land based-disciplines: agricultural livestock, equine industries, horticulture, landscaping, agricultural crops and animal care. The course also provides the opportunity to explore some of the very diverse employment prospects that exist in land-based industries. There is then a choice of a plant or an animal route where students can develop some of the basic skills for the chosen route. The course consists of three Mandatory Units and two Optional Units.

The **three Mandatory** Units are:

- **Land-based Industries: an Introduction (40 hours)**

Students will be given the opportunity to investigate the nature of some of the very diverse industries of the land-based industries and also to examine some of the job opportunities of the sector.

- **Estate Maintenance (40 hours)**

Students will become familiar with a range of hand tools and be given an opportunity to participate in a range of handyman tasks which are common to many of the land-based industries from plumbing repairs to fence repairs.

- **Employability Skills in the Land-based Industries (20 hours)**

Students are given the opportunity to develop some of the employability skills considered important in the land-based sector such as good timekeeping, attendance, good team working and safety awareness. Evidence for this Unit should be generated through practical activities carried out in the rest of the course.

The **two Optional** Units will be:

- **Crop Production: an Introduction (40 hours)**

Students will be given the opportunity to learn the basic skills required to produce a crop from seed to harvest. This Unit will be delivered in the context of horticultural crops, both edible and non-edible

- **Soft Landscaping: an Introduction (20 hours)**

Students will be given the opportunity to learn the basic skills of caring for plants including weed control, pest control, fertilizing and pruning. This Unit will be delivered in the context of landscape horticulture.

**or**

## **Assessment**

Assessment will be based mainly on a range of practical activities in real or simulated commercial settings supported by tutor observation checklists, together with student self evaluation reviews and question sheets to confirm the knowledge and understanding of the tasks that they have carried out.

Each unit will be supported by a National Assessment Bank (NAB) item, which will provide an assessment package and will exemplify the National Standard.

## **Progression**

This course may provide students with opportunities to progress to:

- National Progression Award in Rural Skills at National 5
- SVQs/NVQs in the appropriate land-based sector vocational areas
- Programmes in Further Education Colleges
- Other suitable training or employment

**Course Title**            Cosmetology

**Level**                    National 4 and 5

### **Course Description**

This group award relates to skills and knowledge required for students who may wish to learn Beauty and Make Up Artistry. The course allows students to sample these disciplines in a meaningful way, while gaining a recognised National Qualification.

In this course students will learn about working with others, product awareness, assisting in a workplace, health and safety, career options and working with customers and colleagues. The sixth unit develops Make Up Artistry specifically. The course consists of six mandatory units.

The **six Mandatory** units are:

- **Working with Customers and Colleagues (40 hours)**

In this unit students will learn to meet the given standard for appearance and behaviour, to greet and communicate with customers politely and clearly, even when working under pressure. Students will also learn to respond to customers enquiries and questions and assist them to obtain the information they require, seeking help from colleagues where appropriate. Students will require to work with both adults and children.

- **Product Awareness (20 hours)**

In this unit students will gain knowledge of the product range which is used in learning practical skills. The knowledge and skills needed for the use of products, safe and economical use, storage, handling and disposal are taught in the workplace environment of the Salon.

- **Career Options and Choices (20 hours)**

This unit is focused on the students gaining awareness of potential career options and choices within the beauty industry. Students will explore typical job roles and staffing structures within the beauty and Make Up Artistry sector.

- **Health and Safety (20 hours)**

In this unit students will develop an understanding of roles and responsibilities with regard to Health and safety in the workplace. The teaching in this unit introduces current legislation, first aid procedures, safety equipment, fire regulations and specific organizational procedures for Health and Safety.

- **Prepare and Assist in a Workplace (20 hours)**

This is a practical unit where students will learn how to prepare and work to clear a selected area in the Salon, following basic hygiene procedures. The practical work is carried out in relation to specific treatments in Beauty, Make Up Artistry and related industries.

- **Make Up Artistry (40 hours)**

This unit is designed to enable students to develop make up artist skills and techniques. Students learn to produce and present a portfolio relating to practical skills in make up artistry and to prepare and select appropriate materials and products for specified make up.

## **Assessment**

All units are delivered in Islay High School's Beauty Salon by specialist staff. Assessment is based on a range of practical activities, supported by observation checklists and student self assessments. Each unit is supported by NAB (National Assessment Bank) items which provide an assessment package and will exemplify the national standard.

## **Progression**

This course may provide progression to:

- SVQ's in Beauty and Make Up Artistry
- Programmes in Further Education colleges
- Other suitable training or employment

**Faculty** Vocational Education

**Course Title** Beauty

**Level** Higher

### **The Course**

The Course provides a broad, experiential introduction to beauty. The focus is on experiencing the salon environment and on the development of vocational skills, knowledge and understanding. Practical experience of communication and customer care skills is included. Emphasis throughout all Units is on the employability skills and attitudes which will help to prepare candidates for the workplace. These are detailed in the employability skills profile in this Course Specification.

- **Beauty: Facial Techniques** Candidates will learn about the structure and function of the skin, facial bones and muscles, skin types and common skin conditions. They will also learn how to analyse the skin before selecting appropriate products to reflect the client's skin type and condition; and will develop the practical skills of cleansing, toning and moisturising the skin and basic face massage. Massage techniques and demonstrating dexterity when applying these are areas which will be included.
- **Beauty: Facial Treatment Packages:** Candidates will learn about the structure and function of the skin, skin types and common skin conditions. They will also learn how to analyse the skin before selecting an appropriate treatment package and products which meets the clients needs; as well as develop the practical skills of cleansing, toning, skin warming, exfoliation, masque application and removal and moisturising.
- **Beauty: Nail Finishes:** Students will learn about the nail structure and bones of the hand and arm. They will develop practical skills of shaping nails, improving the appearance of cuticles, nail painting and basic hand massage. Candidates will also have the opportunity to review their employability skills profile.
- **Beauty: Creative Current Make-Up Trends:** This Unit focuses on an awareness of the ever changing face of make-up fashion trends and the expression of creativity. Candidates will explore and identify current make-up trends from a variety of sources. They will interpret these, then plan and prepare to create a current make-up 'look'. Candidates will develop practical skills in make-up application, then create and present a 'look' which reflects a current make-up trend identified on a client.

This Course or its Units may provide progression to:

Scottish Vocational Qualifications (SVQs) in Beauty Therapy

- Higher National Certificate (HNC) in Beauty Therapy
- Higher National Diploma (HND) in Beauty Therapy
- further education

training/employment

# **OTHER COURSES**

**Course Title:** Sports Leaders Award

**Faculty:** Literacy & Performance Arts

### **Course Description**

This course is designed to develop generic leadership skills that can be applied to a variety of sporting situations and personal development of the students.

This is a practical qualification in which the students must demonstrate their ability to lead others in basic sporting or recreational activities.

Students will also aim to achieve a First Aid certificate through this course.

**Course Title:** John Muir Award

### **Course Description**

The John Muir Award is an environmental award that **encourages people of all backgrounds to connect, enjoy and care for wild places** through a structured yet adaptable scheme. The Award is not competitive but should challenge each participant. Taking part will develop an understanding of, and responsibility for, a chosen wild place or places. For some this will offer an opportunity to explore values and spirituality.

It was launched in 1997 by the John Muir Trust to:

- Promote educational, social and personal development through exploration of wild places and involvement in conservation
- Encourage an environmental agenda within youth organisations
- Ensure that social circumstances don't exclude people from opportunities to experience wild places.

### **John Muir Award Criteria**

Four challenges are at the heart of each John Muir Award, to achieve an Award each participant must:

*Discover a wild place*

*Explore its wildness*

*Conserve - take personal responsibility*

*Share experiences*

There are 3 levels of the Award, encouraging a progressive involvement. The same 4 challenges above are repeated for each level, with increased involvement in time, activity and ownership.

- **Discovery Award** (introductory level)
- **Explorer Award** (intermediate level)
- **Conserver Award** (advanced level)

**Course Title:** Personal Development Award

**Course Level:** Equivalent to National 4 and 5

This award provides opportunities for experiential learning which will enable learners to reflect on their progress and is designed to help build confidence, self-reliance and self-esteem. The course also provides an opportunity to demonstrate and recognize achievement in a variety of situations. The course is also designed to complement and enhance learning in other subjects and contexts. There are opportunities for working with others on collaborative projects. Learners will personalize the course through choices made to best suit their development needs.

The main aims of the award are that the learner will be able to:

- Develop self-knowledge and knowledge of their own development needs through self-evaluation and review
- Develop self reliance and confidence through supported and independent learning
- Develop practical abilities
- Develop task management and interpersonal skills
- Demonstrate and recognize achievement.

The learner must complete all of the units below to achieve the course award

- Self Awareness
- Self in the Community
- Self and Work
- Practical Abilities

### **Assessment**

Assessment for the award will consist of gathering evidence to show that the learner is able to successfully complete all the outcomes in all the units

### **Progression**

To the equivalent of Higher in this award.

## **Advanced Higher**

Advanced Highers are the progression from Higher level and are designed to allow pupils to experience more independent study akin to the experience they would have in further or higher education. A good pass, usually at A, at the Higher level is a prerequisite for studying at this level, which is of first year university standard.

Candidates should also be extremely self-motivated with an ability to work independently. Most Advanced Highers have an element of continuous assessment and an external examination of some form

The school offers a range of Advanced Highers that varies depending on staffing. Advanced Higher courses are not formally timetabled.

Pupils interested in studying at Advanced Higher level should discuss this with the relevant faculty head.

# Appendix

## Faculty Heads

Art, Design and Technology	Mr Pollock
Humanities	Ms Fuery
Literacy and Performance Arts	Mr Park
Mathematics and Business Education	Mrs Mitchell
Science and Home Economics	Mr Kitching