

# Senior Phase Choice of Course



**Session 2024-25**

*Learning  
together*



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## **Senior Phase Subject Choice: (S4-6)**

Pupils in the Senior Phase (S4-6) have 3 years of schooling to build up a portfolio of qualifications to take into Further/Higher education or into the world of work. Pupils will study courses which lead to National Qualifications in the Senior Phase.

At this stage in their education, pupils have to begin to reflect on the direction they hope to take in the future and choose the subjects which will allow them to fulfil their career aspirations.

Before making any final decisions, pupils should consider the following questions:

### **Strengths**

- Where do your skills / talents lie?
- What courses do you enjoy and are good at?

### **Career Plans**

- Do you have a clear idea of what you wish to do once you have left school?
- If so, do you know what specific qualifications you will need?
- Do you have to get all your qualifications in one sitting?
- If you wish to keep your options open at the moment, which combination of subjects do you think might be most helpful?

It is important that pupils think carefully about their subject choices at this point in their school life, and that they make informed choices. A bit of research now is vital!

- Principal Teachers and subject teachers can give advice on the demands of each course.
- School reports will give recommendations about courses pupils could cope with.
- Guidance Teachers can help pupils reflect on their strengths.
- The Careers Adviser, from Skills Development Scotland can help with advice about the qualifications needed for courses or for employment.
- University and College Prospectuses/websites also give information about the qualifications required for courses.
- My World of Work - <https://www.myworldofwork.co.uk/subjectchoices> has a useful subject choice toolkit to support subject choice.
- PlanitPlus - <https://www.planitplus.net/Schools/OptionsS3/> - gives very clear guidance on what subjects link with different careers and gives detailed advice about the qualification required for entry to courses, training programmes etc.
- School website with links to course information and subject videos.

## Senior Phase Timetable

Courses in S4/5/6 will be timetabled so that classes may contain a mix of S4/5/6 pupils, this will broaden options for senior pupils.

### Pupils going into S4

A broad-based set of qualifications should be the starting point for qualifications in S4: this ensures doors are kept open to allow for further specialisation later in the Senior Phase and allows pupils to develop a repertoire of skills. Recent research suggests that nowadays people may have around 7 different jobs in their working lives – having a broad base of qualifications gives people the flexibility to change direction.

S4 pupils will follow six National Qualifications Courses: all pupils will do qualification courses in English/Literacy and Mathematics/Numeracy, but the remaining four subjects will allow pupils a measure of choice. In addition, all pupils will continue to participate in PE and PSE.

### Christmas Leavers

At the end of S4, pupils whose 16<sup>th</sup> birthday is before 1<sup>st</sup> October 2024, may leave school to go into employment or further education. The official leaving date is 31<sup>st</sup> May. The remainder must stay in full-time education until at least Christmas in 2024. They may either follow appropriate school courses and work towards gaining unit passes in some subjects or apply for exceptional entry to the College. If they are successful, they will then begin a full-time college course in August/September which can be continued once the student has reached the statutory leaving date.

Exceptional entrants to college receive free transport to NESCOL until they officially leave school at the end of December. In order to qualify for this pupils need to collect a transport form and complete this as soon as possible.

Pupils who stay on at school can continue building up a portfolio of qualifications in S5.

### Pupils going into S5

In S5, most pupils will follow 5 courses at Higher or National 4/5 plus PSE and PE. Most courses will lead to national qualifications, but there may also be the opportunity to follow interest courses which will allow pupils to develop skills and qualities which will help them develop skills for life, for learning and work. In addition, pupils will have 3 periods of Faculty Study and two periods of Wider Achievement.

It is important that pupils in S5 follow a course of study which is challenging and worthwhile. Guidance teachers will discuss with each pupil the number and level of courses that should be followed in S5. This will be based on the pupil's performance in S4 courses, and the work rate and attitude they have demonstrated in their school life so far.

### Pupils going into S6

In S6, pupils may choose to broaden their qualifications by sitting more courses at Higher or National 4/5 level or may strive to improve their qualifications by embarking on Advanced Higher courses which introduce pupils to the kind of course content they might experience at university. Learning

and Teaching approaches in Advanced Higher classes also replicate University courses: pupils are expected to work far more independently and commit to a degree of self-study. Wider Achievement options also give S6 pupils opportunities to further develop their skills

Pupils must take

- 3 Adv Highers + 1 Wider Achievement or Work Experience
- OR
- 4 courses + 1 Wider Achievement or Work Experience:

In addition, S6 pupils will have 1 period of PSE. There will also be an increasing number of opportunities for pupils to take on leadership opportunities. S6 pupils will have 2 periods of Wider Achievement. Pupils following particular career routes will have the opportunity to apply for a 1-year Foundation Apprenticeship or extended work-based learning placement.

It is important that pupils in S6 follow a course of study which is challenging and worthwhile. Guidance teachers will discuss with each pupil the number and level of courses that should be followed in S6. This will be based on the pupil's performance in S4/5 courses, and the work rate and attitude they have demonstrated in their school life so far.

### **S5/6 Wider Achievement**

Wider Achievement is an important aspect of the Curriculum for Excellence. Wider Achievement refers to learning opportunities beyond the classroom and curriculum subjects. A range of Wider Achievement courses and activities are on offer this session. All S5/6 pupils are expected to select one Wider Achievement option. Most Wider Achievement courses will lead to accreditation such as SQA Personal Development awards or NPA units (details can be found later in the booklet).

Wider Achievement activities and courses help young people to develop important skills for learning, life and work and are valuable when applying for training, college, university or jobs. Core skills developed might include leadership, planning, teamwork, problem solving, creative thinking and decision making. S6 pupils may undertake a self-found work- experience placement instead of 'Wider Achievement'

### **NESCOL School Link Courses**

North East Scotland College (NESCOL) offers a range of school link courses which are available to S4-6 pupils. Some school link courses are delivered in school in partnership with school staff, others are delivered at NESCOL Fraserburgh or Aberdeen. Please note that courses usually run for a whole day or two half days each week and this will mean losing time in some other school subjects. Where possible arrangements will be made to support pupils with catch up on work, but ultimately this will be the responsibility of the pupil.

To gain a place on a course pupils must complete an application form and interview. Pupils who secure a place also have to agree to the NESCOL Code of Conduct. Transport is provided for pupils travelling to NESCOL Fraserburgh. Pupils travelling to NESCOL Peterhead or Aberdeen are expected to use the service bus. Transport costs are met by the school.

A college course will count as one subject for an S4 pupil, and an additional subject for S5/6 pupils.

## National Qualifications

National Qualifications are designed to build on the knowledge, understanding and skills developed up to the end of S3. The majority of pupils in S4 will follow National 4 or 5 courses: a small number may be presented at National 3. Occasionally, where a pupil has particular aptitude in a subject, teachers may recommend that a pupil follow a Higher course in S4: decisions about this would only be taken after discussions between school staff, parents and the pupil concerned.

### Assessment of National Qualifications

#### National 3 and 4

National 3 and 4 courses are organised around units, all of which must be passed for a pupil to get an overall award. At National 3, units are assessed by the teacher in line with standards set down by SQA – the Scottish Qualifications Authority. If pupils pass all the units, they gain the National 3 award, which is ungraded. At National 4, units are also assessed by the teacher in line with standards set down by SQA. Each National 4 Course also has an Added Value Unit. The form of this varies according to the subject: it may require pupils to produce a portfolio, tackle an assignment which shows that they can apply their learning to a real-life problem, perform – play an instrument, act out a role, take part in a speaking activity, make something, or sit a test. This too is assessed in school. If pupils pass all the units, they gain the National 4 award, which is ungraded.

#### National 5, Higher and Advanced Higher

Most National 5, Higher and Advanced Higher course are externally assessed by the SQA through a course assignment and final exam. Courses are graded A to D.

### Progression

The table below shows the progression paths through National Qualifications:

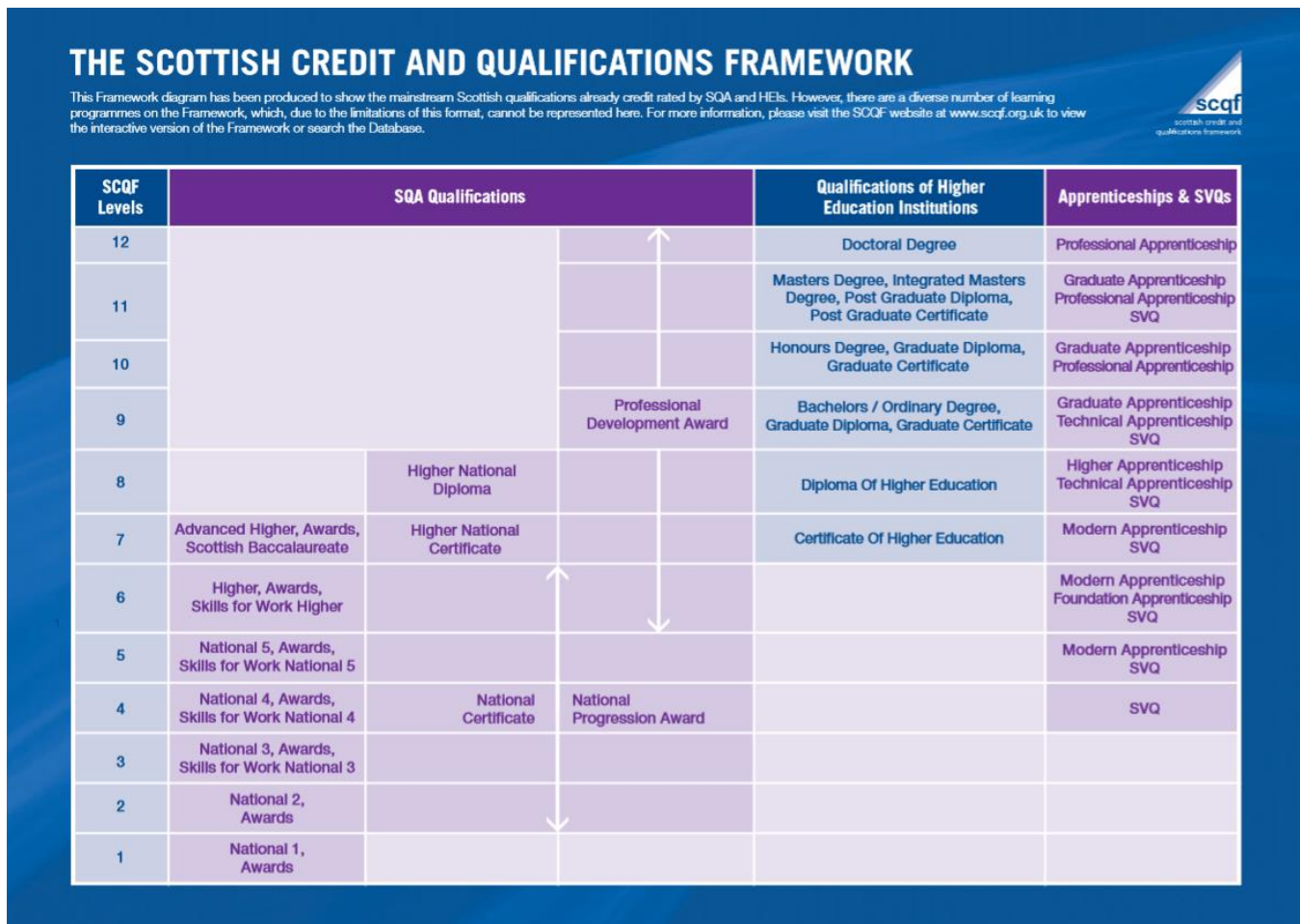
Level Achieved	Next Stage (School)	Next Stage Options
National 3 (SCQF level 3)	National 4 (SCQF level 4)	Further Education College Training or Employment
National 4 (SCQF level 4)	National 5 (SCQF level 5)	Further Education College Training or Employment
National 5 (SCQF level 5)	Higher (SCQF level 6)	Further Education College University Training or Employment
Higher (SCQF level 6)	Advanced Higher (SCQF level 7)	Further Education College University Training or Employment

The Senior Phase at Mintlaw Academy enables youngsters to progress their skill level by studying a different subject at a lower level to broaden their skillset still further e.g. an S6 pupil who completed 4 Highers in S5 may opt to take a subject at National 4 or 5 which they have not studied since S3.



## Scottish Credit and Qualifications Framework (SCQF)

The Scottish Qualifications Framework helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.



### What is the SCQF?

SCQF is a way of comparing Scottish qualifications. It covers achievements such as those from school, college, university, and many work-based qualifications. It does this by giving each qualification a level and a number of credit points. The level of a qualification shows how difficult the learning is. The credit points show how much learning is involved in achieving that qualification. Each credit point represents an average of 10 hours of learning.

### SCQF can help:

- decide how you progress in your learning
- understand qualifications you are not familiar with
- employers understand different types of qualifications and help development of employees' skills
- colleges and universities identify the level that has been studied in a particular subject and make it easier to transfer credit points between different learning programmes
- provide recognition for other areas of your learning that may contribute to your personal development and your future goals.



## Colleges and Universities use SCQF Levels

All Scottish universities and colleges use SCQF levels and credit points to describe their courses. A wide range of other learning is also recognised using SCQF levels and credits.

- <https://www.sga.org.uk/sga/71374.html>
- <https://scqf.org.uk/>

## Useful Links

For more advice on the qualifications and the things pupils should consider before finalising choices, use the following websites:

Parent Guide to the Senior Phase	<a href="https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/">https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/</a>
Nationals in a Nutshell	<a href="https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/">https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/</a>
Highers in a Nutshell	<a href="https://www.npfs.org.uk/downloads/category/revision-guides/higher/">https://www.npfs.org.uk/downloads/category/revision-guides/higher/</a>
Planit	<a href="https://www.planitplus.net/Nationals/">https://www.planitplus.net/Nationals/</a>
My World of Work	<a href="http://www.myworldofwork.co.uk">www.myworldofwork.co.uk</a>
UCAS	<a href="http://www.ucas.ac.uk">www.ucas.ac.uk</a>
Russell Group Universities	<a href="http://russellgroup.ac.uk/about/our-universities/">russellgroup.ac.uk/about/our-universities/</a>
North East Scotland College	<a href="http://www.nescol.ac.uk">www.nescol.ac.uk</a>
Students Awards Agency for Scotland	<a href="http://www.saas.gov.uk">www.saas.gov.uk</a>
Open Days	<a href="http://www.opendays.com">www.opendays.com</a>

A skills development Scotland careers adviser is available in school to offer support and guidance to pupils who may find the transition from school to work, college or university challenging. This 1-1 support can be arranged through the guidance team.

In addition to this, Skills Development Scotland, through their web based service [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) offer a wide range of comprehensive material to support individuals at all stages of their career planning. For more information log on to [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) and have a look at the relevant sections.

**Not sure what you would like to do** – Log on and try the ‘**My Career Options**’ and ‘**My Subject Choices Tool**’ section of the website. This will allow you to think about and understand more about your strengths and skills and how these can be used in a future career.

**Want to find out more about a particular career** – use the ‘**Careers A-Z**’ section to help you research different careers further.

**Thinking about College or University** – use the ‘**Course Choice**’ section to research courses available and the entry requirements. Use the ‘**Learn and Train**’ tab to find out about funding available, what graduates go on to do with their qualifications and much more.

**Considering Employment** – use the ‘**Careers A-Z**’ section to find out more about the career that you are interested in. You will also find current vacancies and job videos which will give you an insight into what it would be like to do this type of work. Key economic sectors can be explored by clicking on ‘**Choose a Career**’. If you are happy with your chosen career you can progress on to create your own CV and covering letter through the ‘**My CV**’ section. Information and advice on how to prepare for interviews is available through ‘**My Interviews**’

**Advice and Information for Parents** – Support and Advice for parents is available by clicking on the ‘**Information for me**’ section and selecting ‘**Parents and carers**’



# Creative Arts

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**Principal Teacher:  
Mrs N Robertson /  
Miss F Campbell**

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**Art & Design**  
**Level: National 4 / 5 (SCQF Level 4/5)**

**Principal Teacher: Mrs N Robertson / Miss F Campbell**

**Entry Level**

**National 4**

- Working at CfE level 3 by the end of the Broad General Education

**National 5**

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject or interest in subject

**Course Content**

**National 4**

The course has 3 units:

- Unit 1 – Expressive Activity
- Unit 2 – Design Activity
- Added Value Unit – Portfolio

**National 5**

The course has 3 key areas for study:

- Key area 1 – Expressive Activity
- Key area 2 – Design Activity
- Key area 3 – Art & Design Studies

**Assessment**

**National 4**

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

**National 5**

- The course is assessed through a Portfolio of Expressive and Design work, submitted to the SQA for external assessment and an Art & Design Studies written exam – set and assessed by the SQA. The course award is graded A to D.

**Possible Progression Routes**

- From National 4 Art & Design to National 5 Art & Design
- From National 5 Art & Design to Higher Art & Design, Higher Photography
- Further Education
- Training or employment
- Careers for which Art & Design would be beneficial include:  
Architecture, Engineering, Design - Games, Interior, Stage, Fashion, Costume, Web, Digital, Landscape, Packaging, Jewellery, Industrial, Product, Furniture, Car, Exhibition, Make-up, Body Art, Cake; Animation, Graphic, Ceramics, Film, Props, Special Effects, Lighting, Theatre, Textiles, Photography, Illustration, Sculpture, Printmaking, Hairdressing, Florist, Baker, Visual Merchandise, Curator, Teacher, Art Therapist, Community Art Worker, Art Administrator, Advertising, Museums, Galleries, Creative Industries, Festivals, Model Making, Artist and many, many more.
- [My World of Work – explore career pathways](#)

### **Entry Level**

- Current S4/5 pupils: National 5 pass in Art & Design
- In exceptional circumstances, students will be accepted onto the course without previous experience.

### **Course Content**

The course has 3 key areas for study:

- Key area 1 – Expressive Activity
- Key area 2 – Design Activity
- Key area 3 – Art & Design Studies

### **Assessment**

- The course is assessed through a Portfolio of Expressive and Design work, submitted to the SQA for external assessment and an Art & Design Studies written exam – set and assessed by the SQA. The course award is graded A to D.

### **Possible Progression Routes**

- Advanced Higher Art & Design or Higher Photography
- Further Education
- Higher Education
- Training or employment
- Careers for which Art & Design would be beneficial include:  
Architecture, Engineering, Design - Games, Interior, Stage, Fashion, Costume, Web, Digital, Landscape, Packaging, Jewellery, Industrial, Product, Furniture, Car, Exhibition, Make-up, Body Art, Cake; Animation, Graphic, Ceramics, Film, Props, Special Effects, Lighting, Theatre, Textiles, Photography, Illustration, Sculpture, Printmaking, Hairdressing, Florist, Baker, Visual Merchandise, Curator, Teacher, Art Therapist, Community Art Worker, Art Administrator, Advertising, Museums, Galleries, Creative Industries, Festivals, Model Making, Artist and many, many more.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S5 pupils: Higher pass in Art & Design or Photography (A - C grade is advised)

### Course Content

- **Expressive Studies & Enquiry**

This offers students opportunities to express their own ideas and feelings, producing drawings, paintings, prints, photography, and/or sculpture. To inform their own work, students will study the work of selected artists or photographers by researching and investigating an area of personal interest in the visual arts.

**OR**

- **Design Studies & Enquiry**

This helps students to develop practical design skills by using the design process to produce and evaluate solutions to specific design problems. To inform their own work, students will study the work of selected designers by researching and investigating an area of personal interest in the visual arts.

### Assessment

- The course is assessed through a Portfolio of work including an extended essay, submitted to the SQA for external assessment. The course award is graded A to D.

### Possible Progression Routes

- Further Education
- Higher Education
- Training or employment
- Careers for which Art & Design would be beneficial include  
Architecture, Engineering, Design - Games, Interior, Stage, Fashion, Costume, Web, Digital, Landscape, Packaging, Jewellery, Industrial, Product, Furniture, Car, Exhibition, Make-up, Body Art, Cake; Animation, Graphic, Ceramics, Film, Props, Special Effects, Lighting, Theatre, Textiles, Photography, Illustration, Sculpture, Printmaking, Hairdressing, Florist, Baker, Visual Merchandise, Curator, Teacher, Art Therapist, Community Art Worker, Art Administrator, Advertising, Museums, Galleries, Creative Industries, Festivals, Model Making, Artist and many, many more.
- [My World of Work – explore career pathways](#)

**Photography**  
**Level: Higher (SCQF Level 6)**

**Principal Teacher: Mrs N Robertson/ Miss F Campbell**

**Entry Level**

- Current S4/5 pupils: National 5 Art & Design pass (A-C recommended).
- Current S4/5 pupils: National 5 pass (A-C) in a written subject.
- Students will be accepted for the course without similar previous experience as interest in the subject area is important.

**Course Content**

The course has 3 key areas for study:

- Key area 1 – Image Making
- Key area 2 – Contextual Imagery
- Key area 3 – Photography Studies

**Assessment**

- The course is assessed through a practical Themed Project submitted to the SQA for external assessment and a written exam – set and assessed by the SQA. The course award is graded A to D.

**Possible Progression Routes**

- Advanced Higher Art & Design
- Further Education
- Higher Education
- Training or employment
- Careers for which Art & Design would be beneficial include:  
Architecture, Engineering, Design - Games, Interior, Stage, Fashion, Costume, Web, Digital, Landscape, Packaging, Jewellery, Industrial, Product, Furniture, Car, Exhibition, Make-up, Body Art, Cake; Animation, Graphic, Ceramics, Film, Props, Special Effects, Lighting, Theatre, Textiles, Photography, Illustration, Sculpture, Printmaking, Hairdressing, Florist, Baker, Visual Merchandise, Curator, Teacher, Art Therapist, Community Art Worker, Art Administrator, Advertising, Museums, Galleries, Creative Industries, Festivals, Model Making, Artist and many, many more.
- [My World of Work – explore career pathways](#)

\*Students do not require personal photography equipment to undertake this course



**Drama**  
**Level: National 4 / 5 (SCQF Level 4/5)**

**Principal Teacher: Mrs N Robertson/ Miss F Campbell**

**Entry Level**

**National 4**

- Working at CfE level 3 by the end of the Broad General Education

**National 5**

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject

**Course Content**

You will learn to generate and communicate thoughts and ideas when creating drama; learn about the social and cultural influences on drama; develop a range of skills in presenting drama; learn about a range of production skills when presenting drama and explore form, structure, genre and style.

The course covers

- Drama Skills
- Production Skills
- Performance

**Assessment**

**National 4**

- Each unit will be internally assessed. Pupils must pass all internal assessments and the final Value Added Performance unit to be awarded the course certificate.

**National 5**

- Pupils will be assessed through an external SQA written paper (40%) and a practical exam (60%).
- For the practical element pupils can chose whether they wish to act or to do a production role. The production roles that pupils can chose from include makeup and hair, costume design, lighting, set, sound and props.

**Possible Progression Routes**

- From National 4 Drama to National 5 Drama
- From National 5 Drama to Higher Drama
- From National 5 Drama to NPA Acting & Performance
- Further Education
- Training or employment
- Careers for which Drama would be beneficial include:
  - Local Government, Arts organisations, Education Institutions, National Health Service (NHS)
  - Leisure Companies, Voluntary organisations, Law, Teaching, Journalism, Youth/community worker,
  - Human resources, Events management, Marketing, Social work, Theatre, Film Industry, Arts
  - Administration, Drama Therapy, Television, Radio
- [My World of Work – explore career pathways](#)

**Drama**  
**Level: Higher (SCQF Level 6)**

**Principal Teacher: Mrs N Robertson/ Miss F Campbell**

**Entry Level**

- Current S4/5 pupils: National 5 pass at A/B is advised.

**Course Content**

Higher drama will enable you to:

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

**Assessment**

- Pupils will be assessed through an external SQA written paper (40%) and a practical exam (60%).
- For the practical element pupils can chose whether they wish to act or to do a production role. The production roles that pupils can chose from include makeup and hair, costume design, lighting, set, sound and props.

**Possible Progression Routes**

- Advanced Higher Drama
- Further Education
- Higher Education
- Training or employment
- Careers for which Drama would be beneficial include:
  - Local Government, Arts organisations, Education Institutions, National Health Service (NHS)
  - Leisure Companies, Voluntary organisations, Law, Journalism, Youth/community worker, Human resources, Events management, Marketing, Social work, Theatre, Film Industry, Arts
  - Administration, Drama Therapy, Television, Radio
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S5/6 pupils; alternative course choice to Higher Drama
- Previous National 4/5 Drama Candidates
- Pupils returning to Drama in Senior Phase after alternative S3 subject choice.

### Course Content

- Professional Theatre in Context:
  - Investigating contrasting styles and genre of theatre
  - Exploring the role of an actor, director and production team
  - Analysing professional theatre productions
- Theatre Skills in Performance:
  - Demonstrating understanding of the rehearsal process and associated roles
  - Taking part in a production as an actor
  - Evaluating the theatrical process and performance

### Assessment

All assessments for this course are internal:

- 3 Assignments (taking place throughout the course, all open book, not under exam conditions and pupils can choose to do so as verbal or written presentations)
- 1 Extended Response Paper (under exam conditions)
- 1 Final Acting Performance (rehearsal is monitored throughout course)
- Final Evaluation

### Possible Progression Routes

- Higher Drama
- Further Education (HND)
- Higher Education (Preparation for professional theatre training)
- Training or employment
- Careers for which Drama would be beneficial include:  
Local Government, Arts organisations, Education Institutions, National Health Service (NHS) Leisure Companies, Voluntary organisations, Law, Journalism, Youth/community worker, Human resources, Events management, Marketing, Social work, Theatre, Film Industry, Arts Administration, Drama Therapy, Television, Radio
- [My World of Work – explore career pathways](#)

### Entry Level

National 3

- Interest in the subject

National 4

- Working at CfE level 3 by the end of the Broad General Education

National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass or at the appropriate level on two instruments

### Course Content

The course has 3 units.

- **Unit 1** - Music: Performing Skills
- **Unit 2** - Music: Composing Skills
- **Unit 3** - Understanding Music
- **Value Added Unit** - Performance (60 marks) externally assessed by SQA examiner.

### Assessment

National 3 & 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

National 5

- Each unit will be externally assessed.
- The final course award is decided by the outcome of the Question paper, Composition assignment and Performance assessment.

### Possible Progression Routes

- From National 3 Music to National 4 Music
- From National 4 Music to National 5 Music
- From National 5 Music to Higher Music
- Further Education
- Some further and higher education establishments now look for music on application forms for courses that don't always have a direct link with the subject, especially where creativity is required. Training or employment
- Careers for which Music would be beneficial include:
  - All performing arts, sound production, media and broadcasting, education, all creative arts
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass

### Course Content

The course has 3 units

- **Unit 1** - Music: Performing
- **Unit 2** - Music: Composing
- **Unit 3** - Music: Understanding Music (Listening)

### Assessment

- Composition - Candidates will produce a folio of composition excerpts that demonstrate the concepts of the course.
- Listening - Candidates will be assessed towards the end of the unit by means of a test, with a time limit of 45 minutes.
- Performing - Candidates will be required to perform in a group or solo on two different instruments. The performance must last 12 minutes with a minimum time of 4 minutes on each instrument.

### Possible Progression Routes

- Advanced Higher Music
- Further Education
- Higher Education
- Some further and higher education establishments now look for music on application forms for courses that don't always have a direct link with the subject, especially where creativity is required.
- Training or employment
- Careers for which Music would be beneficial include:  
All performing arts, sound production, media and broadcasting, education, all creative arts
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S5 pupils: Higher pass

### Course Content

The course has 3 units

- **Unit 1** – Music: Performing
- **Unit 2** – Music: Composing
- **Unit 3** – Music: Listening

### Assessment

- Each unit will be internally assessed.
- Pupils must pass all internal assessments and the final course exam to be awarded the course certificate.
- Composing - Candidates will produce a folio which lasts a minimum of 3 minutes and contains 2 pieces each lasting 1 minute and 30 seconds. A programme note and score/performance plan for each piece will also be submitted.
- Listening - Candidates will be assessed towards the end of the unit by means of a test, with a time limit of 1 hour. This will be a test consisting of short, straightforward questions designed to test concept knowledge and understanding; questions will mostly relate to audio excerpts. In addition, candidates must submit a comparative essay of 1500-2000 words.
- Performing - Candidates will be required to perform in a group or solo on two different instruments. Performance on the main instrument must last 15 minutes; the performance on the second instrument must last 10 minutes.

### Possible Progression Routes

- Further Education
- Higher Education
- Some further and higher education establishments now look for music on application forms for courses that don't always have a direct link with the subject, especially where creativity is required.
- Training or employment
- Careers for which Music would be beneficial include:  
All performing arts, sound production, media and broadcasting, education, all creative arts
- [My World of Work – explore career pathways](#)

# English

**Principal Teacher:  
Mrs E McCluskey**

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## Entry Level

### National 4

- Working at CfE level 3 by the end of the Broad General Education

### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject or interest in subject

## Course Content

Through these areas of study, you will develop specific skills for learning, life and work through your ability to communicate with others. You will study a variety of texts and experience a range of learning methodologies while developing your skills.

### National 4. The course has 3 units:

- Unit 1 – Analysis and Evaluation
  - Unit 2 – Creation and Production
  - Unit 3 – Literacy
- PLUS: Added Value Unit – Assignment

### National 5. The course has 2 key areas for study. At National 5 English, literacy is embedded within the Course Units.

- Key Area 1: Analysis and Evaluation. In this part of the course, you will study literature and also develop skills of analysing unseen texts. This is assessed in the exam.
- Key Area 2: Creation and Production. This is assessed by the spoken language performance (talk or discussion) and a portfolio of writing (two pieces of writing of different purposes).

## Assessment \*

### National 4

- Each unit will be internally assessed. Pupils must pass all internal assessments and complete the AVU successfully to be awarded the course certificate.

### National 5

- The course is assessed by the external exam and the writing portfolio. The course award is graded A to D.
- Internal Assessment:
  - Performance – Spoken Language
- External Assessment:
  - Paper 1 – Reading for Understanding, Analysis and Evaluation (30%)
  - Paper 2 – Critical Reading (40%)
  - Portfolio – Writing (30%)

## Possible Progression Routes

- From National 4 English to National 5 English/ from National 5 English to Higher English
- Further Education
- Training or employment
- Careers for which English would be beneficial include: Academic Librarian, Administrator, Advertising, Bank Manager, Barrister, Journalist, Customer Service Manager, Teacher, Hotel/Leisure Manager, Human Resources Officer, Museum, Project Manager/Support Officer, Public Relations, Retail Buyer/Manager, Solicitor, Team Leader, Television/Radio Broadcasting, Theatre Stage Manager, Writer, and many others.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass in English

### Course Content

Through these areas of study, you will develop specific skills for learning, life and work through your ability to communicate with others. You will study a variety of texts, for instance Drama, Poetry, Film and Prose, and you will experience a range of learning methodologies to develop your skills. You should be prepared to work individually, in pairs or in groups on a variety of tasks. You will work to analyse and evaluate texts, learn features of excellent writing and be able to replicate those in your own work.

The course has 2 key areas for study:

- **Analysis and Evaluation**

The purpose of this unit is to provide you with the opportunity to develop listening and reading skills in the contexts of literature, language and media. You will develop the skills needed to understand, analyse and evaluate detailed and complex texts. This is assessed in the exam.

- **Creation and Production**

The purpose of this unit is to provide you with the opportunity to develop talking and writing skills in a wide range of contexts. You will develop the skills needed to create and produce detailed and complex texts in both written and spoken forms. This is assessed by the spoken language performance (talk or discussion) and a portfolio of writing (two pieces of writing of different purposes).

### Assessment

- The course is assessed by the external exam and the portfolio of writing. The course award is graded A to D.
- Internal Assessment:
  - Performance – Spoken Language
- External Assessment:
  - Paper 1 – Reading for Understanding, Analysis and Evaluation (30%)
  - Paper 2 – Critical Reading (40%)
- Portfolio – Writing (30%)

### Possible Progression Routes

- Advanced Higher in English
- Further Education
- Higher Education
- Training or employment
- Careers for which English would be beneficial include:  
Academic Librarian, Administrator, Advertising, Bank Manager, Barrister, Journalist, Customer Service Manager, Teacher, Hotel/Leisure Manager, Human Resources Officer, Insurance, Management Consultant, Media, Museum, Project Manager/Support Officer, Public Relations, Retail Buyer/Manager, Solicitor, Team Leader, Television/Radio Broadcasting, Theatre Stage Manager, Volunteer Coordinator, Writer and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

Recommended Entry Level:

- Current S5/6 – Pass at National 5 (C5 or C6 minimum.)

### Course Content

Through these areas of study, you will develop specific skills for learning, life and work through your ability to communicate with others. You will study a variety of literature and experience a range of learning methodologies while developing your skills, alongside exploring more transactional and factual texts.

**Communication Level 6.** The course has **4** assessment outcomes:

- Reading: answer a range of questions on a complex non-fiction piece of writing such as a newspaper opinion piece.
- Writing: produce a technically accurate complex (minimum 650 words) piece of non-fiction writing.
- Listening: respond to a piece of complex spoken communication by answering a series of questions.
- Talk: contribute meaningfully to an in-depth group discussion.

**Literature Level 6.** The course has 2 assessment outcomes, which are delivered through a wide variety of class-analysed and unseen literature:

- **Outcome 1** – produce **TWO responses (one written and one spoken)** to demonstrate understanding and analysis of two texts from different genres. Written responses should be 650 words minimum; oral responses should be at least 6 minutes long. Evidence can be written open-book and with notes.

**Outcome 2** – **ONE written or oral evidence of a critical response** to an unseen literary text. The assessment is unassisted by the teacher – and is assessed in 'test conditions'.

### Assessment

- Each unit will be internally assessed.
- Pupils must **pass** all internal assessments and complete them successfully to be awarded the course award.

### Possible Progression Routes

- From Level 6 Literature and Communication to Higher English
- Further Education
- Training or employment
- Careers for which English would be beneficial include: Academic Librarian, Administrator, Advertising, Bank Manager, Barrister, Journalist, Customer Service Manager, Teacher, Hotel/Leisure Manager, Human Resources Officer, Museum, Project Manager/Support Officer, Public Relations, Retail Buyer/Manager, Solicitor, Team Leader, Television/Radio Broadcasting, Theatre Stage Manager, Writer, and many others.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S5 pupils: Higher pass in English (A or B is advised)

### Course Content

In Advanced Higher English you will continue to develop specific skills for learning, life and work through your ability to communicate with others. You will study a number of literary texts from a range of genres. You should be prepared to work individually, in pairs or groups, on a variety of tasks. You will work to analyse and evaluate texts, learn features of excellent writing and be able to replicate those in your own work.

### Assessment

- The course is assessed by the external exam and the coursework. The course award is graded A to D.

The coursework comprises of:

1. Dissertation

You will produce a dissertation, demonstrating your ability to plan, research and present your knowledge and understanding of an aspect or aspects of literature.

This dissertation will be at least 2,500 words long and is worth 30 marks (30% of the total mark).

2. Portfolio

You will produce two pieces of writing for different purposes. This section is worth 30 marks (30% of the total mark). Up to 15 marks will be awarded for each essay selected for the portfolio.

The dissertation and portfolio are assessed externally.

The external exam comprises of two papers, both of one hour thirty minutes' duration.

- Paper 1: you will choose one question from a range to provide an extended written response on texts studied in class. This paper is worth 20 marks (20% of the total mark).
- Paper 2: you will choose one unseen text from a range of genres on which to write an extended critical analysis. This is worth 20 marks (20% of the total mark).

### Possible Progression Routes

- Further Education
- Higher Education
- Training or employment
- Careers for which English would be beneficial include: Academic Librarian, Administrator, Advertising, Bank Manager, Barrister, Journalist, Customer Service Manager, Teacher, Hotel/Leisure Manager, Human Resources Officer, Insurance, Management Consultant, Media, Museum, Project Manager/Support Officer, Public Relations, Retail Buyer/Manager, Solicitor, Team Leader, Television/Radio Broadcasting, Theatre Stage Manager, Writer and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

National 5 Media:

- Current S4/5 pupils: a Pass at National 4 Media
- Current S4/5 pupils: National 4 or 5 English.
- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education

Higher Media:

- A pass at National 5 Media (A or B advised)

### Course Content

During the course you will analyse several different forms of media texts, including feature films, advertisements, such as posters and trailers, and shorter texts such as TV series and viral ad campaigns. You will also design, plan and create a media text of your own, according to a set brief and evaluate your production in writing. Our analysis and production of media texts will revolve around the key aspects of genre, institutions, purpose, language and style in filming, as well as the ability to explain and evaluate texts based on their effectiveness at reaching their target audience.

You will be expected to work individually, in pairs or groups, as well as complete homework and work independently and to deadlines. The knowledge and skills you will acquire by successfully completing the course will be valuable for learning, life and work.

The course has 2 key areas

- Key Area 1– Analysing Media Content
- Key Area 2 – Creating Media Content

### Assessment

National 5/Higher

- Pupils must pass the final Examination and Assignment to be awarded the course certificate.
- The course assessment consists of an assignment for 50% and question papers for 50% of the overall mark.
- The N5 question paper involves extended answer questions and analysis of unseen texts such as film posters, advertisements and magazine covers.
- At Higher, the Question papers require extended writing, essay-style, on three questions covering Media Content, the Context of Media studied, and the Role of The Media, and pair of unseen texts that you must analyse and compare in an essay style answer.
- The assignment is an extended piece of writing, where you show your planning for and then evaluation of your piece of work. At Higher, this can be on average 6000 words plus.
- The assignment is submitted for external assessment in March and the exam is sat during the SQA exam diet.

### Possible Progression Routes

- From National 5 Media to Higher Media
- Further and Higher Education
- Training or employment
- Careers for which Media would be beneficial include:  
Advertising, Arts Organisations, Education Institutions, Leisure Companies, Law, Teaching, Journalism, Youth/community worker, Projects Manager, Human resources, Events management, Marketing, Social work, Theatre, Public Relations, Film Industry, Arts Administration, Television and Radio broadcasting, Writer and many more.
- [My World of Work – explore career pathways](#)



# Health & Wellbeing

**Principal Teacher:**  
**Mr A Laird**

Click below to access subject choice videos

[Video 1](#)



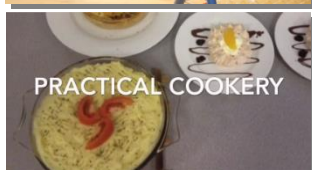
[Video 2](#)



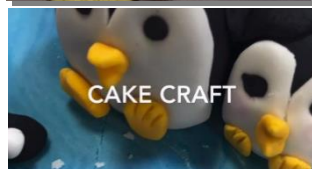
[Video 3](#)



[Video 4](#)



[Video 5](#)



### **Entry Level**

- Current S3/4/5 pupils:
- **Interest in the subject**
- **Working at CFE level 3 by the end of S3.**

### **Course Content**

#### **Content**

The general aim of the National Progression Award in Bakery is to provide candidates with the opportunity to develop practical bakery skills in bread making, craft baking, cake decorating and pastry. As a result, it is hoped the successful candidates would then be able to progress in either education and/or find suitable employment.

Another qualification may run alongside the NPA Bakery course; in order to add desirable employability skills. Pupils will be given the opportunity to complete the REHIS Elementary Food Hygiene certificate; which is a professional-level qualification commonly required by employers in the hospitality and food industries.

#### **Skills**

The National Progression Award in Bakery consists of four mandatory units; three of the units are at SCQF level 4 and one at SCQF level 5. These will be completed in the order displayed.

Craft Baking: An Introduction (level 4)

Bread Making: An Introduction (level 4)

Cake Decorating: An Introduction (level 4)

Pastry (level 5)

### **Assessment**

- The course is assessed internally with unit assessments. All units must be passed to achieve the qualification.

### **Possible Progression Routes**

- National 4/5 Practical Cookery
- National 5 Practical Cake Craft
- National 4 Health and Food Technology
- Further Education
- Training or employment
- Careers for which Bakery would be beneficial include:
  - Any career in the hospitality industry involving bakery skills and food hygiene procedures.
- [My World of Work – explore career pathways](#)



### Entry Level

National 3

- Interest in the subject

National 4

- Working at CfE level 3 by the end of the Broad General Education

National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or N4/5 pass in a similar subject.

### Course Content\*

In Practical Cookery, you will learn how to plan, prepare and cook for yourself and others. You will learn very important life skills and will develop organisational skills which can be applied to a number of different situations. This course will be of use for anyone going into a food industry related career.

National 3 / 4

The course has 3 units:

- **Unit 1** – Cookery Skills, Techniques and Processes
- **Unit 2** – Understanding and Using Ingredients
- **Unit 3** – Organisational Skills for Cooking
- **Value Added Unit** - National 4: Producing a Two Course Meal.

National 5

The course has 3 key areas for study:

- Key area 1 – Cookery Skills, Techniques and Processes
- Key area 2 – Understanding and Using Ingredients
- Key area 3 – Organisational Skills for Cooking

### Assessment

National 3 / 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

National 5

- The course is assessed by the Question Paper (25%), Assignment (13%) and Practical Activity (62%). The course award is graded A to D.

### Possible Progression Routes

- From National 4 Practical Cookery to National 5 Practical Cookery or National 5 Practical Cake Craft, but this would have to be discussed with PT.
- From N5 Practical Cookery to N5 Practical Cake Craft and/or N5/Higher Health and Food Technology.
- Further Education
- Training or employment
- Careers for which Hospitality would be beneficial include:  
Any career in the food industry such as chef, baker and food product development.
- [My World of Work – explore career pathways](#)

### Entry Level

National 3/4

- Working at CfE level 3 by the end of the Broad General Education

National 5

- Current S3 Pupils: Working at CfE level 4 in Home Economics.
- Current S/4/5 pupils: National 4/5 pass in a similar subject.

### Course Content

The National 5 Health and Food Technology Course enables learners to develop an understanding of the relationships between food, health and nutrition, the functional properties of food, lifestyle choices and consumer issues. These Courses develop an awareness of informed food and dietary choices that can have a positive effect on the health of learners and enable them to advise others. Learners also develop a range of skills and applications of food preparation techniques. The course will attract pupils who have an interest in health, food and consumer issues. It will particularly appeal to pupils who learn through practical activity and have an ability to link theory to practice.

National 4

The course has 4 units:

- Unit 1 – Food for Health
- Unit 2 – Food Product Development
- Unit 3 – Contemporary Food Issues

National 4 - Added Value Unit – Health and Food Technology Assignment

National 5

The course has 3 key areas for study:

- Key area 1 – Food, Health and Nutrition
- Key area 2 – Properties of ingredients and Food Product Development
- Key area 3 – Consumer Food Choices & Contemporary Food Issues

### Assessment \*

National 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

National 5

- The course is assessed by the Question Paper (50%) and the Course Assignment (50%). The course award is graded A to D.

### Possible Progression Routes

- From National 4 Health and Food Technology **to** National 5 Health and Food Technology
- From National 5 Health and Food Technology **to** Higher Health and Food Technology
- Further Education
- Training or employment
- Careers for which Health and Food Technology would be beneficial include:  
Home Economics Teacher, Catering, Nursing, Food Technologist, Retail Management, Quality Control, Trading Standards, Care Worker, Hotel Management, Environmental Health Officer and Food Journalism, Sports Science, Personal Trainer, Nutritionist, Early Education.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass in English. National 5 pass in Health and Food Technology. Interest in subject.

### Course Content

The course allows candidates to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Candidates develop their understanding of the properties of food in relation to food production, processing and the development of food products. The course uses an experiential, practical and problem-solving learning approach and promotes independence in learning. It uses real-life situations, and where appropriate, takes account of local, cultural, and media influences and technological innovations.

The course has 4 key areas for study:

- Key area 1 – Relationship between health, food and nutrition
- Key area 2 – Consumer choice of Food
- Key area 3 – Developing a Food product
- Key area 4- Properties of ingredients

### Assessment

- The course is assessed by the external exam (Question Paper) (50%) and the Course Assignment (50%). The course award is graded A to D.

### Possible Progression Routes

- National 5 in another Health and Wellbeing course.
- Higher in another Health and Wellbeing course.
- Further Education
- Higher Education
- Training or employment
- Careers for which Health and Food Technology would be beneficial include:  
Home Economics Teacher, Catering, Nursing, Food Technologist, Retail Management, Quality Control, Trading Standards, Care Worker, Hotel Management, Environmental Health Officer and Food Journalism, Sports Science, Personal Trainer, Nutritionist, Early Education.
- [My World of Work – explore career pathways](#)

### Entry Level

National 5

- Current S4/5 pupils: National 4/5 pass in a similar subject or interest in subject

### Course Content

This course enables you to develop and demonstrate highly imaginative techniques in the production of cakes and other baked items. Pupils must be willing to research topics using traditional and digital methods. This course will be of use for anyone going into the food industry.

National 5

The course has 2 Key Areas:

- **Key Area 1** – Cake Production
- **Key Area 2** – Cake Finishing

### Assessment \*

National 5

- The course is assessed by the external exam (Question Paper) (25%), the practical activity (53%) and the Course Assignment (22%). The course award is graded A to D.

### Possible Progression Routes

- National 5 Practical Cookery
- National 4 or 5 Health and Food technology
- Further Education
- Training or employment
- Careers for which Practical Cake Craft would be beneficial include:  
Any career in the hospitality industry involving cake decorating skills.
- [My World of Work – explore career pathways](#)

### **Entry Level**

- Current S3 pupils: Working at CfE level 4 by end of the Broad General Education and an interest in Dance.
- Current S4/5 pupils: N5/Higher pass in Physical Education. N5 pass in English and extra-curricular involvement in Dance.

### **Course Content**

The course aims to enable candidates to:

- demonstrate and apply knowledge and understanding of dance
- develop a range of technical dance skills
- develop performance skills to enhance performance
- develop knowledge, understanding and appreciation of dance practice
- understand and apply knowledge of a range of choreographic skills to create a dance
- evaluate their own work and the work of others
- work imaginatively and demonstrate creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- apply the principles of safe dance practice

### **Assessment \***

There are three components to the final assessment:

- Component 1 – Question paper – This assesses knowledge of studied dance styles, evaluation of technical and performance skills and evaluation of choreography this is worth 20% of final grade.
- Component 2 – Practical activity - Pupils are required to create a piece of choreography for two people and review the choreography process. This is worth 45% of final grade.
- Component 3 – Performance – Pupils are required to perform a solo in a studied dance style. This is worth 35% of the final grade.

### **Possible Progression Routes**

- From National 5 to Higher Dance
- Further Education
- Training or employment
- Careers for which Dance would be beneficial include:  
Dance performer, Choreographer, Dance teacher, Dance videographer, costume/set designer, Community dance practitioner, Dance movement therapist, Dance company education specialist, Dance journalist, Dance science.
- [My World of Work – explore career pathways](#)

### **Entry Level**

- Current S4/5 pupils – N5 Dance or Higher PE/English

### **Course Content**

The course enables candidates to:

- Develop a broad range of technical dance skills
- Evaluate technical and performance skills in their own work and that of others
- Understand and apply the principles of safe dance practice
- Demonstrate, understand and apply knowledge of a range of choreographic principles and theatre arts to create a dance for a group
- Work imaginatively and demonstrate creativity through problem solving, critical thinking, analysis and reflective practice
- Co-operate, support and work with others
- Consider how theatre arts can enhance a performance
- Develop knowledge, understanding and appreciation of dance practice
- Analyse the use of theatre arts in a professional choreography
- Evaluate the impact of choreographic principles used in a professional dance

### **Assessment**

There are three components to the final assessment:

- Component 1 – Question paper – This assesses knowledge of dance appreciation in context and their study of a professional choreography. This is worth 30% of their final grade.
- Component 2 – Practical activity - Pupils are required to create a piece of choreography for three or more people and review the choreography process. This is worth 30% of final grade.
- Component 3 – Performance – Pupils are required to perform a two solo's in two contrasting dance styles. This is worth 40% of the final grade.

### **Possible Progression Routes**

- Advanced Higher in Physical Education
- Further Education
- Higher Education
- Training or employment
- Careers for which Dance would be beneficial include:
  - Dance performer, Choreographer, Dance teacher, Dance videographer, costume/set designer, Community dance practitioner, Dance movement therapist, Dance company education specialist, Dance journalist, Dance science.
- [My World of Work – explore career pathways](#)

### Entry Level

- National 3: Interest in the subject
- National 4: Working at CfE level 3 by the end of the Broad General Education
- National 5: Level 4 by end of BGE Education or a National 4 pass in this or a similar subject

### Course Content

#### National 3 / 4

The course has 3 units:

- Unit 1 – **Performance Skills:** Students will be required to pass this unit with evidence from two activities studied in the course.
- Unit 2 – **Factors Impacting on Performance:** Students will be required to complete folio work after completing a six week training programme during curriculum time.
- Unit 3 – **Factors Impacting on Performance:** Students will be required to complete folio work after completing a six week training programme during curriculum time.

#### National 5

The course has 2 key areas for study:

- Key area 1 – **Performance Skills** – Pupils will be required to take part in two activities in a competitive environment.
- Key area 2 – **Factors Impacting on Performance**  
Students will be required to complete folio work after completing a six week training programme during curriculum time.

### Assessment

#### National 3 / 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The course award is graded A to D.
- The final course grade come from a combination of:
  - Assessment in two “one off performances”. All assessments will take place in school. Students will be assessed in **two** significantly different physical activities. Physical activities that are suitable for assessment will be chosen from those covered within the PE course or part of the school’s extra-curricular provision. (50%)
  - Completed Portfolio is marked by the SQA. (50%)

### Possible Progression Routes

- From N4 to National 5 Physical Education or Wider Achievement: Sports or Dance Leaders
- From N4 to N5 Dance, Higher PE, L6 Sports Development or Wider Achievement: Sports or Dance Leaders
- Further Education
- Training or employment
- Careers for which Physical Education would be beneficial include:  
Health and Fitness Instructor, Sport and Exercise Scientist, Sports Coach or Instructor, Sports Development Officer, Sports Therapist, Sports or Leisure Centre work, Outdoor Pursuits Instructor or Leader, Professional Sportsperson, Uniformed Services, Prison Service, Security Services, Teacher, Personal Trainer.
- [My World of Work – explore career pathways](#)



### Entry Level

- Current S4/5 pupils: National 5 pass in Physical Education and English
- Current S5 pupils: Higher pass in Dance.

### Course Content

- **Factors Impacting on Performance**

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance. Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

- **Performance**

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

### Assessment

- Graded A to D
- **Question Paper:** This is a final exam, in question paper format, marked by the SQA. The exam lasts 2 hours and 30 minutes and contains 50 marks. The exam is worth 50% of the final grade.
- **Performance:** Students will be assessed in **two** significantly different physical activities. Physical activities that are suitable for assessment will normally be chosen from those covered within the Physical Education course. There **may** be an opportunity for **one** assessment to take place through an activity covered within the extra-curricular programme that is delivered by a Physical Education teacher at Mintlaw Academy, or when representing the school at a NASSA (North Aberdeenshire Schools Sport Association) event. This would need to be agreed with your class teacher. The performances are worth 50% of the final grade.

### Possible Progression Routes

- Alternative Level 6/Higher course delivered by Health and Wellbeing Faculty
- Further Education
- Higher Education
- Training or employment
- Careers for which Physical Education would be beneficial include:  
Health and Fitness Instructor, Sport and Exercise Scientist, Sports Coach or Instructor, Sports Development Officer, Sports Therapist, Sports or Leisure Centre work, Outdoor Pursuits Instructor or Leader, Professional Sportsperson, Uniformed Services, Prison Service, Security Services, Teacher, Personal Trainer.
- [My World of Work – explore career pathways](#)

### **Entry Level**

- Current S4/5 pupils: National 5 pass in Physical Education or similar subject. Experience with Sports Leaders (Wider Achievement) also appropriate.

### **Course Content**

#### Course Aims:

Develop the candidate's knowledge and understanding of current practices, thinking and philosophies of Sports Development and its impact on communities and sport in general. Develop the candidate's knowledge and skills in planning, implementing and evaluating aspects of Sports Development. Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills.

#### The course has 2 Units:

- **Unit 1:** Sports: Activity and Participation Opportunities in the community (Higher).
- **Unit 2:** Investigate Activity Development Opportunities in an Organisation (Higher).

### **Assessment**

- The course is assessed internally with unit assessments. All units must be passed to achieve the qualification.

### **Possible Progression Routes**

- National 5 in another Health and Wellbeing course.
- Higher in Physical Education.
- A Wider Achievement course in Physical Education.
- Further Education
- Higher Education
- Training or employment
- Careers for which Sports Development would be beneficial include:  
Health and Fitness Instructor, Sport and Exercise Scientist, Sports Coach or Instructor, Sports Development Officer, Sports Therapist, Sports or Leisure Centre work, Outdoor Pursuits Instructor or Leader, Professional Sportsperson, Uniformed Services, Prison Service, Security Services. Any career which requires employees to be able to lead, investigate, analyse and evaluate.
- [My World of Work – explore career pathways](#)

### Entry Level

- S3/4/5 pupils

### Course Content

This is a new course which will combine the previously separate Employability Award and Personal Finance Award. Employment leads to independence and success comes from managing money. This course will help prepare you for the work of work and for managing your money successfully and safely.

#### **The First Module will be: Employability Award (SQA Employability Skills Award)**

##### **Level: SCQF Level 3**

This course prepares pupils for the World of Work and looks at suitable jobs, application and interview skills and how to keep a job.

The course has 3 units

- **Unit 1** – Preparing for Employment: First Steps
- **Unit 2** - Building Own Employability Skills
- **Unit 3** – Responsibilities of Employment

#### **The Second Module will be: Personal Finance Award (ASDAN)**

### Assessment

- Each unit will be internally assessed.

### Possible Progression Routes

- NESCOL school link and Full time Qualification for Work and other courses
- Training or employment
- Personal Finance Award

A hand holding a piece of white chalk, poised to write on a green chalkboard. The chalkboard is filled with various mathematical equations and symbols, including  $x^2 + (6$  and  $x^2$ . The background is a solid teal color.

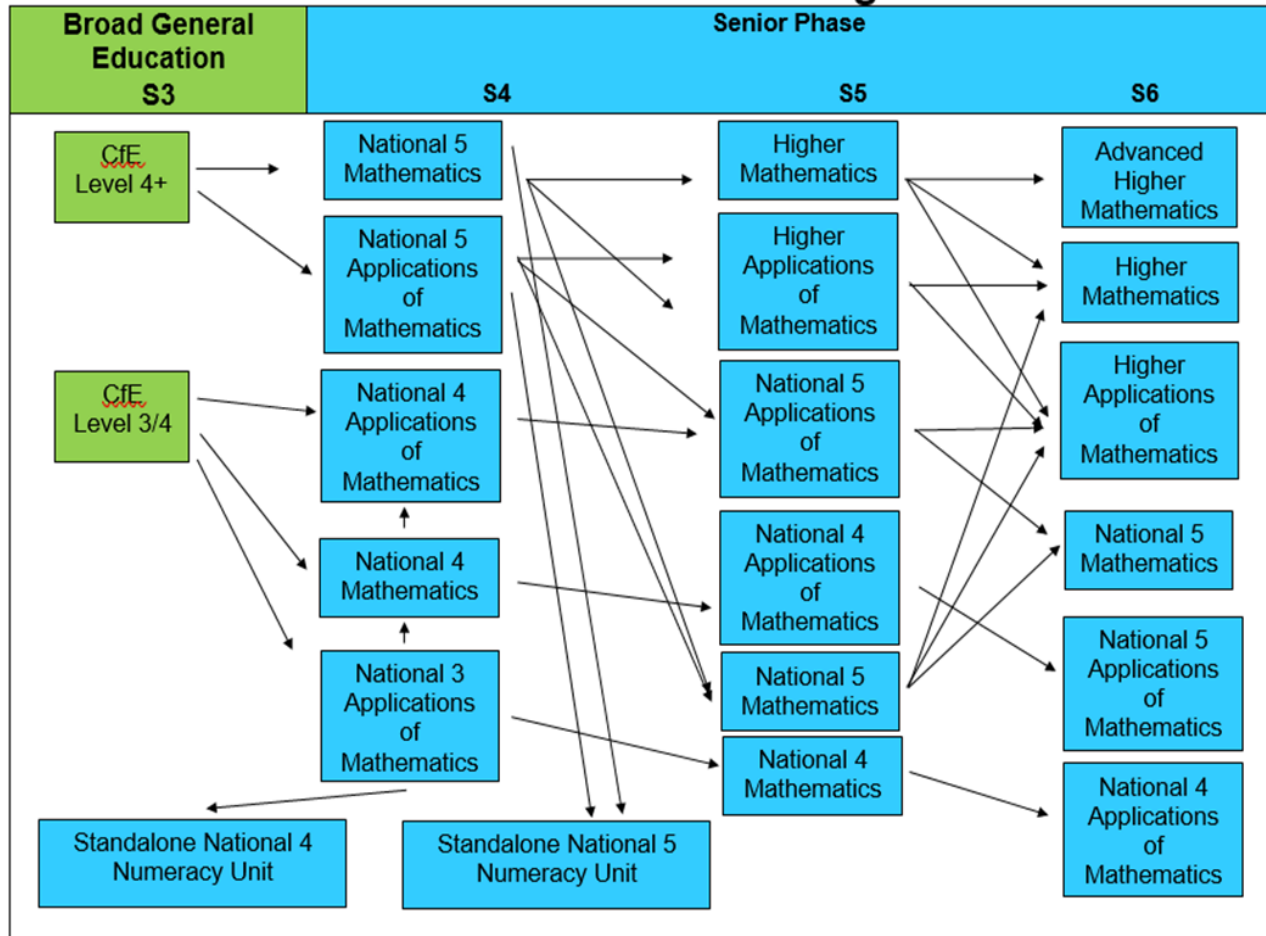
# Mathematics

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**Principal Teacher:**  
**Mrs S Ferguson**

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Mintlaw Academy – Mathematics Faculty  
**Mathematics Courses and Progression**



Feb 2024

### Entry Level

#### National 4

- Current S3 Pupils: Working at CfE level 3 by the end of the Broad General Education AND have been identified by the department to follow this route in S4
- Current S4 Pupils: Mathematics National 3 pass and/or Mathematics National 4 Numeracy Unit Pass

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education AND have been identified by the department to follow this route in S4
- Current S4/5 pupils: Applications of Mathematics National 5 pass

### Course Content

#### National 4

The course has 4 units:

- **Unit 1** – Expressions and Formulae
- **Unit 2** – Relationships
- **Unit 3** – Numeracy
- **Added Value Unit** – Mathematics Test. Paper 1 (non-calculator) – 20 minutes.  
Paper 2 (calculator) – 40 minutes

#### National 5

The course has 3 units.

- **Unit 1** – Expressions and Formulae
- **Unit 2** – Relationships
- **Unit 3** – Applications

### Assessment

#### National 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The course is assessed by the external exam. The course award is graded A to D.
- The final external course exam consists of two papers. Paper 1 (non-calculator) – 1 hour and Paper 2 (calculator) – 1 hour and 30 minutes.

### Possible Progression Routes

- From National 4 Maths to National 4/5 Applications of Mathematics
- From National 5 Maths to National 5 Applications of Mathematics, or Higher Maths
- Further Education
- Training or employment
- Careers for which National 4/5 Mathematics would be beneficial include:  
Engineering Apprenticeships, jobs in the Business/Finance Sector, Science based jobs, Teaching – Primary (National 5)
- [My World of Work – explore career pathways](#)

### Entry Level

#### National 4

- Current S3 Pupils: Working at CfE level 3 by the end of the Broad General Education AND have been identified by the department to follow this route in S4
- Current S4/5 pupils: Mathematics National 4 pass

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education AND have been identified by the department to follow this route in S4
- Current S4/5pupils: Applications of Mathematics National 4 or Mathematics National 5 pass

### Course Content

#### National 4

The course has 4 units.

- **Unit 1** – Managing Finance and Statistics
- **Unit 2** – Geometry and Measures
- **Unit 3** – Numeracy
- **Added Value Unit** – Applications of Mathematics Test. Paper 1 (non–calculator) – 20 minutes.  
Paper 2 (calculator) – 40 minutes

#### National 5

The course has 3 units.

- **Unit 1** – Managing Finance and Statistics
- **Unit 2** – Geometry and Measures
- **Unit 3** – Numeracy

### Assessment

#### National 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The final external course exam consists of two papers. Paper 1 (non–calculator) – 55 mins minutes and Paper 2 (calculator) – 1 hour and 40 minutes.

### Possible Progression Routes

- National 5 Applications of Mathematics
- National 5 Mathematics
- Further Education
- Training or employment
- Careers for which National 4/5 Practical Applications of Mathematics would be beneficial include:  
Jobs in the Business/Finance Sector
- [My World of Work – explore career pathways](#)



### Entry Level

- Current S4/5 pupils: National 5 pass in Mathematics (A or B grade is advised)

### Course Content

The course has 3 units.

- **Unit 1** – Mathematics: Expressions and Functions
- **Unit 2** – Mathematics: Relationships and Calculus
- **Unit 3** – Mathematics: Applications

The three units are progressive units and each unit covers the range of mathematical topics broadly titled Algebra, Geometry and Trigonometry with an introduction to elementary Calculus.

### Assessment

- The course is assessed by the external exam. The course award is graded A to D.
- The final course exam consists of 2 papers. Paper 1 (non-calculator) – duration 1 hour 15 minutes, short response questions and extended reasoning questions. Paper 2 (calculator) – duration 1 hour 30 minutes, extended reasoning questions.

### Possible Progression Routes

- Advanced Higher Mathematics
- Further Education
- Higher Education
- Training or employment
- Careers for which Higher Mathematics would be beneficial include:  
Engineering, Science based careers, Accountancy, Teaching – Primary/Secondary
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass in Mathematics (A or B grade is advised) or National 5 pass in Applications of Mathematics (A or B grade is advised)

### Course Content

The course has 4 units.

- **Unit 1** – Mathematical Modelling
- **Unit 2** – Statistics and Probability
- **Unit 3** – Finance
- **Unit 4** – Planning and Decision Making

This course develops, deepens, and extends the operational and reasoning skills necessary for solving problems. Through real-life contexts, candidates acquire and apply mathematics and statistical skills directly relevant to life and work, and learn how mathematics affects the world they live in.

### Assessment

- Pupils undertake a project which gives them the opportunity to demonstrate their ability to apply their knowledge and understanding of statistical skills to data, analysing the data, interpreting and communicating findings using statistical skills.

The project makes up 30 marks of their final course assessment.

- The course is also assessed by the external exam. The course award is graded A to D.
- The final course exam consists of 1 paper – duration 2 hours 5 minutes – the question paper requires candidates to use spreadsheet and statistical software.

### Possible Progression Routes

- Further Education
- Higher Education
- Training or employment
- Careers for which Higher Applications of Mathematics would be beneficial include:  
Social Subjects based careers, Science based careers, Accountancy, Teaching –  
Primary/Secondary
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S5 pupils: Higher pass in Mathematics (A or B grade is advised).

### Course Content

The course has 3 units

- **Unit 1** – Methods in Algebra and Calculus
- **Unit 2** – Applications of Algebra and Calculus
- **Unit 3** – Geometry, Proof and Systems of Equations

The three units are progressive units and cover the following topics: Differential and Integral Calculus, Number Theory, Complex Numbers, Sequences and Series, Functions, Systems of Equations, Vectors and Differential Equations.

### Assessment

- The course is assessed by the external exam. The course award is graded A to D.
- The final course exam consists of 2 papers. Paper 1 (non-calculator) – duration 1 hour, short response questions and extended reasoning questions. Paper 2 (calculator) – duration 2 hour 30 minutes, extended reasoning questions.

### Possible Progression Routes

- Further Education
- Higher Education
- Training or employment
- Careers for which Advanced Higher Mathematics would be beneficial include:  
Engineering, any Science based career/course, Teaching
- [My World of Work – explore career pathways](#)

# Modern Languages

**Principal Teacher:  
Miss L Morris**

[Click here to access subject choice video](#)

**Understanding  
National 5 Modern  
Languages**

[Click here to access subject choice video](#)

**Higher Modern  
Languages Course  
Choice Information**

### Entry Level

The study of a modern language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

- National 4 in the relevant Language
- National 5/Higher/Advanced Higher in another language (excluding English)

**\*Please note, pupils who choose Spanish in S5/6 will be required to have a National 5 in another Languages (French/German) in order to achieve N5 level. Pupils who are complete beginners will likely achieve N4.**

### Course Content

The course provides candidates with the opportunity to develop reading and listening, talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

Candidates will explore a range of topics such as Healthy Living, Environment and Media. Grammar is a key component of the National 5 course which, when coupled with the development of language acquisition skills (reading etc) allows this course to prepare pupils well for the demands of Higher should they wish to continue studying a Modern Foreign Language.

### Assessment \*

The course is comprised of:

- Internal written assignment – Candidates are required to write an essay of between 120-200 words on a topic relevant to the National 5 course. This is done during class time but under exam conditions and contributes 12.5% to their overall final grade.
- Final Talking Exam (IACCA) – Candidates are required to complete a talking performance which contributes 25% of their overall final grade. Candidates are required to speak for 6-8 minutes – a monologue presentation of 1-2 minutes and then participation in a conversation lasting between 5-6 minutes.
- Final exam – (May)  
Candidates will be required to complete 2 papers in their final exam. (Reading (25%)/Writing(12.5%) and Listening (25%))

\*Further detailed information about course specifications and assessment can be found on the departmental Glow page or in a supplementary Departmental information sheet.

### Possible Progression Routes

- From National 5 French/German to Higher French/German or National 5 in another Modern Foreign Language.
- Further Education in the same and/or different languages
- Careers for which French/German would be beneficial include:

Travel and tourism, translating and interpreting, teaching – primary and secondary, journalism, law, foreign office, civil service, air steward, pilot, oil industry, broadcasting, import and export.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work

- [My World of Work – explore career pathways](#)

### Entry Level

Learning a new 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 lies at the centre of thinking and learning. Language is at the core of thinking. Learners reflect, communicate and develop ideas through language.

- National 5 pass (A/B advised) in French/German/Spanish
- Higher pass (A/B) in alternative language (excluding English)

### Course Content

Learners encounter a wide range of different types of texts in different media. Building on the four capacities, the Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative. The Course provides learners with the opportunity to: develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The Course also provides learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning in the meaningful real-life contexts of society, learning, employability, and culture.

The course has 2 key areas for study:

- Key area 1 – Using Language
- Key area 2 – Understanding Language
- Course Assignment – A piece of written French/German 150-180 words.

### Assessment

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.

The course is comprised of:

- Internal written assignment – Candidates are required to write an essay of between 200-250 words on a topic relevant to the Higher course. This is done during class time but under exam conditions.
- Final Talking Exam (IACCA) – Candidates are required to complete a talking performance which contributes 25% of their overall final grade. Candidates are required to participate in a conversation lasting between 8-10 minutes.
- Final exam – (May) Candidates will be required to complete 2 papers in their final exam. (Reading/Directed Writing and Listening)

### Possible Progression Routes

- National 5 in French/German/Spanish
- Higher in French/German
- Advanced Higher in French/German
- Further Education
- Higher Education
- Training or employment
- Careers for which French/German would be beneficial include:

Travel and tourism, translating and interpreting, teaching – primary and secondary, journalism, law, foreign office, civil service, air steward, pilot, oil industry, broadcasting, import and export.

- [My World of Work – explore career pathways](#)

\*Whilst it is not a requirement, pupils are encouraged to purchase their own dictionary (details of appropriate dictionaries for this level can be found on the department GLOW page)

### Entry Level

The study of a modern language has a unique contribution to make to the development of cultural awareness, as it enhances learners' understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

- Higher pass in French/German (A/B grade is advised)

### Course Content

The course has 3 key areas:

- Unit 1 – Understanding Language

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

- Unit 2 – Using Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture.

- Unit 3 – Specialist Study

The purpose of this Unit is to provide learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature or media or language in work.

### Assessment

- Each unit is internally assessed. You must pass all unit assessments.
- The course is assessed by the external exam and the Specialist Study. The course award is graded A to D.

### Possible Progression Routes

- Further Education
- Higher Education
- Training or employment
- Careers for which French/German would be beneficial include:  
Travel and tourism, translating and interpreting, teaching – primary and secondary, journalism, law, foreign office, civil service, air steward, pilot, oil industry, broadcasting, import and export.
- [My World of Work – explore career pathways](#)

\* Whilst it is not a requirement, pupils are encouraged to purchase their own "complete" dictionary (details of appropriate dictionaries for this level can be found on the department GLOW page)



# Science

**Principal Teacher:**  
**Mr S Phimister**

[Click here to access subject choice video](#)



### **Entry Level**

#### National 3

- Interest in the subject

#### National 4

- Working at CfE level 3 by the end of the Broad General Education
- Current S3 pupils: Pupils in Science Connexions Class or working at level 3 in Biology, Chemistry or Physics
- Current S4/5 pupils: Pupils who are looking to pick up a General Science course for the first time who were working at Level 3 in S3

### **Course Content**

#### National 3 / 4

The course has 3 units:

- Unit 1 – Fragile Earth
- Unit 2 – Human Health
- Unit 3 – Applications of Science
- Course Assignment – Added Value Unit. Pupils investigate a topical issue in science and its impact on the environment and/or society.

### **Assessment**

#### National 3 / 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

### **Possible Progression Routes**

- Those candidates gaining a National 3 award would be expected to progress to National 4 in science
- Those candidates gaining a National 4 award would be expected to progress to National 5 in Lab Science (currently a college-based course) or a National 4/5 in a separate Science of their choice
- [My World of Work – explore career pathways](#)

### Entry Level

#### National 4

- Working at CfE level 3 by the end of the Broad General Education

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in Biology or National 5 pass in another science

### Course Content

#### National 4

The course has three units:

- Unit 1 - Cell Biology
- Unit 2 - Multi-cellular Organisms
- Unit 3 - Life on Earth

The National 4 course has an Added Value Unit assignment related to one of the Units.

#### National 5

The course has three key areas for study:

- Key area 1 – Cell Biology
- Key area 2 – Multi-cellular Organisms
- Key area 3 – Life on Earth

The National 5 course has a Course Assignment related to one of the Key Areas.

### Assessment

#### National 4

- Each unit will be internally assessed, including the Added Value Unit. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The course is assessed by the external exam (80%) and the Course Assignment (20%). The course award is graded A to D.
- The Course Assignment includes a practical experiment and a Report. This must be completed under supervised exam conditions.

### Possible Progression Routes

- From National 4 Biology to National 5 Biology
- From National 5 Biology to Higher Biology, or National 5 in Chemistry or Physics
- Further Education
- Training or employment
- Careers for which Biology would be beneficial include:  
Health and medical careers, agriculture and forestry, marine science, conservation and environmental careers, veterinary and animal care careers, sports science, teaching and many more.
- [My World of Work – explore career pathways](#)

### **Entry Level**

- Current S4/5 pupils: National 5 Grade A-C in Biology

### **Course Content**

The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. You will develop a deeper understanding of the underlying themes of biology — evolution and adaptation; structure and function; genotype and niche — and the scale of topics ranges from molecular through to whole organism and beyond. You will develop scientific inquiry and investigative skills, scientific analytical thinking and evaluation skills, and the ability to understand and use scientific literacy to communicate ideas and issues.

The course has three key areas for study:

- Key area 1 – DNA and the Genome
- Key area 2 – Metabolism and Survival
- Key area 3 – Sustainability and Interdependence

The Higher course has a Course Assignment related to one of the Key Areas.

### **Assessment**

- The course is assessed by the external exam (80%) and the Course Assignment (20%). The course award is graded A to D.

### **Possible Progression Routes**

- Advanced Higher in Biology
- Higher in Chemistry or Physics
- National 5 in Chemistry or Physics
- Further Education
- Higher Education
- Training or employment
- Careers for which Biology would be beneficial include:  
Health and medical careers, agriculture and forestry, marine science, conservation and environmental careers, veterinary and animal care careers, sports science, teaching and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 Grade A-C in Biology
- Good language skills are important for absorbing the complex ideas and being able to write about them clearly and accurately. Some numerical ability and knowledge of chemistry would also be of benefit.
- Pupils who have not achieved a National 5 in Biology will find the course very challenging.
- Pupils will be unable to select both Higher Biology and Higher Human Biology.

### Course Content

The Higher Human Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Biology, the study of living organisms, plays a crucial role in our everyday life, and is an increasingly important subject in the modern world. Biology affects everyone, and biologists work to find solutions to many of the world's problems. Advances in technology have made human biology more exciting and relevant than ever. You will develop a deeper understanding of the underlying themes of biology. The Higher Human Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. You will develop scientific inquiry and investigative skills, scientific analytical thinking and evaluation skills, and the ability to understand and use scientific literacy to communicate ideas and issues.

The course has three key topics for study:

- Topic 1 – Human cells
- Topic 2 – Physiology and health
- Topic 3 – Neurobiology and immunology

The Higher course has a Course Assignment related to one of the Key Areas.

### Assessment

- The course is assessed by the external exam (80%) and the Course Assignment (20%). The course award is graded A to D.

### Possible Progression Routes

- Advanced Higher in Biology
- Higher in Chemistry or Physics
- National 5 in Chemistry or Physics
- Further Education
- Higher Education
- Training or employment
- Careers for which Biology would be beneficial include:  
Health and medical careers, immunology, behavioural sciences, conservation and environmental careers, veterinary and animal care careers, sports science, teaching and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S5 pupils: Higher Grade A-C in Biology

### Course Content

The Advanced Higher Biology Course focuses on the areas of cells and proteins, organisms and evolution, and investigative biology. You will develop a sound theoretical understanding and practical experience of experimental investigative work in biological science and develop your ability to carry out complex practical scientific activities.

The course has three key areas for study:

- Key area 1 – Cells and Proteins
- Key area 2 – Organisms and Evolution
- Key area 3 – Investigative Biology

The Advanced Higher course has a Course Project-Report on a topic of the learner's choice at a level appropriate to Advanced Higher.

### Assessment

- The course is assessed by the external exam (75%) and the Course Project (25%). The course award is graded A to D.

### Possible Progression Routes

- Further Education
- Higher Education
- Training or employment
- Careers for which Biology would be beneficial include:  
Health and medical careers, agriculture and forestry, marine science, conservation and environmental careers, veterinary and animal care careers, sports science, teaching and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

#### National 4

- Working at CfE level 3 by the end of the Broad General Education

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in Chemistry or National 5 pass in another science

### Course Content

#### National 4

The course has three units:

- Unit 1 - Chemical Changes and Structure
- Unit 2 - Nature's Chemistry
- Unit 3 - Chemistry in Society

The National 4 course has an Added Value Unit assignment related to one of the Units.

#### National 5

The course has three key areas for study:

- Key area 1 – Chemical Changes and Structure
- Key area 2 – Nature's Chemistry
- Key area 3 – Chemistry in Society

The National 5 course has a Course Assignment related to one of the Key Areas.

### Assessment

#### National 4

- Each unit will be internally assessed, including the Added Value Unit. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The course is assessed by the external exam (80%) and the Course Assignment (20%). The course award is graded A to D.
- The Course Assignment includes a practical experiment and a Report. This must be completed under supervised exam conditions.

### Possible Progression Routes

- From National 4 Chemistry to National 5 Chemistry
- From National 5 Chemistry to Higher Chemistry, or National 5 in Biology or Physics
- Further Education
- Training or employment
- Careers for which Chemistry would be beneficial include:  
Health and medical careers, oil and gas technologies, chemical engineering, veterinary careers, pharmacy, forensic science, food and drink industries, environmental and agricultural careers, teaching and many more.
- [My World of Work – explore career pathways](#)



### Entry Level

- Current S4/5 pupils: National 5 Grade A-C in Chemistry

### Course Content

The Higher Chemistry course focuses on the central role that chemistry plays in our lives. You will develop your understanding of the fundamental ideas of structure and bonding, properties and chemical reactivity. You will study applications of chemistry in real-life contexts, from the molecules of the natural world to high-tech chemical industries. You will develop scientific inquiry and investigative skills, scientific analytical thinking and evaluation skills, and the ability to understand and use scientific literacy to communicate ideas and issues.

The course has four key areas for study:

- Key area 1 - Chemical Changes and Structure
- Key area 2 - Nature's Chemistry
- Key area 3 - Chemistry in Society
- Key area 4 - Researching Chemistry

The Higher course has a Course Assignment related to one of the Key Areas.

### Assessment

- The course is assessed by the external exam (80%) and the Course Assignment (20%). The course award is graded A to D.

### Possible Progression Routes

- Advanced Higher in Chemistry
- Higher in Biology or Physics
- National 5 in Biology or Physics
- Further Education
- Higher Education
- Training or employment
- Careers for which Chemistry would be beneficial include:  
Health and medical careers, oil and gas technologies, chemical engineering, veterinary careers, pharmacy, forensic science, food and drink industries, environmental and agricultural careers, teaching and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S5 pupils: Higher Grade A-C in Chemistry

### Course Content

The Advanced Higher Chemistry course will develop your understanding of chemistry in the physical and natural environment. The course builds on the underlying theories of chemistry explored in the Higher course, with a strong emphasis on practical applications of chemistry in modern society. You will develop advanced practical skills used in the chemistry laboratory, as well as skills of independent study, solving problems and analytical thinking that are essential in a wide range of careers.

The course has four key areas for study:

- Key Area 1 - Inorganic
- Key Area 2 - Physical Chemistry
- Key Area 2 - Organic Chemistry and Instrumental Analysis
- Key Area 3 - Researching Chemistry

The Advanced Higher course has a Course Project-Report on a topic of the learner's choice at a level appropriate to Advanced Higher.

### Assessment

- The course is assessed by the external exam (75%) and the Course Project (25%). The course award is graded A to D.

### Possible Progression Routes

- Further Education
- Higher Education
- Training or employment
- Careers for which Chemistry would be beneficial include:  
Health and medical careers, oil and gas technologies, chemical engineering, veterinary careers, pharmacy, forensic science, food and drink industries, environmental and agricultural careers, teaching and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

#### National 4

- Working at CfE level 3 by the end of the Broad General Education

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in Physics or National 5 pass in another science

### Course Content

#### National 4

The course has 3 units:

- Unit 1 - Waves and Radiation
- Unit 2 - Electricity and Energy
- Unit 3 - Dynamics and Space

The National 4 course has an Added Value Unit assignment related to one of the Units.

#### National 5

The course has 6 key areas for study:

- Key area 1 – Waves
- Key area 2 – Radiation
- Key area 3 – Properties of Matter
- Key area 4 – Electricity
- Key area 5 – Dynamics
- Key area 6 – Space

The National 5 course has a Course Assignment related to one of the Key Areas.

### Assessment

#### National 4

- Each unit will be internally assessed, including the Added Value Unit. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The course is assessed by the external exam (80%) and the Course Assignment (20%). The course award is graded A to D.
- The Course Assignment includes a practical experiment and a Report. This must be completed under supervised exam conditions.

### Possible Progression Routes

- From National 4 Physics to National 5 Physics
- From National 5 Physics to Higher Physics, or National 5 in Biology or Chemistry
- Further Education
- Training or employment
- Careers for which Physics would be beneficial include:  
Engineering, telecommunications, renewable energies, meteorology and climate change, electrical engineering, medicine and radiology, astronomy and space exploration, teaching and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 Grade A-C in Physics

### Course Content

The Higher Physics course will give you an insight into the underlying nature of our world and its place in the universe. You will develop your understanding of the fundamental ideas of space and relativity, electricity, particles and electromagnetic radiation. You will study relevant applications of physics, from the sources of the energy we use to the exploration of space. You will develop scientific inquiry and investigative skills, scientific analytical thinking and evaluation skills, and the ability to understand and use scientific literacy to communicate ideas and issues.

The course has four key areas for study:

- Key area 1 - Our Dynamic Universe
- Key area 2 - Electricity
- Key area 3 - Particles and Waves
- Key area 4 - Researching Physics

The Higher course has a Course Assignment related to one of the Key Areas.

### Assessment

- The course is assessed by the external exam (80%) and the Course Assignment (20%). The course award is graded A to D.

### Possible Progression Routes

- Advanced Higher in Physics
- Higher in Biology or Chemistry
- National 5 in Biology or Chemistry
- Further Education
- Higher Education
- Training or employment
- Careers for which Physics would be beneficial include:  
Engineering, telecommunications, renewable energies, meteorology and climate change, electrical engineering, medicine and radiology, astronomy and space exploration, teaching and many more.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S5 pupils: Higher Grade A-C in Physics

### Course Content

The Advanced Higher Physics course builds on the knowledge and skills developed in the Higher Physics course. You will develop your mathematical knowledge and skills to analyse and solve problems in real-life contexts of physics applications in a fast-changing modern world. Through a deeper insight into the structure of the subject, the course reinforces and extends knowledge and understanding of the fundamental concepts of physics and develops skills in investigative practical work.

The course has key areas for study

- Key Area 1 - Rotational Motion and Astrophysics
- Key Area 2 - Quanta and Waves
- Key Area 3 - Electromagnetism (half unit)

The Advanced Higher course has a Course Project-Report on a topic of the learner's choice at a level appropriate to Advanced Higher.

### Assessment

- The course is assessed by the external exam (75%) and the Course Project (25%). The course award is graded A to D.

### Possible Progression Routes

- Advanced Higher in Physics
- Further Education
- Higher Education
- Training or employment
- Careers for which Physics would be beneficial include:  
Engineering, telecommunications, renewable energies, meteorology and climate change, electrical engineering, medicine and radiology, astronomy and space exploration, teaching and many more.
- [My World of Work – explore career pathways](#)



# Social Subjects

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**Principal Teacher:  
Mr G Merson**

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### **Entry Level**

- Those pupils with an interest in social subjects who want to develop their skills for future study in Geography, History, Modern Studies and RMPS

### **Course Content**

People and Society is a flexible and inter-disciplinary Course offering learners the opportunity to study themes, issues and topics of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas. Through inter-disciplinary study learners make connections across subject disciplines.

National 4

The course has 4 units.

Unit 1: Investigating Skills (Global Issues)

Unit 2: Comparing and Contrasting (Living and working in Scotland)

Unit 3: Making Decisions (Crime, the Law and Punishment)

Unit 4: Value Added Unit – An assignment or project based on topics studied

### **Assessment**

National 4

- Each unit will be internally assessed. Pupils must pass all internal assessments and produce an enquiry based project to be awarded the course certificate.

### **Possible Progression Routes**

- National 4 in Geography, History, Modern Studies and RMPS
- Further Education
- Training or employment



### Entry Level

#### National 4

- Working at CfE level 3 by the end of the Broad General Education

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject or interest in subject

### Course Content

The study of geography introduces candidates to our changing world, its human interactions and physical processes. Candidates develop the knowledge and skills to enable them to contribute to their local communities and wider society. The study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

#### National 4/5

The course has 4 units.

- Physical Environments – Rivers and limestone landscapes and Weather
- Human Environments – Population, Urban Changes and Rural Changes
- Global Issues – Global Tourism
- Value Added Unit – An assignment or project based on geographical fieldwork or research.

### Assessment

#### National 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.
- 80% External Exam
- 20% Assignment

### Possible Progression Routes

- From National 3 to National 4 in Geography or another Social Subject
- From National 4 to National 5 in Geography or another Social Subject
- From National 5 to Higher in Geography or National 5 / Higher in another Social Subject
- Further Education
- Training or employment
- Careers for which Geography would be beneficial include:  
Archaeologist, Civil or Structural Engineer, Countryside Ranger or Warden, Drilling Engineer, Environmental Engineer, Explorer, Geologist, Geophysicist, Landscape Architect, Meteorologist, Mining Engineer, Nature Conservationist, Oceanographer, Surveyor
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass in Geography or another Social Subject (A or B grade, and to be sitting/have a pass in Higher English is advised)

### Course Content

Through the study of geography, and by gaining geographical analysis techniques, candidates develop an understanding of aspects of the contemporary world. They are challenged to look at the world in new ways, understand more about their sense of identity, and learn about different countries and cultures. Candidates build up a framework of geographical knowledge and understanding with which to understand and respond to global issues. Candidates gain experience in contributing to group work and working on their own through taking part in investigative and critical-thinking activities. They also progressively develop their skills in literacy and numeracy. Candidates develop an increased understanding of the environment, sustainability, and the impact of global issues.

The course is split into 4 units:

- Physical Environments: Atmosphere, hydrosphere, lithosphere and biosphere.
- Human Environments: population, rural land degradation and management, urban change and management.
- Global Issues: global climate change and Environmental Hazards
- Assignment: project based on geographical fieldwork or research

### Assessment

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.

### Possible Progression Routes

- National 5 or Higher in another Social Subject
- Advance Higher in Geography or National 5 / Higher / Advanced Higher in another Social Subject
- Further Education
- Higher Education
- Training or employment
- Careers for which Geography would be beneficial include:  
Archaeologist, Civil or Structural Engineer, Countryside Ranger or Warden, Drilling Engineer, Environmental Engineer, Explorer, Geologist, Geophysicist, Landscape Architect, Meteorologist, Mining Engineer, Nature Conservationist, Oceanographer, Surveyor and Renewable energy careers.
- [My World of Work – explore career pathways](#)

### Entry Level

#### National 4

- Working at CfE level 3 by the end of the Broad General Education

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject or interest in subject

### Course Content

In the National 5 History course, candidates develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

The course has three units and an added value project.

- Migration and Empire 1830 -1939
- The Atlantic Slave Trade, 1770–1807
- Free at Last? Civil Rights in the USA, 1918–1968
- Added Value Unit – Pupils chose an area of the course to further study and produce a research piece of work

### Assessment

#### National 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.
- 80% external exam
- 20% assignment

### Possible Progression Routes

- From National 3 to National 4 in History or another Social Subject
- From National 4 to National 5 in History or another Social Subject
- From National 5 to Higher in History or National 5 / Higher in another Social Subject
- Further Education
- Training or employment
- Careers for which History would be beneficial include:
  - Archaeologist, Archivist, Genealogist, Library or Information Assistant, Library or Information Professional, Museum or Art Gallery Curator or Keeper, Political Researcher, Teacher - Secondary School – History, Tour Guide, Tour Leader
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass in History or another Social Subject (A or B grade, and to be sitting/have a pass in Higher English is advised)

### Course Content

In Higher History, candidates develop a greater understanding of the world by learning about other people and their values, in different times, places and circumstances. The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today. Candidates have opportunities to develop important attitudes including an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

The course is split into 4 units:

- Scottish: The Impact of the Great War, 1914-1928
- European & World Unit: Germany, 1815–1939 **OR** Russia, 1881–1921
- British: Britain 1851–1951
- Assignment -

### Assessment

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.

### Possible Progression Routes

- National 5 / Higher in another Social Subject
- Advance Higher in History or National 5 / Higher / Advanced Higher in another Social Subject
- Further Education
- Higher Education
- Training or employment
- Careers for which History would be beneficial include:  
Archaeologist, Archivist, Genealogist, Library or Information Assistant, Library or Information Professional, Museum or Art Gallery Curator or Keeper, Political Researcher, Teacher - Secondary School – History, Tour Guide, Tour Leader
- [My World of Work – explore career pathways](#)

### Entry Level

#### National 4

- Working at CfE level 3 by the end of the Broad General Education

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject

### Course Content

The National 5 Modern Studies course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They also have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. The course emphasises the development and application of skills. The focus on evaluating sources and making decisions develops thinking skills, as well as skills in literacy and numeracy.

The course has 4 units.

- Democracy in the UK
- Social Issues in the UK – Crime and the Law
- World Power – The USA
- Added Value Unit – Pupils chose an area of the course to further study and produce a research piece of work

### Assessment \*

#### National 4

- Each unit will be internally assessed. Pupils must pass all internal assessments to be awarded the course certificate.

#### National 5

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.
- 80% External Exam
- 20% Assignment

### Possible Progression Routes

- From National 3 to National 4 in Modern Studies or another Social Subject
- From National 4 to National 5 in Modern Studies or another Social Subject
- From National 5 to Higher in Modern Studies or Higher in another Social Subject
- Further Education
- Training or employment
- Careers for which Modern Studies would be beneficial include:  
Broadcast Journalist, Journalist or Reporter, Library or Information Professional, Police Officer, Political Researcher, Procurator Fiscal, Social Worker, Solicitor, Journalism, TV or Radio Presenter and careers in the Military.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass in Modern Studies or another Social Subject (A or B grade, and to be sitting/have a pass in Higher English is advised)

### Course Content

Higher Modern Studies encourages candidates to develop a greater understanding of the contemporary world and their place in it. They have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. The course emphasises the development and application of skills. The focus on evaluating sources and making decisions develops candidates' thinking skills, as well as skills in literacy and numeracy. Investigative and critical thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

The course has 4 key areas of study

- Democracy in Scotland and the United Kingdom
- Social Issues in the United Kingdom – Health and Wealth Inequalities
- International Issues – The USA
- Assignment – Decision making exercise on contemporary issue

### Assessment

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.

### Possible Progression Routes

- National 5 / Higher in another Social Subject
- Advanced Higher in Modern Studies
- Further Education
- Higher Education
- Training or employment
- Careers for which Modern Studies would be beneficial include:  
Broadcast , Journalist or Reporter, Criminologist, Library or Information Professional,  
Police Officer, Political Researcher, Procurator Fiscal, Social Worker, Solicitor, Journalism, TV or  
Radio Presenter and careers in the Military.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass in any Social Subjects course

### Course Content

Higher Politics contributes to candidates' understanding of society by helping them to develop an understanding of political theory, political systems in the UK and international contexts, and factors affecting the electoral performance of political parties. Candidates develop a critical awareness of the nature of politics and the relationship between political theories, systems and parties. Candidates build up a framework of political knowledge and understanding through interpreting, evaluating and commenting on political issues. They develop higher-order thinking skills through research and critical-thinking activities carried out individually and in groups.

The course has 4 key areas for study:

- Politics: Political Theory
- Politics: Political Systems
- Politics: Political Parties and Elections
- Assignment – Extended essay on topical political issue

### Assessment

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D. For the exam you will be expected to write extended essay answers.

### Possible Progression Routes

- Higher in Modern Studies or National 5 / Higher in another Social Subject
- Advance Higher in Modern Studies or National 5 / Higher / Advanced Higher in another Social Subject
- Further Education
- Higher Education
- Training or employment
- Careers for which Modern Studies would be beneficial include:  
Broadcast Journalist, Journalist or Reporter, Library or Information Professional, Police Officer, Political Researcher, Procurator Fiscal, Social Worker, Solicitor, Journalism, TV or Radio Presenter
- [My World of Work – explore career pathways](#)



### Entry Level

#### National 4

- Working at CfE level 3 by the end of the Broad General Education

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject

### Course Content

National RMPS encourages candidates to develop values and beliefs and learn how to express them. It helps them to develop respect for others and an understanding of beliefs and practices which are different from their own. They develop an understanding of human beliefs, values and behaviour; and examine how religion, morality and philosophy might help people find meaning and purpose in life. Candidates have opportunities to develop literacy, personal learning and thinking skills as well as a sense of responsible citizenship.

The course has three key areas of study

- World Religion (Christianity)
- Morality and Belief (Medicine)
- Religious and Philosophical Questions (Origins)

### Assessment

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.
- 80% external Exam
- 20% Assignment

### Possible Progression Routes

- National 5 / Higher in RMPS or other social subjects
- Further Education
- Higher Education
- Training or employment
- Careers for which RMPS would be beneficial include:  
Broadcast Journalist, Journalist or Reporter, Library or Information Professional, Police Officer, Political Researcher, Social Worker, Solicitor, Journalism, TV or Radio Presenter, Teacher - Secondary School - Religious Education
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass in RMPS or an other Social Subject (A or B grade, and to be sitting/have a pass in Higher English is advised)

### Course Content

Higher RMPS This course helps candidates to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour. Throughout the course, there are opportunities for candidates to develop literacy, personal learning and thinking skills, and a sense of responsible citizenship.

The course has three key areas of study

- World Religion (Christianity)
- Morality and Belief (Medicine)
- Religious and Philosophical Questions (Origins)

### Assessment

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.
- **Paper 1 – 60 marks**
- **Paper 2 – 20 marks**
- **Assignment – 30 marks**

### Possible Progression Routes

- Higher in other social subjects
- Further Education
- Higher Education
- Training or employment
- Careers for which RMPS would be beneficial include:  
Broadcast Journalist, Journalist or Reporter, Library or Information Professional, Police Officer, Political Researcher, Social Worker, Solicitor, Journalism, TV or Radio Presenter, Teacher - Secondary School - Religious Education
- [My World of Work – explore career pathways](#)

### Entry Level

#### National 4

- Working at CfE level 3 by the end of the Broad General Education

#### National 5

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject

### Course Content

The course is aimed at those who are interested in travel and have considered a career in tourism. You will study customer service skills on the tourism industry, employability skills. Scottish Tourism and UK and world-wide travel. The course is structured in such a way that at every stage you will be expected to develop vocational skills in preparation for moving into the work force.

### Assessment

#### The Exam

There is no external exam for this course.

#### Internal assessment

There is an end of unit test for each of the four sections of the course listed below.

1. Employability
2. Customer Service
3. Scottish Tourism
4. UK & Worldwide tourism

### Possible Progression Routes

- National 5 in Geography or another Social Subject
- Higher in Geography or National 5 / Higher in another Social Subject
- A H in Geography or National 5 / Higher / Advanced Higher in another Social Subject
- Further Education
- Higher Education
- Training or employment
- Careers for which Travel and Tourism would be beneficial include:  
Travel Agent, Tour Guide, Holiday Rep, Archaeologist, Countryside Ranger or Warden, Nature Conservationist, Transport and Logistics co-ordinator.
- [My World of Work – explore career pathways](#)

# Technology

(Acting) Principal Teacher:  
Mr J Sheridan

Click below to access subject choice videos

[Video 1](#)



[Video 2](#)



[Video 3](#)



[Video 4](#)



[Video 5](#)



### Entry Level

- Current S4/5 pupils: National 5 pass
- It is recommended for candidates to have achieved National 5 Maths

### Course Content

The course has 3 units

- **Unit 1** - Engineering Concepts and Challenges
- **Unit 2** - Electronics and Control
- **Unit 3** – Mechanisms and Structures
- Course Assignment

The Higher Engineering Science Course provides a broad and challenging exploration of engineering. Learners extend and apply knowledge and understanding of key engineering concepts, principles, and practice; understanding the relationships between engineering, mathematics and science; and applying analysis, design, construction and evaluation skills to a range of engineering problems with some complex features

### Assessment

- Pupils will have a range of assessments throughout the session to build skills and knowledge for preparation of final exam.

### Possible Progression Routes

- Advance Higher in Engineering Science
- Further Education
- Higher Education
- Training or employment
- Careers for which Engineering Science would be beneficial include:  
Any of the range of Engineering, Maths and Science careers available
- [My World of Work – explore career pathways](#)

### Entry Level

National 4 Administration & IT

- Working at CfE level 3 by the end of the Broad General Education

National 5 Administration & IT

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject

### Course Content

**The course has 3 mandatory units.**

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration

**National 4 Added Value Unit** – Pupils have to organise and support a small-scale event to a given brief.

**National 5 Assignment** – Pupils will have to prepare for an event and carry out follow-up tasks. This assignment is worth 100 marks and will be carried out in class under exam conditions.

### Assessment

**National 4 Administration & IT**

- Each unit will be internally assessed. Pupils must pass all internal assessments and the added value unit to be awarded the course certificate.

**National 5 Administration & IT**

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.

### Possible Progression Routes

- From National 4 to National 5 Administration & IT
- From National 5 to Higher Administration & IT
- Further Education
- Training or employment
- Careers for which Administration & IT would be beneficial include:
  - Reception work, secretarial work, paralegal services, travel and tourism, office management, accounting, insurance, banking, health service administration, court administration, event management, human resources, payroll and clerical work.
- [My World of Work – explore career pathways](#)

### Entry Level

- Current S4/5 pupils: National 5 pass Administration & IT
- Current S6 pupils who have passes in other Highers and National 5 Maths

### Course Content

The course has three mandatory units

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration

The course will enable you to develop advanced administrative and IT skills using a range of software applications such as word processing, spreadsheets, databases, desktop publishing and presentation, as well as to organise, manage and communicate complex information.

### Assessment

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.

### Possible Progression Routes

- Further Education
- Higher Education
- Training or employment
- Careers for which Administration & IT would be beneficial include:  
Personal assistant, secretarial work, paralegal services, travel and tourism, office management, accounting, insurance, banking, health service administration, court administration, event management, human resources, payroll and clerical work.
- [My World of Work – explore career pathways](#)



### Entry Level

- Current S3 pupils: Working at CfE level 4 by the end of the Broad General Education
- Current S4/5 pupils: National 4 pass in this or a similar subject

### Course Content

- This NPA (National Progression Award) will provide you with knowledge and skills which are directly relevant to current and/or future practice in the area of Business and Marketing. You will also be able to broaden knowledge and skills by undertaking study in the following areas: market research, promotion, event organisation, customer care and selling skills.
- Business and Marketing is represented with NPAs at both SCQF level 4 and SCQF level 5 to align with NC arrangements.
- Level 4
- The NPA in Business and Marketing at SCQF level 4 consists of three level 4 Units and enables learners to begin and progress, if needed, to Units at a higher level as their confidence and skills increase.
- Level 5
- This NPA has 2 mandatory credits and 3 optional credits which can be taken from a framework of 10 credits. This allows for learners to select the best route to gain the qualification according to preference and skills.

### Possible Progression Routes

Progression opportunities from this course.  
Foundation Apprenticeship in Business Skills

Employment opportunities On successful completion of the NPA,  
" Marketing Assistant  
" Customer Service Assistant  
" Sales Assistant.

### Entry Level

Current S4/5 pupils: National 5 pass in Business Management or a Pass in Higher English, Modern Studies or History.

### Course Content

**The course is split into five areas of study:**

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

This course helps candidates understand the dynamic, changing and competitive environment of industry and commerce, and the environments that organisations operate in. It develops skills in communicating and presenting business-related information to stakeholders of an organisation.

### Assessment

- The course is assessed by the external exam and the course Assignment.
- The course award is graded A to D.

### Possible Progression Routes

- National 5 / Higher in another Social Subject
- Further Education
- Higher Education
- Training or employment
- Careers for which Business Management would be beneficial include:  
Marketing, Human Resources, Accounting, Entrepreneurship, Property Management, Retail and Sales, Local Government, Advertising, Transport and Logistics, Insurance and Banking and running your own business.
- [My World of Work – explore career pathways](#)

# Foundation Apprenticeships

Pupils should see their Guidance Teacher further information

[Foundation Apprenticeships | Apprentices](#)



## Creative and Digital Media – Foundation Apprenticeship

Level: SCQF Level 6 (equivalent to Higher)

### Entry Level

- 1 Year course available to S5 & S6 pupils
- This course would be designed to support application to university, ideally pupils in S5 who are studying 3 Highers could select this as an additional option.
- Pupils must be capable of working at SCQF Level 6 (equivalent to Highers) and who are interested in a career in working with Digital Media, Architecture, Design and Fashion
- Pupils should have achieved passes in related National 5 awards. Related areas of prior study would include English, Art & Design, Modern Studies, Graphic Communication, Computing Science, Media.
- Pupils would benefit from studying or having studied subjects such as Higher English, Higher Media, Higher Art, Higher Graphic Communication alongside this Foundation Apprenticeship.

### Why take this course?

This programme, delivered over one year, incorporates classroom-based study with work-based learning to prepare you for entry to the workplace or full-time Further or Higher Education. The course is funded by Skills Development Scotland.

This Foundation Apprenticeship gives pupils skills and knowledge for an exciting creative career. Future storytellers, techies, designers and creative thinkers can bring their ideas to life. There's a big demand for skilled people in the sector, meaning there are lots of job opportunities and great progression routes!

### Course Content & Qualifications

- Follow the link to find out more about course content and assessment.
- [Creative and Digital Media](#)

### Course and Timetable Arrangements

- **Timetable arrangements:** This course maybe delivered in school, another school or at NESCOL. Pupils would select their main choice and select this if an option.

### Possible Progression Routes

Your Foundation Apprenticeship gives you lots of options, including:

- **Modern Apprenticeship:** When you complete your Foundation Apprenticeship you'll have achieved core units of the Modern Apprenticeship in Creative and Digital Media. You will have the right skills and experience to do a related Modern Apprenticeship. These could include Creative and Culture or Digital Applications.
- **Further Education:** Continue your studies at college with an HNC or HND in a creative or digital subject. Your workplace experience will support your college application.
- **University:** All Scottish universities recognise Foundation Apprenticeships as equal to SQA Highers. You will already have experience in the industry – this will make your UCAS stand out from the crowd. This apprenticeship also provides you with 42 UCAS tariff points. Find out about points [on the UCAS website](#)

### Further information

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

## Children & Young People – Foundation Apprenticeship

Level: SCQF Level 6 (equivalent to Higher)

### Entry Level

- 1 Year course available to S5 & S6 pupils
- This course would be designed to support application to university, ideally pupils in S5 who are studying 3 Highers could select this as an additional option.
- Pupils must be capable of working at SCQF Level 6 (equivalent to Highers) and who are interested in a career in working with Children and Young People.
- Pupils should have achieved passes in related National 5 awards. Related areas of prior study would include English, Biology, Modern Studies, PE, Skills for Work Early Education and Childcare or Skills for Work Health Sector.
- Applicants will be required to attend an interview and be eligible for PVG Scheme membership where required.
- Pupils would benefit from studying or having studied subjects such as Higher English, Higher Biology, Higher Modern Studies, Higher PE alongside this Foundation Apprenticeship.

### Why take this course?

This programme, delivered over one year, incorporates classroom-based study with work-based learning to prepare you for entry to the workplace or full-time Further or Higher Education. The course is funded by Skills Development Scotland.

People are at the heart of healthcare and social services. If you have a passion for improving lives and helping others, a career in this rewarding field could be for you. There's a big demand for skilled people in the sector, meaning there are lots of job opportunities and great progression routes!

### Course Content & Qualifications

- Follow the link to find out more about course content and assessment.
- [Social Services and Healthcare](#)

### Course and Timetable Arrangements

- **Timetable arrangements:** This course maybe delivered in school, another school or at NESCOL. Pupils would select their main choice and select this if an option.

### Possible Progression Routes

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- **Modern Apprenticeship:** When you complete your Foundation Apprenticeship, you'll have achieved core units to progress to the Modern Apprenticeship in Social Services and Healthcare, giving you a head start.
- **further education:** Continue your studies at college, with an HNC or HND in a social services or childcare subject. Your workplace experience will support your college application.
- **university:** All Scottish universities recognise Foundation Apprenticeships as equal to SQA Highers. You'll already have experience in the industry – this will make your UCAS stand out from the crowd. This apprenticeship also provides you with 42 UCAS tariff points. [Find out more about points on the UCAS website](#)
- **straight to a job:** Use your qualification and work experience to find a job in the social services industry.

### Further information

<https://www.nescol.ac.uk/courses/foundation-apprenticeship-children-and-young-people/>  
<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

For information, the [Scottish Social Services Council \(SSSC\)](#) provides a useful tool/resource for career planning within the care sector.

[Find out more about this course from Skills Development Scotland](#)

## Social Services and Health Care – Foundation Apprenticeship

Level: SCQF Level 6 (equivalent to Higher)

### Entry Level

- 1 Year course available to S5 & S6 pupils
- This course would be designed to support application to university, ideally pupils in S5 who are studying 3 Highers could select this as an additional option.
- Pupils must be capable of working at SCQF Level 6 (equivalent to Highers) and who are interested in a career in working with Digital Media, Architecture, Design and Fashion
- Pupils should have achieved passes in related National 5 awards. Related areas of prior study would include English, Art & Design, Modern Studies, Graphic Communication, Computing Science, Media.
- Applicants will be required to attend an interview and be eligible for PVG Scheme membership where required.
- Pupils would benefit from studying or having studied subjects such as Higher English, Higher Media, Higher Art, Higher Graphic Communication alongside this Foundation Apprenticeship.

### Why take this course?

This programme, delivered over one year, incorporates classroom-based study with work-based learning to prepare you for entry to the workplace or full-time Further or Higher Education. The course is funded by Skills Development Scotland.

This Foundation Apprenticeship gives pupils skills and knowledge for an exciting creative career. Future storytellers, techies, designers and creative thinkers can bring their ideas to life. There's a big demand for skilled people in the sector, meaning there are lots of job opportunities and great progression routes!

### Course Content & Qualifications

- Follow the link to find out more about course content and assessment.
- [Creative and Digital Media](#)

### Course and Timetable Arrangements

- **Timetable arrangements:** This course maybe delivered in school, another school or at NESCOL. Pupils would select their main choice and select this if an option.

### Possible Progression Routes

Your Foundation Apprenticeship gives you lots of options, including:

- **Modern Apprenticeship:** When you complete your Foundation Apprenticeship, you'll have achieved core units of the Modern Apprenticeship in Creative and Digital Media. You'll have the right skills and experience to do a related Modern Apprenticeship. These could include Creative and Cultural or Digital Applications.
- **Further education:** Continue your studies at college with an HNC or HND in a creative or digital subject. Your workplace experience will support your college application.
- **University:** All Scottish universities recognise Foundation Apprenticeships as equal to SQA Highers. You'll already have experience in the industry – this will make your UCAS stand out from the crowd. This apprenticeship also provides you with 42 UCAS tariff points. [Find out about points on the UCAS website](#)

### Further information

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

## IT – Software Development – Foundation Apprenticeship

Level: SCQF Level 6 (equivalent to Higher)

### Entry Level

- 1 Year course available to S5 & S6 pupils
- This course would be designed to support application to university, ideally pupils in S5 who are studying 3 Highers could select this as an additional option.
- Pupils must be capable of working at SCQF Level 6 (equivalent to Highers) and who are interested in a career in working with Gaming, Virtual Reality, and cyber security.
- Pupils should have achieved passes in related National 5 awards. Related areas of prior study would include English, Modern Studies, Graphic Communication, Computing Science, Media.
- Pupils would benefit from studying or having studied subjects such as Higher English, Higher Media, Higher Art, Higher Graphic Communication alongside this Foundation Apprenticeship.

### Why take this course?

This programme, delivered over one year, incorporates classroom-based study with work-based learning to prepare you for entry to the workplace or full-time Further or Higher Education. The course is funded by Skills Development Scotland.

Gaming, virtual reality, cyber security – the digital world is changing fast. You could help decide where it goes next. It's a great time to work in the industry. With this Foundation Apprenticeship, you'll be ready for roles that are in demand now and in the future.

As a software or web developer, you could create programs, robotic systems, apps and websites. As a database administrator or network manager you could design and build computer systems.

### Course Content & Qualifications

- Follow the link to find out more about course content and assessment.
- [IT: Software Development](#)

### Course and Timetable Arrangements

- **Timetable arrangements:** This course maybe delivered in school, another school or at NESCOL. Pupils would select their main choice and select this if an option.

### Possible Progression Routes

Your Foundation Apprenticeship gives you lots of options, including:

- **Modern Apprenticeship:** When you complete your Foundation Apprenticeship you'll have achieved core units of the Modern Apprenticeship in Creative and Digital Media. You will have the right skills and experience to do a related Modern Apprenticeship. These could include Creative and Culture or Digital Applications.
- **Further Education:** Continue your studies at college with an HNC or HND in a creative or digital subject. Your workplace experience will support your college application.
- **University:** All Scottish universities recognise Foundation Apprenticeships as equal to SQA Highers. You will already have experience in the industry – this will make your UCAS stand out from the crowd. This apprenticeship also provides you with 42 UCAS tariff points. Find out about points [on the UCAS website](#)

### Further information

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>



## Construction - Foundation Apprenticeship

Level: SCQF Level 5 (equivalent to National 5)

### Entry Level

- 1 Year course available to S4 pupils
- This course would be designed to support application to college or apprenticeship.
- Pupils must be capable of working at SCQF Level 5 and who are interested in a career in working the construction industry.
- Applicants will be required to attend an interview and be eligible for PVG Scheme membership where required.
- Pupils would benefit from studying or having studied subjects such as Nat 4/5 Maths,

### Why take this course?

This programme, delivered over one year, incorporates classroom-based study with work-based learning to prepare you for entry to the workplace or full-time Further or Higher Education. The course is funded by Skills Development Scotland.

The construction industry offers a broad range of opportunities to all. Whether you're working on site or behind a drawing board, in construction you'll shape and build the world.

The industry's workforce is ageing and there is demand to fill the skills gap. If you're a practical thinker with a knack for technical processes, this industry could be your perfect match.

### Course Content & Qualifications

- Follow the link to find out more about course content and assessment.
- [Construction](#)

### Course and Timetable Arrangements

- **Timetable arrangements:** This course maybe delivered in school. Pupils would select their main choice and select this if an option.

### Possible Progression Routes

Your Foundation Apprenticeship gives you lots of options, including:

- **Modern Apprenticeship:** When you complete your Foundation Apprenticeship, you'll have achieved core units of the Modern Apprenticeship in Creative and Digital Media. You'll have the right skills and experience to do a related Modern Apprenticeship. These could include Creative and Cultural or Digital Applications.
- **further education:** Continue your studies at college with an HNC or HND in a creative or digital subject. Your workplace experience will support your college application.

### Further information

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

## Automotive – Foundation Apprenticeship

Level: SCQF Level 4 (equivalent to National 4)

### Entry Level

- 1 Year course available to S4 pupils
- This course would be designed to support application to college or apprenticeship.
- Pupils must be capable of working at SCQF Level 4 and who are interested in a career in working the motor vehicle industry.
- Pupils would benefit from studying or having studied subjects such as Nat 4/5 Maths,

### Why take this course?

This programme, delivered over one year, incorporates classroom-based study with work-based learning to prepare you for entry to the workplace or full-time Further or Higher Education. The course is funded by Skills Development Scotland.

The Automotive Foundation Apprenticeship will teach you about the car and transport industry. You might choose this course if you're interested in being a mechanic or engineer. You may want to sell cars or parts, or learn more about the industry.

Automotive jobs involve using exciting new technology and are vital to Scotland.

The automotive industry contributes greatly to the Scottish economy. There's a wide range of careers and development opportunities for all.

### Course Content & Qualifications

- Follow the link to find out more about course content and assessment.
- [Automotive](#)

### Course and Timetable Arrangements

- **Timetable arrangements:** This course maybe delivered in school. Pupils would select their main choice and select this if an option.

### Possible Progression Routes

Your Foundation Apprenticeship gives you lots of options, including:

- **Modern Apprenticeship:** When you complete your Foundation Apprenticeship, you'll have achieved core units of the Modern Apprenticeship in Creative and Digital Media. You'll have the right skills and experience to do a related Modern Apprenticeship. These could include Creative and Cultural or Digital Applications.
- **further education:** Continue your studies at college with an HNC or HND in a creative or digital subject. Your workplace experience will support your college application.

### Further information

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

# NESCOL Courses

Pupils should see Mr Hynd for further information



### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4-6
- To gain entrance to the course pupils must complete an application form.

### Course Content

#### **Software design and development**

Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

#### **Computer systems**

Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

#### **Database design and development**

Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

#### **Web design and development**

Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and JavaScript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

### Assessment

National 5

- The course is assessed by the external exam and the Course Assignment. The course award is graded A to D.

### Possible Progression Routes

- Higher Computing at college
- Further Education  
 NESCOL full time courses [Computing with Digital Media - NC \(SCQF Level 5\)](#), [Develop a Portfolio in Computer Arts - \(SCQF Level 6\)](#)
- Training or employment
- Careers for which a computing qualification would be beneficial include:  
 Games Designer, Programmer or Tester, Database Administrator, IT Helpdesk Analyst, IT Support Engineer, IT Support Worker, IT Trainer, Multimedia Developer, Network Manager, Software Engineer or Developer, Systems Analyst, Web Developer

For more information see <https://www.nescol.ac.uk/courses/national-5-computing-science/>

### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4-6
- To gain entrance to the course pupils must complete an application form.

### Course Content

Teaching will take the form of practical, hands-on activities in a workshop environment, combined with classroom-based theory lessons.

This course is made up of five units, two of which are mandatory. These include:

- The Construction Industry – An Introduction
- Brick Work – An Introduction
- Carpentry and Joinery – An Introduction
- Painting and Decorating – An Introduction
- Design Project

Throughout the course you will be offered an opportunity to review and identify how your skills are developing. You will be expected to demonstrate:

- An interest in the Construction industry
- Good timekeeping skills
- A willingness and commitment to learning
- A knowledge of appropriate dress, in particular Personal Protective Equipment (PPE)
- Planning and preparation skills
- An ability to establish/maintain good working relationships with others
- Problem-solving skills

### Assessment

- Pupils' work will be assessed continuously. There will be no final examination.

### Possible Progression Routes

- National 5 Woodwork, National 4 or 5 Design & Manufacture
- Further education
- NESCOL full time courses - [Construction Crafts - Introduction \(SCQF Level 4\)](#), [Construction Crafts - \(SCQF Level 5\)](#)
- Training or employment
- Careers for which a Construction Crafts would be beneficial include:  
Bricklayer, Building Services, Carpenter or Joiner, Ceiling Fixer, Construction work, Floor Layer or Carpet Fitter, Gas Installation Engineer, Heating and Ventilating Fitter or Welder, Painter and Decorator, Plasterer, Plumber, Roofer, Scaffolder, Stonemason, Wall and Floor Tiler, Window Fitter

### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S6
- This course is most suited to pupils who have already achieved at least 3 National 5s or a Higher in subjects such as Modern Studies, History or English
- To gain entrance to the course pupils must complete an application form.

### Course Content

The course is suitable for those with an interest in developing their knowledge and understanding of crime and criminal behaviour, either to pursue study and career options related such as, Law, Legal Services, Police, Probation and Social work or to broaden their learning experience.

The course is made up of the following topic areas, Forensic Psychology which introduces the work of Forensic Psychologists in the Police, Courts and the Prison Estate. The candidate will develop an understanding of different psychological theories of criminal behaviour, including psychopathy. The candidate will also have the opportunity to explore extraordinary criminal behaviour. Crime in society and social issues will enable candidates to explain what constitutes a crime in Scotland and the main principles involved in the prosecution of crime and to explore the nature of crime and its effects on the individual and the community.

### Assessment

- Pupils' work will be assessed continuously. There will be no final examination.

### Possible Progression Routes

- Further Education  
NESCOL full time course - [Social Sciences - HND \(SCQF Level 8\)](#)
- Training or employment
- Careers for which Criminology would be beneficial include:  
Law, Legal Services, Police, Probation and Social work

For more information see <https://www.nescol.ac.uk/courses/npa-criminology-scqf-level-6/>



### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4 - 6
- To gain entrance to the course pupils must complete an application form.

### Course Content

This Skills for Work course will introduce you to physical and emotional child development and the importance of the use of play in the early education of children. The course will allow you to develop fundamental good practice skills and become well-equipped for going on to further study or employment. You will:

- Gain an understanding of the importance of play in working with children.
- Gain an insight into child development and its value in working with children.
- Develop an awareness of health and safety issues relevant to a range of activities.
- Develop core and essential skills including communication and working with others.
- Develop industry-related good practice.

There are four units in the course:

1. Child Development
2. Play in Early Education and Childcare
3. Working in Early Education and Childcare
4. Parenting

### Assessment

- Pupils' work will be assessed continuously. There will be no final examination.
- To achieve the course award you must attend regularly and successfully complete all units. Assessment will be based on test and case studies along with project work and a folio. This course will show on your final SQA certificate as a National 5 qualification.

### Possible Progression Routes

- S6 – Children and Young People Foundation Apprenticeship
- Further Education
- NESCOL full time courses
  - [Childcare & Development - \(SCQF Level 5\)](#)
  - [Early Education & Childcare - NC \(SCQF Level 6\)](#)
- Training or employment
- There are a wide range of careers for which Early Education and Childcare would be beneficial:  
Early years teacher, Children's nurse, Play therapist, Childminder, Community development worker, Nanny, Nursery manager, Nursery worker, Playworker, Primary School Teacher, Social worker, Volunteer organiser, Community education coordinator, EFL teacher, Learning support assistant, Classroom assistant

For more information see <https://www.nescol.ac.uk/courses/skills-for-work-national-5-early-education-and-childcare/>



### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4 - 6
- To gain entrance to the course pupils must complete an application form.

### Course Content

Engineering is a well-established industry with a number of qualifications available ranging from National Qualifications and SVQs to university degrees.

This course is a nationally recognised qualification that will give you a broad introduction to engineering, helping you decide which discipline you may be interested in progressing to on leaving school. You will develop essential practical skills in the workshop, as well as skills identified as important by employers – excellent preparation for progressing towards further study or employment. During the course you will:

5. Develop technical knowledge, skills and understanding in Engineering;
6. Develop an awareness of key health and safety issues;
7. Develop and learn to apply practical, technical and communication skills;
8. Develop aspects of the Core Skill of Working with Others;
9. Develop good practice in maintaining a tidy and safe work environment;
10. Be prepared for further learning opportunities, study and training in the field of Engineering.

Teaching will take the form of practical, hands-on activities in a workshop environment, combined with classroom-based theory lessons. Classes will take place in a workshop at the College's Fraserburgh or Aberdeen Altners Campus, or in a school setting.

This course is made up of the following four units:

1. Mechanical & Fabrication
2. Electrical & Electronic
3. Maintenance
4. Design and Manufacture – Renewable Energy

You will be introduced to workshop safety, the tools and equipment used in the industry and will then progress to the development of basic essential skills required in the industry. The course will also equip you with the knowledge you need to make an informed decision on progression pathways, whilst giving you the opportunity to develop the important employability skills.

You will experience a variety of teaching methods and practical activities, and will be taught in workshops and classrooms at college or in a local school, depending on your location. Throughout the course you will be offered an opportunity to review and identify how your skills are developing. You will be expected to demonstrate:

- Good time keeping skills;
- A safe approach to working in a workshop environment;
- A willingness and commitment to learning and an interest in engineering;
- A knowledge of appropriate dress, in particular Personal Protective Equipment (PPE);
- An ability to work independently;
- Planning and preparation skills;
- An ability to establish/maintain good working relationships with others;

- Problem solving skills.

### Assessment

- To achieve the full qualification, you must attend regularly and successfully complete all units. Assessment will be based on a range of practical activities in the workshop, and Assessors will watch you undertake various tasks. Please note that you will be expected to demonstrate an awareness of health and safety throughout. The course will show on your final SQA Certificate as a National 5 qualification.

### Possible Progression Routes

- National 5 in another Technical Subject
- Further Education [Mechanical Engineering - Foundation Apprenticeship \(SCQF Level 6\)](#), [Mechanical Engineering - NC \(SCQF Level 6\)](#)
- Training or employment
- Careers for which Skills for Work Engineering would be beneficial include:  
Engineering, Oil and Gas Industry and Renewables

### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4-6
- To gain entrance to the course pupils must complete an application form.

### Course Content

This course provides a broad, experiential introduction to hairdressing, with experience of general salon duties to support stylists and assisting with customer care. Pupils will learn about the different roles and responsibilities in hairdressing, and begin to develop vocational skills and knowledge. The Course content places emphasis throughout all units on the employability skills and attitudes.

The course is made up of the following five units:

- Presenting a professional image in the salon
- Shampooing and conditioning
- Styling women's hair
- Plaiting and twisting hair
- Colour hair using temporary colour

### Assessment

- Pupils' work will be assessed continuously. There will be no final examination.

### Possible Progression Routes

- S5/6 School link college course – Beauty Therapy
- Further Education  
NESCOL full time course [Hairdressing - Introduction \(Broadly comparable to SCQF Level 4\)](#)
- Training or employment
- Careers for which a Hairdressing qualification would be beneficial include:  
Barber, Hair Stylist, Image Consultant, Hair and Beauty Salon work

For more information see <https://www.nescol.ac.uk/courses/city-and-guilds-level-1-units-in-hairdressing/>

### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4-6
- To gain entrance to the course pupils must complete an application form.

### Course Content

This course gives an introduction to the Beauty Therapy industry. This course covers employability skills, health and safety, and how to prepare and maintain salon treatment work areas.

The course is made up of the following five units:

- Presenting a professional image in the salon
- Skin care
- Hand care
- Basic make-up application
- Nail art

Some of the topics you will learn about include personal presentation, customer care, skin analysis, facials, application of basic make-up, hand care treatments and basic manicure skills.

### Assessment

To achieve the full course, you must attend regularly and successfully complete all units. Assessments will be based on a range of practical activities (in real or simulated settings) and assessors will observe you as you undertake each activity. You will also complete some research tasks and short written assessments.

Please note that some assessments may require you to bring along a client aged 16 or over. On successful completion of the full course you will receive a City & Guilds Certificate for the units achieved.

### Possible Progression Routes

- Further Education  
NESCOL full-time course [Beauty Therapy - Introduction \(Broadly comparable to SCQF Level 4\)](#)
- Training or employment
- Careers for which Beauty Therapy would be beneficial include:  
[Beauty Consultant](#), [Beauty Therapist](#), [Image Consultant](#), [Make-up Artist](#), [Nail Technician](#)

For more course information see <https://www.nescol.ac.uk/courses/city-and-guilds-level-1-units-in-beauty-therapy/>

### Entry Level

This course is delivered at NESCOL Scottish Maritime Academy, Peterhead one full day each week.

- This course is open to pupils going into S4-6
- To gain entrance to the course pupils must complete an application form.

### Course Content

This course will explore a variety and range of career opportunities — local, national and global — in the maritime sector, including commercial sea-fishing, the Royal Navy, the Merchant Navy, inland waterways and marine leisure, ports and harbours.

There are five units covered in the course

- Seamanship: An introduction
- Maritime Environment: An Introduction
- Small Boat Engineering
- Health & Safety in the Maritime Sector
- Employability Skills & Careers in the Maritime Sector

### Assessment

- Pupils' work will be assessed continuously. There will be no final examination.

### Possible Progression Routes

- Further Education
- Training or employment
- Careers for which a Maritime qualification would be beneficial include:  
Commercial Sea Fishing, Royal Navy, Merchant Navy, the standby/supply sector in the North Sea, inland waterways and marine leisure, ports and harbours.

For more information see <https://www.nescol.ac.uk/courses/skills-for-work-national-5-maritime-skills/>



### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4-6
- To gain entrance to the course pupils must complete an application form.

### Course Content

National 4 Skills for Work: Uniformed and Emergency Services is an introductory qualification. It develops the skills, knowledge and attitudes needed for work in the industry.

The Course introduces candidates to the uniformed and emergency services: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines; and the Ambulance Service, Coastguard, Fire and Rescue and Police. The Course includes investigating the different uniformed and emergency services, and the roles and responsibilities of those working in a specific service team. Candidates will also investigate career opportunities in the uniformed and emergency services.

Central to the Course is developing the employability skills that are valued by employers in the uniformed and emergency services. These skills are embedded in all four Units. Candidates will have the opportunity to develop their employability skills through practical activities in real or simulated working environments, investigations and team-working activities. Candidates will also be involved in self-evaluation of these skills, seeking feedback from others about their skills and identifying areas of improvement whilst taking account of the feedback received.

There are four units covered in this course

- Uniformed and Emergency Services: An introduction
- Health, Safety, Fitness and Wellbeing
- Engaging with the Community
- Working in Teams

### Assessment

- Pupils' work will be assessed continuously. There will be no final examination.

### Possible Progression Routes

- Further Education  
NESCOL full time courses  
[Entry to The Uniformed Services - Level 2 Diploma \(Broadly comparable to SCQF Level 5\)](#)  
[Sport, Exercise & Fitness - Level 2 Diploma \(Broadly comparable to SCQF Level 5\)](#)
- Training or employment
- Careers for which Uniformed Services would be beneficial include:  
Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Course are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

For more information see <https://www.nescol.ac.uk/courses/skills-for-work-national-4-uniformed-services/>

### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4-6
- To gain entrance to the course pupils must complete an application form.

### Course Content

You will be introduced to workshop safety, and the tools and equipment used in the industry. You will then progress to developing skills in the repair and maintenance of vehicles through learning about the principles of engine components and operation for steering, braking and suspension systems. Teaching will take the form of theory, as well as a range of practical activities.

You will participate in the following units:

- Engine Lubrication Systems
- Vehicle Braking Systems
- Steering and Suspension Systems
- Wheels and Tyres
- Engine Cooling Systems
- Vehicle Electrical Systems.

### Assessment

- Pupils' work will be assessed continuously. There will be no final examination.

### Possible Progression Routes

- Further Education
- NESCOL full time courses
  - [Automotive Accident Repair & Principles \(Body & Paint Multiskilled\) - Diploma \(Broadly comparable to SCQF Level 4\)](#)
  - [Automotive Maintenance & Repair Principles - Diploma, Level 1 \(Broadly comparable to SCQF Level 4\)](#)
  - [Automotive Maintenance & Repair Principles - Diploma, Level 2 \(Broadly comparable to SCQF Level 5\)](#)
- Training or employment
- Careers for which a Vehicle Maintenance would be beneficial include:
  - Car Valet, Glazing Technician, Motor Vehicle Technician, Tyre or Exhaust Fitter, Vehicle Body Repairer, Vehicle Breakdown Engineer, Vehicle, Parts Operative, Vehicle Spray Painter

For more information see <https://www.nescol.ac.uk/courses/city-and-guilds-introduction-to-vehicle-technology/>

### Entry Level

This course is delivered at NESCOL Fraserburgh one full day each week.

- This course is open to pupils going into S4-6 who are working at National 2-3 level and may have had some extra support at school.
- To gain entrance to the course pupils must complete an application form. Support will be provided to complete the application form.

### Course Content

This course allows pupils to try out different options in college to help plan for their future and perhaps come to college full-time later on. It helps to build the skills needed for future success. Pupils opt from a range of college tasters and then study these on a rota throughout the session. Choices of offer can include:

- Music
- Project work
- Retail / customer service
- Countryside skills / agriculture & horticulture
- Construction (including brickwork and joinery)
- Painting and decorating
- General car care and valeting
- Hospitality
- Bakery
- Sport
- Health & beauty
- Digital media
- Childcare

### Possible Progression Routes

- Further Education  
NESCOL full time course - [Preparation for Work/Further Study - \(SCQF Level 3\)](#)
- Training or employment

For more information see <https://www.nescol.ac.uk/courses/preparation-for-work-supported-learning/>



# ABZ CAMPUS

Learning to shape your future

Anytime &  
Twilight  
Courses  
2024/25

## ABOUT ABZ CAMPUS

ABZ Campus is a partnership between Aberdeen City Council, Aberdeenshire Council, NESCol and a range of other stakeholders, including Skills Development Scotland, Bon Accord Care, Aberlour Futures, Robert Gordon University, RGC Online, SRUC, University of Aberdeen, and Developing the Young Workforce North East.

ABZ Campus offers a range of courses for learners in Aberdeen. ABZ Campus courses aim to boost skills and align with our fastest growing industries in the North-East of Scotland.



# ANYTIME COURSES

## WHY STUDY AN ANYTIME/TWILIGHT COURSE?

A number of **Anytime** and **Twilight** courses are offered as part of the offer under ABZ Campus.

There are a number of reasons why a young person may wish to study a course in their own time:

- Unable to study a full complement of courses during the normal school day, due to employment or being a carer
- Looking to gain a qualification or experience in an area relevant to their career path
- Having a passion for learning and the time to undertake more courses

## COMMITMENT TO STUDY

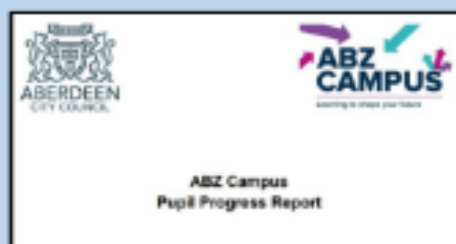
Anyone choosing an ABZ Campus Anytime course needs to demonstrate commitment to their studies. Anytime courses are not considered a soft option which can be dropped as demands on a young person increase over the course of the year. Signing up for an Anytime course requires the same level of commitment shown to other courses being studied and require more of a commitment due to the level of personal responsibility and time management required to meet deadlines and achieve success.



## TRACKING, MONITORING & REPORTING

Students' progress will be recorded and reported to parents at various times in the year. Dates will be given by the provider during the induction.

Performance will be monitored and with intervention by the home school if required.



## APPLYING FOR ABZ CAMPUS ANYTIME/TWILIGHT COURSES

All applications for Anytime & Twilight courses must be made through the ABZ Campus Portal in the first instance. Depending on the course provider, you may then be required to complete an application with either the Robert Gordon College Online, Robert Gordon University, Scotland's Rural College (SRUC) or the University of Aberdeen.

Aberdeen City applicants should apply through the portal using their 'ab-ed' account. Aberdeenshire applicants should apply through Mr Cowie, Depute Head Teacher at Portlethen Academy.

## ABZ ANYTIME/TWILIGHT COURSES BY LEVEL

Anytime Courses
<p><b>SCQF Level 7</b></p> <p>History Advanced Higher (Cults Academy) Modern Studies Advanced Higher (Cults Academy) Online Art &amp; Design Portfolio Development (Robert Gordon University) Environmental Awareness (SRUC) Access Course in Physics – Engineering (University of Aberdeen) Access Course in Chemistry (University of Aberdeen)</p> <p><b>SCQF Level 6</b></p> <p>Local Food Production (SRUC)</p> <p><b>SCQF Level 5/6</b></p> <p>Veterinary Terminology (SRUC)</p> <p><b>SCQF Level 5</b></p> <p>Equine (SRUC) Horticulture (SRUC) Investigation into Modern Agriculture (SRUC) The Principles of Animal Care (SRUC)</p>
Twilight Courses
<p><b>SCQF Level 6</b></p> <p>Higher Computing Science (RGC Online) Higher Applications of Mathematics (RGC Online)</p>

Further information about ABZ Campus options, entry requirements, application and selection process can be found on our website and from your Guidance Teachers.



# Wider Achievement

Pupils should see Mrs Noble for further information

## S5 Wider Achievement – Coffee Barista

### Activity Content

Pupils will set up an enterprise making and selling products

### Entry requirement

- Any S5 pupils who will enjoy the challenge of learning to run a coffee shop and achieving a coffee Barista qualification

### Skills for Learning, Life and Work

Through involvement pupils will develop a wide number of skills:

- Managing time
- Planning and organising
- Budgeting
- Making a profit
- Advertising
- Communicating – oral and written
- Solving problems
- Undertaking tasks at short notice
- Working with others
- Working to a deadline and under pressure
- Thinking critically and creatively
- Managing and being managed by others
- Organising
- Coffee Barista Skills
- Food hygiene
- Cooking
- Customer Service

### Course Award

Pupils will have the opportunity to work towards achieving

- Saltire Awards for any volunteering hours connected with this Wider Achievement
- SQA level Award in Coffee Barista



## S5 Wider Achievement – Bee Creative

### Activity Content

#### **Bee Creative.**

This new course offers you the chance to gain a **Personal Development Award L5** through creative skills development. Baking, photography, upcycling, enterprise...you choose. Linking to community and charities– this is a great course for developing leadership and team work skills and being creative.

### Entry requirement

- Any S5 pupils with an interest in being creative.

### Skills for Learning, Life and Work

Through involvement pupils will develop a wide number of skills:

- Leadership
- Planning and organising
- Communicating – oral and written
- Solving problems
- Working with others
- Thinking critically and creatively

### Course Award

- **Personal Development Award L5**

## S5 Wider Achievement – Journalism NPA

### Activity Content

#### **Journalism NPA.**

This is a new course to learn about journalism .A great choice to stretch your literacy knowledge, develop your teamwork, creative and online skills.

You will work through the Journalism NPA modules and be supported throughout to achieve this qualification.

### Entry requirement

- Any S5 pupils with an interest in writing and/or journalism

### Skills for Learning, Life and Work

Through involvement pupils will develop a wide number of skills:

- Leadership
- Planning and organising
- Communicating – oral and written
- Solving problems
- Working with others
- Thinking critically and creatively

### Course Award

- **NPA Journalism**

## **S5 Wider Achievement – Science Club/(Applied Sciences)**

### **Activity Content**

Pupils will work alongside a Science teacher in school to plan a series of fun science lessons for younger learners. As a group the pupils will then deliver these short lessons to groups of pupils at a local primary school or lead a Masterclass for S1 and S2 pupils. Afterwards the group will evaluate the success of these lessons and use this information to plan further lessons. Depending on interests of pupils, there may also be the opportunity to pick

### **Entry requirement**

- Any S5 pupils with an interest in Science

### **Skills for Learning, Life and Work**

Through involvement pupils will develop a wide number of skills:

- Managing time
- Planning and organising
- Communicating – oral and written
- Solving problems
- Undertaking tasks at short notice
- Working with others
- Thinking critically and creatively
- Learning and continuing to learn
- Taking responsibly for own development
- Managing and being managed by others

### **Course Award**

Pupils will have the opportunity to work towards achieving

- SQA Personal Development Unit Award
- Saltire Awards for any volunteering hours connected with this Wider Achievement

If there is time, there may also be the opportunity for interested pupils to pick up Individual Units – working towards an NPA in Applied Science



## S5 Wider Achievement – Sports Leaders

### Activity Content

In this course pupils will learn how to plan, deliver and evaluate sports sessions in a variety of activities. These will be delivered to their peers, younger secondary pupils and to primary pupils. Included in the course, pupils will learn how to deliver Play leaders to primary pupils, how to do basic first aid, and the importance of health and safety and child protection. Each pupil will be involved in a project where they will be responsible for delivering an event from the Planning stage right through to the delivery of it. There will also be the expectation that the skills received will be put towards helping out with extra-curricular clubs in school and in the community. There may be the opportunity to receive sports updates and coaching courses from a variety of sports governing bodies.

Candidates will benefit from:

- Learning to lead others
- Increased confidence in leading groups
- Enhanced self-esteem
- Improved communication skills
- Improved organisational skills
- Experience as part of working as a team
- Work experience- delivering sport sessions in the community
- Further education or training opportunities in sport

### Entry requirement

- Open to S5 pupils.
- Keen interest in sports
- Keen interest in developing leadership skills
- This course will run 2 periods per week

### Skills for Learning, Life and Work

Through involvement pupils will develop a wide number of skills:

- Planning and organising
- Communicating – oral and written
- Solving problems
- Undertaking tasks at short notice
- Working with others
- Thinking critically and creatively
- Taking responsibly for own development
- Managing and being managed by others

### Course Award

Pupils will work towards

- SQA Personal Development Award

## S5 Wider Achievement – SQA Referee Development Award SCQF Level

### Activity Content

The SQA Referee Development Award provides an opportunity for secondary school pupils to become involved in refereeing and broaden their football knowledge.

The award, run in partnership with the Scottish Qualifications Authority and Specsavers, is a core part of the Scottish FA Referee Operations department's strategy to encourage and increase participation in refereeing. This is a level 7 course which is designed to be delivered in school. The course assists schools to provide an easy to deliver vocational course.

There are two units:

**Level 1:** Laws of the Game - This is mainly theoretical, and focuses on identifying and interpreting the laws.

**Level 2:** Practical Refereeing - This requires pupils to apply theoretical knowledge to interpret situations, and includes a fitness component, report writing, and the opportunity to referee a match.

Upon successful completion of the course, candidates will be able to join their local Referees' Association and start a career in refereeing. This is a great opportunity for candidates to keep physically active, be involved in football and generate additional income.

### Entry requirement

- Open to S5 pupils with a keen interest in football
- This course will run 2 periods per week

### Skills for Learning, Life and Work

Through involvement pupils will develop a wide number of skills:

- Managing time
- Planning and organising
- Communicating – oral and written
- Solving problems
- Undertaking tasks at short notice
- Working with others
- Learning and continuing to learn
- Taking responsibly for own development
- Managing and being managed by others

### Course Award

Pupils will work towards

- SQA Referee Development Award

## S5 Wider Achievement –Theatre Production NPA Unit(s)

### Activity Content

Pupils will take on the responsibility of putting on a production. They will be responsible for every element from applying for performing rights, fundraising, paying fees, casting, rehearsal, design and making of costume, set, props. Designing and carrying out lighting, sound, make – up and hair. The end product will involve presentation to an audience over a number of nights.

### Entry requirement

- Any S5 pupils with an interest in Drama

### Skills for Learning, Life and Work

Through involvement pupils will develop a wide number of skills:

- Managing time
- Planning and organising
- Communicating – oral and written
- Solving problems
- Undertaking tasks at short notice
- Working with others
- Thinking critically and creatively
- Learning and continuing to learn
- Taking responsibly for own development
- Managing and being managed by others

### Course Award

Pupils will have the opportunity to work towards achieving

- SQA Personal Development Unit Award
- Saltire Awards for any volunteering hours connected with this Wider Achievement
- Pupils may be able to achieve a Level 6 NPA unit

## **S6 Wider Achievement - Open University: Young Applicants in School Scheme (YASS)**

### **What does the scheme involve?**

The scheme offers pupils in S6 the opportunity to study an Open University course at SCQF Level 7. This means that the course would be at a similar level to an Advanced Higher or first year university course. S6 pupils would study the OU course at the same time as their other 'school' subjects. Studying in this way provides a genuine higher education experience and an insight into what university or college would be like. You will be an Open University and Mintlaw Academy student at the same time. Students would choose one course from a number that are offered by the Open University.

A typical course would last about 15 weeks with a weekly workload of 8 hours on average.

### **Who is YASS suitable for?**

S6 students who have passed a minimum of 3 Highers in S5. Students need to be motivated, committed, interested, and able to meet deadlines. You will also need to be organised and submit assignments for deadlines, you may have to take part in tutorials and on-line tutor group forums. You will be using study skills guides, the library, the careers website and online resources.

### **Getting started**

- Go to the YASS website to find out more about the modules: <http://www.open.ac.uk/choose/yass/modules-available>
- Read the course descriptions carefully – don't choose a course by its title!
- Talk to Mr Oldham as soon as possible if you are interested in taking a course.

## S6 Wider Achievement – Yearbook

### Activity Content

Production of a print or digital school magazine, to be produced termly/annually/biannually depending on demand.

Various activities will be required to be undertaken to produce a quality magazine of interest to the entire school community. E.g. pupil interest to be gauged; content to be discussed and decided upon; articles to be researched and written; features to be developed and prepared; DTP skills enhanced; promotion and publication to follow.

### Entry requirement

- Any S6 pupils

### Skills for Learning, Life and Work

Through involvement pupils will develop a wide number of skills:

- Managing time
- Planning and organising
- Communicating – oral and written
- Solving problems
- Undertaking tasks at short notice
- Working with others
- Thinking critically and creatively
- Learning and continuing to learn
- Taking responsibly for own development
- Managing and being managed by others

### Course Award

Pupils will have the opportunity to work towards achieving

- SQA Personal Development Unit Award
- Saltire Awards for any volunteering hours connected with this Wider Achievement

## Choice of Course Instructions

### Pupils moving into S4:

- You must select only **one subject from each column A to F (See below if you want to take a NESCOL school link course)**
- Your choices should be taken from the section marked as National courses unless your Guidance teacher indicates otherwise.
- If you cannot take a course because of a problem with the columns, or because it does not appear on the form, please indicate this at the bottom of the form.
- If courses are over-subscribed or your form is late, you may have to make second choices.
- Every effort will be made to run the courses you have selected, but courses may be withdrawn because of low uptake or staff shortages.
- In addition to 6 subjects chosen you will also have one period of PSE and one period of PE.
- **NESCOL School Link Courses** (Open to all pupils going into S4-6).
- **If you tick a NESCOL school link course you must also tick a National Course in F as back up.**
  - School link courses count as one option on the choice of course form.
  - Places on these courses are limited. An application form must be completed and there may be a selection process carried out by NESCOL. Please look out for notifications on Teams regarding the application process. Any queries should be directed to Mr Hynd or your Guidance Teacher.

**The deadline for handing in your form to your Guidance Teacher is the end of the day on Tuesday 5<sup>th</sup> March.**

## Pupils moving into S5:

- You must take **5 courses across columns A – E** (no more than 1 selection in each column). You should speak to the Principal Teacher of the Faculty and ask them to initial the form for all courses at Higher / Level 6.
- If you plan to take a NESCOL 'School Link Course' in column F you must still select 5 other courses.
- As well as your chosen subjects you will have PSE and PE.
- If you cannot take a course because of a problem with the columns, or because it does not appear on the form, please indicate this at the bottom of the form. *Additional college options not indicated on the form may also be available, please see your Guidance Teacher for more information.*
- If courses are over-subscribed or your form is late, you may have to make second choices.
- Every effort will be made to run the courses you have selected, but courses may be withdrawn because of low uptake or staff shortages.

<ul style="list-style-type: none"> <li>• <b>Wider Achievement</b></li> </ul>	<ul style="list-style-type: none"> <li>• From the S5 Wider Achievement options in <b>F</b> you must <b>select one option</b>. <i>Please note that after the choice of course process there may be changes to Wider Achievement options available.</i></li> <li>• If selecting a NESCOL School Link course in F you will be unable to take a Wider Achievement option.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Faculty Study</b></li> </ul>	<ul style="list-style-type: none"> <li>• You will have 3 periods of 'Faculty Study' – please select any two Faculties that offer the courses you intend to take.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>NESCOL School Link Courses</b></li> </ul>	<ul style="list-style-type: none"> <li>• A NESCOL School link course can be chosen in addition to the 5 courses selected. If you select this, you will be unable to take Wider Achievement however you should still select two Faculties for 'Faculty Study'.</li> <li>• Places on NESCOL courses are limited. An application form must be completed and there may be a selection process carried out by NESCOL. Please look out for notifications on Teams regarding the application process. Any queries should be directed to Mr Hynd or your Guidance Teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Foundation Apprenticeships</b></li> </ul>	<ul style="list-style-type: none"> <li>- Aberdeenshire Council or NESCOL will deliver some or all of the Foundation Apprenticeship courses listed. If you would like to study one of these please tick the box next to the course you would like to do. <b>In addition</b> you must choose the recommended number of courses as explained at the top of the sheet. Once we have confirmation that the Foundation Apprenticeship will run we can amend your course choices.</li> <li>• For full course details see the Choice of Course Booklet. Before selecting one of these Level 6 Foundation Apprenticeships please discuss with your Guidance teacher.</li> </ul>

**The deadline for handing in your form to your Guidance Teacher is the end of the day on Tuesday 5<sup>th</sup> March.**

## Pupils moving into S6:

You must take

- 3 Adv Highers + Wider Achievement or Work Experience (self-found placement)  
OR
- 4 courses + Wider Achievement or Work Experience:
- You should speak to the Principal Teacher of the Faculty and ask them to initial the form for all courses at Higher / Level 6 and Advanced Higher.

- As well as your chosen subjects, you will have PSE.
- If you cannot take a course because of a problem with the columns, or because it does not appear on the form, please indicate this at the bottom of the form. Additional online Advanced Higher courses or college options not indicated on the form may also be available. Please see your Guidance teacher for more information.
- If courses are over-subscribed or your form is late, you may have to make second choices.
- Every effort will be made to run the courses you have selected, but courses may be withdrawn because of low uptake or staff shortages.

• <b>Wider Achievement</b>	- You must select <b>one</b> option from the Wider Achievement list – this could be Work Experience. <i>Please note that after the choice of course process there may be changes to Wider Achievement options available</i>
• <b>Work Experience</b>	- If not taking a Wider Achievement option and you will be undertaking Work Experience you should arrange a placement for yourself on a Friday morning.
• <b>S6 Study</b>	- You must select this in any free columns where you have not selected a course.
• <b>NESCOL School Link Courses</b>	<ul style="list-style-type: none"> <li>- School link courses count as one option on the choice of course form-</li> <li>- Places on these courses are limited. An application form must be completed and there may be a selection process carried out by NESCOL. Please look out for notifications on Teams regarding the application process. Any queries should be directed to Mr Hynd or your Guidance Teacher.</li> </ul>
• <b>Foundation Apprenticeships</b>	<ul style="list-style-type: none"> <li>- Aberdeenshire Council or NESCOL will deliver some or all of the Foundation Apprenticeship courses listed. If you would like to study one of these please tick the box next to the course you would like to do. <b>In addition</b> you must choose the recommended number of courses as explained at the top of the sheet. Once we have confirmation that the Foundation Apprenticeship will run we can amend your course choices.</li> <li>- For full course details see the Choice of Course Booklet. Before selecting one of these Level 6 Foundation Apprenticeships please discuss with your Guidance teacher.</li> </ul>

**The deadline for handing in your form to your Guidance Teacher is the end of the day on Tuesday 5<sup>th</sup> March.**



Choice of Course Instructions Pupil Name		Reg	Senior Phase Option Sheet		FOR SESSION 2024-25						
A		B		C		D		E		F	
Advanced Higher Courses		Advanced Higher Courses		Advanced Higher Courses		Advanced Higher Courses		Advanced Higher Courses		Wider Achievement (S5/6 only)	
Tick		Tick		Tick		Tick		Tick		Tick your first choice	
S6 Study		English		Art & Design		French		S6 Study		Barista	Sports Leaders
		German		Biology		Physics		Chemistry		Bee Creative	Theatre Production
		Maths		Music		S6 Study				Science Club	Yearbook
		S6 Study		S6 Study						Journalism	Work Experience(S6)
										Refereeing	
Higher / Level 6 Courses		Higher / Level 6 Courses		Higher / Level 6 Courses		Higher / Level 6 Courses		Higher / Level 6 Courses		Senior School Executive (S6 only)	
Acting and Performance (NPA - Level 6)		Applications of Maths		Administration & IT		Biology (Human)		Biology		YASS (S6 only)	
Business Management		Biology		Art & Design		English		English			
Chemistry		Chemistry		Engineering Science		French		Geography		Faculty Study (S5 only) Tick 2	
Drama		Dance		Literature and Communication (NPA - Level 6) - by invitation only		Health & Food Technology		PE		Creative Arts	Modern Languages
English		German				Maths		Physics		English	Science
PE		History		Maths		Modern Studies		Sports Development NPA Level 6		Health and Wellbeing	Social Subjects
Politics		Maths		Music		Photography				Mathematics	Technology
RMPS		Media		Spanish							
National Courses		National Courses		National Courses		National Courses		National Courses		National Courses (S4 only)	
Biology		Art & Design		Administration & IT		English		Applications of Maths National 3		Art & Design	
Business and Marketing (NPA Level 5)		Biology		Biology		English & Communication National 3		English		Bakery - Level 4 (by invitation only)	
French		Chemistry		Chemistry		Maths		Maths		Biology	
German		Dance		Drama		SW Travel & Tourism (S5/6 only)		Applications of Maths		Chemistry	
Practical Cookery		Geography		Geography		Applications of Maths		Practical Cake Craft (S5/6 only)		Drama	
History		Graph Comm (S4 only)		Health and Food Tech.		ESOL (by invitation only)				History	
Modern Studies		History		Modern Studies						Practical Cookery *	
Physics		Media		Music						PE	
RMPS		PE		PE						Physics	
Science National 4/3		People and Society - National 4		Spanish							
		Physics									
Other Qualifications		Other Qualifications		Other Qualifications							
Employability (NPA)				Fresh Start (by invitation only)						NESCOL School Link Courses	
FA Construction Skills L5 (priority given to S4)				FA Automotive L4 (priority given to S4)						Beauty - C&G Level 1	
										Computing Science - National 5	
NESCOL School Link Courses										Construction Crafts - NPA Level 4	
Supported Learning- Preparation for work (college)										Criminology - NPA Level 6 (S6 only)	
										Early Education & Childcare - National 5 SW	
										Hairdressing - C&G Level 1	
										Maritime (SW)	
										Sustainability and Renewables (SW)	
										Uniformed Services-National 4 SW	
										Vehicle Technology - C&G Introduction	
Note any courses you have been unable to take because they are not on this form, or clash with others you wish to take.										Foundation Apprenticeships (S5/6)	
										Please see instructions on the back of this sheet. Tick one of the courses you wish to take.	
										Creative and Digital Media	
										Social Services and Health Care	
										Children and Young People	
										IT Software Development	