



Course Content

In National 4 Media, pupils will be able to develop:

- to analyse and create media content, appropriate to purpose, audience and context
- knowledge of the key aspects of media literacy
- knowledge of the role of the media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to evaluate their own and their peers' practice.

Assessment

There are three internally assessed units:

- Analysing Media Content which involves:
 - Describing media content in some detail
 - Describing media contexts in some detail
 - Describing the relationship between media content and context
 - Applying knowledge of the relevant key aspects of media literacy
- Creating Media Content which involves:
 - Planning and developing ideas in response to a negotiated brief
 - Using production skills appropriate to the media content and context
 - Commenting on the production process
 - Applying knowledge of relevant key aspects of media literacy
- Added Value Unit which involves carrying out an assignment which shows they can analyse and create straightforward media content.

Skills for learning, life and work which are developed

- **Literacy**- Reading, Writing, Talking and Listening
- **Employability, enterprise and citizenship**- Working with others, Enterprise, Citizenship
- **Thinking Skills**- Analysing and evaluating, Creating.

Career Options

Journalist	HR Officer	Art Auctioneer
Primary Teacher	Training Manager	Gallery Curator
Editor	Copywriter	Lawyer
Writer	Public Relations Officer	Further Education Teacher
Secondary Teacher	Researcher	Magistrate
Recruitment Consultant	Graphic Designer	Publisher
Production Assistant	Advertising	Radio/ Television Presenter

Additional Information

Note: Pupils will have the opportunity to achieve National 5 Literacy as part of the course.



Course Content

At Higher pupils will be able to:

- use a range of sources to detect and explain the degree of objectivity in contexts relating to Scottish/UK democracy and political systems
- draw on factual and theoretical knowledge and understanding of democracy in the Scottish and United Kingdom political systems
- research and use a range of sources of information to make and justify decisions about social issues in the United Kingdom, focusing on either social inequality or crime and the law
- draw on factual and theoretical knowledge and understanding of social issues in the United Kingdom, focusing on either social inequality or crime and the law
- use a range of sources to draw and support conclusions about international issues, focusing on a major world power or a significant world issue
- draw on factual and theoretical knowledge and understanding of international issues, focusing on either a major world power or a significant world issue

At National 5 pupils will be able to:

- demonstrate knowledge and understanding of the main democratic processes, institutions and organisations which make up political life in Scotland and the UK by giving factual descriptions, detailed explanations and examples.
- demonstrate knowledge and understanding of a major social issue in Scotland and the UK focusing on either social inequality or crime and the law by giving factual descriptions and detailed explanations
- demonstrate knowledge and understanding of an international issue relating to a either a significant world power or contemporary
- evaluate sources, draw conclusions, compare and comment on exaggeration and selectivity

Assessment

Higher is assessed over 3 units by two exam papers (essays and sources) and a Modern Studies Assignment completed in school worth 30 marks.

National 5 is assessed over 3 units by a 2 hr 20 minute exam Question Paper worth 80 marks and a Modern Studies Assignment completed in school worth 20 marks.

Skills for learning, life and work which are developed

Confidence	Creativity	Logical Thinking
Communication	Decision Making	Presenting
Cooperation	Evaluating and Analysing	Teamwork



Career Options

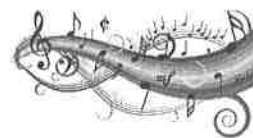
Civil Service	Public Health	Social Work
Government	Law	Teaching
Journalism	Politics	Tourism

Additional Information

Modern Studies provides a broad balance to education and helps prepare young people for adult life. It stimulates curiosity and enables young people to develop their research, presentation and communication skills. It develops team working skills and boosts confidence. It enables young people to grasp complex issues and provides a good grounding in a rapidly changing world.

S5/6

Music



Course Content

At Higher/Advanced Higher pupils will be able to:

- Give stylish performances of a wide range of vocal or instrumental music (ABRSM Grade 4 equivalent)
- Use music technology and instruments to compose and record music
- Listen to a wide range of music to identify and analyse technical aspects
- Express informed opinions and reflect on personal performances to develop skill levels.

At National 5 pupils will be able to:

- Give confident performances of a wide range of vocal or instrumental music (ABRSM Grade 3 equivalent)
- Use music a range of techniques to compose music in a variety of styles
- Listen to a wide range of music to identify and analyse technical aspects
- Express informed opinions and reflect on personal performances.

Assessment

Performing feedback is given regularly during practical lessons. A formal Performing assessment also takes place approximately once a term.

Listening is assessed by answering questions based on recorded extracts of Music.

Composing is assessed in a variety of musical tasks using the application of musical knowledge through notation, improvisation and practical tasks.

Skills for learning, life and work which are developed

- **Team work** - ability to work with others to improve and develop skills
- **Communication** - being able to pass on and receive information from others

Personal Qualities which are developed:

- self-discipline
- confidence
- Problem Solving



Career Options



Acoustics
Arts Administration
Broadcasting and Media
Community Arts
Composing
Journalism

Library and Information work
Music Production
Music Publishing
Music Therapy
Musical Instrument:
(Technology and Repair)

Performing Arts
Promotions Managements
Retailing
Sound Recording
Teaching
Events Managements

Additional Information

NOTE: A key element of this course is individual practice in chosen instruments, including voice. Regular opportunities to participate in extra-curricular activities are offered by the faculty and pupils are encouraged to participate to improve their all-round musical knowledge and confidence with performing.

S5/6

Music Technology



Course Content

At Higher pupils will be able to:

- Demonstrate a variety of techniques for Audio Capture
- Use music technology Correctively and Creatively
- Listen to a wide range of music to identify, analyse technical aspects and suggest solutions
- Express informed judgements on a range of work, creating a folio of different styles and techniques.

At National 5 pupils will be able to:

- Demonstrate knowledge of audio capture technique
- Use music technology to compose, record and enhance performance
- Listen to a wide range of music to identify and analyse technical aspects associated with styles
- Express informed judgements on a range of work and reflect on personal folio.

Assessment

Progress is assessed regularly throughout the course, sharing meaningful feedback. Formal practical assessment also takes place at the end of each unit – once a term on average.

Listening is assessed by answering questions based on recorded extracts of Music and identifying styles and effects used.

Skills for learning, life and work which are developed

- **Team work** - ability to work with others to improve and develop skills
- **Communication** - being able to pass on and receive information from others

Personal Qualities which are developed:

- self-discipline
- confidence



Career Options



Acoustics
Arts Administration
Broadcasting and Media
Community Arts
Composing
Journalism

Library and Information work
Music Production
Music Publishing
Music Therapy
Musical Instrument:
(Technology and Repair)

Performing Arts
Promotions Managements
Retailing
Sound Recording
Teaching
Events Managements

Additional Information

NOTE: A key element of this course features understanding a range of performance styles. Regular opportunities to participate in extra-curricular activities are offered by the faculty and pupils are encouraged to participate to improve their all-round knowledge and confidence.



Course Content

At Level 6 pupils will be able to:

- Take responsibility for their own learning but the teacher may explain and interpret if requested.
- Take some supervisory responsibility and take the lead in some aspects of the work.
- Work on complex tasks consisting of some non-routine elements such as arranging an event.

At Level 5 pupils will be able to:

- Work with minimum teacher support.
- Negotiate and put forward suggestions and ideas and agree a way forward.
- Work on detailed tasks consisting of some routine and non-routine elements.

Assessment

There is no formal examination however there are four units which must be completed as follows:

- Self-awareness
- Self & Work
- Self & Community
- Practical Abilities

Skills for learning, life and work which are developed

Pupils will develop their communication skills through:

- ♦ paired, small and large group discussions and projects
- ♦ giving a presentation
- ♦ reporting progress or evaluations in either verbal or written form

Pupils will develop personal learning by contributing to:

- ♦ planning, implementing and reviewing projects
- ♦ setting targets and reviewing progress

Learners may have a range of opportunities to demonstrate and develop employability skills, by:

- ♦ becoming aware of what is meant by task-management skills and recognising their importance in vocational settings
- ♦ carrying out research
- ♦ organising a charity event

Career Options

Personal Development seeks to develop pupils' potential as employable, contributing members of society through the development of life skills related to task management, social interaction, and self evaluation. This course also provides opportunities for pupils to demonstrate their ability to manage information, communicate effectively and deliver a product or a service. Through the development of these skills and abilities, candidates can become reflective learners which will help them to build self confidence and self esteem. This will complement and enhance their learning in other subjects giving them the potential to achieve success in new and challenging situations.

Additional Information

The award given to pupils depends on the level of teacher support required. At level 6, pupils would be expected to work independently whereas pupils at Level 5 may require more direct support from their teacher.



Course Content

At Higher pupils will be able to:

- understand the scientific theory about cameras and photography and put this knowledge into practice
- research the work of photographers and create photographs inspired by different styles of photography
- select from a variety of topics which they can interpreted in different way

At Higher pupils will be able to:

- Plan their project effectively
- Research the work of famous photographers.
- Develop a photographic theme though practical photography
- Produce a set of 12 final prints
- Select and edit their photography work
- Use digital manipulation techniques to enhance their photographs.

Assessment

Course Assessment – The following coursework is externally assessed:

PRACTICAL ASSIGNMENT consisting of:

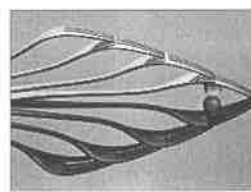
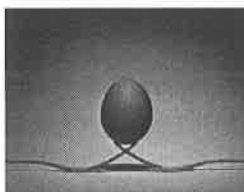
- Planning, Research and Development of a photographic theme though practical photography
- A combined unit approach is used for the internally assessed unit which includes:
- learning the scientific theory about cameras and photography and putting this knowledge into practice
- learning about the work of photographers and creating photographs inspired by different styles of photography

Skills for learning, life and work which are developed

- | | |
|---------------------------|--|
| • using technology | - developing competence in using a range of equipment and software |
| • creativity | - producing original ideas and designs |
| • problem-solving | - finding solutions to design problems |
| • organisation | - managing time and resources effectively and meeting deadlines |
| • presentation | - preparing and presenting work for an audience |
| • evaluation | - reflecting realistically on strengths and areas for development |

Personal Qualities which are developed:

- determination
- organisation
- resilience
- self-expression



Career Options

Fashion Photographer	Wedding Photographer	Food Photographer	Fine Art Photographer	Industrial Photographer
TV Production	Project Assistant	Content Writer	Web Design Assistant	Web Developer
Game Design	Tv Researcher	Copywriter	Digital Designer	Model Maker
Graphic Designer	Film Researcher	Advertising	Motion Graphic Designer	Colourist

Additional Information

The course is particularly relevant to pupils with an interest in photography, or who have prior experience in Art & Design, Graphic Communication or Digital Media. Pupils are expected to produce photographic work in their homework assignments; it would be beneficial for them to have their own camera.

S5/6**Physical Education****Course Content****At Higher pupils will be able:**

- Describe, explain and evaluate factors impacting on performance.
- Investigate, develop and monitor performance within each of the four factors that impact on performance.
- Describe, explain, analyse and evaluate all elements of the development process
- Demonstrate high level performance in at least two physical activities.

At National 5 pupils will be able to:

- Investigate and analyse two factors that impact performance.
- Plan and carry out a development programme within two factors
- Monitor and evaluate the development process
- Demonstrate effective performance within two physical activities.

Assessment

- Written exam (90 minutes) - 40% of overall mark.
- Single performance task – 60% of overall mark.
 - 40% Practical
 - 20% Written

- Portfolio completed throughout the year – 50% of overall mark.
- Performance assessment in two activities – 50% of overall mark.

Skills for learning, life and work which are developed

- **communication** > being able to pass on and receive information from others
- **adaptability** > able to change how you think and do things
- **teamwork** > ability to work with others in a team to improve and develop skills
- **analysis** > ability to analyse and evaluate activities to help improve

Personal Qualities which are developed

- Sportsmanship
- Commitment
- Perseverance

**Career Options**

Armed Forces
Sports Coach
Professional Athlete

Health and Fitness Instructor
Leisure Management
Sports Medicine

Outdoor Education
Physiology
Police

Sports Science
Teacher
Therapist

Additional Information

- Pupils choosing PE must agree to the terms of the PE contract



Course Content

At Higher pupils will be able to:

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

These are carried out across the three units; **Particles and Waves, Electricity (½ unit), Our Dynamic Universe, Researching Physics (½ unit).**

At National 5 pupils will be able to:

- As per S4 National 5 course.

Expand and develop upon National 4 work. There will be increased breadth and depth of knowledge required across the three units as shown below.

Properties of matter and Electricity

- ❖ energy transfer
- ❖ Ohm's law
- ❖ heat
- ❖ gas laws

Waves and Radiation

- ❖ waves
- ❖ refraction of light
- ❖ nuclear radiation

Dynamics and Space

- ❖ kinematics
- ❖ forces- Newton's laws
- ❖ energy
- ❖ space & cosmology

Assessment

Assessment takes the form of a variety of unit assessments. In addition pupils complete an assignment that is worth roughly 20% of their final grade. There is also a final SQA exam across 2 papers totalling 3 hours. Pupils for all Science subjects should realise the increase in expectations at Higher level. Pupils will be expected to significantly increase the time spent on independent learning if they are to be successful.

Skills for learning, life and work which are developed

Higher courses further develop and enhance skills in preparation for further education and work.

- **Team work-** ability to work with others within group activities and investigations
 - **Communication-** debate and discuss scientific ideas and communicate findings and theories
 - **Literacy and Numeracy-** writing up investigations and assignment
 - **Practical investigative techniques-** used within assignment and practical investigations
 - **Research and analysis-** ability to find and analyse data and information for projects, investigations and homework
- Personal Qualities –** including work ethic, self-discipline, resilience, confidence, problem solving

Career Options

Used within:- Aerospace , Health and Medicine, Telecommunications, Education, Petroleum Industry, Engineering and Technology, Optics, Research

Additional Information

In Higher physics the level of knowledge and content to learn is significantly increased. An A or B is required to progress and an A in N5 maths is highly recommended.

National 5 in S5/6 could be an option for pupils stepping up from National 4 or looking to upgrade in National 5.



Course Content

The aims of the Course are to enable learners to:

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

The course contains 4 units:- Rotational motion and Astrophysics, Quanta and Waves, Electromagnetism and Investigating Physics. These topics cover a wide range of physics concepts from general relativity, angular motion to harmonic motion and electric and magnetic fields.

Assessment

Assessment takes the form of a variety of internal unit assessments. In addition pupils complete a dissertation style project that is worth roughly 20% of their final grade. There is also a final SQA exam lasting 2hrs 30 mins. Pupils for all Science subjects should realise the increase in expectations at Adv Higher level. Pupils will be expected to significantly increase the time spent on independent learning if they are to be successful.

Skills for learning, life and work which are developed

Adv Higher courses further develop and enhance skills in preparation for further education and work.

- **Team work**- ability to work with others within group activities and investigations
- **Communication**- debate and discuss scientific ideas and communicate findings and theories
- **Literacy and Numeracy**- writing up investigations and assignment
- **Practical investigative techniques**- used within assignment and practical investigations
- **Research and analysis**- skill for finding and analysis data and information for projects, investigations and homework

Personal Qualities – including work ethic, self-discipline, resilience, confidence, problem solving

Career Options

Used within:- Medical and dental careers, Medical and pharmaceutical research, Education, Forensic sciences, Health Care, Engineering industries, biomechanics, research and theoretical study of physics.

Additional Information

In Advanced Higher Physics the level of knowledge and content to learn is significantly increased from the higher course. An A or high B is essential to progress. An A at Higher maths will also be required. Commitment to independent learning will also be essential to cope with the demands of the course.



Course Content

At Higher pupils will be able to:

- | | |
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| <ul style="list-style-type: none"> • use a range of sources of information to evaluate different political ideologies or political concepts • draw on theoretical and conceptual knowledge and understanding of political ideologies or political concepts • use a range of sources of information to compare different political systems | <ul style="list-style-type: none"> • draw on knowledge and understanding of different political systems • use a range of electoral data to evaluate factors which contribute to the electoral performance of UK political parties • draw on knowledge and understanding of the complex factors which contribute to the electoral performance of UK political parties |
|--|---|

Assessment

Higher is assessed over 3 units by a 2 hr 15 minute exam Question Paper worth 60 marks and an Assignment completed in school worth 30 marks.

Skills for learning, life and work which are developed

Confidence	Creativity	Logical Thinking
Communication	Decision Making	Presenting
Cooperation	Evaluating and Analysing	Teamwork



Career Options

Civil Service	Public Health	Social Work
Government	Law	Teaching
Journalism	Politics	Tourism

Additional Information

Higher Politics provides a broad balance to education and helps prepare young people for adult life. It stimulates curiosity and enables young people to develop their research, presentation and communication skills. It develops team working skills and boosts confidence. It enables young people to grasp complex issues and provides a good grounding in a rapidly changing world.



Course Content

At National 4-5 pupils will be able to:

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

Assessment

Evidence requirements from 3 units will include: the completed products that meet SQA tolerances, completed log book, record of any intervention relating to independence of work and record of any intervention relating to safe working within the workshop.

Final course assessment: Question paper worth 60 marks & Practical Assignment worth 70 marks. Final grading is A-D. All candidate evidence is internally assessed and externally verified by SQA.

Progression

Skills for learning, life and work which are developed

Pupils will gain experiences in: literacy, numeracy, thinking skills, real life problem solving, employability skills, communicating with others, improving time management, planning tasks, developing perseverance, taking ownership of learning, promoting responsibility and resilience, and working towards independent learning.

Career Options

With further learning and training, National 4-5 in Practical Woodworking may lead to:

Joinery, Furniture Manufacturer, Cabinet Maker, Wood Machinist, Sawmill Worker, Construction Crafts, Form Work, Shop Fitting,

Additional Information

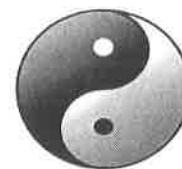
Practical Woodworking at N5 is offered by the Design & Technology department and provides experience in the following: skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies. Pupils will gain experience in;

Flat-frame construction commonly used in flat-frame joinery, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Carcase construction commonly used in carcase construction, involving complex features. This may include working with manufactured board or with frames and panels. Candidates use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

Machining and finishing

Candidates develop skills, knowledge and understanding in using machine and power tools. Candidates also develop skills in a variety of woodworking surface preparations and finishing techniques.



Course Content

At Higher pupils will be able to:

- interpret and comment on the meaning and context of a source related to the religion selected for study
- demonstrate in-depth factual and abstract knowledge and understanding of the significance and impact of religious beliefs and practices
- evaluate and express detailed, reasoned and well-structured views about contemporary moral questions
- demonstrate in-depth factual and theoretical knowledge and understanding of contemporary moral questions
- critically analyse a religious and philosophical question and responses, in detail
- demonstrate in-depth factual and theoretical knowledge and understanding of a religious and philosophical question and responses to it

At National 5 pupils will be able to:

- The ability to understand and reflect on religious, moral and philosophical questions and how they affect the world we live in
- A range of skills including investigating and describing religious, moral and philosophical questions and responses, making comparisons, and the ability to give your own viewpoints with considered supporting reasons
- Display detailed knowledge and understanding of beliefs, practices and sources related to world religions
- Display detailed knowledge and understanding of religious, moral and philosophical questions and responses to them

Assessment

Higher RMPS is assessed over 3 units by two question papers. Paper 1 is a 2 hour 15 minute exam Question Paper worth 90 marks and Paper 2 is a 45 minute exam worth 20 marks. Pupils must also write an Assignment completed in school worth 30 marks.

National 5 is assessed over 3 units by a 2 hr 20 minute exam Question Paper worth 80 marks and an Assignment completed in school worth 20 marks.

Skills for learning, life and work which are developed

Confidence
Communication
Cooperation

Creativity
Decision Making
Evaluating and Analysing

Logical Thinking
Presenting
Teamwork



Career Options

Civil Service
Government
Journalism

Public Health
Law
Politics

Social Work
Teaching
Tourism

Additional Information

Religious Moral and Philosophical Studies provides a broad balanced to education and helps prepare young people for adult life. It stimulates curiosity and enables young people to develop their research, presentation and communication skills. It develops team working skills and boosts confidence. It develops analytical skills and enables young people to handle complex issues. RMPS develops extended writing literacy skills which can be highly beneficial to young people in further education and adult life.



Course Content

At National 5 pupils will be able to:

- | | |
|---|---|
| <ul style="list-style-type: none"> • understand the workplace and the employee's responsibilities, for example good time keeping, attendance, awareness of importance of personal appearance, health and safety, customer care • demonstrate self-evaluation skills • develop customer care and problem-solving skills | <ul style="list-style-type: none"> • develop skills in relation to promoting products and services • develop skills to become effective job-seekers and employees in the travel and tourism industry • demonstrate a positive and responsible attitude to work and an understanding of the workplace • develop communication skills |
|---|---|

Assessment

Candidates are internally assessed and must meet a variety of outcomes in the following units:

Travel and Tourism: Employability

Travel and Tourism: Customer Service

Travel and Tourism: Scotland

Travel and Tourism: UK and Worldwide

Skills for learning, life and work which are developed

Confidence
Communication
Cooperation

Creativity
Decision Making
Evaluating and Analysing

Problem Solving
Numeracy
Teamwork



Career Options

Cabin Crew
Holiday Rep

Hospitality
Hotel Receptionist

Travel Agent
Tour Guide

Additional Information

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes required for work in the travel and tourism industry and for the wider world of work. In particular, it develops team working skills and boosts confidence.

Courses in Column F
(S5/6 Option Choice Form)



Course Content

Pupils will be able to:

- *define a sole trader and give real-life examples*
- *describe the duties and responsibilities of an accountant*
- *prepare accounting documents and ledger accounts*
- *prepare and present accounting statements*
- *use IT to produce accounting statements*

Pupils will prepare, interpret and analyse financial accounting information - using relevant accounting techniques.

Assessment

Formal Accreditation – pupils can achieve an SCQF Level 5 Unit Award.

There are 2 assessments, 3 outcomes and 8 assessment standards to complete.

There are no time restrictions.

Spreadsheets may be used for assessments.

Skills for learning, life and work which are developed

Pupils will develop important skills, attitudes and attributes, including:

ICT Skills

Problem-solving

Organisation

Numeracy

Thinking Skills

Attention to Detail

Employability Skills

Communication

Information Handling

Career Options

Financial Accountant
Chartered Accountant
Wages and Salaries
Auditor

Management Accountant
Tax Inspector/Accountant
Stockbroker
Finance Manager



Additional Information

IT Requirements - pupils should be confident in the use of IT – especially Spreadsheets.

Numeracy Requirements - Pupils should already have National 5 Mathematics or Numeracy and be working towards a Higher Level qualification.



Course Content

Pupils will be able to:

- *create, edit and print business documents*
- *use Microsoft Office applications – WP, SS & DB*
- *prepare professional letters, reports, minutes, etc*
- *include graphics in documents*
- *produce complex graphs/charts from a spreadsheet*
- *create and design forms and reports from a database table*
- *search for information using a database query*

Pupils will develop IT skills and use them to perform relevant administrative tasks.

Assessment

3 sections – Word Processing, Spreadsheets and Databases.

This is a National 5 Unit (stand-a-lone). Pupils will be assessed on an on-going basis and will accumulate a portfolio of evidence which is marked by the teacher/department. The unit is assessed as either a pass or fail.

Skills for learning, life and work which are developed

Pupils will develop important skills, attitudes and attributes, including:

Communication	Problem-solving	Organisation
Teamwork	Resourcefulness	Literacy
Reliability	ICT Skills	Presenting

Career Options

Administration Assistant
Charity Fundraising
Receptionist
Customer Service

Company Secretary
Personal Assistant
Medical Secretary
Health Service Manager



Additional Information

This unit is suitable for pupils who have little or no IT skills and who wish to use Microsoft Office software eg at home, in school, in the community, at College/ University, etc. This is a practical unit and all tasks involve using a PC to produce fit-for-purpose printouts.



Course Content

At level 5-6 pupils will be able to:

- create a CAD drawing in first angle projection.
- make use of appropriate layers and line-types
- understand British Standard 8888
- create a CAD drawing in third angle projection
- create assembly drawings which utilise elements of previously drawn parts

Assessment

Pupils use Computer Aided Drafting (CAD) to produce electronic drawings to meet SQA criteria within two outcomes. Pupils use a commercial CAD platform to generate detail within two-dimensional engineering drawings. Pupils have to modify two-dimensional engineering drawings and create an assembly drawing. All candidate evidence is internally assessed and externally verified by SQA.

Skills for learning, life and work which are developed

Pupils will gain experiences in: literacy, numeracy, thinking skills, real life problem solving, employability skills, communicating with others, improving time management, planning tasks, developing perseverance, taking ownership of learning, promoting responsibility and resilience, and working towards independent learning. Pupils will also gain an aptitude for graphical forms of communication by reading of basic engineering drawings and motivation to work as part of a team.

Career Options

Level 5-6 in Computer Aided Drafting may lead to:

Further Education, CAD Technician, Building Technician, Fabrication & Welding, Furniture Design, Industrial Design, Model Making, Toolmaking, interior Design, Shipbuilding, Oil Rig Design, Petrochemical Engineering, Vehicle Design, Digital Design, Multi-media Design, Architecture, General Engineering, Graphic Design, Product Design, Design & Technology Teacher etc.

Additional Information

Computer Aided Drafting at level 5 & 6 is offered by the Design & Technology department and has been designed to provide a basis for progression into Engineering. This unit of work and forms part of a National Qualification Group Award. It is offered on a free standing basis only. This unit can be banked for future group award (HNC in Engineering). It is a computer based unit and designed to allow pupils to develop basic knowledge, understanding and skills in Computer Aided Drafting (CAD).

During delivery of this unit pupils will learn to create detailed, two-dimensional engineering drawings using commercial CAD systems, such as AutoCAD. Pupils will develop knowledge and skills to use a CAD system to modify existing two-dimensional drawings and create an assembly drawing.

This unit is suitable for candidates who wish to pursue a career in an engineering discipline (Foundation Apprenticeship or Graduate Apprenticeship).



Course Content

Pupils completing the Human Anatomy, Physiology and Physical Activity Unit will be able to:

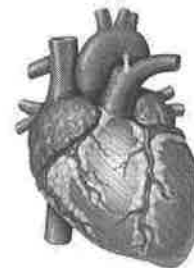
- Identify basic anatomical structures of the main human body systems
- Describe the main physiological functions of the main human body systems
- Describe the main long term physiological effects that regular physical activity can have on human body systems.

Assessment

- Completion of three assessment tasks. Each task completed under closed book conditions.

Skills for learning, life and work which are developed

- **Reading** > ability to understand information presented in text
- **Physical Wellbeing** > recognising the importance and benefits of healthy active living
- **Remembering** > ability to identify, recognise and recall facts
- **Understanding** > ability to demonstrate the meaning of items and information



Career Options

Sports Coach
Physiology

Health and Fitness Instructor
Leisure Management

Physiotherapist
Personal Trainer

Sports Science
Sports Official

Additional Information

- This course is entirely classroom based.

S5/6**Improving Wellbeing (PE)****Course Content**

Pupils completing the Improving Wellbeing Unit will:

- Participate in sports and physical activity in order to improve health and wellbeing
- Plan a simple programme to improve health and wellbeing
- Review and evaluate this plan and their progress

Assessment

- Ongoing completion of student task book

Skills for learning, life and work which are developed

- **Physical Wellbeing** > recognising the importance and benefits of healthy active living
- **Working with others** > working co-operatively with others
- **Evaluating** > making judgements on the value of work completed

**Career Options**

Sports Coach
Police

Health and Fitness Instructor
Leisure Management

Lifestyle Referral
Personal Trainer

Sports Science
Armed Forces

Additional Information

- The vast majority of this course will be practical based with pupils participating regularly in physical activity and sports sessions.



Course Content

This short course is offered in Spanish and German and can bring together the study of languages plus employability skills to complete the following units and gain the Life and Work award.

Pupils will gain experience and knowledge in the following 3 units: -

- Modern Languages for Life
- Modern Languages for Work Purposes
- Building on Employability Skills

As an alternative to this award pupils may be able to complete National 4 in the language studied.

At level 3 and 4 learners will be able to:

- develop reading, listening and talking skills in one or two modern languages in the contexts of life and work,
- develop basic knowledge of one or two modern languages in the contexts of life and work
- develop employability skills

Assessment

Languages for Life and Work:

Both Modern Languages Units have 2 outcomes each:

- ⇒ Modern Languages for Life – conversation and listening assessment
- ⇒ Modern Languages for Work Purposes – reading and discussion (job interview)

- Building Employability skills: evidence folder of work completed.

National 4

All units will be internally assessed against the requirements shown in the unit specifications. They will be assessed on a pass/fail basis in school, including the Added Value unit in N4. There will continue to be external quality assurance, including external verification processes, to ensure assessment judgements are consistent and meet national standards.

Skills for learning, life and work which are developed

- | | |
|------------------------------------|--|
| ⇒ Independence | > learning to work and think for themselves |
| ⇒ Disciplined approach to learning | > learning to take responsibility for their own learning |
| ⇒ Skills for work | > building employability skills |

Personal Qualities which are developed

- ⇒ Confidence
- ⇒ Awareness of social and cultural issues
- ⇒ Appreciation of language and connections between languages

Career Options

Armed Forces	Fashion Industry	Teacher (Nursery, Primary, Secondary)
centre work	Hospitality (hotel management)	Call
Interpreter/ Translator	Voluntary / Relief work abroad	Travel(flight crew, travel reps)
		Catering (chef)
		Civil service/Diplomatic Service

Additional Information

Pupil will be guided by staff to complete the award that suits their own potential and previous knowledge of the language.



Course Content

In National 4 Media, pupils will be able to develop:

- to analyse and create media content, appropriate to purpose, audience and context
- knowledge of the key aspects of media literacy
- knowledge of the role of the media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to evaluate their own and their peers' practice.

Assessment

There are three internally assessed units:

- Analysing Media Content which involves:
 - Describing media content in some detail
 - Describing media contexts in some detail
 - Describing the relationship between media content and context
 - Applying knowledge of the relevant key aspects of media literacy
- Creating Media Content which involves:
 - Planning and developing ideas in response to a negotiated brief
 - Using production skills appropriate to the media content and context
 - Commenting on the production process
 - Applying knowledge of relevant key aspects of media literacy
- Added Value Unit which involves carrying out an assignment which shows they can analyse and create straightforward media content.

Skills for learning, life and work which are developed

- **Literacy**- Reading, Writing, Talking and Listening
- **Employability, enterprise and citizenship**- Working with others, Enterprise, Citizenship
- **Thinking Skills**- Analysing and evaluating, Creating.

Career Options

Journalist	HR Officer	Art Auctioneer
Primary Teacher	Training Manager	Gallery Curator
Editor	Copywriter	Lawyer
Writer	Public Relations Officer	Further Education Teacher
Secondary Teacher	Researcher	Magistrate
Recruitment Consultant	Graphic Designer	Publisher
Production Assistant	Advertising	Radio/ Television Presenter

Additional Information

Note: Pupils will have the opportunity to achieve National 5 Literacy as part of the course.



Course Content

The importance of financial education in schools is widely recognised as a necessary life skill for young people. The Personal Finance award will equip candidates with the skills to cope confidently and effectively with basic financial encounters as well as managing money. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives. The Awards cover a range of topics, including: calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates. The Personal Finance Award is at SCQF level 4 (equivalent to National 4) and consists of the following Units:

Money Management

This Unit focuses on managing money and equips candidates with the skills required to deal with everyday financial encounters. Candidates will learn about bills and budgeting and will look at the costs involved with borrowing money. They will consider insurance and long term financial planning and will look at different ways of buying goods and how to compare different deals.

The Principles of Money

This Unit will help candidates to gain a better understanding of what money is and where it comes from. It will help candidates to understand sources of income, how to store and access their money and how to use a budget. Candidates will also learn about foreign exchange.

During the course we would hope to bring in some external speakers from financial institutions to discuss in practical terms how to set up a bank account, seek approval for a loan, get advice on budgeting and other practical aspects of financial management.

Assessment

Awards are not graded. These awards have two units each, and the units have been designed for on-line testing via SOLAR, SQA's platform for formative and summative e-assessment. The assessments are automatically marked and results given to learners immediately. The assessments themselves are generated dynamically from an item bank which means in practice that every learner gets their own unique assessment every time it is attempted.

Skills for learning, life and work which are developed

Irrespective of career choice, all pupils require to understand the basic rudiments of personal finance in order to deal effectively with their own money management and make sensible and appropriate decisions for their future financial security.

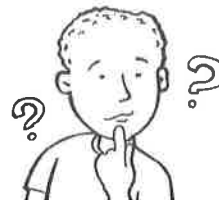
Career Options

This qualification would naturally provide a good background for anyone wishing to pursue a career in business management or who would like to work within the financial sector in any capacity.

Additional Information

This qualification suits a wide range of candidates:

- It is ideally suited for 14 to 16 year olds.
- It adds extra breadth to those studying mathematics or business studies.
- It can provide progression in numeracy for candidates who are no longer studying mathematics.



Course Content

At Higher pupils will be able to:

- | | |
|--|--|
| <ul style="list-style-type: none"> • analyse and evaluate arguments, theories of knowledge and moral theories • understand and explain the implications and consequences of arguments and theories • express reasoned views | <ul style="list-style-type: none"> • understand argument structure, philosophical fallacies, philosophical techniques and other factors relevant to evaluating arguments • understand key theories of knowledge • understand key moral philosophical theories |
|--|--|

Assessment

Higher is assessed over 3 units by a 2 hr 15 minute exam Question Paper worth 60 marks and an Assignment completed in school worth 30 marks.

Skills for learning, life and work which are developed

Confidence
Communication
Cooperation

Creativity
Decision Making
Evaluating and Analysing

Logical Thinking
Presenting
Teamwork



Career Options

Civil Service
Government
Journalism

Public Health
Law
Politics

Social Work
Teaching
Tourism

Additional Information

Philosophy provides a broad balanced to education and helps prepare young people for adult life. It stimulates curiosity and enables young people to develop their research, presentation and communication skills. It develops team working skills and boosts confidence. It develops analytical skills and enables young people to handle complex issues. RMPS develops extended writing literacy skills which can be highly beneficial to young people in further education and adult life.



Course Content

At National 4-5 pupils will be able to:

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

Assessment

Evidence requirements from 3 units will include: the completed products that meet SQA tolerances, completed log book, record of any intervention relating to independence of work and record of any intervention relating to safe working within the workshop.

Final course assessment: Question paper worth 60 marks & Practical Assignment worth 70 marks. Final grading is A-D. All candidate evidence is internally assessed and externally verified by SQA.

Skills for learning, life and work which are developed

Pupils will gain experiences in: literacy, numeracy, thinking skills, real life problem solving, employability skills, communicating with others, improving time management, planning tasks, developing perseverance, taking ownership of learning, promoting responsibility and resilience, and working towards independent learning.

Career Options

With further learning and training, National 4-5 in Practical Woodworking may lead to:

Joinery, Furniture Manufacturer, Cabinet Maker, Wood Machinist, Sawmill Worker, Construction Crafts, Form Work, Shop Fitting

Additional Information

Practical Woodworking at N5 is offered by the Design & Technology department and provides experience in the following: skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies. Pupils will gain experience in;

Flat-frame construction commonly used in flat-frame joinery, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Carcase construction commonly used in carcase construction, involving complex features. This may include working with manufactured board or with frames and panels. Candidates use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

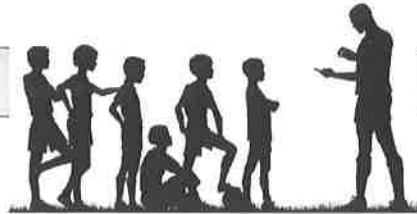
Machining and finishing

Candidates develop skills, knowledge and understanding in using machine and power tools. Candidates also develop skills in a variety of woodworking surface preparations and finishing techniques.

S5/6**Sports Leaders Award****Course Content**

Pupils completing the Sports Leaders Award will:

- Understand the skills and behaviours required when leading
- Know how to plan, lead and evaluate activity sessions
- Understand factors that contribute to a healthy lifestyle

**Assessment**

- Completion of Learner Evidence Record
- Completion of 1 hour of demonstration of leadership

Skills for learning, life and work which are developed

- **communication** > being able to pass on and receive information from others
- **working with others** > able to change how you think and do things
- **leadership** > working with and guiding others, being a role model

**Personal Qualities which are developed**

- **Confidence, Commitment, Perseverance**

Career Options

Sports Coach
Teacher

Health and Fitness Instructor
Leisure Management

Outdoor Education
Personal Trainer

Sports Science
Sports Official

Additional Information

- This course will consist of both practical and classroom based lessons
- Pupils will be expected to both lead and participate in physical activity sessions

**Course Content****Pupils will be able to:**

Use statistical skills in real-life contexts

Produce a statistical analysis on given data set(s)

Assessment

Pupil learning is assessed through written unit assessments, homework tasks and teacher observation.

Pupils will be encouraged to assess their own progress through self and peer evaluation and set appropriate targets for improvement.

Skills for learning, life and work which are developed

Interpretation and analysis of information
Simplifying and solving problems
Making informed decisions

Developing logical reasoning and problem solving
Improving mental agility
Learning to think in abstract ways
Creativity

Career Options

Computing Science
 Engineering
 Finance

Medicine
 Research
 Teaching

Technologies
 Statistics

Additional Information

Pupils will develop skills that focus on the use of statistical ideas and valid strategies that can be applied to managing statistics in real-life contexts which may be new to the learner. This includes skills in interpreting and analysing graphs and statistical diagrams, applying skills to the normal distribution, applying statistical skills to data analysis, interpretation and communication and determining the equation of linear regression and using it for prediction. The Outcomes cover aspects of statistics in real-life situations and also skills in statistical reasoning and modelling.

Course Content

By selecting this course, you will be able to take part in the Young Enterprise Scotland competition. This involves creating your own company and running your own business in school with a view to making a profit. All members in the team would be allocated roles based on their area of expertise. Once the trading period has ended, and all bills (including Young Enterprise Tax) are paid, any profits will be divided amongst the team.

The team will be entered into the Ayrshire finals, and if successful at this would potentially go on to Scottish and British finals.

Assessment

All Company Programme pupils are offered to sit the YES Exam which is offered in partnership with the University of Strathclyde Business School and the Hunter Centre for Entrepreneurship. It is a reflective exam where the young people share their experiences of running their business. This would appear on your SQA Awards certificate.



Skills for learning, life and work which are developed

The Company Programme allows young people to show off their innovation and creativity, as well as showcasing their entrepreneurial attitude.

Young people develop skills and experiences that will nurture the next step in their careers - why not take the chance to gain these skills and show off your innovation?

By participating in this programme, it would potentially give you a competitive edge over other students when looking to apply for college or university, and would also be looked on positively by prospective employers. Should you have a desire to run your own business one day, this programme would give you a valuable insight into the challenges associated.

Career Options

This programme lends itself to a variety of career options. If wishing to study Business, Accounting or Marketing it is extremely relevant.

Additional Information

This award requires pupils to take responsibility for their role within the group, effective communication and dedicating the relevant amount of time and commitment desired to make the company a success.



Course Content

Pupils will be able to:

- *define a sole trader and give real-life examples*
- *describe the duties and responsibilities of an accountant*
- *prepare accounting documents and ledger accounts*
- *prepare and present accounting statements*
- *use IT to produce accounting statements (Excel)*

Pupils will prepare, interpret and analyse financial accounting information - using relevant accounting techniques.

Assessment

Formal Accreditation – pupils can achieve an SCQF Level 5 Unit Award.

There are 2 assessments, 3 outcomes and 8 assessment standards to complete.

There are no time restrictions.

Spreadsheets may be used for assessments.

Skills for learning, life and work which are developed

Pupils will develop important skills, attitudes and attributes, including:

IT Skills

Problem-solving

Organisation

Numeracy

Thinking Skills

Attention to Detail

Employability Skills

Communication

Information Handling

Career Options

Financial Accountant
Chartered Accountant
Wages and Salaries
Auditor

Management Accountant
Tax Inspector/Accountant
Stockbroker
Finance Manager



Additional Information

IT Requirements - pupils should be confident in the use of IT – especially Spreadsheets.

Numeracy Requirements - Pupils should already have National 5 Mathematics or Numeracy and be working towards a Higher Level qualification.



Course Content

This unit is aimed at pupils who have a genuine interest in how motorcycles work. You will learn about mechanics of moving parts, how an engine works and how electricity-electronics is used to power instruments etc.

At National 4 pupils will be able to:

- Identify and use common hand tools, power tools, workshop equipment, measuring equipment and electrical measuring equipment.
- Identify locking and securing devices.
- Identify the fundamentals of electricity and electrical circuits.
- State the different types of inspection and fault-finding techniques.

Assessment

Written evidence of the pupil ability to show a clear understanding of the foundation skills and knowledge associated with the repair, servicing and maintenance of motorcycles, including; identification of common hand tools, power tools, workshop equipment, measuring equipment, electrical measuring equipment, locking and securing devices, electrical fundamentals, inspection and fault-finding techniques. Pupils should produce sufficient correct responses to achieve an overall pass of 70% for the unit. All assessment is quality assured by SQA.

Progression

This automotive course has been designed to provide a foundation for pupil progression towards related S/NVQs and Modern Apprenticeships within the world of work.

Skills for learning, life and work which are developed

Pupils will gain experiences in:

literacy, numeracy, thinking skills, real life problem solving, employability skills, improving time management, planning tasks, developing perseverance, taking ownership of learning, promoting responsibility and resilience, and working towards independent learning. Pupils will also gain an aptitude for extracting mechanical information by reading of basic motorcycle manuals and by communicating with others to solve mechanical issues.

Career Options

National 4 unit in Automotive may lead to:

Further education, employment or modern/foundation apprenticeship as; Industrial Designer, Electrical Tradesman, Railway Maintenance Engineer, Aerospace Industry etc.

Additional Information

Automotive at N4 is offered by the Design & Technology department and is aimed at pupils who have an interest in 'how things work', such as engines, braking systems, electrical systems, hydraulics and safe use of workshop tools and equipment. Good communication and numeracy skills are vital. It would also be beneficial for pupils to have a practical aptitude for vehicle maintenance and repair.

- create a CAD drawing in first angle projection.
- make use of appropriate layers and line-types
- understand British Standard 8888
- create a CAD drawing in third angle projection
- create assembly drawings which utilise elements of previously drawn parts

Pupils use Computer Aided Drafting (CAD) to produce electronic drawings to meet SQA criteria within two outcomes. Pupils use a commercial CAD platform to generate detail within two-dimensional engineering drawings. Pupils have to modify two-dimensional engineering drawings and create an assembly drawing. All candidate evidence is internally assessed and externally verified by SQA.

Skills for learning, life and work which are developed

Pupils will gain experiences in: literacy, numeracy, thinking skills, real life problem solving, employability skills, communicating with others, improving time management, planning tasks, developing perseverance, taking ownership of learning, promoting responsibility and resilience, and working towards independent learning. Pupils will also gain an aptitude for graphical forms of communication by reading of basic engineering drawings and motivation to work as part of a team.

Level 5-6 in Computer Aided Drafting may lead to:

Further Education, CAD Technician, Building Technician, Fabrication & Welding, Furniture Design, Industrial Design, Model Making, Toolmaking, interior Design, Shipbuilding, Oil Rig Design, Petrochemical Engineering, Vehicle Design, Digital Design, Multi-media Design, Architecture, General Engineering, Graphic Design, Product Design , Design & Technology Teacher etc.

Computer Aided Drafting at level 5 & 6 is offered by the Design & Technology department and has been designed to provide a basis for progression into Engineering. This unit of work and forms part of a National Qualification Group Award. It is offered on a free standing basis only. This unit can be banked for future group award (HNC in Engineering). It is a computer based unit and designed to allow pupils to develop basic knowledge, understanding and skills in Computer Aided Drafting (CAD).

During delivery of this unit pupils will learn to create detailed, two-dimensional engineering drawings using commercial CAD systems, such as AutoCAD. Pupils will develop knowledge and skills to use a CAD system to modify existing two-dimensional drawings and create an assembly drawing.

This unit is suitable for candidates who wish to pursue a career in an engineering discipline (Foundation Apprenticeship or Graduate Apprenticeship).



Course Content

This short course is offered in Spanish and can bring together the study of languages plus employability skills to complete the following units and gain the Life and Work award.

Pupils will gain experience and knowledge in the following 3 units: -

- Modern Languages for Life
- Modern Languages for Work Purposes
- Building on Employability Skills

As an alternative to this award pupils may be able to complete National 4 in the language studied.

At level 3 and 4 learners will be able to:

- develop reading, listening and talking skills in one or two modern languages in the contexts of life and work,
 - develop basic knowledge of one or two modern languages in the contexts of life and work
- develop employability skills

Assessment

Languages for Life and Work:

Both Modern Languages Units have 2 outcomes each:

- ⇒ Modern Languages for Life – conversation and listening assessment
- ⇒ Modern Languages for Work Purposes – reading and discussion (job interview)

- Building Employability skills: evidence folder of work completed.

National 4

All units will be internally assessed against the requirements shown in the unit specifications. They will be assessed on a pass/fail basis in school, including the Added Value unit in N4. There will continue to be external quality assurance, including external verification processes, to ensure assessment judgements are consistent and meet national standards.

Skills for learning, life and work which are developed

- | | | |
|---|---|--|
| ⇒ Independence | > | learning to work and think for themselves |
| ⇒ Disciplined approach to learning | > | learning to take responsibility for their own learning |
| ⇒ Skills for work | > | building employability skills |

Personal Qualities which are developed

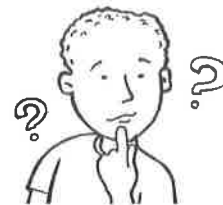
- ⇒ **Confidence**
- ⇒ **Awareness of social and cultural issues**
- ⇒ **Appreciation of language and connections between languages**

Career Options

Armed Forces	Fashion Industry	Teacher (Nursery, Primary, Secondary)
centre work	Hospitality (hotel management)	Call
Interpreter/ Translator	Voluntary / Relief work abroad	Travel(flight crew, travel reps)
		Catering (chef)
		Civil service/Diplomatic Service

Additional Information

Pupil will be guided by staff to complete the award that suits their own potential and previous knowledge of the language.



Course Content

Pupils will be able to:

- | | |
|--|--|
| <ul style="list-style-type: none"> • analyse and evaluate arguments, theories of knowledge and moral theories • understand and explain the implications and consequences of arguments and theories • express reasoned views | <ul style="list-style-type: none"> • understand argument structure, philosophical fallacies, philosophical techniques and other factors relevant to evaluating arguments • understand key theories of knowledge • understand key moral philosophical theories |
|--|--|

Assessment

Pupils will study Moral Philosophy, demonstrating an in-depth knowledge and understanding of utilitarianism and Kantian ethics and their application to given situations or issues, and respond to texts. Candidates will analyse and evaluate classical utilitarianism as an example of a consequentialist theory and Immanuel Kant's moral theory as an example of a deontological theory.

Skills for learning, life and work which are developed

Confidence
Communication
Cooperation
Debating
Academic argumentation

Creativity
Decision Making
Evaluating and Analysing

Logical Thinking
Presenting
Teamwork



Career Options

Civil Service
Government
Journalism

Public Health
Law
Politics

Social Work
Teaching
Tourism

Additional Information

Philosophy provides a broad balanced to education and helps prepare young people for adult life. It stimulates curiosity and enables young people to develop their research, presentation and communication skills. It develops team working skills and boosts confidence. It develops analytical skills and enables young people to handle complex issues. Philosophy develops extended writing literacy skills which can be highly beneficial to young people in further education and adult life.