ROTHESAY JOINT CAMPUS

Belong Learn Thrive

Senior Phase Pathways

Course Choice Booklet

2026-2027

Kindness Respect Resilience Creativity Ownership

Supporting Your Child's Journey: S4–S6 Subject Choices

Choosing subjects for the Senior Phase is an exciting but important step. At Rothesay Joint Campus, our goal is to ensure every student feels empowered to make informed decisions about their future.

How to Use This Guide

This booklet provides a comprehensive overview of the courses we offer. To get the most out of it, we recommend reading it alongside:

- **School Reports:** To identify current strengths.
- **Teacher Feedback:** From parents' evenings and classroom discussions.
- **Personal Support:** Every pupil will have a dedicated 1-to-1 meeting with their Guidance Teacher to discuss their options.

Our Commitment to You

We understand that making these choices can feel daunting. Our staff—including Teachers, Principal Teachers, Guidance Teachers and Year Heads—are here to provide tailored support that recognizes your child's unique talents and career goals.

Working Together

Thank you for your continued partnership. We are committed to working with you to help your child achieve their very best. If you have any questions or need further clarification, please do not hesitate to get in touch with your child's Guidance Teacher.

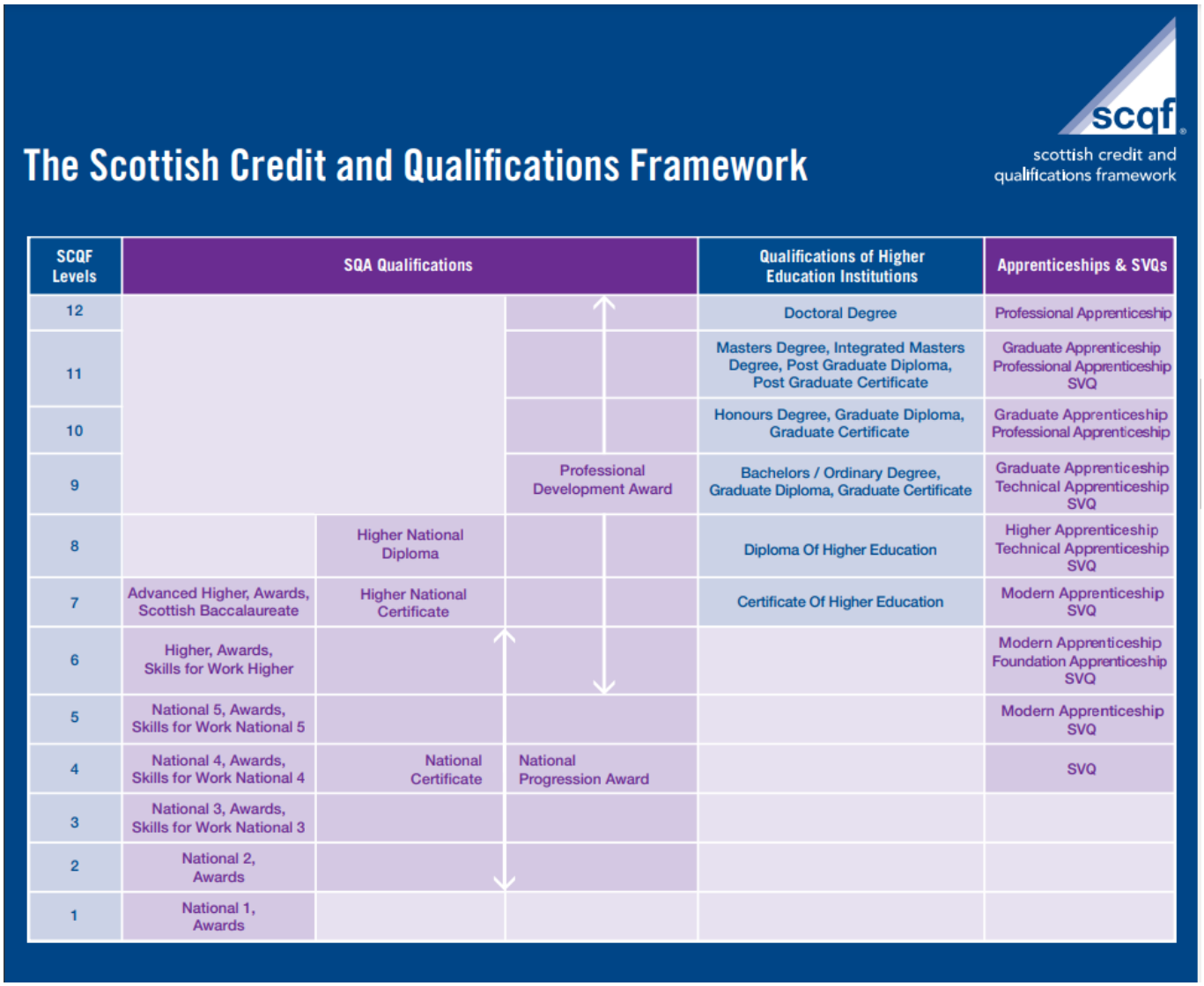
Our Pathways

Our pathways through the Senior Phase ensure that each young person leaves school with the highest possible level of qualifications. Our pathways include a broad range of SQA courses and awards from SCQF level 2-7 and are delivered in collaboration with our partners.

At Rothesay Academy, we offer pupils a wide range of options: National Qualifications SCQF Levels 3-7, National Progression Awards (Levels 4-6), Foundation Apprenticeships, YASS and college courses. The wide range of options available to learners helps them achieve a positive and sustained destination post-school.

After reading the subject information and consulting with your family and teachers, you should fill in the Learner Pathway Choice form, get it signed and return it to your Guidance Teacher when you have your one-to-one meeting. Teaching staff can assist pupils by advising them of the appropriate levels of study for next session.

The table below indicates progression pathways for levels and compares different qualifications.



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

Think carefully about why you want to study particular subjects. If you have decided on a career or higher education course, make sure that you know the necessary subjects and entry requirements. Currently, colleges and universities are experiencing high levels of demand for places, and the entry requirements are changing continuously. Go online to get the most up to date advice.

If you have not yet made up your mind where your future lies, remember to choose a broad range of subject that will allow you to keep your options open.

Step 1: Do your research and ask for advice.
Discuss your options with your family and make sure the information you have about future careers and college/university courses is accurate i.e. make sure you check the information on websites such as UCAS, colleges and My World of Work https://www.myworldofwork.co.uk/ .

There are many people in school willing to help you:

- Your subject teachers
- Principal Teachers
- Guidance Teacher
- Year Head
- School Careers Adviser

Colleges and Universities are always ready to give advice to prospective students – contact their School Liaison Officers or Admissions Officer for assistance.

Step 2: If you know what your next learning destination will be after RJC then find out:

- Which SQA national qualifications you need and whether or not you need them all in **'one-sitting'**?
- The specific skills you may require?
- Whether you need accredited hours of volunteering in order to apply?
- If it is essential that you have relevant work experience?

Step 3: Examine the 'Learner Pathway Choice Form' and consider which choices are best for you.

Step 4: Decide on final choices at your one-to-one coursing meeting with your Guidance Teacher. You should come to the interview prepared to discuss the reasons for your choice of subjects. Obviously, some courses (especially Advanced Higher) will only run if a significant number of students opt for them. You may therefore be asked to give a second choice of subject in certain cases.

All Senior Phase Pupils will receive a 1:1 interview with their Guidance Teacher who will ensure that the courses selected are appropriate for each learner based on their progress to date.

Curriculum for Excellence Pathway

S5/6

Pupils select 5 subjects in S5 and 4 in S6. In S5, subjects should progress from S4 choice; we expect learners to select English and Maths/Application of Maths. For the best chance of success, pupils should select their best 5 subjects from S4, as we would advise against selecting new subjects. *Example: Studied 7 N5/L5 in S4 so should progress to 5 H/L6 in S5.*

Learners in S6 should be looking at Level6/Higher/Advanced Higher qualifications.

S4

Pupils enter in the Senor Phase, studying 7 National Qualifications courses. Pupils will study English, Maths/Applications of Maths and 5 other subjects. In S4, subjects should ideally progress from S3 choice. For the best chance of success, pupils should select their best 5 subjects from S3, as we would advise against selecting new subjects.

S3

Pupils continue with their Broad General education but begin to specialise in subjects within a curriculum area. Pupils will study English, Maths and 7 other subjects in addition to core periods.

S1&2

Broad General Education for all pupils, experiencing learning across all curriculum areas

Possible Progression Frameworks

S4		S5		S6
National 3/L3	→	National 4/L4	→	National 5/L5
National 4/L4	→	National 5/L5	→	Higher/L6
National 5/L5	→	Higher/L6	→	Advanced Higher/L7

ENGLISH

Subject: English

National 4

Purpose and Aims of the Course
The course will provide learners with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language effectively.

As learners develop their literacy skills they will be able to process information independently, apply knowledge of language in practical and relevant contexts and gain confidence to undertake new and more challenging tasks in a variety of situations.

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

- Listen and talk, read and write.
- Understand, analyse and evaluate a variety of texts.
- Create and produce texts.
- Plan and research, integrating and applying language skills.
- Apply knowledge of language.

Course Structure
This course is made up of four mandatory Units. The course provides learners with the opportunity to develop their listening and talking, reading and writing skills in order to understand and use language. The four Units, taken together, include the four language skills of listening and talking, reading and writing.

The structure of the Units enables learners to focus on the skills required to understand and use language and to integrate listening and talking, reading and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

Analysis and Evaluation: The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in familiar contexts. Learners develop the skills needed to understand, analyse and evaluate simple but detailed language, through the study of straightforward texts in language, literature and media contexts. At least one Scottish text should be studied.

Creation and Production: The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in familiar contexts. Learners develop the skills needed to create and produce simple but detailed language in both written and oral form.

Literacy: The purpose of this Unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of familiar forms relevant for learning, life and work. All four skills will be developed using straightforward texts which are likely to be functional/informational. Learners will develop their skills to read, listen to and understand straightforward texts. Learners will develop the ability to express simple but detailed information and ideas through talk and in writing which is technically accurate.

Subject: English

National 4

Added Value Unit: English: Assignment (National 4)
The purpose of this Added Value Unit is to provide learners with the opportunity to apply and integrate their language skills in English. English: Assignment enables learners to plan and research a chosen topic in a familiar context, using their reading and writing skills, in order to develop their own skills and personal interests in language, literature or media. English: Assignment provides learners with the opportunity to present their findings using their listening and talking skills.

Criteria for Overall Award
Pupils must pass spoken language unit. There is no SQA exam for National 4 English.

Progression Opportunities

- National 5 Literacy
- National 5 English
- Further education
- Employment

National 5 Literacy
A National 5 Literacy course is available for those pupils who may not have met the progression criteria for the full National 5 course, or for whom the literacy qualification better reflects their likely career pathways. This is a very valuable qualification and it is the department's intention that all pupils will achieve National 5 Literacy by the point of exit. National 5 Literacy does not have an examination at the end of the year and composes of internal units which assess Analysis and Evaluation and Creation and Production. This is a progression from the National 4 course and allows pupils to further develop the skills gained in National 4.

Subject: English

National 5

Purpose and Aims of the Course
The main purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

The course offers learners the opportunity to develop and extend a wide range of skills, in particular:

- Listening, talking, reading and writing as appropriate to purpose, audience and context.
- To understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of media, literature and language.
- To create and produce texts.
- To apply knowledge and understanding of language.

Course Structure
There is a Spoken Language coursework element. This allows for the assessment of talk and replaces the previous Analysis and Evaluation and Creation and Production unit assessments. Spoken Language is internally assessed on a pass/fail basis.

Possible texts studied: Texts studied at Nat 5 are subject to change year on year, however, a selection of the following has been taught in recent years.

Prose: *The Test, The Lord of the Flies, At the Bar, Iain Crichton Smith selection*
Media: *Juno, V for Vendetta, The Boy in the Striped Pyjamas, Saving Private Ryan, Jaws*
Poetry: *Norman MacCaig selection, War Poetry selection, Carol Ann Duffy selection*
Drama: *The Crucible, Tally's Blood, Macbeth, Sailmaker, Whose Life is it Anyway?*

Assessment

Internal Assessment
Spoken Language coursework component.

External Assessment
In addition to the spoken language coursework, pupils will sit an external examination consisting of two papers:

Paper 1: Reading for Understanding, Analysis and Evaluation (*30% of overall mark*)
Paper 2: Critical Reading (*40% of overall mark*)

Pupils will also send away a Portfolio of Writing (*30% of overall mark*) before the exam. The Writing Portfolio will be one piece of extended writing (maximum 1000 words) that can either be creative, discursive, persuasive or reflective.

Subject: English

Higher

Preferred Entry Requirements
Pupils will have achieved a quality pass at National 5.

Purpose and Aims of the Course
The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts and gain confidence to undertake new and more challenging tasks in a variety of situations.

The Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative. 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, including Scottish 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
- apply knowledge and understanding of language

Course Structure
There is a Spoken Language coursework element. This allows for the assessment of talk and replaces the previous Analysis and Evaluation and Creation and Production unit assessments. Spoken Language is internally assessed on a pass/fail basis.

Possible texts studied: Texts studied at Higher are subject to change year on year, however, a selection of the following has been taught in recent years.

Prose: *The Great Gatsby, The Yellow Wallpaper, The Road, Jekyll and Hyde*
Media: *The Godfather, The Shawshank Redemption, Black Mirror, Get Out, Shutter Island*
Poetry: *Carol Ann Duffy Collection, Burns, Shakespeare's Sonnets*
Drama: *Hamlet, The Slab Boys, A Streetcar Named Desire*

Assessment

Internal Assessment
Spoken Language coursework component.

Subject: English

Higher

External Assessment
In addition to the internal coursework, pupils will sit an external examination consisting of two papers:

Paper 1: Reading for Understanding, Analysis and Evaluation (*30% of overall mark*)
Paper 2: Critical Reading (*40% of overall mark*)

Pupils will also send away a Portfolio of Writing (*30% of overall mark*) before the exam. The Writing Portfolio will be one piece of extended writing (maximum 1300 words) that can either be creative, discursive, persuasive or reflective.

Criteria for Overall Award
In order to achieve an award at Higher Level, pupils must complete all internal and external coursework and then undertake the examination at the end of the year.

Progression Opportunities

- Advanced Higher English
- Further and Higher education
- Employment

Career Opportunities
English is a very important skill which is relevant to a wide variety of careers and of particular importance to the following:

- Law
- Social Sciences/Social Work
- Teaching
- Business and Commerce
- Media
- Publishing

Subject: English

Advanced Higher

Preferred Entry Requirements
Pupils will have achieved a quality pass at Higher

Purpose and Aims of the Course
Advanced Higher English provides learners with the opportunity to develop complex language skills which are essential for learning, life and work. Furthermore, pupils are able to develop their ability to interpret complex literary forms and to express their ideas on a wide variety of texts and their wider themes.

Advanced Higher English fosters an in-depth appreciation of complex and sophisticated language and of a wide range of literature and texts in different genres. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

Learners have the opportunity to personalise their study; choices enable learners to encounter a wide range of texts in different genres and to produce sophisticated writing in chosen literary forms. Building on the four capacities, Advanced Higher English enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

A genuine appreciation of literature and a desire to further explore text, writing and language beyond the levels previously encountered is required for success in this course. Candidates should display a passion for reading and critical evaluation of text, as well as a desire to discuss and debate ideas with their peers.

Course Structure
The Course is made up of two mandatory Units. The main purpose of the Course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of literary texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units.

Analysis and Evaluation of Literary Texts (Advanced Higher) The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

English: Creation and Production (Advanced Higher) The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

<u>Assessment</u>

Internal Assessment
English: Creation and Production (Advanced Higher)
Analysis and Evaluation of Literary Texts (Advanced Higher)

Subject: English

Advanced Higher

External Assessment
Two question papers:
Literary Study: a critical essay on drama, poetry, prose fiction or prose non-fiction which has been studied throughout the year.

Textual Analysis: a textual analysis on drama, poetry, prose fiction or prose non-fiction, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)

Coursework:
a portfolio: a folio or writing which will contain two pieces of writing which are different in genre and style
a project–dissertation: Extended piece of writing which will focus on a selection of texts linked by author, style, theme or setting.

Progression Opportunities and Career Paths

Degree programmes in:

- Business
- Drama
- Education
- English
- Humanities
- Journalism
- Law
- Media
- Social science

Careers in:

- Commerce
- Industry
- Education
- Journalism
- Law
- Marketing
- Media
- politics

MODERN LANGUAGES

Subject: French

National 4

The main purpose of National 4 French is to develop the skills of reading, listening, talking and writing in order to understand and use French, through the contexts of society, learning, employability, and culture. The skills, knowledge and understanding gained throughout National 4 French include:

- reading, listening, talking and writing skills in French.
- knowledge of straightforward language required to understand and use French
- applying grammatical knowledge of the French language.

National 4 French offers learners opportunities to develop and extend a wide range of skills. National 4 aims to enable learners to develop the ability to:

- read, listen, talk and write in French
- understand and use French
- apply knowledge of French
- plan, research and apply language skills

National 4 French contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in French, and to reflect on how this relates to English.

National 4 French is made up of **three** mandatory Units.

1. National 4 French: **Understanding Language** The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in the modern language and to develop their knowledge of straightforward language in the contexts of society, learning, employability, and culture.
2. National 4 French: **Using Language** The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge of straightforward language in the contexts of society, learning, employability, and culture.
3. National 4 French Added Value Unit: **Assignment** The purpose of this Added Value Unit is to provide learners with the opportunity to apply their language skills to investigate a chosen topic in a familiar context in the modern language.

Subject: French

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

Mandatory Units Modern Languages:
Understanding Language (National 4) 9 SCQF credit points
Using Language (National 4) 9 SCQF credit points
Added Value Unit: Assignment (National 4) 6 SCQF credit points

Assessment

- *National 4 Courses are not graded. The Units are statements of standards for assessment. The units are assessed on a pass/fail basis within centres. SQA provide rigorous external quality assurance, including external verification to ensure assessment judgements are consistent and meet national standards.*

National 5

Course Descriptor

Modern Languages National 5 French develops learners' knowledge and understanding of a modern language and cover the contexts of society, learning, employability and culture. National 5 French provides learners with opportunities to develop their reading, listening, talking and writing skills.

Learning a language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Candidates reflect, communicate and develop ideas through language. The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use the French language to communicate ideas and information.

Assessment

Learners will provide evidence of their listening and talking, reading and writing skills, and their ability to understand and use a modern language in a familiar context.

National 5 French is examined in the following components:

- *Component 1: question paper 1 Reading*
- *Component 2: question paper 1 Writing*
- *Component 3: question paper 2 Listening*
- *Component 4: Assignment–writing See 'Course assessment' section below*
- *Component 5: Performance–talking*

The Course assessment will take the form of an assignment where learners will demonstrate their extended writing skills in French.

Possible Progression to:

- *Other SQA qualifications in French or another modern language*
- *Further study, employment or training*

Subject: French

Higher French
The study of a modern language at **Higher** has a unique contribution to make to the development of cultural awareness, providing learners with opportunities to enhance their understanding and enjoyment of other cultures as well as their own.

Pupils wishing to study French at **Higher** must have a **National 5** in the language, as the **Higher** course provides learners with the opportunity to develop the skills, knowledge and understanding gained at National 5 and studying a French or Spanish at Higher will enable the learner

- To develop further the skills of reading, listening, talking and writing,
- To use different media effectively for learning and communication.
- To develop understanding of how language works.
- To use language to communicate ideas and information

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to develop:

- reading, listening, talking and writing skills in French at Higher level.
- application of knowledge and understanding of French at Higher level.
- the skill of translation at Higher level.
- literacy skills in general.

Assessment
The external assessment in **Higher Modern Languages** is out of 120 and is then scaled to 100%**.**
There are 5 components as follows:

Component 1: question paper 1 **Reading** 30 marks
Component 2: question paper 1 Directed **writing** 20 marks
Component 3: question paper 2 **Listening** 20 marks
Component 4: Assignment–**writing** 20 marks
Component 5: Performance–**talking** 30 marks

Grading
Candidates' overall grades are determined by their performance across the 5 components. The course assessment is **graded A–D** based on the total mark for all course assessment components.

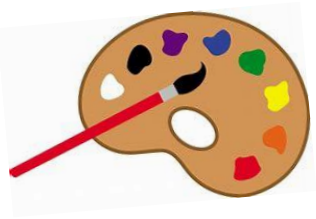
For the award of **Grade A**
SQA Candidates will typically have demonstrated a **consistently high level** of performance in relation to the skills, knowledge and understanding for the course.

For the award of **Grade C**
SQA Candidates will typically have demonstrated **successful** performance in relation to the skills, knowledge and understanding for the course.

A Higher in a Modern Language is a qualification which can open many employment opportunities. When applying for university courses, languages can be studied on their own, in combination with various languages or they can be combined with other subjects such as Law, Business Management, engineering and Travel and Tourism.

A degree or combined degree in a Modern Language can lead to employment opportunities and careers such as interpreter, translator, and careers in the world of Business Management, Engineering, Law, Teaching, Social Sciences, Travel and Tourism, Social Work, and you may not have considered Academic Researcher or Political Risk Analyst.

EXPRESSIVE ARTS



Subject: **Art and Design**

Courses in the Senior Phase (S4, S5 & S6) include:

National 4, National 5, Higher and Advanced Higher.

At all levels the department promotes an environment which encourages pupil self-development, decision making and ongoing self-evaluation of themselves and their work. The subject provides pupils the opportunity to be creative, gain highly valuable skills, experience and explore a range of both 2D and 3D media through practical activities.

Both the expressive and design activities will combine both traditional skills and current digital processes. Pencil on paper drawing is complemented and combined with ipads (equipped with Apple pencil), digital cameras, PCs and large format graphics tablets and opportunities to work with industry standard applications such as Adobe Photoshop, Illustrator, Procreate and AutoCad's Sketchbook. The aim is to equip students with a flexible skillset and a willingness to problem-solve in a creative and effective way.

Across all levels, the emphasis is to provide a pupil focused course where chosen and agreed projects drive the direction of the learning experience. This allows pupils to work on ideas and subjects that are important to them and provides students the scope to explore media, techniques and processes in a wide variety of ways.

Where possible we make visits to galleries and exhibitions and we have practising artists and designers work with pupils to give them a broader experience.

At the National 5 and Higher Levels, the following course structure is covered:

Design Folio based on a chosen Design theme and design brief

Expressive Folio based on an Expressive theme/ agreed focus

Art & Design Studies Critical / written study of 2 designers' & 2 artists' work, methods & working practices in preparation for SQA written exam.

Design Activity (Practical) Pupils are asked to follow the recognised Design Process (Investigation / Research, Development, Final Solution & Self Evaluation) – the main emphasis is on problem solving, examining various design issues such as commercial viability, target market and usability. Pupils are offered a wide choice of design themes which match their lifestyles and interests.

Expressive Activity (Practical) This second Practical Activity commences when pupils' design folio has been successfully completed. A different set of criteria is applied towards this activity in terms of content, approach and outcome. Like the previous unit, pupils are offered a choice of Expressive themes which match lifestyles and interests.

Subject: Art and Design

Art & Design Studies (Literacy) Pupils examine the working practices, historical importance, materials & examples of:- 2 Designers (1 traditional & 1 contemporary). This written study relates directly to the pupils' Design practical activity and comprises 50% of the SQA exam paper. 2 Artists (1 traditional & 1 contemporary). This written study relates directly to the pupils' Expressive practical activity and comprises 50% of the SQA exam paper.

National 5 Grade structure
The course assessment has three components totalling 250 marks:

Component 1: question paper (2 sections) – worth 50 marks (25 marks for each section) Component 2: expressive portfolio – worth 100 marks

Component 3: design portfolio – worth 100 marks.

Higher Grade Structure

The course assessment has three components totalling 260 marks: Component 1: question paper (2 sections) – worth 60 marks (30 marks for each section)

Component 2: expressive portfolio – worth 100 marks

Component 3: design portfolio – worth 100 marks.

Advanced Higher Structure

This course allows S6 pupils to select either an Expressive OR Design course. The pupil will identify an area of interest for an enquiry, and produce a maximum of 16 x A1 sheets (or equivalent evidence) along with an evaluation. In addition to this the pupil must produce an Art and Design Studies dissertation of 2000 words (max).

Section 1 — practical design work 64 marks

Section 2 — contextual analysis 30 marks

Section 3 — evaluation 6 marks

The Advanced Higher Art Expressive Course provides opportunities for learners to develop their creativity, visual awareness and aesthetic understanding while exploring how to communicate their personal thoughts, ideas and opinions through their expressive art work.

The Advanced Higher Design Course provides opportunities for learners to develop their creativity and apply their understanding of design practice, function and aesthetics.

Subject: Art and Design

Progression Opportunities

Interested and motivated pupils who have successfully passed Nat.4 or Nat.5 or Higher may progress on to attempt Nat.5, Higher or Advanced Higher courses respectively. As a guide, pupils hoping to undertake an Art and Design Higher will have gained at least a 'B' grade pass at Nat.5 although exceptions may be considered on a case by case basis. Higher and Further Education.

There are a wide range of courses on offer for young people leaving school. The four main Scottish art schools, Glasgow, Edinburgh, Dundee and Aberdeen, all offer degree courses in everything from computer animation to product design to sculpture. There is also a huge variety of other Art and Design courses at colleges around the country that can suit a very wide range of needs and entry requirements.

Career Opportunities include:

Fashion and shoe design, textiles, theatre and film set design, television and the media, advertising, product design, web design, computer animation, photography, community arts, art therapy, teaching, jewellery, fine art, architecture, landscape design, town planning, hair dressing, makeup artist, gallery curator, journalism- culture and the arts, art history, film making, ceramics, glass, sculptor, product designer, illustrator, creative director, arts consultant, milliner, museum curator, fashion buyer, graphic designer, window dresser, performance artist, animator/cartoonist, university lecturer, environmental artist, tapestry/rug designer, printmaker, visual communication, interior and lighting designer, archivist.

Skills in art and design can also be highly advantageous in retail industries, marketing and careers involving working with young children such as nursery nurses/teachers, child-minding and primary teaching.

EXPRESSIVE ARTS

Subject: **Music**

National 4 Course

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 on their own or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for their own learning.

The course consists of four units of work:

Performing skills: Improving performance and instrumental skills on two instruments or one instrument and voice.

Composing skills: You will create your own original music by composing or improvising. Choice is given by choice of instruments, genre and use of technology.

Understanding Music: You will learn to recognise music concepts in excerpts of music and learn about the cultural and social influences in the development of various styles of music.

Music Performance: In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform and programme of music in a solo setting and/or as part of a group.

Why Music?

Music is all around you – on TV, Radio, computer games, in shops and apps for your computer or phone. You may already make your own music or play a musical instrument.

Studying music will broaden your musical experiences and knowledge, improve your skills on two instruments and also prepare you for work or further study (not necessarily in music) by giving you the opportunity to work within groups. You will be given personal choice to what music you play/sing, and there is flexibility within the subject to cater for all individual talents and needs of learners.

Progression

To progress to National 5, all units in National 4 must be passed.

In National 5 the additional levels required are:

1. *Higher standard of musical playing required on chosen instruments.*
2. *Further recognition of musical concepts in different, more varied excerpts of music.*
3. *A deeper understanding of musical composing skills, with a creation of a more advanced piece of music.*

Subject: **Music**

Career Opportunities

Those who choose to pursue music have a wide range of career opportunities available to them. There are many jobs within the broadcasting industry including; sound engineering and production, recording, studio work and session work.

There are performance opportunities within orchestras, regimental bands and community music groups.

With the development of media and film there are now more opportunities to create and compose music as a profession.

Other career opportunities include music therapists, classroom teaching, instrumental and ensemble instruction and music administration and music librarian posts.

Subject: **Music**

Higher

The purpose of the course is to develop the practical experience of performing and creating music at a higher level. It also allows further development of related knowledge and understanding of music. Course activities allow learners to work on their own or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for their own learning.

The course consists of four units of work.

1. **Performing skills**
   Improving performance and instrumental skills on two instruments or one instrument and voice.

2. **Composing skills**
   You will create your own original music by composing. Choice is given by choice of instruments, genre and use of technology. The learner will develop skills, musical ideas and experiment to create original material. You will also be required to analyse your compositions.

3. **Understanding Music**
   You will learn to recognise music concepts in excerpts of music and learn about the cultural and social influences in the development of various styles of music.

4. **Music Performance**
   In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a 12 minute programme music in front of an external examiner.

Career Opportunities

Those who choose to pursue music have a wide range of career opportunities available to them. There are many jobs within the broadcasting industry including; sound engineering and production, recording, studio work and session work.

There are performance opportunities within orchestras, regimental bands and community music groups.

With the development of media and film there are now more opportunities to create and compose music as a profession.

Other career opportunities include music therapists, classroom teaching, instrumental and ensemble instruction and music administration / librarian posts.

EXPRESSIVE ARTS

Subject: Film and Screen Award (Level 5)

The SQA Level 5 Film and Screen Award is a brand new qualification, designed to support you to understand more about the creative and practical process of making film and screen products, the roles available within the film and screen industries and what it is like to work as part of a crew to make your own film or screen product. The Film and Screen Award is made of the following three units:

'Elements'
'Roles'
'Creative Project'

On completion of the Film and Screen Award you will be able to:

1. Understand film and screen language.
2. Analyse production and post-production techniques used to create meaning in a variety of film and screen products.
3. Understand roles required in film and screen production.
4. Explore a specific role within film and screen production.
5. Develop ideas for a film and screen product.
6. Carry out pre-production tasks for a film and screen project.
7. Carry out role or roles in the making of a film and screen product.
8. Evaluate the film and screen project.

Assessment

As the purpose of the Film and Screen Award is to support you to develop your knowledge, skills and abilities in making film and screen products, you will be assessed on your work through development of a creative portfolio, and a mix of presentations, one-to-one discussions and observed activities.

Your creative portfolio may be digital, or can be in bound sketchbook format. When creating a digital portfolio you should agree the platform you use with your Screen Educator.

Subject: Film and Screen Award (Level 6)

Introduction

The SQA Level 6 Film and Screen Award is a brand new qualification, designed to support you to understand more about the creative and practical process of making film and screen products, the roles available within the film and screen industries and what it is like to work as part of a crew to make your own film or screen product._The Film and Screen Award is made of the following three units:

- 'Elements'
- 'Roles'
- 'Creative Project'

On completion of the Film and Screen Award you will be able to:

1. Explore a range of film and screen products.
2. Experiment with film and screen elements.
3. Explain how roles and departments connect within film and screen production.
4. Carry out a specific role or roles within a film and screen production.
5. Evaluate own role or roles within the film and screen production.
6. Collaborate with others to produce a film or screen production.
7. Evaluate the process and final film and screen product.

Assessment

As the purpose of the Film and Screen Award is to support you to develop your knowledge, skills and abilities in making film and screen products, you will be assessed on your work through development of a creative portfolio, and a mix of presentations, one-to-one discussions and observed activities.

Your creative portfolio may be digital, or can be in bound sketchbook format. When creating a digital portfolio you should agree the platform you use with your Screen Educator.

HEALTH AND WELLBEING

Subject: **Physical Education**

National 4 PE

ENTRY REQUIREMENTS

Recommended entry to the N4 course is a track record of participation in core PE with strong performances in two or more activities.

COURSE OUTLINE

N4 PE consists of the following units:

- *Performance*
- *Factors Impacting on Performance*
- *Added Value Unit*

Performance

This unit focuses on enhancing learner engagement and their performance in physical activity, embedding and developing their skill application, applied fitness, performance awareness and performance composition.

Factors Impacting on Performance

In this unit pupils will explore factors which impact positively and negatively on engagement and performance. Pupils will choose an activity that they are to explore and report on to pass the module.

Added Value Unit

In this unit pupils will have the opportunity to apply the skills and knowledge they have learned to an unfamiliar situation or environment. Pupils will reflect on and monitor the development of their personal performance and suggest actions for further improvement.

ASSESSMENT

N4 PE is graded on a Pass/Fail basis.

National 5 PE

ENTRY REQUIREMENTS

Recommended entry to the N5 course is a track record of participation in core PE, a pass in National 4 PE and strong performances in two or more activities.

COURSE OUTLINE

N5 PE is assessed on a scale of A-D. 50% of the overall mark is awarded for practical performance and 50% for the portfolio (theory). This means that around 50% of the course covers the theoretical content and is usually taught in the classroom.

The course consists of the following units:

- Performance • Factors Impacting on Performance Portfolio

Performance

This unit will develop pupil's ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. The aim is to increase consistency, control and flow of movements. The pupil will sit a one-off practical assessment in an activity of their choice. In this they are judged on how they have performed based on skill level, decision making, tactical application, management of emotions and the ability to follow the rules.

This is worth 50% of the overall course award.

Factors Impacting on Performance

In this unit pupils will produce a portfolio of work which will cover how they investigate, analyse, develop and evaluate their performance. The portfolio will be conducted over a series of weeks and will be submitted to the SQA for external marking.

This is worth 50% of the overall course award.

Higher PE

ENTRY REQUIREMENTS

Recommended entry to the Higher Course is an A-C pass in N5 Physical Education and an A-C pass in N5 English.

COURSE OUTLINE

Higher PE is designed to build on the knowledge gained from N5 PE. The course consists of two separate areas - Practical Performance and Factors Impacting on Performance.

PRACTICAL PERFORMANCE

Pupils must satisfy the criteria set out by SQA in two activities this includes performing to a high standard demonstrating consistency and control and being able to manage your emotions and conduct yourself safely.

Once the pupil has met the criteria in two activities they will then sit a one-off practical assessment in an activity of their choice. In this they are judged on how they have performed based on skill level, decision making, tactical application, management of emotions and the ability to follow the rules.

This is worth 50% of the overall course award.

FACTORS IMPACTING ON PERFORMANCE

The assessment will be a 2hr 30 min written exam. This will cover the four factors that impact on performance - Mental, Emotional, Social and Physical. Pupils will be required to answer extended responses under exam conditions based on the four factors.

This is worth 50% of the overall course award.

Advanced Higher PE

ENTRY REQUIREMENTS

Recommended entry to the Advanced Higher Course is an A or B pass in Higher PE and an A or B pass in Higher English.

Pupils presented at this level must have demonstrated an ability to work well on their own and have shown that they can take ownership of their learning. Pupils will be assessed on a monthly basis to ensure that they have kept to the rate of work required to pass the course.

COURSE OUTLINE

The Advanced Higher PE course is designed to build on the knowledge gained from Higher PE. It consists of two separate areas - Practical Performance and Individual Project/ Dissertation.

PRACTICAL PERFORMANCE

Pupils develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills in one activity, in a challenging context. They select, demonstrate, apply and adapt these skills and use them to make informed decisions. They develop their knowledge and understanding of how these skills combine to produce effective outcomes. Pupils develop consistency, precision, control and fluency of movement. They learn how to respond to and meet the demands of performance in a safe and effective way

Pupils will be assessed in a one off performance in an activity of their choice. This is worth 30% of the overall course award.

INDIVIDUAL PROJECT/ DISSERTATION

The project assesses pupils' ability to integrate and apply skills, knowledge and understanding of the factors that impact on performance. The project assesses pupils' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. Pupils research a topic that has an impact on either their performance or the performance of another person, team or group.

This project is presented in dissertation format and consists of 4000-5000 words. This is worth 70% of the overall course award.

CAREER OPPORTUNITIES FROM STUDYING PHYSICAL EDUCATION

Qualifications in Physical Education are in great demand in today's society where leisure is big business. Fitness, sport and leisure pursuits are an essential part of today's living and provide a huge employment base to those with the necessary qualifications.

Higher Physical Education provides those with ambitions in this kind of career with the ideal knowledge and expertise to take their ambitions a step nearer.

Some of the careers that this course can help lead to are as follows; Lecturer, sports lecturer, active schools coordinator, physiotherapist, PE teaching, sports coach, health and fitness coach, strength and conditioning coach, leisure attendant, life guard, sports tourism, sports official, sports marketing, sports medicine, sports photography, entry into degree or college level courses.

Subject: Physical Education – Recreational Pathway

NC Sport and Fitness (Level 4/5)

The purpose of the Course is to provide a broad practical and theoretical experience of sport, fitness and physical activity. Learners will develop knowledge and understanding of training methods, fitness principles and healthy lifestyles, alongside practical coaching and gym-based skills.

Course activities allow learners to work independently and as part of a team. The course encourages planning, leadership, organisation and personal responsibility, all of which are valuable skills for employment or further study.

The course consists of four main areas of study:

1. Fitness Training and Principles

Learners will explore the components of fitness and the principles of training. You will design and participate in fitness programmes and learn how to monitor and improve performance safely and effectively.

2. Practical Sport and Coaching

You will develop practical skills in a range of sports and activities. There will be opportunities to lead warm-ups, assist coaching sessions and reflect on performance.

3. Health and Wellbeing

You will examine the benefits of physical activity on physical and mental health. This includes nutrition, lifestyle choices and strategies for maintaining a healthy body and mind.

4. Working in the Sport and Fitness Industry

Learners will gain an understanding of career pathways within sport and fitness. You will develop employability skills including communication, teamwork and customer service.

Why Choose NC Sport and Fitness?

Sport and fitness are key parts of modern life – from gyms and personal training to community sport and professional performance environments.

Studying NC Sport and Fitness will help you develop confidence, leadership skills and knowledge of how the body works. The course is ideal if you are interested in working in the fitness industry, coaching sport or progressing to further qualifications in sport-related subjects.

Progression

Successful completion of this course can lead to progression onto Sport and Recreation Level 5 or other Level 5/6 sport-related programmes.

Subject: Physical Education – Recreational Pathway

Sport and Recreation (Level 5)

The purpose of the Course is to develop practical skills and theoretical knowledge related to sport, recreation and physical activity. Learners will gain experience in coaching, event organisation and fitness development, preparing them for employment or further study.

The course consists of four main components:

1. Coaching and Leadership

Learners will develop the skills required to plan, deliver and evaluate coaching sessions. You will learn about different coaching styles and how to adapt sessions to meet the needs of participants.

2. Fitness and Training

You will build on your knowledge of fitness components and training methods. Learners will design structured training programmes and evaluate their effectiveness.

3. Sports Development and Participation

You will explore how sport is organised and promoted within communities. This includes understanding barriers to participation and strategies to encourage involvement in sport and physical activity.

4. Event Organisation

Learners will plan and assist in the delivery of a sports or recreational event. This develops teamwork, communication and organisational skills.

Career Opportunities

Those who choose to pursue Sport and Recreation have a wide range of career opportunities available to them.

There are roles within leisure centres, community sport programmes, coaching organisations and fitness facilities.

Opportunities also exist in sports administration, activity leadership, recreation supervision and further study in sport-related disciplines.

Progression

Successful completion of Sport and Recreation Level 5 can lead to progression onto Sports Development Level 6 or further study in sport, fitness or coaching qualifications.

Subject: Physical Education – Recreational Pathway

Sports Development (Level 6)

The purpose of the Course is to develop advanced knowledge and understanding of sports development, leadership and performance pathways. Learners will examine how sport is structured, funded and promoted at local and national levels.

The course encourages independent research, critical thinking and practical application of leadership and organisational skills.

The course consists of four main components:

1. Principles of Sports Development

Learners will explore models of sports development, participation pathways and the role of governing bodies. You will examine how sport can be used to promote inclusion, health and social change.

2. Leadership and Coaching

You will develop advanced leadership and coaching skills, planning and delivering structured sessions to a variety of participants. Evaluation and reflective practice are key elements of this unit.

3. Event and Project Management

Learners will plan, organise and evaluate a sports development project or event. This includes budgeting, risk assessment and marketing.

4. Research and Analysis

You will investigate current issues in sport, such as equality, funding, talent development and participation trends. Learners will analyse information and present findings in written or presentation format.

Career Opportunities

Those who choose to pursue Sports Development have a wide range of career opportunities available to them.

There are roles within local authorities, national governing bodies, community sport partnerships and charitable organisations.

Other career opportunities include sports development officer, performance pathway coordinator, community engagement officer, coaching roles and progression to university study in sport science, physical education or sports management.

Subject: Physical Education – Leadership/Coaching

Sports Leadership (Level 5)

This nationally recognised qualification helps pupils develop the skills to plan and lead safe, enjoyable sport and physical activity sessions. Pupils will learn leadership, communication, and organisation skills while gaining experience leading activities.

During the course, pupils will be supported by a teacher, who will guide them on risk assessments and safety procedures.

After achieving the qualification, pupils can lead activities with indirect supervision, taking responsibility for helping to ensure sessions are safe, organised, and enjoyable. ⚽

Sports Coaching (Level 6)

The purpose of the Course is to develop advanced coaching knowledge and practical delivery skills. Learners will understand how to plan, implement and evaluate structured coaching programmes for different age groups and abilities.

The course consists of four main components:

1. Coaching Theory

Learners will explore coaching styles, skill acquisition, motivation and athlete development models.

2. Session Planning and Delivery

You will design and deliver progressive coaching sessions, demonstrating technical knowledge and effective communication.

3. Performance Analysis

Learners will analyse individual and team performance, providing constructive feedback to support improvement.

4. Professional Practice

You will explore safeguarding, ethics, inclusion and health and safety responsibilities within coaching.

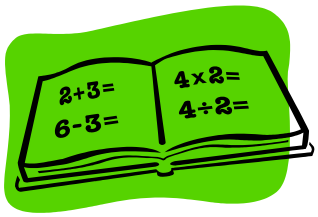
Career Opportunities

Sports Coaching can lead to employment as a community coach, club coach, development coach or progression to higher education in sport science, physical education or sports coaching.

Progression

Successful completion can support entry into advanced coaching awards or sport development programmes.

MATHEMATICS



Subject: **Mathematics**

MATHEMATICS – NATIONAL 5/HIGHER/ADV HIGHER

Level

Rothesay Academy Mathematics Department offer **Mathematics** at National 5, Higher and Advanced Higher Levels.

Our **Mathematics** courses focus on a broad range of operational skills in algebra, calculus, geometry, numeracy, statistics and trigonometry. On some occasions, learners are also required to demonstrate reasoning skills by interpreting situations to identify a suitable strategy. They need to explain their solutions and relate them to the context given.

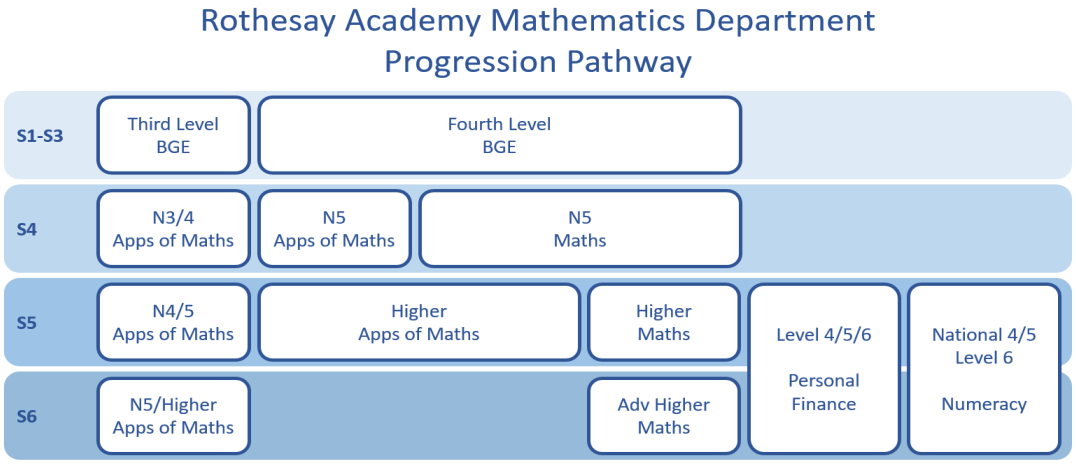
Why choose Mathematics?

The Mathematics course is designed to play a useful part in your personal development and overall education. It provides you with skills which are helpful in other school subjects and which will be important for your everyday life, now, and in the world of work. This course helps you to learn to appreciate mathematics and understand its importance in today's world.

For many Further Education courses this is a compulsory subject for entry and employers very often require job applicants to have a qualification in Mathematics. The aim of these courses is to enable you to build on your previous mathematical experience.

All pupils will require to use a scientific calculator.

Potential progression pathways



Subject: **Mathematics**

National 5 Mathematics
This course covers three units: Expressions & Formulae, Applications and Relationships. An assessment will be undertaken after each unit has been completed which will indicate how you are progressing.

The course is assessed by a final Exam in May, with 100% of your marks coming from that exam, which is graded from A - D. This is the only course in the school when your grade is 100% based on a single day exam.

The exam will consist of two papers will be set and marked by SQA, one where a calculator may not be used and one where a calculator may be used.

For pupils to undertake National 5 Mathematics we would expect you to have achieved a comfortable pass at National 4 Mathematics, achieving over 70% in the Added Value Unit. Pupils who do not achieve this tend to struggle at National 5 and should consider a two year National 5.

Pupils who opt to take National 5 Mathematics despite not achieving 70% in the National 4 Added Value Unit will be encouraged regularly attend Supported Study. Upon successfully completing this course there is the potential to progress to Higher Mathematics.

Higher Mathematics
This course covers three units: Expressions & Functions, Applications and Relationships & Calculus. An assessment will be undertaken after each unit has been completed which will indicate how you are progressing.

The course is assessed by a final Exam in May, with 100% of your marks coming from that exam, which is graded from A - D. This is the only course in the school when your grade is 100% based on a single day exam.

The exam will consist of two papers will be set and marked by SQA, one where a calculator may not be used and one where a calculator may be used.

For pupils to undertake Higher Mathematics we would expect you to have achieved a comfortable pass at National 5 Mathematics, achieving an A or B in the final exam. Pupils who do not achieve this tend to struggle at Higher and should consider a two year Higher.

Pupils who opt to take Higher Mathematics despite not achieving an A or B in the National 5 Exam will be encouraged to regularly attend Supported Study.

Upon successfully completing this course there is the potential to progress to Advanced Higher Mathematics.

Subject: **Mathematics**

Advanced Higher Mathematics
This course covers three units: Geometry, Proof & Systems of Equations, Methods in Algebra & Calculus and Applications of Algebra & Calculus. An assessment will be undertaken after each unit has been completed which will indicate how you are progressing.

The course is assessed by a final Exam in May, with 100% of your marks coming from that exam, which is graded from A - D. This is the only course in the school when your grade is 100% based on a single day exam.
The exam will consist of two papers will be set and marked by SQA, one where a calculator may not be used and one where a calculator may be used.

Careers
Mathematics is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following careers areas:

Science and Mathematics, Computing & ICT, Construction, Engineering, Finance, Teaching, Nursing & Medicine

Subject: **Mathematics**

APPLICATIONS OF MATHEMATICS – NATIONAL 4/NATIONAL 5/HIGHER

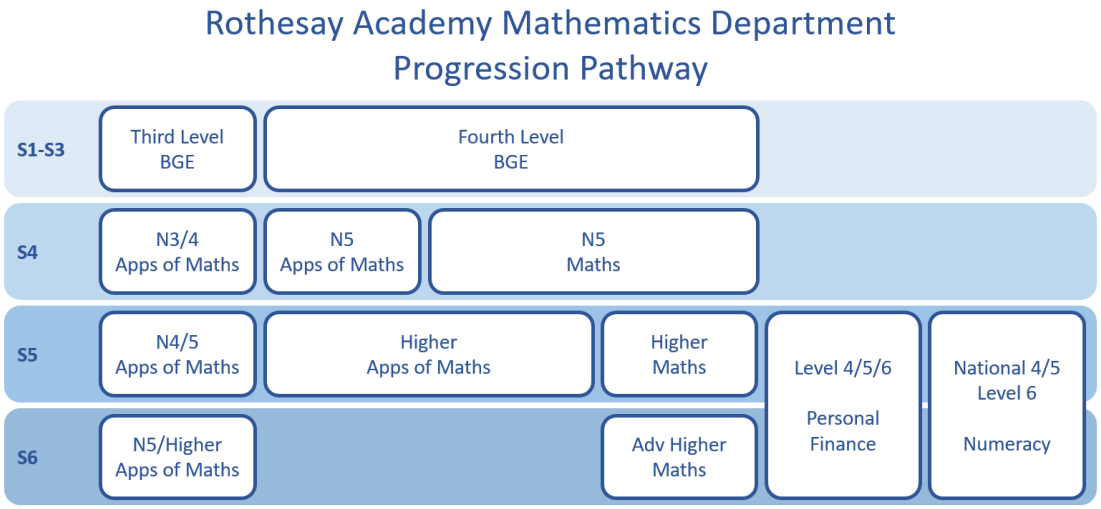
National 4 and 5 Applications of Mathematics

Applications of Mathematics Courses focus on developing reasoning skills using **real-life contexts** relating to finance, statistics, numeracy, geometry and measures. This includes: interpreting and analysing information; selecting and carrying out appropriate calculations; and making and communicating informed decisions.

Are National 4 and National 5 Applications of Mathematics Courses easier than National 4 and National 5 Mathematics Courses?
No, the level of demand and difficulty is no different for Applications of Mathematics. National 4 Mathematics and National 4 Applications of Mathematics are both set at SCQF level 4, while National 5 Mathematics and National 5 Applications of Mathematics are both set at SCQF level 5.

Why choose Applications of Mathematics?
The Applications of Mathematics course is designed to play a useful part in your personal development and overall education. It provides you with skills which are helpful in other school subjects and which will be important for your everyday life, now, and in the world of work. This course helps you to learn to appreciate mathematics and understand its importance in today's world. The aim of these courses is to you to build on your previous mathematical experience. All pupils will require a scientific calculator.

Potential progression pathways



National 4 Applications of Mathematics

This course covers three units: Geometry & Measure, Managing Finance & Statistics and Numeracy. An assessment will be undertaken after each unit has been completed which will indicate how you are progressing.

The course is assessed by a final Added Value Unit, sat in class, which is not graded. The Added Value Unit will consist of two papers, one where a calculator may not be used and one where a calculator may be used.

For pupils to undertake National 4 Applications of Mathematics we would expect you to have achieved a pass at National 3 Applications of Mathematics, or have incomplete units at National 4 Mathematics.

Upon successfully completing this course there is the potential to progress to **National 5 Applications of Mathematics**. Please note, progression to National 5 Mathematics is **not possible** from this course.

National 5 Applications of Mathematics

This course covers three units: Geometry & Measure, Managing Finance & Statistics and Numeracy. An assessment will be undertaken after each unit has been completed which will indicate how you are progressing.

The course is assessed by a final Exam in May, with 100% of your marks coming from that exam, which is graded from A - D. This is the only course in the school when your grade is 100% based on a single day exam.

The exam will consist of two papers will be set and marked by SQA, one where a calculator may not be used and one where a calculator may be used.

For pupils to undertake National 5 Applications of Mathematics we would expect you to have achieved a comfortable pass at National 4 Applications of Mathematics **or** National 4 Mathematics, achieving over 70% in the Added Value Unit. Pupils who do not achieve this tend to struggle at National 5 and should consider a two year National 5.

Pupils who opt to take National 5 Applications despite not achieving 70% in the National 4 Added Value Unit will be encouraged to regularly attend Supported Study.

Please note, progression to Higher Mathematics is **not possible** from this course.

Subject: **Higher Application of Mathematics**

COURSE CONTENT

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and in the future workforce. The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts.

Applying mathematics in real-life contexts includes identifying relevant information, formulating a problem in appropriate mathematical or statistical terms, selecting and applying tools correctly, finding solutions, interpreting solutions in the context of a problem, and evaluating the approach taken.

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

The topics are:

Mathematical Modelling
The general aim of this Unit is to develop understanding and the skills to apply to evaluate, analyse, and interpret mathematic models.

Finance
In this unit students will apply mathematical skills to solving problems related to personal financial products and transactions and analyse the results. They will also analyse and interpret the risks associated with financial planning strategies.

Statistics and Probability
This unit will extend knowledge and understanding of statistics and probability, increasing, and enhancing statistical literacy. Students will construct and interpret statistical diagrams, and apply skills to data analysis, interpretation, and communication

Planning and Decision making
This unit requires students to understand and apply project planning and decision-making skills using activity networks, critical activities, pathways.

ASSESSMENT
This course is assessed in 2 parts.

1) Is by an external examination, set, and marked by the SQA. The question paper is worth 80 marks and the paper is 2h and 30 min in length.

2) Is a project worth 30 marks conducted over 8 hours).

The grade awarded is based on the total marks achieved across both course assessment components.

Subject: **Mathematics**

The Personal Finance Award

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

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

TECHNOLOGIES

Subject: **Computing**

National Progression Award in Computer Games Development level 4/5/6 aim to assess skills and knowledge in linked to National Occupational Standards. The NPA in Computer Games Development introduces learners to skills that are important in the Computer Games industry.

Learners will be introduced to the genres, trends and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing while also developing employability skills and Core Skills through enterprise activities.

This qualification covers core areas such as design, media assets and development. Coding is also an important part of this qualification. The award will improve learner's computational thinking skills, an area that is gaining recognition as a vital 21st century competence, and stimulate interest in computer science among learners.

TECHNOLOGIES

Subject: **Graphic Communication**

National 4

The course aims to:

- *Develops skills in communicating through a variety of graphic techniques and methods building on the technologies principles and practice guidance*
- *Develops learners' understanding of the impact of graphic communication technologies on our society and environment building on the technologies principles and practice guidance*
- *Provides opportunities for learners to gain skills in creating and interpreting graphic communications*

There are 3 units in this course:

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

Added Value Unit

- *Graphic Communication Project*

The Work of the Course **In class** much of the course is based on drawing board work in developing skills in complex drawing techniques produced at speed and to a high degree of accuracy. Computer work involves projects in 3D modelling and desk top publishing. Artistic ability and experience is an advantage in all areas of the course.

At home considerable home study work is required in building skills in interpretation and in the preparation of folio pieces.

Assessment

National 4

- *All Units are internally assessed against the requirements shown in Unit specifications.*
- *They will be assessed pass/fail within centres.*
- *SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.*

Progression

This Course or its components may provide progression to:

- *other SQA qualifications in Design and Manufacture or related areas*
- *further study, employment or training*

Subject: **Graphic Communication**

National 5

The course aims to:

- *Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software*
- *Extend and apply knowledge and understanding of graphic communication standards, protocols and conventions where these apply*
- *Develop an understanding of the impact of graphic communication technologies on our environment and society.*

This Course will also give learners the opportunity to develop numeracy, health and wellbeing, skills in numeracy, employability, enterprise and citizenship, and thinking skills.

There are 3 units in this course:

National 5

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

Course Assessment

- *Graphic Communication Project*

The Work of the Course

In class much of the course is based on drawing board work in developing skills in complex drawing techniques produced at speed and to a high degree of accuracy. Computer work involves projects in 3D modelling and desk top publishing. Artistic ability and experience is an advantage in all areas of the course.

At home considerable home study work is required in building skills in interpretation and in the preparation of folio pieces.

Assessment

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. These will be assessed through a combination of an assignment and a question paper.

Progression

This Course or its components may provide progression to:

- *Higher Graphic Communication Course*
- *other technological subjects at Higher*

and, ultimately, for some, to:

- Employment, apprenticeships and/or training in graphic communication-related fields
- Advanced Higher Graphic Communication Course

Subject: **Graphic Communication**

Higher

Entrance Requirement
At the discretion of the Design and Technology Department. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:
Graphic Communication (National 5) Course

Other relevant prior learning and experience would be skills in art, design and crafts work. Skills in literacy and numeracy would also be of value.

Course Descriptor
The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. They will develop spatial awareness and visual literacy. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

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

- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- creativity in the production of graphic communications to produce visual impact
- skills in evaluating the effectiveness of graphic communications in meeting their purpose
- an understanding of graphic communication standards and protocols, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

The Work of the Course
The Course is practical, exploratory and experiential in nature. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways. As well as the Course assessment, the Course includes two mandatory Units. Both Units are designed to provide progression to the corresponding Units at Advanced Higher.

Units

- 2D Graphic Communication (Higher)
- 3D and Pictorial Graphic Communication (Higher)

Possible Progression to:

Advanced Higher Graphic Communication, Higher Education Degree i.e. Product Design, Engineering, Architecture etc.

TECHNOLOGIES

Subject: **Practical Woodworking**

National 4/5

Course Descriptor

All products which a consumer purchases have to be manufactured and many of the services we depend on rely on the practical and creative ability of those who carry them out. This course is of a practical nature, it is workshop based and will contribute to the knowledge, understanding and practical experience of candidates whose aspirations and abilities are towards practical work or those who want to add the interest and diversity of a practical craft element to their overall course.

The course consists of 4 units:

- **Bench Skills 1: Wood Flat Frame Construction**

Candidates will learn to use and maintain a range of common hand tools and be involved in setting out and making a range of basic joints that are commonly used in the production of flat frame joinery fabrications and structures. Marking out the component parts in accordance with working drawings assembling the component parts, such that joint gaps and overall sizes are within specified tolerance.

- **Bench Skills 2: Wood Carcass Construction**

Candidates will learn how to set out and make a range of basic joints that could be used in a wide range of carcass joinery construction. Being able to confirm that woodworking tools and equipment are in good condition before, during and after use. Adjusting tools, where necessary and follow safe working practices. The participant then constructs a carcass product using 4 or more joints from a working drawing.

- **Machining and Finishing: Wood**

Candidates will learn to set up and use a range of common machine and power tools in accordance with safe working practices. They will also select materials and finishes appropriate for tasks. They will prepare and apply surface finishes in accordance with manufacturer's instructions and good practice, free from significant blemish.

Value added unit

- The value added unit has been designed to allow candidates to demonstrate the application of the skills and knowledge at the appropriate level from the three Units in the Course — *Flat-frame Construction*, *Carcase Construction,* and *Machining and Finishing* — to produce a finished product to a given standard in wood. Candidates will have the opportunity to demonstrate practical creativity in the shaping of both the turned parts

The Work of the Course

In class most work is of a practical nature.

Assessment

Artefacts manufactured during the course are internally assessed. However, the major assessment is of a single artefact which incorporates the knowledge, skills and techniques learned through the course. This is internally assessed and externally moderated.

Final Grade: Coursework 70% **External Exam** 30% (No exam at National 4 level)

Possible progression to a wide range of college, building, craft and manufacture courses and apprenticeships.

Rothesay Joint Campus

Senior Phase Choices

Subject: **Business Management**

National 4/5

We all rely on businesses to create jobs, wealth and the choices we enjoy every day, which is why strong businesses and effective managers are so important. Business Management helps you understand how businesses work in real life, from managing money to dealing with outside influences. It's an ideal course for anyone interested in the world of work, whether you want to lead, start your own business, or build valuable skills for the future.

Marketing

You'll create new products and learn how businesses attract customers through branding, pricing and promotion.

Operations

You'll explore how businesses make goods and deliver services efficiently, from using technology to managing quality.

Finance

You'll learn how businesses handle money, including costs, profits, and budgets, to make smart financial decisions.

People

You'll find out how businesses recruit, motivate, and manage staff and why good teamwork and leadership help the organisation succeed.

Assessment

Question Paper (90 marks) Pupils are required to apply knowledge & understanding of business concepts, interpreting business information and drawing conclusions. **Course Assignment (30 marks)** Pupils are required to apply their skills gained to produce a proposal to improve the effectiveness of a business activity.

Progression

Higher Business Management, Higher Accounting College/ University, Employment Opportunities

Careers

Business Management builds on the workplace skills employers want, giving you an advantage in every career. This course is relevant to all different businesses and work settings. You might have entrepreneurial skills and want to develop these further and have ideas for your own business — we provide the knowledge and skills for you to do so!

Key Skills

Literacy, Numeracy, Problem Solving, Leadership, Team Working, Enterprise, Communication, Organisation, IT

Subject: **Business Management**

Higher

We all rely on businesses to create jobs, wealth and the choices we enjoy every day, which is why strong businesses and effective managers are so important. Business Management helps you understand how businesses work in real life, from managing money to dealing with outside influences. It's an ideal course for anyone interested in the world of work, whether you want to lead, start your own business, or build valuable skills for the future.

What you will learn: types of business objectives, structures, stakeholders, external influences, internal influences

Marketing

market research marketing mix product portfolios technology

Finance

sources of finance budgeting financial statements ratios

Operations

managing quality stock management production methods ethics

People

workforce planning, motivation, leadership, legislation

Recommended Entry

Pass at National 5 Business Management. Crash Higher (S6 only) – grade C or above in Higher English is recommended.

Assessment

Question Paper (90 marks) Pupils are required to apply knowledge & understanding of business concepts, interpreting business information and drawing conclusions**. Assignment (30 marks)** Pupils are required to apply their skills gained to produce a proposal to improve the effectiveness of a business activity. The assignment will give pupils the opportunity to apply research, analytical, evaluative and decision-making skills.

Careers

Business Management builds on the workplace skills employers want, giving you an advantage in every career. This course is relevant to all different businesses and work settings. You might have entrepreneurial skills and want to develop these further and have ideas for your own business — we provide the knowledge and skills for you to do so!

Key Skills

Literacy, Numeracy, Problem Solving, Leadership, Team Working, Enterprise, Communication, Organisation, IT

Subject: **Business Management**

National 4/5

This course aims to develop your administrative and IT skills and enable you to: · Develop an understanding of administration in any workplace and key legislation · Develop IT skills and use them to perform administrative tasks Acquire good organisational skills in the context of organising and supporting events

Practical Learning

The course contains a large practical component. You will be given the opportunity to develop more advanced IT skills in Microsoft Office applications, including word processing, desktop publishing, spreadsheets and databases.

Course Assessment (N5)

Assignment (70 marks) This assesses pupils' abilities to demonstrate their skills in using IT functions in word processing/DTP, presentations, problemsolving and theory. **Question Paper (50 marks)** Candidates will use their IT functions in spreadsheets and databases to produce and process information and also demonstrate understanding of the administration theory.

Progression

Admin & IT builds the IT and workplace skills employers want, giving you an advantage in almost every career. The course provides progression to Higher Administration & IT. The course may also lead to further study, employment and/or training in various industries. Potential career pathways include: Law, Banking, Management, Engineering, Police, Teaching and many more.

Skills Gained

Literacy, Numeracy, Problem Solving, Team Working, Enterprise, Communication, Organisation, IT Proficience

Subject: **Retail with Barista**

National 5

This course aims to develop your skills and enable you to: · Develops key employability skills such as customer service, teamwork, communication, and problem-solving. Pupils gain hands-on experience in sales, stock control, visual merchandising, and store operations, preparing them for entry-level retail roles or further study.

Practical Learning

The course contains a large practical element. A barista course teaches coffee brewing, espresso techniques, milk texturing, equipment handling, and customer service skills for professional café work.

Course Assessment (N5 Skills for Work)

Retail is assessed through coursework completed throughout the year, allowing continuous feedback and progress, with no final exam required.

Skills Gained

Literacy, Numeracy, Problem Solving, Team Working, Enterprise, Communication, Organisation, IT Proficiency

Progression

This course opens up a wide range of progression opportunities for pupils interested in retail and barista careers. Learners can move into roles such as barista, café supervisor, or retail assistant, with pathways into management through experience. The skills gained are highly transferable and valued worldwide. This means pupils can explore job opportunities not only locally but also internationally, including working in cafés, hotels, airports, or on cruise ships. With experience, learners may even pursue careers in hospitality management, coffee training, or start their own business, giving them flexibility, independence, and opportunities to travel.

SCIENCES

Subject: **Biology**

National 4

The Course develops skills in a biological context. Learners will gain knowledge and understanding of biology, and develop this through a variety of approaches, including practical activities.

By completing this Course, learners will develop important skills, attitudes and attributes related to biology, including: scientific and analytical thinking skills in a biological context; understanding of biological issues; knowledge and understanding of biological concepts; and understanding of relevant applications of biology in society.

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

The Course has four mandatory Units described below:

Cell Biology:In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. This will include cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

Multicellular Organisms: In this Unit, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of whole organisms. This will include a comparative approach to the study of plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

Life on Earth: In this Unit, learners will develop knowledge, skills and carry out practical and other learning activities related to study and investigation of life on Earth. This will include world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and microorganisms and ethical issues.

Added Value Unit: In this Unit, learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Subject: **Biology**

National 5

The Course develops skills in a biological context. Learners will gain an understanding of biology, and develop this through a variety of approaches, including practical activities.

Pupils will be required to further develop and transfer skills from National 5 Literacy and Numeracy to be successful in this course.

The Course has three Units, as listed below.

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; DNA and the production of proteins; proteins and enzymes; genetic engineering and respiration.

Multicellular Organisms: In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of multicellular organisms. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

The key areas covered are: producing new cells, tissues; control and communication; reproduction, variation and inheritance; transport systems in plants and animals and absorption of materials.

Life on Earth: In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems and food production.

An assignment worth 20% of the final award is required to be completed based on practical work and additional research. This has to be assessed and submitted to SQA by March.

Subject: **Biology**

Higher

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. It develops the concepts of biology.
The Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted.

Course Outline
This course allows you to develop a deeper understanding of the underlying themes of biology: evolution and adaption; structure and function; genotype and niche. Within each of the units, the scale of topics ranges from molecular through to whole organism and beyond. In all units you will develop analytical thinking and problem solving skills in context of each topic.
The course consists of three units and an assignment worth 20% of the final award is required to be completed based on practical work and additional research. This has to be assessed and submitted to SQA by March.

DNA and the Genome
In this unit you will:

- study DNA and the genome
- look at key areas of structure and replication of DNA, gene expression and the genome
- explore the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression
- understand gene expression, at the cellular level, leading to the study of differentiation in organisms
- look at the evolution and structure of the genome and genomics, including personal genomics.

Metabolism and Survival
In this unit you will:

- investigate the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival
- look at key areas of metabolisms as essential for life, maintaining metabolism, and metabolism in microorganisms
- investigate how cellular respiration is fundamental to metabolism and by examining the stages of respiration
- consider the adaptations for the maintenance of metabolism for survival for whole organisms
- examine the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

Subject: **Biology**

Higher

Biology: Sustainability and Interdependence (6 SCQF credit points)
In this unit you will:

- investigate how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants
- cover key areas of the science of food production, interrelationships and dependant, and biodiversity
- look at the importance of plant productivity and the manipulation of genetic diversity to maintain food security
- look at interrelationship and dependency, through symbiosis and social behaviour
- attempt to measure, catalogue, understand and address the human impact, including mass extinction, by studying biodiversity.

Course Assessment The course assessment currently has two components:

- an exam consisting of two papers (120 marks)
- an assignment (20 marks).

The question paper will assess scientific enquiry skills, analytical thinking skills and the impact of applications on society and the environment.

For the assignment you will be required to complete a practical investigation and research, investigate and communicate your findings.

Both the question paper and assignment will be set and externally marked by SQA.

Assessment
Your work will be assessed by your teacher on an ongoing basis throughout the course. Each unit will have an exam.

The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

Progression

If you complete the course successfully it may lead to:

- Advanced Higher Biology
- other qualifications in Biology or related areas.

Further study, training or employment in:

- Animals Land and Environment
- Hairdressing and Beauty
- Health and Medicine
- Manufacturing Industries
- Science and Mathematics
- Social, Caring and Advisory Services
- Sports and Leisure

Subject: **Biology**

Advanced Higher

Preferred Entry Requirements

This is at the discretion of the school but you would normally be expected to have achieved one of the following:

- Higher Biology course at grade A or B
- All prospective Advanced Higher must express their interest and discuss their options with Mr Phillips prior to opting.

The Course

The Advanced Higher Biology Course covers key aspects of life science at the cellular level and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the course develops a sound theoretical understanding and practical experience of experimental investigative work.

Unit 1 – Cells and Proteins

Unit 1 provides candidates with the opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell.

Key areas:

Laboratory techniques for Biologists

- Health and safety
- Separation techniques
- Aseptic Techniques, Cell Culture & Microscopy
- Detecting Proteins using antibodies
- Dilution & Colorimetry

Protein's

- Cytoskeleton, Cell Cycle & Apoptosis
- Photoreceptors
- Channel & Transporter Proteins
- Nerve Impulse Transmission
- Hydrophobic and Hydrophilic Signalling
- The Proteome
- Protein Structure & Synthesis using intracellular membranes
- Phosphorylation

Unit 2 – Organisms and evolution

Unit 2 explores how sexual reproduction and parasitism are major drivers of evolution as well as Field Techniques for studying organisms.

Subject: **Biology**

Advanced Higher

Key areas:

Organisms and Evolution

- Evolution
- Asexual and Sexual reproduction
- Genetic and Environmental Sex Determination
- Meiosis
- Reproductive behaviours and mating systems in animals
- Parental Investment
- Parasitism & the Immune system

Field techniques for Biologists

- Health & Safety
- Sampling wild organisms
- Identification and taxonomy
- Monitoring
- Animal Behaviour

Unit 3 – Investigative Biology

This unit provides a deeper understanding of laboratory and fieldwork techniques, and assistance in carrying out a biological investigation.

Key areas:

- Pilot studies
- Independent, Dependent and Confounding variables
- Types of Controls
- In Vivo/In Vitro Studies & Scientific Ethics
- Representative Sampling and Types of Sampling
- Reliability, Error Bars & Correlations
- Types of Data & Graphical Display
- Scientific Method
- Scientific Literature

Assessment in Course – The course is assessed by an external examination, set and marked by the SQA and a project assignment.

Exam Paper:

The question paper has 100 marks. This is scaled by SQA to represent 75% of the overall marks for the course assessment. Marks are distributed proportionally across the course content. The question paper has two sections. Section 1 contains multiple-choice questions and has 20 marks. Section 2 contains structured and extended-response questions and has 80 marks. The majority of the marks are awarded for demonstrating and applying knowledge and understanding. The other marks are awarded for applying the skills of scientific inquiry, scientific analytical thinking and problem solving.

Project :

The project has 30 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment. The project allows candidates to carry out an in-depth investigation of a biology topic and produce a project report. Candidates are required to individually plan and carry out a biology investigation.

SCIENCES

Subject: **Chemistry**

National 4

The Course is practical and experiential, developing skills in a chemical context. Through a variety of real-life contexts, learners will acquire and apply knowledge and understanding of chemical concepts, and develop this through an application-led approach, including practical activities.

By completing this Course, learners will develop important and relevant skills, attitudes and attributes related to chemistry, including: developing scientific and analytical thinking skills in a chemistry context; developing an understanding of chemistry's role in scientific issues; acquiring and applying knowledge and understanding of chemistry concepts; developing understanding of how chemical products are formed; and developing understanding of relevant applications of chemistry in society.

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

The Course has four Units:

Chemical Changes and Structure: Rates of reaction; periodic table; elements and compounds; acids and bases.

Nature's Chemistry:
Fuels; Hydrocarbons; everyday consumer products and plants to products

Chemistry in Society
Metals and alloys; materials; fertilisers; nuclear chemistry; chemical analysis

Added Value Unit:
Learners will use a variety of approaches and consider applications of chemistry and the impact on society/the environment. They will communicate information related to their method used or their record of process and findings, which will allow demonstration of scientific literacy skills.

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

Subject: **Chemistry**

National 5

Course structure
The Course develops skills in a chemistry context. Learners will gain an understanding of chemistry, and develop this through a variety of approaches, including practical activities.
Pupils will be required to further develop and transfer skills from National 5 Literacy and Numeracy to be successful in this course.

Chemistry is the study of matter at the level of atoms, molecules, ions and compounds. These substances are the building blocks of life and all of the materials that surround us. Chemists play a vital role in the production of everyday commodities. Chemistry research and development is essential for the introduction of new products. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health, textile or manufacturing industries.
An experimental and investigative approach is used to develop knowledge and understanding of chemical concepts.

The course content includes the following areas of chemistry:

Chemical changes and structure
Rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

Nature's chemistry
Homologous series; everyday consumer products; energy from fuels.

Chemistry in society
Metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

Recommended entry

S3 Chemistry Course and studying Nat 4/5 Maths/Application of Maths

SQA assessment
A final exam of a question paper worth 100 marks. This takes 2.5 hours. An assignment which is worth 20 marks. This requires around 8 hours of work of which a maximum of 1 1/2 hours is allowed for the report stage under exam conditions. This is sent away to be marked externally by the SQA. In class assessment: Pupils will be assessed on each unit with end of unit written assessments which will measure their progress throughout the course.

Subject: **Chemistry**

Higher

The course develops candidates' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course.

Candidates develop an appreciation of the impact of chemistry on their everyday lives by applying their knowledge and understanding of chemical concepts in practical situations. The course provides opportunities for candidates to think analytically, creatively and independently, and to make reasoned evaluations. It allows flexibility and personalisation by offering candidates the choice of topic for their assignment.

Candidates gain an understanding of chemical bonding and intermolecular forces that allows them to predict the physical properties of materials. They apply a knowledge of functional groups and organic reaction types to solve problems in a range of diverse contexts.

Candidates also learn important chemical concepts used to take a chemical process from the researcher's bench through to industrial production. The concept of the mole allows the quantities of reagents required to be calculated, and the quantity of products predicted. By studying energy, rates and equilibria, candidates can suggest how reaction conditions can be chosen to maximise the profitability of an industrial process. Candidates learn about industrial analytical chemistry techniques, such as volumetric analysis and chromatography.

Candidates develop a range of skills that are valued in the workplace, providing a secure foundation for the study of chemistry in further and higher education. The course also provides a knowledge base that is useful in the study of other sciences.

Recommended entry

National 5 Chemistry Course and studying Nat 5 Maths/Application of Maths

Course structure
The course is divided into four units as described below:

Subject: **Chemistry**

Chemical changes and structure

- periodicity
- structure and bonding
- oxidising and reducing agents

Nature's chemistry

- systematic carbon chemistry
- alcohols
- carboxylic acids
- esters
- fats and oils
- soaps
- detergents and emulsions
- proteins
- oxidation of food
- fragrances
- skin care

Chemistry in society

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

Researching chemistry

- common chemical apparatus
- general practical techniques
- reporting experimental work

SQA assessment

A final exam of a question paper worth 120 marks. This is spilt into 2 papers. Paper one is multiple choice worth 25 marks and paper 2 is short answer questions worth 95 marks.
An assignment which is worth 20 marks (scaled to 30). This requires around 8 hours of work of which a maximum of 2 hours is allowed for the report stage under exam conditions.
This is sent away to be marked externally by the SQA. In class assessment: Pupils will be assessed on each unit with end of unit written assessments, which will measure their progress throughout the course.

Subject: **Chemistry**

Advanced Higher

Entry Requirements

Higher Chemistry course and studying Higher Maths/Application of Maths

Outline of Course Content

The course is made up of one 20-hour unit, two 40 hour units and a 20-hour Chemical Investigation. In addition, there are 40 hours of flexible time.

Electronic Structure and the Periodic Table (2 hours)
In this unit you will develop knowledge and understanding, problem solving skills and practical abilities in the context of:

- Electronic structure
- Chemical bonding
- Some Chemistry of the Periodic Table.

Principles of Chemical Reactions (40 hours)
In this unit you will develop knowledge and understanding, problem solving skills and practical abilities in the context of:

- Stoichiometry
- Chemical equilibrium
- Thermochemistry
- Reaction feasibility
- Electrochemistry
- Kinetics.

Organic Chemistry (40 hours)
In this unit you will develop knowledge and understanding, problem solving skills and practical abilities in the context of:

- Permeating aspects of organic chemistry
- Systematic organic chemistry
- Stereoisomerism
- Structural analysis
- Medicines.

Chemical Investigation (20 hours)
In this unit you will develop your investigative, problem solving, numeracy and communication skills by carrying out a short chemical investigation.

SQA assessment

The course is assessed by an external examination, set and marked by the SQA. A report on the chemical investigation is also externally assessed and contributes towards the final grade.

SCIENCES

Subject: **Physics**

National 4

The Course will foster skills in scientific thinking, set in context and developed through application-led learning.

Learners will acquire knowledge of concepts in physics relevant to this level of Course, and be able to apply their understanding to practical situations. They will develop skills in making informed decisions, and be prepared to make reasoned evaluations on environmental and scientific issues. They will develop investigative and experimental skills in a physics context.

By completing this Course, learners will develop important and relevant skills, attitudes and attributes related to physics, including: scientific and analytical thinking in a physics context; an understanding of the role of physics in scientific issues; the ability to apply knowledge and understanding of concepts in physics; and an understanding of relevant applications of physics in society.

Learners will also gain valuable transferable skills for learning, life and work, including those of literacy and numeracy.

The Course has four Units:

Space
This Unit will explore concepts, appropriate to this level, relevant to study of the solar system and its exploration, while developing skills in investigation, experiment and analysis. It will focus mainly on relationships involving forces.

Technology: This Unit will explore concepts, appropriate to this level, that are relevant to electrical and mechanical equipment in use in society, while developing skills in investigation, experiment and analysis. It will focus on the use of electromagnetic waves and sound waves in medicine and communications, and on kinematics. Additionally, it delves into radioactivity and the effects and harms of said elements.

Energy: This Unit will explore the sources and uses of heat energy and electrical energy in our society, while developing skills in investigation, experiment and analysis. It will focus on basic concepts in heat and electricity, and introduce some electronic systems and components.

Added Value Unit: This Unit will allow learners to draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Subject: Physics

National 5

The Course develops skills in a physics context. Learners will gain an understanding of physics, and develop this through a variety of approaches, including practical activities.

Pupils will be required to further develop and transfer skills from National 5 Literacy and Numeracy to be successful in this course.

Candidates gain an understanding of physics and develop this through a variety of approaches, including practical activities, investigations and problem solving. Candidates research topics, apply scientific skills and communicate information related to their findings, which develops skills of scientific literacy.

The course content includes the following areas of physics:

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

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

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

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

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

Radiation
In this area, the topic covered is nuclear radiation and nuclear power.

The course will be assessed by means of an external examination and coursework. An assignment worth 20% of the final award is required to be completed based on practical work and additional research. This has to be assessed and submitted to SQA by March.

Subject: **Physics**

Higher

The course encourages independent learning and allows learners to make connections between science and the world in which they live, learn and work. Learners will develop transferable skills and be better prepared for future study and/or employment. Due to the interdisciplinary nature of the sciences, learners will benefit from studying Physics along with Mathematics and Chemistry/Biology/Engineering Science, as this will provide a strong base for further study or employment.

Physics: Our Dynamic Universe (Higher)
The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of our dynamic universe. Learners will apply these skills when considering the applications of our dynamic universe 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.

The Unit covers the key areas of kinematics, dynamics, collisions, special relativity and space-time. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Physics: Particles and Waves (Higher)
The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of particles and waves. Learners will apply these skills when considering the applications of particles and waves 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.

The Unit covers the key areas of particles and waves: charged particles, wave-particle duality, nuclear physics and light. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Physics: Electricity (Higher)
The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity. Learners will apply these skills when considering the applications of electricity 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.

The Unit covers the key areas of electricity, and electrical storage and transfer. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

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

Progression
This Course or its Units may provide progression to:

- Advanced Higher Physics
- other qualifications in Physics or related areas

Subject: **Physics**

Advanced Higher

Physics: Rotational Motion and Astrophysics **(Advanced Higher)**
This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

Physics: Quanta and Waves **(Advanced Higher)**
This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

Physics: Electromagnetism **(Advanced Higher)**
This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

Investigating Physics **(Advanced Higher)**
In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

Conditions of award
To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

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

Progression
This Course or its Units may provide progression to:

- an HND/degree in a physics-based course or a related area
- a career in a physics-based discipline or a related area.

Laboratory Science – Level 5

This Course is recommended for anyone who has an interest in learning more about a wide range of practical, experiment techniques and skills used in a wide range of Biology, Chemistry, Physics or Science experiments. The Lab' Science Skills Course would be very beneficial to anyone who would possibly like to have the option of working in a Lab', in what would be a very wide range of jobs.

COURSE CONTENT

This is a very 'hands-on', practical Course, which is split up into 4 Units, as outlined below:

Working in a Lab – in this Unit you will learn about basic Lab' skills, including:

- handling and using chemicals
- preparing chemical solutions
- calculating and presenting results of your work
- maintaining health & safety when working in a Lab'
- following correct safety and security procedures
- doing Risk Assessments for practical Science work
- improving numeracy and communication skills

Practical Skills – in this Unit you will learn to develop the skills most commonly used in Lab's, including how to:

- work safely with potentially hazardous materials, such as micro-organisms
- measure radioactivity
- do calculations and present results of your work,
- improve your ability and skills in using Lab' equipment
- perform a titration
- perform a chromatography
- perform a distillation

Practical Investigation – in this Unit you will develop the skills needed to do an Investigation that involves some practical, experimental work, including:

- produce a plan, including some practical experimental procedures, to investigate a Scientific topic
- devise methods that include practical, experimental procedures, to test the Aim of your Investigation
- carry out the practical, experimental work of your investigation, correctly and safely
- produce a, brief, Scientific Report, with your conclusion and evaluation of your Investigation

Careers using Lab' Science Skills – in this Unit you will:

- learn about the wide range of jobs, industries and services that use Scientific knowledge and Lab' skills
- learn how Science Lab' skills are actually used in different jobs and industries
- investigate a range of career opportunities that use Lab' Science skills
- investigate the skills, qualifications and experience needed for a job of
- your own personal interest / choice, in the field of Lab' Science
- produce your own Curriculum Vitae (CV) for a specific job in a Lab' Science setting,

as a way to help you get prepared for employment or training or further education

- think about and evaluate your own employability skills and talents as you work through this Unit

ASSESSMENT

There is no final, external SQA Exam for this Course.

To gain an overall Award for this Course, students need to pass each of the 4 Units, and those are all assessed internally within the Science Department in the school. Students Pass the Units by successfully completing a combination of some practical activities, as outlined above, along with some written responses (e.g. a Report and a CV)

The Course Award is not graded; it is assessed on a Pass / Fail basis. The internal assessments are verified by SQA.

HOMEWORK

Due to the nature of the Course, there is not so much requirement for frequent, 'problem solving' Homework exercises to be completed. However, there will be a need for students to do some research tasks as well as some analysing of their experimental results of the wide range of practical work they will be doing. There is also a requirement for a Report and a CV to be written as part of their assessment. The Science teachers are often available at lunchtimes and/or at the end of the day to give students help with their Homework.

TRANSFERABLE SKILLS

There are many very useful and valuable transferable skills gained by studying N5 Lab' Science, including: the SQA recognised Employability Skills listed above.

PROGRESSION

There is very good progression from this Course on to other applied science courses, or to N5 Biology, Chemistry or Physics. It also provides excellent preparation for employment, or further training.

Subject: **Horticulture**

Horticulture Course: National Progression Award Level 4

Course Outline

The National Progression Award Level 4 consists of the following 3 units

- Allotment Gardening

- Plant Propagation

- Soft Landscaping

There is a combination of theory and practical work throughout the course.

Course Assessment

There is no end-of-year exam for this course. All assessments of practical work and knowledge will be undertaken within class time.To achieve the award of the NPA Level 4 in Horticulture, learners must achieve all the required units, assessed on a pass/fail basis.

Self-Study Expectations

All portfolio work needs to be completed before the end of the course (in May 2027). If this is not

completed in the allocated class time, then learners will need to work on this at home.

Assessment Deadlines

· Students will be assessed in class at the end of the Soft Landscaping and Use of Hand Tools

in Horticulture units. These are open-book assessments.

Progression Opportunities

Students could progress to N5 Environmental Science after successful completion of the NPA in Horticulture.

Subject: **Environmental Science**

National 4/5 Environmental Science

Course Overview

The purpose of the Environmental Science course is to develop learners' interest and enthusiasm for the subject by tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats. It involves using investigative and experimental skills to develop an understanding of scientific principles, economic influences and political action. Environmental Science takes a problem-solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

Earth resources

In this unit we cover a range of non-renewable and renewable energy sources and issues arising from their use, as well as impacts of increasing global population on energy supplies.

Living Environments

In this unit pupils start to learn about connectivity of our natural world. We start by exploring how energy flows through food webs (and so does the pollution) and how disruption to these can have a devastating impact. Pupils then move on to learn how different biotic and abiotic factors can affect distribution of living organisms.

Sustainability

This unit covers impacts of increasing global population on water, waste and food supplies as well as sustainable approaches to managing these resources. We cover Climate crisis in detail, from the causes to solutions. This culminates in pupils putting on their own climate conference and take on the role of different countries around the world.

Human impact on biodiversity

This unit builds on previous knowledge gained in S3 with a focus on human activities which have a positive and/or negative effect on ecosystems, with a focus on species reduction or increase, extinction and loss of biodiversity.

Geosphere

This unit focuses on relation between rocks, minerals and ores, the role of limestone as a carbon sink as well as examining mining practices.

Assessment

Evidence of progress and achievement will come from a variety of sources including:

- Observing day-to-day learning within the classroom and outside (fieldwork)
- Coursework, including progress tests
- Learning conversations
- Homestudy
- Outcome assessments and prelim

Subject: **Environmental Science**

Higher Environmental Science

Environmental science is an interdisciplinary subject which draws from the sciences and social sciences. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources, and changes in wildlife habitats. These issues require an understanding of scientific principles, economic influences, and political action.

Course Content

Living Environment: You learn about the distribution of organisms in contrasting ecosystems and develop the skills that are required to collect, analyse and apply environmental data in a scientifically robust way. The key areas covered are: Investigating ecosystems and biodiversity; Interdependence; Human influences on biodiversity.

Earth's Resources: The human population exploits many of the diverse resources distributed throughout the Earth. You will learn about the processes involved in the formation of some of these resources and the way in which we extract and utilise them. The key areas covered are: Earth's systems and their interactions; Geosphere; Hydrosphere; Biosphere; Atmosphere.

Sustainability: The human population has already passed the 7 billion point and is having an increasing impact on our Earth. You will explore the concept and role of sustainable development in meeting the needs of the present without comprising the needs of future generations. The key areas covered are: Introduction to sustainability; Food; Water; Energy; Waste Management.

Assessment

Assessment will be a part of the Learning process. There will be end of topic tests, practical assessments and other opportunities for pupils to demonstrate their problem-solving skills and knowledge and understanding.

Course assessment

- Assignment 20%

7-8 hours research, 2 hours written report

- Question Papers 80%

3 hours 15 minutes (45 mins and 2 hours 30 mins)

Entry is at the discretion of the Principal Teacher Faculty, Science. However, as a guide:

- a pass at National 5 or Higher in Chemistry, Biology, Geography

It is also recommended that pupils have achieved or are working towards National 5 in Maths and English

Subject: **Science**

National 4 Science

National 4 Science is made up of the following units:

Fragile Earth

In this Unit, learners will cover the following two topics:

Energy
Metals

They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local, national, or global solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues and be able to personalise their research through choosing which variables they are going to research.

Human Health

In this Unit, learners develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

Applications of Science

In this Unit, learners explore science's contribution to communication technologies and the impact that these have had on the environment/society. Learners research the production and use of new materials. They cover how science helps the understanding of risk and how it can be reduced in modern life.

Assessment

To achieve the National 4 Science Course, learners must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded.

Progression

A pass at National 4 Science would lead to sitting a National 5 in any of chemistry, physics, biology or Environmental Science.

SOCIAL STUDIES

Subject: **N4/5 Geography**

Purpose and aims of the course
Geography opens up for learners the physical environment around them, and the ways in which people interact with this environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes.

This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

The main aims of Geography are to enable learners to:

- *appreciate the ways in which people and the environment interact*
- *develop an understanding of the changing world*
- *develop an interest in, and concern for, the environment*

Geography helps create informed and active citizens and helps learners develop a greater understanding of the world around them. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life such as teamwork and problem solving.

This course has three units.

Physical Environments: Learners will cover-
Factors affecting our weather and weather systems
The characteristics, formation and land uses found in River and limestone landscapes.

Human Environments: Learners will cover-
An investigation into global population.
Agricultural change in developing and developed countries
An in depth comparison between housing and transport in Glasgow and Mumbai.

Geography: Global Issues: Learners will cover-
The causes, growth and effects of tourism.
Global health, to include cholera, AIDS and Heart disease.

Levels and assessment

The National 4

Added Value Unit: in this Unit, learners will choose an issue for personal study drawn from physical environments, human environments or global issues contexts. They will research their issue and communicate their findings. Through this unit pupils will further develop and apply the knowledge, understanding and skills acquired in the other three Units of the Course.

To achieve the Geography (National 4) Course, learners must pass the Physical Environment, Human Environment and the Global Issues Units, along with the Added Value Unit.

National 4 Courses are not graded – awards are based on pass/ fail in each of the units.

The National 5

To achieve the Geography (National 5) qualification the learner studies the units Physical Environment, Human Environment and Global Issues. They will also undertake a Coursework assignment, which will be externally marked by the SQA and is worth 20% of their final grade.

The National 5 course is graded (A-D) and pupils will sit an external exam from the SQA.

Higher

To achieve the Higher Geography qualification the learner studies the Physical Environment, Human Environment, Global Issues units and will deepen their understanding of geographical skills throughout the course. They will also undertake a Coursework assignment, which will be externally marked by the SQA and is worth 30% of their final grade.

The Higher course is graded (A-D) and pupils will sit an external exam from the SQA.

Progression

Having achieved a qualification in Geography pupils may progress to further SQA qualifications. Geography qualifications are widely recognised as entry qualifications to employment, training, and further education. Geography is a unique subject which bridges the gap between the physical and human environments – transferable skills are developed which are highly desirable to employers – date handling, communication, and interpretation.

Subject: **Geography**

Higher

Aims of the Course: Higher Geography
The Higher course involves the study of three main areas. These are 'Physical Geography', where pupils will learn in more detail about the natural world including river landscapes and the atmosphere. 'Human Geography' investigates the influence of people on the world through studies such as the effects of continued population growth and urbanisation. ‘Global Issues’ analyses the ways in which people and the landscape influence one another through the study of 'Climate Change' and 'Development and Health'.

Course Outline:

Physical Environments:

Atmosphere- The global heat balance – how energy is redistributed via atmospheric and oceanic circulation.
Lithosphere- Formation of glacial and coastal landscapes.
Hydrosphere- Water movement within a drainage basin and the formation of river landscapes.
Biosphere- Development and characteristics of podzol, brown forest and tundra gley soils.

Human Environments:

Population- The growth or human population and the consequences of population structures.
Urban- The comparison of cities in the developed and developing world – in relation to transport and housing.
Rural Land degradation- The cause and impact of degraded land in semi-arid areas and UK National Parks.

Global Issues:

Climate Change- Causes, impacts and management of global climate change.
Development and health- Factors affecting development, Barriers to development, case study of Malaria and Primary Health Care.

Assessment:
The exam will assess a number of Geographical skills including map interpretation. For the assignment pupils will identify a Geographical issue that they can research and obtain data on. They will produce their findings in an assignment worth 33% of the final grade. This is externally marked by the SQA.

Subject: **History**

Subject: History National 4/5

Purpose and aims of the course

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World. History provides learners with both a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries.

The main aims of this Course are to:

- develop learners' ability to think independently
- enable learners to acquire knowledge and understanding of historical themes
- develop learners' skills of explaining historical developments and events, evaluating
- historical sources and drawing conclusions
- develop learners' imagination and empathy with people living in other periods
- encourage learners to debate issues and, on the basis of evidence, form views and respect those of others
- foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest

By undertaking this Course, learners will develop a wide range of important and transferable skills, including researching, understanding and using a range of straightforward information/evidence on historical issues; communicating, by a variety of means, balanced conclusions based on evidence; evaluating a range of straightforward sources of information; and structuring information about important historical themes and events.

This Course has three Units:

Historical Study: Scottish. In this Unit, learners will develop techniques to use, interpret and evaluate a range of primary and secondary sources in ways which take into account their usefulness and purpose. Important themes of Scottish history will be studied. The unit studied is Migration and Empire which looks at the impact and influence of 'newcomers' on Scottish Society over the last two centuries and the Impact and influence of Scots in the wider British Empire.

Historical Study: British. In this Unit, learners will develop techniques to, explain and present information, drawing conclusions, and generalising where appropriate, about important historical themes and events. Important themes of British history will be studied. The unit under study is The Making of Modern Britain from the poor laws and laissez faire approach to the cradle to the grave welfare state.

Historical Study: European and World. In this Unit, learners will develop techniques to compare differing historical viewpoints taking into account their content and context. Important themes of European and World history will be studied. The unit studied is Free at Last? Race Relations in the USA.

Subject: **History**

National 4
Added Value Unit: In this Unit, learners will exercise choice in selecting a topic and context for personal study drawn from Scottish, British or European and world contexts. They will research their chosen topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of historical knowledge and skills as they draw on and apply the knowledge and skills acquired in the other Units of the Course.

Assessment
To achieve the History (National 4) Course pupils must pass the Scottish, British and the European and World Units as well as the Added value unit.

National 4 Courses are assessed against a set of national outcomes and assessment standards that relate to students' knowledge and understanding as well as key skills and working with source material.

National 5
To achieve the History (National 5) Course pupils study the Scottish, British and the European and World Units. The also undertake an external Course assessment in class (the assignment) under SQA exam conditions and marked by the SQA.

Progression: Having achieved a qualification in History pupils may progress to further SQA qualifications in Social Subjects.

Higher

Aims of the Course: Higher History
The aim of the course is to provide breadth and depth of knowledge and to open up the world of the past. The course will provide insight into learners own lives and into the society and wider world in which they live. By examining the past pupils will gain a better understanding of their own communities, country and wider world they live in. Through understanding the concept of continuity, they can better appreciate change and its significance, in their own times and in the past. Pupils will study three units which will cover Scottish, British, European and World contexts in Later Modern History.

Course Outline:

The three units studied are:

Historical Study: Scottish, The Impact of the Great War 1914 – 28.
A study of conflict and its political, social, economic and cultural effects illustrating the themes of conflict, change and identity.

Historical Study: British, Britain 1851 – 1951
A study of the development of the United Kingdom into Modern Democracy and the development of the role of the state in the Welfare of its citizens, illustrating the themes of authority, ideology and rights.

Historical Study: European and World, USA 1918 – 1968
A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

Assessment:
The course assessment consists of the final exam and an assignment. The exam will assess a number of historical skills including knowledge and using historical sources. For the assignment pupils will identify a historical issue that invites debate and argument. They will research this issue using a range of sources in order to produce an extended essay. This component of the assessment is externally marked by the SQA.

Subject: **Modern Studies**

Modern Studies at National 4/5 and Higher levels helps pupils to develop their knowledge and understanding the most important issues troubling the wider world today. It is more than just 'current affairs' rather it draws on key aspects of sociology, politics, social policy and international studies. It designed to help pupils develop research skills, evaluation, analysis and taking a broad view to help them make up their own mind about the world's issues from an informed position. As a crucial part of this Modern Studies pupils examine the world in depth from a political and social and economic perspective. Pupils will be encouraged to develop their own interests and to look at issues from different points of view. Pupils will be encouraged to think, contribute and show respect and tolerance. Pupils will use a variety of different sources, the most up to date textbooks presentations and technology and will develop their research/presentational skills. Modern Studies opens up many opportunities for our students. It is a highly respected and valued subject in both further and higher education and is excellent preparation for a wide variety of occupations from teaching and social work to the law and journalism. It is also a favourite of our politicians and is a public life and politics.

Pupils will be challenged in their learning and will enjoy their studies in a vibrant Faculty. In addition it is intended that senior Modern Studies pupils will get the opportunity to hear guest speaks and to participate in educational events and trips (e.g. to Scottish Parliament and London).

National 4/5

Following from work at S3 in we start to develop our work around key themes. Students will be further introduced to the workings of government in Scotland and the UK. They will begin by further developing their understanding of democracy through a brief study of its emergence in classical times to the present day. This will lead on to an in-depth study of the democratic institutions of Government at local, Scottish and UK level and their functions as well as how we participation in the democratic process as citizens. We will also study decision-making and the groups that are able to shape and influence this from traditional and new Media institutions to pressure groups and trade unions.

In the second unit students will be exploring like experience in the UK through the prism of social inequalities. They will learn about the existence and persistence of aspects of inequalities like poverty and gender and explore the causes and impacts for individuals and communities and the influence and success of various ways that inequality has been addressed. In this unit the workings of our democracy in terms of what can 'right' and 'wrong' are made clear and this helps out students make links across the whole course.

Students will explore a world issue too where they are able to examine causes, consequences and impact of a global problem. They will also explore how this has been addressed through international collaboration and assess the success of these efforts.

Overall National 4/5 Modern Studies is a holistic relatively in-depth study of our world today at local, national and international level. It builds on the work of years S1-3 allowing for a familiarity with some topics with an opportunity to take their knowledge further.

Subject: **Modern Studies**

Higher

Purpose and aims

The course uses a multidisciplinary approach to develop pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Pupils develop the skills to interpret and participate in the social and political processes they will encounter in their lives.

In particular pupils develop:

♦ a range of research and information-handling skills including: evaluating information/ evidence in order to support and oppose a view; making decisions and drawing conclusions; constructing detailed arguments; communicating views, opinions, decisions and conclusions based on evidence

- detailed understanding of the democratic process
- detailed understanding of social and economic issues at local, Scottish, national and international levels
- ways of addressing needs and inequalities
- an understanding of different views about the extent of state involvement in society
- an understanding of the nature and processes of conflict resolution
- an understanding of human and legal rights and responsibilities and their application in different societies.

Who is this course for?

This course is particularly suitable for pupils who have achieved at National 5 in Modern Studies and in History but it is appropriate for a wide range of learners, from those who wish to achieve a greater understanding of contemporary society and their place in it to those who want to successfully engage in current debates. It is especially suited to pupils hoping to develop their knowledge of opportunities for participation in processes of social transformation and to those wishing to progress to more specialised training, further education or employment.

This Course has three Units:

1.Democracy in Scotland and the UK: Pupils study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK. In particular pupils consider:

- possible alternatives for the governance of Scotland
- implications of the UK's decision to leave the European Union (EU)
- effectiveness of parliamentary representatives in holding government to account
- strengths and weaknesses of different electoral systems used in elections within the UK
- factors which influence voting behaviour including class, age and media
- ways in which citizens can influence government decision-making, including pressure groups

Subject: **Modern Studies**

Higher

2. Social Issues: Here the focus is on Social Inequalities across the UK. Pupils will consider and analyse the causes of inequalities, their impact on different groups in the UK and efforts to mitigate their worst effects by Government as well as evaluating their success. Pupil will examine a variety of up to date evidence to allow them to draw conclusions and make effective judgements.

3. International Issues: The focus of this unit will be the increasingly important Global Issue of Terrorism. Pupils will explore how the issue which extends beyond the boundaries of any single country has an impact which may be regional or global and impacts on different groups. Pupils will look specifically at:

- social, economic and political factors which have caused terrorism
- effects of terrorism on individuals, families and communities
- effects of terrorism on the governments involved and the wider international community
- effectiveness of individual countries in tackling the issue
- effectiveness of international organisations in tackling the issue

Pupils also gain the invaluable opportunity to develop their research and analytical skills and to apply these to the understanding of a variety of evidence. They will also get the opportunity to showcase these and their knowledge and understanding in a Research Assignment. This is worked on independently and pupils produce a report of their findings in class under SQA exam conditions.

Overall the experience of and success in Modern Studies leaves pupils very well prepared for the challenges presented by the next stage of their lives and ensures they approach this transition as well informed young people who are passionate about the world around them and well equipped to make a positive difference.

OTHER QUALIFICATIONS

Subject: **Beauty Skills**

Skills for Work: Beauty (SCQF level 4)

Skills for work Beauty is a vocational course which is aimed at any one looking to develop a career within a beauty salon or industry. The course focuses on gaining skills and practical experience in a salon environment.

Specific skills are developed in cleansing, toning, moisturising, basic face massage, masque application and removal, skin warming, exfoliation, nail shaping, cuticle care, hand massage, nail painting and basic make-up application techniques. Current make-up trends are identified from a variety of sources, with candidates having the opportunity to experiment to produce a 'look' which reflects these trends.