Guidelines for Parents and Pupils

S5/6 Senior Phase

LOUDOUN ACADEMY | *Learning* together *Achieving* together

KINDNESS | DETERMINATION | EQUALITY

Loudoun Academy 2026/27

Index

Introduction

The purpose of this booklet is to provide you with some information about Curriculum for Excellence as it applies to our new S5 and S6 pupils next session.

Senior Phase

The Senior Phase can be characterised as the education which takes place in the final stages of compulsory education and beyond, normally around ages 15 to 18. This will cover the years S4 to S6 at our school.

In the Senior Phase all young people can continue to expect the entitlements set out in *Curriculum for Excellence – Building the Curriculum 3: A Framework for Learning and Teaching* to be delivered.

Specifically these are:

- a curriculum which is coherent;
- the opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities;
- opportunities to continue to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing;
- personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide; and
- support in moving into positive and sustained destinations beyond school.

The Senior Phase of young people's education builds firmly on the Broad General Education studied during S1 to S3 at Loudoun Academy. The values, purposes and principles of Curriculum for Excellence will follow through from earlier phases of education and continue to be delivered for young people at this particular point in their educational journey.

The Senior Phase offers young people the opportunity to extend and deepen their education as they build their portfolio of qualifications, which recognises their learning, enables them to continue to develop skills and offers pathways to the next stage – whether that is further or higher education, training or employment.

At Loudoun Academy pupils will move from studying 7 subjects in S4 to 5 subjects in S5 and S6. Examples of different pupils senior phase pathways are on the following pages.

Higher Courses

S4 pupils intending to follow Higher course next session should have a realistic possibility of obtaining a National 5 pass this session. In some cases, pupils likely to obtain a grade C might be advised to follow a Higher course over 2 years or re-sit National 5 in order to upgrade before attempting the Higher.

Pupil Pathway Examples

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 1 – AC – MALE

S3 OPTIONS	• Maths - English - Physics - Graphic Communication • French - History - Art & Design - Design & Manufacture
S4 OPTIONS	• N5 Maths - N5 English - N5 Physics - N5 Graphic Communication • N5 French – N5 History – N5 Art & Design
S5 OPTIONS	• H Maths – H English – H Physics – H Graph Com – H Music
S6 OPTIONS	• AH Music - AH Maths - H French • CSLA (Community Sports Leader Award)
DESTINATION ON LEAVING SCHOOL	• UNIVERSITY– MEng Electronics & Music

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 2 – NB – FEMALE

S3 OPTIONS	• Maths - English - History - Hospitality • Geography - Biology - Admin & IT - Physical Education
S4 OPTIONS	• N5 Maths - N5 English - N5 History - N5 Hospitality • N5 Biology – N5 Geography – N5 Admin & IT
S5 OPTIONS	• H Maths – H English – H Geography • H Biology - H Admin & IT
S6 OPTIONS	• H Psychology - AH Maths - H Business Management • YASS – Understanding the Autistic Spectrum
DESTINATION ON LEAVING SCHOOL	• UNIVERSITY– Psychology

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 3 – CH – MALE

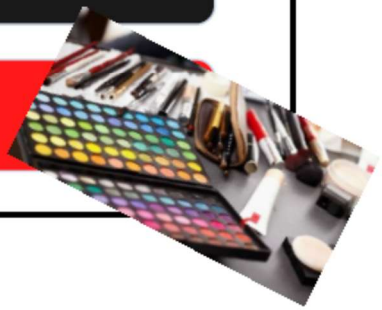
S3 OPTIONS	• Maths - English - Physics - Music • French - History - Chemistry - Design & Manufacture
S4 OPTIONS	• N5 Maths - N5 English - N5 Physics - N5 Music • N5 Chemistry – N5 History – N5 Design & Manufacture
S5 OPTIONS	• H Maths – H English – H Chemistry – H History – H Music
S6 OPTIONS	• AH History - AH Music - H Physical Education • CSLA (Community Sports Leader Award)
DESTINATION ON LEAVING SCHOOL	• UNIVERSITY– History

PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 4 – AH – FEMALE

S3 OPTIONS	• Maths - English - History- Home Economics • Art & Design - French - Science - Physical Education
S4 OPTIONS	• N4 Maths – N4 English - N5 Travel & Tourism - N5 History • N4 Art & Design – N4 French – N4 Physical Education
S5 OPTIONS	• N5 English – N5 Maths - N5 Health Sector • COLLEGE– Beauty with Hair • WORK PLACEMENT - Hairdresser
S6 OPTIONS	• LEFT SCHOOL
DESTINATION ON LEAVING SCHOOL	• COLLEGE– Beauty

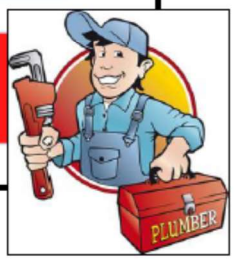


PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 5 – SMc – MALE

S3 OPTIONS	• Maths - English - Design & Manufacture - Biology • History - Geography - Hospitality
S4 OPTIONS	• N4 Maths - N5 English - N5 Geography – N4 History • N5 Hospitality – N5 Design & Manufacture • COLLEGE - Construction
S5 OPTIONS	• N5 Maths – H English – Personal Finance • CSLA (Community Sports Leader Award) • WORK EXPERIENCE – Plumbing Company
S6 OPTIONS	• LEFT SCHOOL
DESTINATION ON LEAVING SCHOOL	• EMPLOYMENT – Apprentice Plumber



PUPIL SENIOR PHASE PATHWAYS

Examples of real and different pathways of pupils leaving school and going onto a positive destinations when leaving school

PUPIL 6 – JM – MALE

S3 OPTIONS	• Maths - English - Woodworking - Biology - Hospitality • History - Physical Education - Hospitality
S4 OPTIONS	• N4 Maths – N4 English – N5 History • N5 Biology – N4 Physical Education • COLLEGE – Uniform Services
S5 OPTIONS	• LEFT SCHOOL
S6 OPTIONS	• LEFT SCHOOL
DESTINATION ON LEAVING SCHOOL	• ARMY/COLLEGE UNIFORM SERVICES

ARMY
BE THE BEST

Changes to Assessment for National 5 and Higher Qualifications

The Scottish Qualifications Authority, following guidance from the Scottish Government, has removed the mandatory requirement for Unit assessment at National 5, Higher and Advanced Higher and is replacing this formal assessment component with enhanced external course assessment. In many courses this will include a strengthened final examination and coursework to ensure course coverage and that assessment requirements at each level of course are fully met.

The changes are implemented in a phased manner as follows:

Course	Implementation of change
National 5	2017-2018
Higher	2018-2019
Advanced Higher	2019-2020

This means that in session 2018-2019 and beyond, pupils undertaking National 5 and Higher courses will not be required to undertake Unit assessments as they progress through course content. They will however be undertaking assessments set and marked by school staff to ensure there is a clear understanding of the progress that is being made and what future attainment targets may require to be set. The most recent assessment information can be found on the SQA website at www.sqa.org.uk.

Making the right choice

Returning to school is not an easy option and the work in the year ahead will be very demanding. A careful selection of subjects is therefore absolutely crucial. Before making the decision pupils should consider the following questions and advice.

- Do you have a particular career in mind? What qualifications do you need for this?
- Do you want to go to College or University?
  If yes - Which course? Where? What are the entrance requirements?
  (These may vary from one institution to the other)
- Which school courses are you most interested in?
- Which level of course are you likely to undertake, guided by Principal Teacher

Making the right course choices in S5 and S6 is a very important part of your educational progress. The choices that you make at these times are crucial to your educational future and your possible career thereafter. It is vitally important therefore that you take the option choice process seriously and that you give it your full attention and commitment.

It is important that your course choices are based on full and accurate information. This booklet is a starting point and contains details of each of the courses on offer. You should read it carefully. You should also discuss your course choices with your parents as this will give you every opportunity to think through your decisions. You will of course receive advice and support from staff in the school. You will have a formal meeting with your Pupil Support teacher but you should also take the opportunity to talk to your teachers about your subject choices. In addition you will be able to access careers advice should you require it.

The forthcoming course choices are vitally important to your future, think carefully before you make any decisions and remember if you have any concerns ask for advice.

Notable dates

The structure around the selection of options and to support parents and pupils will be as follows:-

Event	Date
S4/5 Option Interviews with pupil support staff	Week beginning Mon 2nd February 2026
S4 /5 Option Presentation	Thursday 3rd February 2026
S4/5 Option Choice deadline	17th February 2026

Information from Departments

The following pages provide information from each department on entry requirements, purpose and aims of each course, skills, knowledge and understanding and assessment arrangements.

If there is anything you would like to discuss then please feel free to contact the school. You can contact your child's Pupil Support Teacher or Year Head Mr Hendry on 01563 820061.

Note
The final choice of courses for session 2026-2027 will be dependent on the results of this year's SQA examinations. Choices made may be amended, in negotiation with Principal Teachers of Pupil Support, again in August once results are known.

Administration and IT (N5)

Purpose and aims of the course
The course helps pupils to develop administrative and IT skills, and an understanding of related theory, enabling them to effectively contribute to and support organisations.
It enables pupils to:

- develop an understanding of administration theory in the workplace
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events
-

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- skills in using spreadsheets, databases, word-processing, desktop publishing and presentations
- skills in using technology for electronic communication and investigation
- skills in organising and supporting events
- problem-solving skills in administrative contexts
- theory of the tasks (duties) and knowledge associated with the administrative support function in an organization
-

National 5 Course Assessment
Assignment: 70 Marks (58% of overall grade)
Candidates work through a series of planning, support and follow-up tasks related to an event or business.
Question paper: 50 Marks (42% of overall grade)
The question paper gives pupils the opportunity to demonstrate:

- using IT functions in spreadsheet and database applications to produce and process information
- problem-solving
- administration theory

Progression routes
Pupils can move from National 5 to Higher in S6.

Administration and IT (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The key purpose of this course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions. The course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT

- acquire skills in managing the organisation of events

Skills, knowledge and understanding for the course

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the course includes:

- using a range of complex functions of IT applications.
- using technology, including the internet, for electronic communication
- solving problems in an administrative-related context
- knowledge and understanding of key legislation affecting administration and its implications for organisations
- knowledge and understanding of effective teams
- knowledge and understanding of effective time and task management
- organising, managing and communicating complex information to a range of audiences

Course Structure

Unit 1: Administrative Theory and Practice

The purpose of this unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace.

Unit 2: IT Solutions for Administrators

The purpose of this unit is to develop learners' skills in IT to an advanced level, and in organising and managing information in administration related contexts. Learners will develop the ability to utilise a range of functions of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies.

Unit 3: Communication in Administration

The purpose of this unit is to enable learners to develop a range of IT skills for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective.

Course Assessment

The learner will be assessed by a combination of a question paper and an assignment.
Component 1 – Question paper: 50 Marks
Component 2 – Assignment: 70 Marks
Total marks – 120

Applications of Mathematics (National 5)

Purpose and aims of the course

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.

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

The course aims to:

- analyse real-life situations and problems involving mathematics
- identify valid mathematical operational skills to tackle real-life situations or problems
- select and apply numeracy skills
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- use mathematical reasoning skills to draw conclusions or justify decisions
- communicate mathematical information in an appropriate way

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of real-life situations
- develop the ability to analyse real-life problems or situations with some complex features involving mathematics
- develop confidence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- develop the ability to communicate mathematical information in a variety of forms
- develop the ability to think creatively and in abstract ways

National 5 Course Assessment

Question paper: 90 Marks (100% of overall grade)

Component 1: Question Paper 1 (non-calculator) – 35 marks

The purpose of this question paper is to allow candidates to demonstrate the application of mathematical skills, knowledge and understanding from across the course. A

calculator cannot be used. This question paper gives candidates an opportunity to demonstrate an understanding of a range of mathematical skills and to select, apply and combine them to perform calculations. Candidates also have opportunities to demonstrate skills in interpreting and presenting information. This question paper has 45 marks out of a

total of 110 marks. It consists of short-answer and extended-response questions, most of which are in context.

Component 2: Question Paper 2 – 55 marks

The purpose of this question paper is to allow candidates to demonstrate the application of mathematical skills, knowledge and understanding from across the course. A calculator may be used. This question paper gives candidates an opportunity to interpret and analyse real-life problems or situations, select appropriate strategies, carry out calculations and draw valid conclusions or justify decisions. This question paper has 65 marks out of a total of 110 marks. It consists of short-answer questions, extended-response questions and case studies, most of which are in context.

Progression routes

- Higher Applications
- Other qualifications in mathematics or related areas, eg Skills for Work courses, National Progression Awards, National Certificate Group Awards.
- Further study, employment or training.

Art and Design NPA (L5)

Purpose and aims of the course

The National Progression Award (NPA) in Art and Design at SCQF Level 5 is designed to provide candidates with a structured learning experience that develops both practical and theoretical knowledge across a range of printmaking, mixed media, and illustration techniques. The award supports the application of these skills within creative art and design contexts.

Skills, knowledge and understanding for the course

- Acquire and develop knowledge and understanding of printmaking skills through practical experimentation for art and design applications.
- Investigate and apply mixed media techniques within a design context.
- Apply media handling skills to a given illustration brief and produce a completed illustration outcome.

Art and Design (N5)

Purpose and aims of the course

The course helps learners to develop Art and Design skills, and enable them to build confidence when creating pieces of drawing, painting and design. IT is used to support written work.

It enables learners to:

- develop the ability to think and choose solutions to design problems.
- develop initiative when creating original work through personal choice.
- organise written discussions and extended writing pieces relating to their own and the work of others.

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- producing analytical drawings and related investigative studies in response to stimuli
- using visual elements expressively, showing a clear understanding of the subject matter
- producing focused investigative visual and market research for a design activity
- skills in using a range of art and design materials, techniques and/or technology creatively
- developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- describing how artists and designers use materials, techniques and/or technology in their work
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using problem-solving, planning and self-evaluation skills within the creative process

National 5 Course Assessment

Question paper: 50 Marks (20% of overall grade) 1 Hour 30 Mins. 2 sections.

The question paper gives learners the opportunity to:

- discuss and analyse the work of artists and designers they have been studying throughout the session
- respond with judgements and opinions to previously unseen questions and images

Portfolio: 200 Marks (80% of overall grade) 2 separate sections.

Expressive activity with integrated Critical Studies. 100 marks (40% of overall grade)

- learners choose a personal theme and a focus for still life, portraiture, landscape etc.

- learners select an idea for further development and refinement from a group of earlier studies, through to a finished artwork
- critical studies involves compiling extended writing pieces about the work of at least 2 famous artists

Design activity with integrated Critical Studies. 100 marks (40% of overall grade)

- learners produce a Design Brief of their own choice from a menu, e.g. hats, chairs, jewellery, lamps.
- learners use thinking skills to consider how they will solve their design ideas.
- ideas are created in response to the design brief in 3 three stages: initial ideas, selection of best ideas and development and refinement to a final solution
- Critical studies involves compiling extended writing pieces about the work of at least 2 designers

Progression routes

Pupils can move from National 5 to Higher in S6. Higher to Advanced Higher in S6.

Other relevant information

The work of senior folios can be used as a basis for presentation and interview for FE / college / university placements. Guidance on folio presentation is part of the course. Art and Design is often required for those choosing Architecture as a career destination.

Art and Design (Higher)

Entry requirements

National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course

The purpose of the course is to provide a broad practical experience of art and design and related critical activity. The course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Learners will analyse the factors influencing artists' and designers' work and practice. The aims of the course are to enable learners to:

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

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- Producing analytical drawings and investigative studies in response to stimuli
- Using visual elements expressively, showing clear understanding of the subject matter
- Producing focused investigative studies and market research for a complex design activity
- Skills in using a range of art and design materials, techniques and/or technology creatively and expressively developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats

- Analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology.
- Analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- Using a range of complex problem solving, planning and self-evaluation skills within the creative process

Course Structure

Unit 1: Expressive Activity

Evidence will be required to show that the learner can produce a range of creative ideas and art work in response to stimuli. Learners will produce a range of analytical drawings, studies and expressive development work showing visual continuity and the creative development of the stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Unit 2: Design Activity

Evidence will be required to show that the learner can produce a range of creative design ideas in response to a design brief. Learners will produce investigative studies and market research and will use this when developing and refining a range of design ideas. Knowledge and understanding of designers and design practice will also be assessed.

Added Value Portfolio

Learners progress towards completing drawings and paintings, and a final design product. A selection of the best work is mounted onto presentation sheets, which is called the portfolio and this forms a major part of the course assessment.

Course Assessment

The learner will be assessed by a combination of a portfolio and question paper.
Component 1 – Portfolio 200 marks (77% of the marks)
Component 2 – Question paper 60 marks (23% of the marks)
Total marks – 260

Progression routes

Pupils can move from Higher to Advanced Higher in S6.

Art and Design (Advanced Higher)

Entry requirements

Skills are developed from those gained at Higher level, normally an A or B pass. The amount and quality of work increases considerably. Advanced Higher is intended for those who may decide to follow an Art or Design career path. Students choose to specialise in either Design or Art depending on their personal interests, and possible college / art school HND / HNC folio submission.

Purpose and aims of the course

The course provides opportunities for learners to develop their creativity and to apply their understanding of design practice, function and aesthetics. This will involve exploring and researching challenging design contexts, issues and opportunities, and evaluating and synthesising visual stimuli and other information from a variety of sources. The course will provide learners with the opportunity to extend and apply the design skills they may have developed during the Higher Art and Design course and elsewhere. Learners will also demonstrate personal autonomy and creative decision making when negotiating the design area and stimuli for their work, and when developing and realising their design ideas and solutions.

The aims of the course are to enable learners to:

- experience an independent, self-directed study of design and design practice

- develop personal autonomy, creativity, independent thinking and evaluative skills when resolving design problems and responding to design area requirements and constraints
- develop individual creativity and technical skills through the considered exploration and creative use of design materials, equipment, techniques and/or technology
- develop higher-order thinking skills by analysing, synthesising and responding to designers' work and the external factors which influence the design area
- develop advanced critical thinking and design-based problem solving skills
- reach substantiated and informed judgements when refining and presenting lines of design enquiry and development

Course Structure

Unit 1: Design Enquiry

This comprises the main investigation folio. It contains a selection of research drawings in a range of media, source photographs, material samples, photographs of 3D models etc. Content is driven by the chosen theme and area of design or art. Freedom and individuality are important elements for all learners. Lines of development following through to finished pieces will complete the folio. Quantity and scale of work is negotiable, but generally the work will comprise of 15 A1 sheets and a short evaluation form. At this level, students enjoy working with more freedom on a larger scale. Sketchbooks are not required, but are a useful addition to college folio submissions. A deep level of personal commitment should be evident in the work.

Unit 2: Design Studies

To deepen knowledge and understanding of the chosen area of study, students research and analyse the work of relevant artists or designers. This analysis is drafted into a single 1700 word project which will be added to the investigation folio.

Course Assessment

The portfolio has a total mark allocation of 100 marks. This is 100% of the overall marks for the course assessment.

Business Management (National 5)

Purpose and aims of the course

The course highlights ways in which organisations operate and the steps they take to achieve their goals. It enables pupils to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. It enables pupils to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy needs and wants
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes
- financial awareness, in a business context
- an insight into how organisations organise their resources for maximum efficiency and to improve their overall performance
- an awareness of how external influences impact on organisations

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- knowledge and understanding of the impact of business activities on society, in contexts which have some complex features
- decision-making — by applying the ideas of ethical and effective business decisions to solve straightforward business-related problems
- communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors on business activity
- knowledge and understanding of how enterprising skills can help in business development
- understanding how to enhance employability skills
- knowledge and understanding of the contribution of staff to business success
- interpreting and evaluating straightforward business financial data to ensure effective financial management
- analysing the effectiveness of a limited range of marketing activities, and understanding how they can be used to enhance customer satisfaction
- evaluating a range of production techniques used to maximise the quality of goods/services
- basic knowledge of using existing and emerging technologies in current business practice

National 5 Course Assessment

Question paper 90 marks (75% of overall grade)

The question paper gives candidates the opportunity to demonstrate:

- applying knowledge and understanding of business concepts, some of which may be relatively complex
- using data handling techniques to interpret straightforward business information
- interpreting and analysing straightforward business information
- evaluating straightforward business information to draw conclusions

Assignment 30 marks (25% of overall grade)

The assignment gives candidates the opportunity to demonstrate their ability to:

- select an appropriate business topic
- research and gather suitable business data/information/evidence relating to the context of the topic, from a range of sources

- apply knowledge and understanding of business concepts to explain and analyse key features of the topic
- draw valid conclusions and/or recommendations to make informed business judgements and/or decisions
- produce an appropriately formatted business report suitable for the purpose, intended audience and context of the assignment

Progression routes
Pupils can move from National 5 to Higher in S6.

Business Management (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role. This course aims to enable learners to develop and extend:

- knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- an understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
- understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- understanding how businesses operate and use resources to improve overall performance and effectiveness

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- knowledge and understanding of the impact of business activities on society
- decision making by applying the ideas of ethical and effective business decisions
- analysing business financial data
- an understanding of entrepreneurial attributes
- an understanding of leadership styles
- analysing business financial data
- analysing the effectiveness of a range of marketing activities
- analysing a range of activities which can be used during the production process
- analysing the use of existing and emerging technologies to improve business practice

Course Structure
Unit 1: Understanding Business
In this unit, learners will be required to provide evidence of their:

- understanding of the ways in which organisations satisfy customers' needs and contribute to generating wealth
- understanding of how opportunities and constraints impact upon business development
- understanding of key business theories and concepts, and knowledge of their application in familiar and unfamiliar contexts

Unit 2: Management of Marketing and Operations
In this unit, learners will be required to provide evidence of their:

- ability to analyse and evaluate relatively complex factors influencing the management of marketing and operations and suggest strategies for improved performance in these functional areas
- understanding of key business theories and concepts relating to marketing and operations management, and knowledge of their application in familiar and unfamiliar contexts

Unit 3: Management of People and Finance
In this unit, learners will be required to provide evidence of their:

- ability to analyse and evaluate relatively complex factors influencing the management of marketing and operations and suggest strategies for improved performance in these functional areas
- understanding of key business theories and concepts relating to marketing and operations management, and knowledge of their application in familiar and unfamiliar contexts

Course Assessment
The learner will be assessed by a combination of a question paper and assignment.
Component 1 – Question paper (90 marks)
Component 2 – Assignment (30 marks)

Progression routes
Pupils can move from Higher to Advanced Higher in S6.

Business Management (Advanced Higher)

Purpose and aims of the course
A vibrant and innovative business culture is a vital component of Scotland's economic success. The purpose of this course is to prepare learners to play an active part in this culture by equipping them with an understanding of the national and global nature of business. This will include the challenges posed by globalisation and the effect it has on Scotland's businesses and environment, business and management theories, and principles of effective management used in different organisations. Learners will develop analytical and research skills by investigating real organisations in a range of contexts. The course aims to enable learners to:

- enhance the skills of independent learning, research, critical analysis and problem solving in a business context
- apply business and management concepts and theories to reach conclusions
- evaluate the social, ethical and global factors that affect local, national and multinational organisations
- analyse and evaluate leadership theories, management schools of thought and approaches to managing change
- prepare and critically evaluate a range of analytical techniques and management techniques used to assist in effective planning and decision-making at a strategic level

Course Structure
Unit 1: The Internal Business Environment
In this Unit, learners will gain a thorough grounding in the discipline that forms the basis of management practice. The Unit allows learners to carry out activities that will expand their knowledge of both traditional and contemporary management theories used by

organisations to maximise their efficiency. It also allows learners to analyse and evaluate theories relating to internal factors that influence the success of teams.

Unit 2: The External Business Environment

In this Unit, learners will develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. The Unit provides learners with the opportunities to investigate how an organisation is affected by external factors and to gain an in-depth understanding of the responsibilities of managers in an economic, social and environmental context. Learners will analyse and evaluate the impact of such external factors and consider the effectiveness of various courses of action.

Unit 3: Evaluating Business Information

In this Unit, learners will develop skills in evaluating a range of business information used by organisations to reach conclusions. This will help learners to become competent and confident in the analysis and evaluation of business information, based on a research project carried out on a topic from the course.

Course Assessment

The learner will be assessed by a combination of a question paper and project.
Component 1 – Question paper (80 marks)
Component 2 – Project (40 marks)

Computing Science (National 5)

Purpose and aims of the course

The course helps candidates to understand computational processes and thinking. It covers a number of unifying themes that are used to explore a variety of specialist areas, through practical and investigative tasks. The course highlights how computing professionals are problem-solvers and designers, and the far-reaching impact of information technology on our environment and society. It enables candidates to:

- apply computational-thinking skills across a range of contemporary contexts
- apply knowledge and understanding of key concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions
- communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology
- develop an understanding of the role and impact of computing science in changing and influencing our environment and society

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- applying aspects of computational thinking across a range of contexts
- analysing problems within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
- developing skills in computer programming and the ability to communicate how a program works, by being able to read and interpret code
- communicating understanding of key concepts related to computing science, clearly and concisely, using appropriate terminology
- understanding of legal implications and environmental impact of contemporary technologies
- applying computing science concepts and techniques to create solutions across a range of contexts

National 4 Added Value assessment

The assignment will be a meaningful and appropriately challenging task, which will clearly demonstrate application of knowledge and skills, at an appropriate level, from both the Software Design and Development Unit and the Information System Design and Development Unit.

National 5 Course Assessment

Question Paper: 110 Marks (69% of overall grade)

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- applying aspects of computational thinking, across a range of contexts
- analysing problems within computing science, across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems, across a range of contemporary contexts

- communicating how a program works
- communicating key concepts related to computing science clearly and concisely, using appropriate terminology
- understanding the legal implications and environmental impact of contemporary technologies
- applying computing science concepts and techniques to create solutions, across a range of contexts

A proportion of marks are available for more challenging questions and may require integration, detailed descriptions or explanations, and/or analysis, comparisons, and evaluations.

Assignment: 50 marks (31% of overall grade)

The assignment is made up of three distinct tasks. Marks are distributed across three areas of study covered by the assignment as follows:

- Software design and development (25 marks)
- Database design and development (10–15 marks)
- Web design and development (10–15 marks)

Computing Science (Higher)

Entry requirements

National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course

The course introduces candidates to an advanced range of computational processes, where they learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

The course enables candidates to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society
-

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- applying computational thinking to understand problems across a range of contexts
- analysing problems with some complex aspects within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems with some complex aspects across a range of contemporary contexts

- developing skills in computer programming and the ability to communicate how a program works by being able to read and interpret code
- communicating understanding of advanced concepts related to software design and development, and information system design and development, clearly and concisely, using appropriate terminology
- understanding and evaluating the legal and environmental impact of contemporary computing technologies
- applying computing science concepts and techniques to create solutions across a range of contexts

Course Structure

The course has 4 areas of study:

- Software design and development
- Computer systems
- Database design and development
- Web design and development

Course Assessment

The learner will be assessed by a combination of a question paper and assignment.
Component 1: question paper (110 marks)
Component 2: assignment (50 marks)

Progression routes

Pupils can move from Higher to Advanced Higher in S6.

Computing: Cyber Security - National Progression Award (NPA) (levels 5/6)

Purpose and aims of the course

We live in an increasingly networked world, from personal banking to government infrastructure. Protecting those networks is no longer optional. Cyber risk is now firmly at the top of the international agenda as high-profile breaches raise fears that hack attacks and other security failures could endanger the global economy. Cybercrime costs the global economy over US$400 billion per year.

The NPAs in Cyber Security at SCQF levels 4 and 5 provide foundation knowledge and skills in data security, digital forensics and ethical hacking — and provide a skills pipeline into the cyber security industry.

Ethics and the law are fundamental aspects of these awards. Ethical considerations are included in every component Unit, and legislative considerations are included in all appropriate Units. The aim of the awards is to produce knowledgeable and skilled individuals who are aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes.

Skills, knowledge and understanding

These awards are designed to raise awareness of cyber security and fill the current skills gap in this field. They will encourage learners to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically. They will also help learners to contribute more safely to virtual communities.

They are the first school-based national qualifications in cyber security to be developed and will prepare learners for further studies and future employment in this area.

Course Assessment

Assessment of this award will be a combination of practical and knowledge assessments under closed and open book assessment conditions.

Note: There is no end of course written exam in this course.

Progression routes to Level 6

This qualification is available at three levels in a hierarchical structure and learners may progress to the next level if they wish to continue their studies.

Creative Industries (National 5)

Purpose and aims of the course

This Creative Industries course is designed to provide a qualification which reflects the knowledge and skills required for employment/further study in a wide range of sectors. It also develops an awareness of the opportunities and range of employment which is attainable within these sectors. Learners shall develop practical and employability skills becoming aware of required attitudes needed to work in the Creative Industries. The general aims of the course are to:

- provide learners with a broad introduction to the creative industries in the UK
- provide learners with opportunities to develop employability skills
- allow learners to experience vocationally related learning
- encourage learners to develop a good work ethic
- encourage learners to take responsibility for their own learning and development
- provide learners with opportunities to develop a range of core skills through practical experiences in a vocational environment
- facilitate progression to further education, employment and/or training

Skills, knowledge and understanding for the course

The following provides an overview of the subject skills, knowledge and understanding developed in the course. Learners will

- communicate personal thoughts, feelings and ideas
- develop problem solving, thinking, reflective practice skills, becoming critically self-reflective and more self-confident learners
- develop knowledge and understanding of practical skills
- be introduced to subject specific professionals and will also develop links with companies who employ professionals in related fields thus providing learners with a realistic view of jobs, roles, responsibilities and working conditions within this area of the Creative Industries
- develop a range of creative briefs
- demonstrate technical skills and show imaginative and personal creative responses to a variety of subjects
- identify through investigation problem areas, issues, opportunities or constraints directly related to the brief that could affect their work

National 5 Course Assessment

To achieve the course award the learner must successfully achieve all of the following units which make up the course. There is no externally assessed component in this course.
Creative Industries: An Introduction (SCQF level 5)
Creative Industries: Skills Development (SCQF level 5)
Creative Industries: The Creative Process (SCQF level 5)
Creative Industries: Creative Project (SCQF level 5)

Progression routes

Pupils can move onto SCQF Level 6 NC in related specialisms

Design & Manufacture (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively. The course highlights the close relationship between designing, making, testing, and refining design ideas. The course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. The course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It helps the learner appreciate the importance to a product of form, function, and performance. It helps them develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly. The course allows learners to consider the various factors that impact on a product's design. The course provides learners with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

Course Structure
Unit 1: Design
This unit covers the processes of product design from brief to resolved design proposals and specification. It helps pupils develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.
Unit 2: Materials and Manufacturing
This unit covers the processes of product design from design proposals to prototype. It allows pupils to gain skills in planning and making models and prototypes. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows pupils to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

Course Assessment
The learner will be assessed by a combination of a course assessment task and a question paper.
Component 1 – Course Assessment Task (90 marks)
Component 2 – Question Paper (80 marks)

Progression routes
Pupils could potentially move from Higher to Advanced Higher in S6.

Design & Manufacture (Advanced Higher)

Entry requirements
Higher at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The course provides a broad and practical experience in design and manufacturing and builds on the experience, knowledge and skills which learners will have acquired in the Higher Design and Manufacture Course, as well as utilising aspects of their broader education and experiences.
The aims of the course are to enable learners to:

- develop understanding and skills in the processes of designing for the manufacture of products in commercial and industrial contexts
- develop and apply an understanding of the factors which influence thinking for product design and manufacturing activities
- develop a critical and visual awareness associated with requirements for user interface and product detailing
- develop independence in learning and enquiry skills in the context of problem solving in designing and manufacturing
- develop economic, social and environmental awareness of the implications of a product's design through its life cycle

Course Structure
Unit 1: Product Analysis
This Unit will require learners to carry out an analysis of the performance and production of a product or suitable item. Learners should consider the design and record its functional requirements, operation and use. Learners will consider the relationships between form and function, and the impact of the design in terms of environment, aesthetics, user interface, and socio-economic factors. Alongside this, learners will explore the materials, manufacturing techniques and assembly procedures.
Unit 2: Product Development
This Unit allows learners to critically explore and consider design and manufacturing aspects of an existing commercial product. Learners will consider modifications that might be made to such products and seek opportunities for designing and communicating improvements — thus identifying a design opportunity. Through research and development, and visualisation activities, learners will present their ideas.
Unit 3: Product Evolution
The Unit allows learners to explore the historical factors which have influenced the design, development and manufacture of a commercial product in terms of the influences of technology, materials, trend, and policy, considering how these have directed and influenced its evolution. It is a study over a product's development history and possible future evolution, through the application or influences of new and emerging technologies. Learners will identify and consider the key and critical stages of the product's development and the historical influences on which design decisions have been made. This Unit requires learners to develop a strong skills set for enquiry and use of evidence.

***Course Assessment**
The learner will be assessed by a combination of a course project and a question paper.
Component 1 – Course Project (120 marks)
The course project is based around a brief which pupils will be required to generate themselves. The completed task is presented over a maximum of 20 A3 pages, using the skills and knowledge they have accumulated during the course.

Component 2 – Question Paper (80 marks)

The purpose of the question paper is to assess the pupil's ability to retain and integrate knowledge and understanding from across the course content.

*At the time of compilation of the S5/6 Options booklet, SQA assessment arrangements for Advanced Higher courses have not been finalised. The most recent assessment information can be found on the SQA website at www.sqa.org.uk

English (National 5)

Purpose and aims of the course

The main purpose of this course is to provide pupils with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and to use language which is detailed in content. The course offers pupils opportunities to develop and extend a wide range of skills. In particular, the course aims to enable pupils to develop the ability to:

- read, write, talk and listen, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, in the contexts of literature, language and/or the media
- create and produce texts, as appropriate to purpose, audience and context, through the application of their knowledge and understanding of language

As pupils develop their language skills, they will be able to process ideas and information more readily, apply knowledge of language in practical and relevant contexts, and gain confidence to use detailed language with clarity and purpose. Pupils develop analytical thinking and an understanding of the impact of language through the study of a wide range of texts.

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- the development of key communication and literacy skills in reading, writing, talking and listening
- understanding, analysis and evaluation of detailed texts in the contexts of literature, language and media, including Scottish literature
- the production of detailed texts in a range of contexts
- knowledge and understanding of language

National 5 Literacy Unit

These assessments are similar to those for N4 and are used for pupils who might fail to pass the N5 English exam, and as an extra qualification for pupils.

National 5 Course Assessment

There is a new course work component - a mandatory spoken language (combined speaking and listening). To maximize flexibility, this component will be internally achieved or not achieved and will be based on existing standards. Pupils will need to achieve the minimum requirements of this component to gain the course award.

Portfolio: 30 marks (30%)

The purpose of this portfolio–writing is to provide evidence of pupils' skills in writing for two different purposes: one broadly creative, and one broadly discursive.

Question paper 1: 30 marks (30%)

The purpose of this question paper is to assess candidates' application of their reading skills in the challenging context of unseen material and a limited time. Pupils are required to read and understand one unseen non-fiction text. A series of questions will focus on their understanding, analysis and evaluation skills.

Question paper 2: 40 marks (40%)

The purpose of this question paper is to assess the application of pupils' critical reading skills and their knowledge and understanding of previously-studied literary, media or language texts, including the work of at least one Scottish writer from the prescribed list.

Progression routes

Pupils can move from National 5 to Higher in S6. Higher to Advanced Higher.

English (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The main purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations. Building on literacy skills, the course develops understanding of the complexities of language, including through the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language. The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- listening, talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating detailed and complex texts, as appropriate to purpose and audience in the contexts of literature, language and media
- creating and producing detailed and complex texts, as appropriate to purpose and audience in a wide range of contexts
- knowledge and understanding of language

Course Structure
There is a new course work component - a mandatory spoken language (combined speaking and listening). To maximize flexibility, this component will be internally achieved or not achieved and will be based on existing standards. Pupils will need to achieve the minimum requirements of this component to gain the course award.

Exam: Assessment
The learner will be assessed by a combination of 2 Question Papers and a Folio.
Paper 1: Reading for Understanding, Analysis and Evaluation (30 marks)
Paper 2: Critical Reading - Critical Essay (20 marks) & Scottish Texts (20 marks)
Folio: Comprised of 2 pieces of writing (15 marks each – 30 marks in total)

Progression routes
Pupils can move from Higher to Advanced Higher in S6.

English (Advanced Higher)

Entry requirements

Higher English – preferably at Grade A or B. The Advanced Higher English course provides progression from Higher English but at a more challenging level and requires candidates to work much more independently. It is aimed at learners who have a real passion for the subject.

Purpose and aims of the course

The main purpose of the course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts. The course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

The course aims to provide opportunities for learners to develop the ability to:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

Learners will apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The course also develops high levels of analytical thinking and understanding of the impact of language.

***Course Assessment**

Paper 1: Literary Study (20 marks)

In response to an unseen question, learners will write an extended comparative essay in relation to the literature they have explored throughout the course (1.5 hour exam)

Paper 2: Textual Analysis (20 marks)

Learners will respond to one question in relation to an unseen text or extract. This part of the course challenges and assesses learners' 'pure' analytical skills. (1.5 hour exam)

Dissertation (30 marks)

Learners will submit a 2, 500 – 3, 500 dissertation on literary texts of their own choosing. Teachers will provide reasonable guidance but the onus will be on the learner to independently research, plan and write the dissertation. It is marked externally by the SQA.

Portfolio (30 marks)

Learners will submit two writing pieces of at least 1, 000 words as part of their folio. It is marked externally by SQA.

Fashion and Textile Technology (National 5)

Purpose and aims of the course
The purpose of the course is to develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that pupils acquire by successfully completing the course will be valuable for learning, for life and for the world of work. This course is practical and experiential. Pupils will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items.

Skills, knowledge and understanding
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- detailed understanding of textile characteristics, properties and technologies
- applying a detailed range of textile construction techniques
- explaining factors that affect fashion/textile choices
- explaining fashion/textile trends
- planning and making detailed fashion/textile items to an appropriate standard of quality
- demonstrating appropriate selection, set up, adjusting and use of tools and equipment, safely and correctly
- detailed evaluation of fashion/textile items
- detailed investigation and presentation skills

National 5 Course Assessment
Assignment: 50 marks (35% of overall grade)
Practical activity: 50 marks (35% overall grade)
The assignment and practical activity are worth 100 marks. The marks contribute 70% of the overall marks for the course assessment.
Pupils will carry out one task — planning, making and evaluating a fashion/textile item — which will provide evidence for both components.

Question Paper: 30 marks (30% of overall grade)
The other component is a question paper worth 30 marks, which contributes 30% of the overall mark for the course assessment.

Progression routes
Pupils can move from National 5 to Higher in S6.

Fashion and Textile Technology (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The main purpose of this course is to develop knowledge, understanding and skills related to the technological processes involved in the fashion/ textile industry. Learning in this course will be experiential and practical, allowing learners to develop skills, knowledge and understanding in fashion/textile contexts. The aims of the course are to enable learners to:

- Analyse and apply understanding of textile properties and characteristics
- Investigate issues which influence the fashion/textile industry and consumers
- Apply understanding of the impact of fashion trends on the fashion/textile industry
- Use research, management and technological skills to plan, make and evaluate fashion/textile items to meet a range of specified needs
- Demonstrate a range of textile construction techniques to make fashion/textile items

Skills, knowledge and understanding
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- Investigation and problem-solving skills in developing design ideas and item development proposals
- Developing ideas, planning, making and evaluating fashion/textile items
- Applying knowledge and understanding in the selection and use of appropriate textiles that are fit for purpose
- Analysing how properties and/or characteristics of textiles and construction techniques are applied to produce items for specified purposes
- Explaining issues which influence decisions made by industry and choices made by consumers
- Communicating design ideas and item development proposals with justification
- Evaluating the suitability of fashion/textile items for specified purposes
- Selecting and applying a range of appropriate textile construction techniques to make fashion/textile items

Course Assessment
The learner will be assessed by a combination of an assignment and a practical activity.
Component 1 - Assignment (60 marks)
Component 2 - Practical activity (40 marks)
Component 3 - Question Paper (45 marks)
Total 145 Marks

The assignment and practical activity are inter-related and are assessed using one task. Candidates carry out one task — designing, planning, making and evaluating a fashion/textile item — which provides evidence for both components.

The question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills, sampled from across the course:

- Analysing properties and characteristics of textiles, and the application of this knowledge
- Analysing the application of a range of construction techniques, including the use of paper patterns
- Explaining factors affecting fashion design and consumer fashion/textile choices, including fashion trends.

Foundation Apprenticeship in Food and Drink Technologies Level 6

Purpose and aims of the course
This one year Foundation Apprenticeship will be offered in session 2021-2022 with delivery based at **Loudoun Academy** on one day a week. Candidates will learn about the principles of food science and food safety, from developing marketable food products for today's consumer to the care, legislation and processes involved in creating those products.

In addition, a work placement equivalent to 1 day per week will be arranged, tailored as much as possible to reflect school timetable commitments of candidates. The Foundation Apprenticeship will be timetabled across 2 columns. Pupils will then be able to pick up a further three options.

Skills, Knowledge and Understanding
The Foundation Apprenticeship consists of a National Progression Award (NPA) in Food Manufacture and 5 units of an SVQ in Food and Drink Operations. The course offers an opportunity for learners to delve into the background of food and drink manufacturing and how it can be applied to a range of food products. Candidates will also achieve REHIS Food Hygiene and Health & Safety, both of which are expected as standard in the industry.

Learning in the NPA covers:
- Food Manufacturing: Fundamentals of food science and Food Production
- Food Manufacturing: Commercial and Social Drivers and Sustainability
- REHIS Food Hygiene: Elementary
- REHIS Elementary Health and Safety Certificate

Learning in the SVQ covers:
- Develop Productive Working Relationships with Colleagues
- Interpret and Communicate Information and Data in Food and Drink Operations
- Contribute to Continuous Improvement of Food Safety in Manufacture
- Develop a New Product in a Food Business
- Promote and Support Creative Thinking in a Food Business

Progression routes
This qualification is suitable for a variety of learners, perhaps most obviously, those planning a career in the food and drink industry. The qualification is recognised as equivalent to a Higher by most Universities for most related courses, and further guidance on this will follow. Learning pathways for pupils completing the course can include employment within the industry; a Modern Apprenticeship in Food and Drink Operations; progression into HNC/D at college; or study at degree level at University.

Geography (National 5)

Purpose and aims of the course

The study of geography introduces pupils to our changing world, its human interactions and physical processes. Pupils 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 pupils to interact with their environment. The contexts for study are local, national, international and global.

Pupils develop:

- a range of geographical skills and techniques
- detailed understanding of the ways in which people and the environment interact in response to physical processes and human interactions at local, national, international and global levels
- detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- -an interest in and concern for the environment, leading to sustainable development
-

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- developing and applying skills and detailed knowledge and understanding in geographical contexts
- with guidance, researching and using information collected from a range of sources about geographical issues which are mainly familiar
- using a range of mapping skills, including the use of Ordnance Survey maps
- using a range of research skills, including fieldwork skills
- using and interpreting a range of numerical and graphical information
- demonstrating knowledge and understanding of the physical environment of Scotland and/or the United Kingdom by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations
- demonstrating knowledge and understanding of the human environment in a global context by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations
- demonstrating knowledge and understanding of selected global issues by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations

National 5 Course Assessment

Assignment-20 marks (20% of overall grade)-usually pupils will undertake a piece of fieldwork. An assignment report is written up during class time under exam conditions. Duration of 1Hr. This is externally marked by SQA

Question paper: 80 marks (80% of overall grade)-Exam duration of 2 hours 20 minutes. Externally marked by SQA.

There will also be regular assessments and timed practice throughout the year to monitor pupil progress

Progression routes

Pupils can move from National 5 in S5 to Higher in S6.

Geography (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstance pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment. The purpose of this course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.
The main aims of this course are to enable learners to develop:

- a wide range of geographical skills and techniques
- an understanding of the complexity of ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues and their significance
- an interest in, understanding of, and concern for the environment and sustainable development

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- developing and applying skills, knowledge and understanding across complex physical, human and global issues
- researching and evaluating a wide range of information collected from a range of sources about complex
- geographical issues
- using a wide range of mapping skills and techniques in geographical contexts which may be familiar or unfamiliar, including the use of ordnance survey maps
- using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar

Course Structure
Unit 1: Physical Environments
In this unit, learners will develop and apply geographical skills and techniques including Mapping Skills in the context of Physical Environments. Key topics include: Atmosphere, Hydrosphere, Lithosphere and Biosphere.
Unit 2: Human Environments
In this unit, learners will develop and apply geographic skills and techniques in the context of human environments including both urban and rural environments. They will also study the management of urban and rural land use change in developed and developing countries. Key topics include: Population, Rural land use change and management, Urban change and management.
Unit 3: Global Issues
In this unit, learners will develop and apply geographical skills and techniques in the context of global geographical issues. Key topics include: Climate Change, Development and health and a case study of malaria

Course Assessment
Regular timed question in class based on past SQA questions under exam conditions.
Regular past paper homework questions.
Prelim in January.

SQA Exams
Component 1 — Assignment-30 marks – 27% of the total mark-Research data from Glasgow field trip analysed, drafted and then written up under exam condition in 1hr30mins. Externally assessed.
Component 2 — 2 Question Papers-200 marks – 73% of the total mark-externally assessed

Course Progression
Pupil can go on to study Advanced Higher Geography which has been offered by SWEIC and Caledonian University in previous years.

Graphic Communication (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The aims of the course are to enable learners to develop:

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

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- replicating graphic forms with some complex features in 2D, 3D and pictorial representations
- applying recognised graphic communication standards, protocols and conventions
- initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features
- applying graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features
- understanding the application of colour, illustration and presentation techniques in a broad range of graphics contexts
- critically reviewing graphics work as it progresses and evaluating completed task work suggesting strategies for improvement
- extending visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views
- extending graphic awareness in 2D, 3D and pictorial graphic situations including those with complex features
- selecting, managing, and using graphic communication equipment, software and materials effectively across tasks
- understanding a broad range of computer-aided graphics techniques including commercial/industrial practice
- an informed understanding of the impact of graphic communication technologies on our environment and society and their likely impact in the future

Course Structure
Unit 1: 2D Graphic Communication
This unit helps pupils to develop their creativity and presentation skills within a 2D graphic communication context. It will allow pupils to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Pupils will develop a number

of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Pupils will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Unit 2: 3D and Pictorial Graphic Communication
This unit helps pupils to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow pupils to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Pupils will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Pupils will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Course Assessment
The learner will be assessed by a combination of a course assessment task and a question paper.
Component 1: Course Assessment task (50 marks)
The course assessment task is based around a given brief which pupils must answer over 10 A3 pages, using the skills and knowledge they have accumulated during the course.
Component 2: Question Paper (90 marks)
The purpose of the question paper is to assess the pupil's ability to retain and integrate knowledge and understanding from across the course content.

Progression routes
Pupils could move from Higher to Advanced Higher in S6.

Graphic Communication (Advanced Higher)

Entry requirements
Higher at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The aims of the course are to enable learners to develop:
- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards protocols and conventions
- an understanding of the impact of graphic communication technologies on our environment and society

Skills, knowledge and understanding for the course
The purpose of the Advanced Higher Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. These skills are essential for people of all ages living and working in a modern society. The way in which visual information is communicated has a direct

influence and effect on our decisions, actions and emotions as we go about our everyday business. We rely heavily on the accuracy of information conveyed by graphic communications, from complex engineering and technical information, simple display and informational graphics, to animations and moving graphic media. We are bombarded by imagery in a visual, technological and virtual world with different, often dynamic graphic information that captures and competes for our attention. With significant opportunities for personalisation and choice, the Course encourages creative and independent minds and provides skills and enthusiasm for lifelong learning. It draws on the skills, knowledge and understanding from other experiences, as well as those from graphic communication, to prepare learners through a rich and integrated learning experience. The aims of the course are to enable learners to develop:

- critical understanding of the impact of advanced graphic communication technologies and activities on our environment and society
- skills in applying graphic communication design principles and techniques in the various contexts of commercial activity
- skills in the use of software applications in producing creative, meaningful and effective graphic items and solutions to contextualised problems and challenges
- skills in creatively applying graphic presentation work and animation techniques to satisfy the needs of commercial activities and those of their audiences
- the ability to demonstrate independence in learning and thinking
-

Course Structure

Unit 1: Technical Graphics

This Unit will provide opportunities for learners to develop and creatively apply the graphic communication knowledge, skills and understanding which directly support graphic designing and communication activities in the various contexts of technical activities. It will enable learners to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements. Within this Unit it is expected that learners will be using a range of knowledge and skills through manual and/or electronic-based communication activities. Learners will have significant opportunities to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation in relation to technical activities.

Unit 2: Commercial and Visual Media Graphics

This Unit will provide opportunities for learners to develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication activities and their application in the fields of publishing and promotion. This Unit will attract learners with an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic-based learning and advertising. Graphic design work will be iterative, with an expectation of review, evaluation, amendment and presentation, and with a deep understanding of the needs of the intended audience.

***Course Assessment**

The learner will be assessed by a combination of a course assessment task and a question paper.

Component 1: Course Project (120 marks)

The course project is based around a brief which pupils will be required to generate themselves. The completed task is presented over a maximum of 20 A3 pages, using the skills and knowledge they have accumulated during the course.

Component 2: Question Paper (80 marks)
The purpose of the question paper is to assess the pupil's ability to retain and integrate knowledge and understanding from across the course content.

*At the time of compilation of the S5/6 Options booklet, SQA assessment arrangements for Advanced Higher courses have not been finalised. The most recent assessment information can be found on the SQA website at www.sqa.org.uk

History (National 5)

Purpose and aims of the course
The study of History helps pupils to make sense of our modern world. History teaches knowledge and transferable skills that pupils will use every day. History strongly promotes understanding of the rights and responsibilities of citizenship. The study of History also plays a major role in developing pupils' literacy.

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- skills in evaluating sources of evidence to work out its importance, purpose and content.
- skills in developing their extended writing and use of language.
- skills in organising information and supporting answers with evidence from relevant sources or recalled knowledge.
- skills in using relevant knowledge in the correct context and within certain question types.

National 5 Course Assessment
Regular unit tests based on past SQA questions in exam conditions
Assignment -20% of overall grade-This was removed due to COVID 2020-21 but may be re-instated 2021-22

- Regular assessments and assignment based on pupil's topic chosen from their S3/4 work.
- Essay researched and drafted, then written up in 1 hour with use of a 200 word planning, resource, sheet (1 A4 page) under exam conditions. This is externally assessed by SQA.

Question paper: 80 Marks (80% of overall grade)
Externally marked by SQA. Questions are based on the skills developed over the course of the year and the following topics.

1. British unit (The Atlantic slave trade 1770 – 1807)
In this thought-provoking topic, pupils will study the human and economic impact of the Slave Trade. They will look at the Triangular Trade to develop their knowledge and understanding of the economic reasons for slavery and its social impact on people. They will also investigate the harrowing slave experience and the difficulties of slave resistance. Pupils will explore the various motives behind the abolition campaign and the eventual end of the Slave Trade.

2. Scottish unit (The era of the Great War 1910-28)
This interesting topic is a study of the First World War and how it effects the ordinary people of Scotland- those fighting in the trenches and those at home. Pupils study topics such as the experience of Scots on the Western front. They also study the impact on Scottish people on the home front such as the changing role of women, the controversy about conscription and conscientious objectors. They will also look at industrial and political unrest on Red Clyde side during and after the war.

3. European and world unit (Germany 1919-1939)
This popular topic will see the pupils study the rise of the Nazis and how life changes for the German people once they are in power. Pupils study the reasons for the failure of

democracy in Germany after WW1. They will develop their knowledge and understanding of how this and other factors help to explain the rise of Hitler and the Nazis. Pupils then explore how the Nazis transformed Germany into a brutal dictatorship and the harsh methods they used to control the German population.

Progression routes
Pupils can move from National 5 in S5 to Higher in S6.

History (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The purpose of the course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. The main aims of the course are to develop:

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- an understanding of the relationship between factors contributing to, and the impact of, historical events
- the skills of analysing, evaluating and synthesizing historical information
- the skills of researching complex historical issues, drawing well-reasoned conclusions

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- developing and applying skills, knowledge and understanding across contexts from Scottish, British and European and world history
- evaluating the origin, purpose, content and context of historical sources
- evaluating the impact of historical developments and synthesising information in a well-structured manner
- evaluating the factors contributing towards historical developments, and drawing well-reasoned conclusions supported by evidence
- researching and analysing historical information

Course Structure
Unit 1: Scottish and British: Britain 1851 – 1951 (essays)

- The reasons for the growth of democracy in Britain
- Assessing the progress towards democracy in Britain
- The reasons British women gained greater political equality by 1928.
- The reasons the Liberal government 1906-1914 passed innovative social reform.
- Assessing how effectively these reforms dealt with 20th century poverty.
- Assessing how successfully the Labour government 1945 - 1951 dealt with the social problems in post–war Britain.

Unit 2: European and World: Germany 1815 – 1939 (essays)

- The reasons for the growth of German Nationalism 1815 – 1850.
- Assessing the progress of German nationalism by 1850.
- The obstacles holding back unification between 1815 and 1871.
- The reasons why Germany was united by 1871
- The reasons why the Nazis achieved power in 1933
- The Nazi methods to maintain power between 1933 and 1939?

Unit 3: The Scottish wars of independence 1286-1328 (source-handling)
Pupils develop their skills to interpret and evaluate historical evidence. They focus on the significance of the Scottish wars of independence in the development of Scottish identity. It is organised into 4 issues:

- The succession problem and the Great Cause
- John Balliol and his relationship with Edward I
- William Wallace and the Scottish resistance
- The rise and triumph of Robert Bruce

Course Assessment
Regular unit tests based on past SQA questions in exam conditions
The learner will be assessed by a combination of an assignment and a question paper.
Component 1 — Assignment (27% of the total mark)
Component 2 — 2 Question Papers (73% of the total mark)

Progression routes
Pupils achieving a grade A or B can move from Higher to Advanced Higher in S6. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Hospitality: Barista / Service of food and drink / Mixology

Want to improve your chances of getting a part-time job in the hospitality industry?

This short course will help you develop industry recognised employability skills, all delivered by Ayrshire College Hospitality Lecturers, within the school's new training facility. Train to be a Barista, learn how to prepare and serve a variety of drinks, prepare a food service area and gain a high standard of customer service.

BARISTA SKILLS

This City & Guilds qualification will teach you all aspects of speciality coffee making as well as preparing teas, hot chocolate and smoothies. The course will cover:

- Ingredients and equipment
- Drink recipes and preparation
- Presentation of beverages
- Serving of beverages
- Customer care

SERVICE OF FOOD & DRINK

This involves preparing, operating and maintaining a food and drink service area while working as part of team and will cover:

- Presenting items attractively
- Food items being served using safe and hygienic practices
- Creating and maintaining good customer service
- Using a cash register

NON ALCOHOLIC BEVERAGES

This involves the service of a variety of hot and cold drink and includes **mixology**. Mixology is the art mixing cocktails (mocktails in this case!) and will cover:

- Ingredients
- Equipment and glasses
- Different methods of mixing (shaking, blending, building)
- Decorating mocktails

Ayrshire College

Mathematics (National 5)

Entry requirements
Appropriate progress through department BGE coursework. SQA National 4 Added Value Unit and Numeracy to be successfully achieved in advance of commencing National 5 course content. A recommendation will be made at some point during S3 to some pupils as to whether Mathematics or Applications of Mathematics is the most appropriate course of study.

Purpose and aims of the course
The course develops important mathematical techniques which are critical to successful progression beyond National 5 in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. The course aims to:

- develop skills in manipulation of abstract terms to generalise and to solve problems
- allow pupils to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- develop pupils' skills in using mathematical language and in exploring mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- understand and use mathematical concepts and relationships
- select and apply numerical skills
- select and apply skills in algebra, geometry, trigonometry and statistics
- use mathematical models
- use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions

National 5 Course Assessment
Question paper: 110 Marks (100% of overall grade)
Component 1: Question Paper 1 (non-calculator) – 40 marks
The purpose of this question paper is to allow candidates to demonstrate the application of mathematical skills, knowledge and understanding from across the course. A calculator cannot be used. This question paper gives students an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills. They involve the ability to use numerical skills within mathematical contexts in cases where a calculator may compromise the assessment of this understanding. Students are required to demonstrate an understanding of the underlying processes through short-answer and extended-response questions
Component 2: Question Paper 2 – 50 marks
The purpose of this question paper is to assess mathematical skills. A calculator may be used. This question paper gives pupils an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills. These skills may be facilitated by the use of a calculator, allowing more opportunity for application. This question paper is

50 marks out of a total of 90 marks and also consists of short-answer and extended-response questions.

Progression routes

Pupils can move from National 5 to Higher in S6. The opportunity to sit Higher Units only course may be recommended for some during the course of S6.

Mathematics (Higher)

Entry requirements

National 5 at grade A or grade B is recommended. Some students attaining a grade C will be considered after consultation.

Purpose and aims of the course

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. The course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms in order to solve problems and to generalise
- develop the learner's skills in using mathematical language and to explore mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Skills, knowledge and understanding for the course

This course will develop the learner's ability to:

- understand and use a range of complex mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry and calculus
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof and solve problems
- communicate mathematical information with complex features

Course Structure

Block 1

Students will also extend their knowledge of Quadratic Functions to Polynomial Functions. Students will have the opportunity to develop their knowledge and understanding of the Straight Line and the Circle. Students will also develop their knowledge of sequences using Recurrence Relations and will be introduced to Calculus through Differentiation. Learned skills will be applied to theoretical and contextual situations.

Block 2

Students will develop their knowledge and understanding of Functions from National 5. This will include composition of functions, inverses of functions and sketching the graphs of

transformations and translations. Students will continue to develop their knowledge and be given opportunities to apply Trigonometric graphs & equations through the use of Compound Angles and the Wave Function. Students will further develop Calculus skills through Integration.

Block 3

In this block, Calculus will be further developed by applications of Trigonometric and Composite Functions. Students' Geometric skills will be extended through further applications of knowledge of Vectors from National 5 and students will be introduced to Logarithmic & Exponential Functions.

Course Assessment

At the end of each Block there will be Block 1 Advanced Assessment (Oct) and Block 2 Advanced Assessment (Dec) if time permits. Prelim 1 (Jan) will cover all work from Block 1 and Block 2. The final SQA assessment will involve two written question papers. Some students may also be asked to complete SQA's Unit Assessments.

Progression routes

Successful completion of Higher Mathematics could lead to progression to Advanced Higher in S6.

Mathematics (Advanced Higher)

Entry requirements

Higher level at grade A or grade B is recommended. In exceptional circumstances pupils attaining a grade C will be considered after consultation.

Purpose and aims of the course

Mathematics helps us make sense of the world around us. It is the study of relationships, patterns, proofs and the properties of numbers. Mathematics takes a reasoned approach to thinking and is characterized by order and the use of carefully designed terms and processes. Mathematics at Advanced Higher provides the foundation for many developments in the Sciences and in Technology as well as having its own intrinsic value. This course is designed to enthuse, motivate, and challenge learners by enabling them to:

- select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extend skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques
- clarify their thinking through the process of rigorous proof

Skills, knowledge and understanding for the course

The main skills areas of Calculus, Algebra and Vectors will be developed and aspects of Number Theory a, Matrices and Complex numbers will be introduced.

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- the ability to use mathematical reasoning skills to think logically, provide justification and solve problems
- knowledge and understanding of a range of complex concepts
- the ability to select and apply complex operational skills
- the ability to use reasoning skills to interpret information and to use complex mathematical models
- the ability to effectively communicate solutions in a variety of contexts
- the ability to explain and justify concepts through the idea of rigorous proof
- the ability to think creatively

Course Structure

Block 1

Students will be introduced to the Binomial Theorem and Factorials. Students will also develop their knowledge of Differential Calculus, Integration, Functions and Systems of Linear Equations. Learned skills will be applied to both theoretical and contextual situations.

Block 2

Students will develop their knowledge and understanding of Sequences & Series, Differentiation and Integration. Complex Numbers and Number Theory & Proofs will be introduced.

Block 3

In this Block, students will develop their knowledge and understanding of Calculus which will include Differential Equations. Prior learning of Vectors, Sequences & Series and Further Number Theory & Proofs will be developed and working with Matrices will be introduced.

Course Assessment

At the end of each Block there will be Block 1 Advanced Assessment (Oct) and Block 2 Advanced Assessment (Dec) if time permits. Prelim 1 (Jan) will cover all work from Block 1 and Block 2. The final SQA assessment will involve one written question paper for which students will have access to calculators. Some students may also be asked to complete SQA's Unit Assessments.

Modern Languages – French (National 5)

Purpose and aims of the course
The main purpose of the course is to enable candidates to develop the skills of reading, listening, talking and writing in order to understand and use French. The course offers pupils opportunities to develop and extend a wide range of skills. In particular, the course aims to enable pupils to develop the ability to:

- read, listen, talk and write in a modern language
- apply knowledge and understanding of a modern language

Skills, knowledge and understanding for the course
The course contributes towards the development of literacy skills by providing candidates with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to their use of English and other languages.

National 5 Course Assessment
Written Assignment: 20 Marks (12.5% of overall grade)
Pupils create one piece of writing which will be marked externally by the SQA.
Talking Performance: 30 Marks (25% of overall grade)
Pupils produce a presentation in French on a topic of their choice that is followed by a conversation with their teacher. This is recorded and could be verified externally by the SQA.
Question paper 1: 50 Marks (37.5% of overall grade)
This question paper is in two parts – Reading (30 marks/ 25%) and Writing (20 marks/ 12.5%)
The reading section tests pupil's ability to understand detailed texts in French and answer questions in English on these texts to show understanding.
In the writing paper, pupils have to write an email in French of 120-150 words to apply for a job in France. There are 6 bullet points to address and the first four are always the same.
Question paper 2: 20 Marks (25% of overall grade)
Paper 2 is a listening exam. Pupils listen to a monologue (8 marks) followed by a dialogue (12 marks) and answer questions in English.

Progression routes
Pupils can move from National 5 to Higher in S6.

Other relevant information
A large chunk of the course requires you to learn prepared material for Talking and Writing so you must be committed to spending the time at home on this. Regular learning of vocabulary is also essential.

Modern Languages – French (Higher)

Purpose and aims of the course
As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law. By studying French at Higher level, pupils not only attain a commendable level of proficiency in that language, but also develop the type of transferable communication skills valued by employers and universities alike. In Higher French, learners build upon their existing knowledge of the language to achieve greater flexibility of expression and a considerably more sophisticated level. They further develop their ability to understand complex written and spoken language and to

communicate successfully with others on a wide range of topics relevant to everyday life. They also have the opportunity to explore and understand the cultures of countries where French is spoken, for example by studying foreign-language films.

Skills, knowledge and understanding for the course
The Higher French course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

- their spoken and written French
- the ability to understand, analyse and evaluate more complex French when reading and listening
- the ability to translate accurately from French into English
- the ability to apply their knowledge of the language in real-life contexts
- their awareness and understanding of other cultures and ways of life

Course Structure
The course is made up of two units which cover various topics in the four contexts: society, learning, employability and culture. Pupils will study relevant and interesting topics such as gang culture, marriage and new technologies. There will be weekly grammar sessions to revise tenses and grammar points and pupils will also study a film in the foreign language.
Unit 1: Understanding Language – developing and extending reading and listening skills
Unit 2: Using language – developing talking and writing skills

Course Assessment
Paper 1: Reading (20 marks), Translation (10 marks) and Directed Writing (20 marks)
Paper 2: Listening (20 marks)
Performance: Presentation and Conversation (30 marks)
Written Assignment: 20 Marks
Pupils create one piece of writing which will be marked externally by the SQA.

Modern Languages – Spanish (Higher)

Purpose and aims of the course
As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law. By studying Spanish at Higher level, pupils not only attain a commendable level of proficiency in that language, but also develop the type of transferable communication skills valued by employers and universities alike. In Higher Spanish, learners build upon their existing knowledge of the language to achieve greater flexibility of expression and a considerably more sophisticated level. They further develop their ability to understand complex written and spoken language and to communicate successfully with others on a wide range of topics relevant to everyday life. They also have the opportunity to explore and understand the cultures of countries where Spanish is spoken, for example by studying foreign-language films.

Skills, knowledge and understanding for the course
The Higher Spanish course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

- their spoken and written Spanish
- the ability to understand, analyse and evaluate more complex Spanish when reading and listening

- the ability to translate accurately from Spanish into English
- the ability to apply their knowledge of the language in real-life contexts
- their awareness and understanding of other cultures and ways of life

Course Structure
The course is made up of two units which cover various topics in the four contexts: society, learning, employability and culture. Pupils will study relevant and interesting topics such as gang culture, marriage and new technologies. There will be weekly grammar sessions to revise tenses and grammar points and pupils will also study a film in the foreign language.
Unit 1: Understanding Language – developing and extending reading and listening skills
Unit 2: Using language – developing talking and writing skills

Course Assessment
Paper 1: Reading (20 marks), Translation (10 marks) and Directed Writing (20 marks)
Paper 2: Listening (20 marks)
Performance: Presentation and Conversation (30 marks)
Written Assignment: 20 Marks
Pupils create one piece of writing which will be marked externally by the SQA.

Modern Studies (National 5)

Purpose and aims of the course

The study of Modern Studies helps pupils to develop knowledge of contemporary political and social issues. Modern Studies teaches knowledge and transferable skills that pupils will use every day in a social and political context. Modern Studies strongly promotes understanding of the rights and responsibilities of citizenship within their own community, society and wider world. The study of modern studies also plays a major role in developing pupils' literacy.

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- evaluating sources of evidence to work out its importance, purpose and content
- developing their extended writing and use of language
- organising information and supporting answers with evidence from relevant sources or recalled knowledge
- using relevant knowledge in the correct context and within certain question types

National 5 Course Assessment

Regular unit tests based on past SQA questions in exam conditions

Assignment - 20% of overall grade. Based on pupil's chosen topic covering themes studied in S3/4. Assignment drafted then written up in 1 hour with use of research notes under exam conditions. Externally assessed by SQA.

Question paper: (80% of overall grade) Externally marked by SQA. Questions are based on the skills developed over the course of the year and the following topics.

1. Democracy in Scotland and the United Kingdom

Pupils will learn about the UK political system including Scotland's place within this. They will look at participation and representation as well as how people can influence the political system e.g. through Trade Unions. They will study the main institutions and organisations which make up political life in the UK e.g. The House of Commons. They will also develop an understanding of their rights and responsibilities within our society. They will gain skills in using sources of information in order to detect and explain examples of exaggeration and selectivity in the use of facts.

2. Social Issues in the United Kingdom (Crime and Law)

In this course learners will develop knowledge and understanding of the different types of crime, causes of crime e.g. poverty, greed and social exclusion, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime. They will also develop skills in using sources of information to make and give detailed justifications of decisions.

3. International Issues (World Power)

Pupils will study a significant world power, focusing on current social and economic issues such as wealth, health, inequalities, immigration and crime, as well as the main institutions of their political system. They will learn about the rights and responsibilities of those living there as well as the ways in which it is a Global Influence on other countries. They will also develop skills by using sources of information in order to draw conclusions and give detailed support for them.

Progression routes

Pupils can move from National 5 in S5 to Higher in S6.

Modern Studies (Higher)

Purpose and aims of the course

The purpose of modern studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three units. The main aims of Modern Studies are to enable learners to develop:

- a range of research, analytical and evaluating skills
- understanding of the democratic process and complex political issues
- understanding of complex social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- understanding of different views about the extent of state involvement in society
- understanding of the nature and processes of conflict resolution
- understanding of the importance of human and legal rights and responsibilities and their application in different societies

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- developing and applying skills, knowledge and understanding across political, social and international contexts
- analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to detect and explain the degree of objectivity in political contexts which may be familiar or unfamiliar
- researching, analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions

Course Structure

Unit 1: Democracy in Scotland

- The United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of Brexit.
- The study of representative democracy in Scotland e.g. the powers of the Scottish Parliament and the decisions made there.
- The impact of voting systems and a range of factors which affect voting behaviour on Scotland.
- The ways in which citizens are informed about, participate in, and influence the political process in Scotland.

Unit 2: Social Inequality in the United Kingdom (Health & Wealth Inequalities)

- Evidence and examples of inequalities in health and wealth
- Theories and causes of social inequalities
- The impact of social inequality on specific groups in society with regards to income, employment, education, housing etc.
- Attempts to tackle inequalities and their effectiveness e.g. legislation, benefits and housing.
- The debate over individual and collective responsibility for health and welfare.

Unit 3: Study of a major world power – USA

- How the US political system works
- Trends in participation and representation in political life.
- Differences in similarity between different political parties.

- The immigration debate
- Social and economic inequalities among and within the USA's racial groups
- The government's social and economic strategies to solve inequalities and their success

Course Assessment
Regular unit tests based on past SQA questions in exam conditions
The learner will be assessed by a combination of an assignment and a question paper:
Component 1 — Assignment based on pupil's topic chosen from the topics covered and subsequent research-27% of the total mark
Component 2 — 2 Question Papers (73% of the total mark)

Progression routes
Pupils can move from Higher to Advanced Higher in S6.

Music Performing (National 5)

Purpose and aims of the course

The purpose of the National 5 Music course is to provide candidates with a broad practical experience of performing, creating and understanding music. The course enables pupils to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning.

The course aims to enable pupils to:

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of music styles, concepts, notation signs and symbols
- skills in creating original music using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

National 5 Course Assessment

Performing (50% of overall mark)

Pupils will give an 8 minute performance on two instruments to a visiting assessor in February/March.

Composing (15% of overall mark)

A wide variety of compositional tools are explored and connections are made between styles and writing techniques of a variety of composers.

Pupils will submit final composition (minimum of 1 minute) for marking to the SQA. Evidence will include:

- an audio recording
- a score or performance plan
- a composing review

Understanding Music (35% of overall mark)

Pupils explore many musical styles and listen to a wide range of music while considering the historical context of the music to enhance their understanding. They will complete a written exam on this in May.

Progression routes

Pupils can move from National 4 to National 5, National 5 to Higher, Higher to Advanced Higher. The same units are explored at each level of a music course, but in more depth and with greater demands.

Other relevant information

Supported study runs from September – May at lunchtimes by appointment with the music staff.

The following websites are great resources for studying understanding music course content: http://www.ataea.co.uk/ and www.mymusiconline.co.uk (password - music17)

Music Performing (Higher)

Entry requirements
National 5 Music

Purpose and aims of the course
The course enables learners to develop their skills and creative capabilities as a musician. Performing music, for example, demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to increase confidence and self-esteem. The practice required to develop these skills can promote perseverance, among other things, as well as helping learners to learn how to learn. The skills that learners gain throughout the course will be valuable for learning, life and work. The aims of the course are to enable learners to:

- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- critically reflect on and evaluate their own work and that of others

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- preparing and performing a solo and/or group programme of suitably challenging music on two selected instruments, or on one instrument and voice
- performing examples of music with sufficient accuracy and maintaining the musical flow
- critically reflecting on and evaluating their musical and creative skills and identifying areas for improvement
- applied understanding of the creative process and composers' approaches when composing, arranging or improvising music
- analysing the musical impact and effect of social and cultural influences on composers and their music
- creating original music using compositional methods and selected music concepts in creative ways that make musical sense and realise their creative intentions the ability to recognise and understand level specific annotated music signs, symbols and terms
- recognising and distinguishing between a range of level-specific music concepts and styles of music

Course Structure
Unit 1: Performing
In this unit, learners will develop performing skills two selected instruments, or on one selected instrument and voice. They will perform a 12 minute programme of challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills. Pupils should have reached AB Grade 4 or above.
Unit 2: Composing

In this unit, learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

Unit 3: Understanding Music
In this unit, through listening, learners will develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

Course Assessment
The learner will be assessed by a combination of a performance and a question paper:
Performing (50% of overall mark)
Pupils will give a 12 minute performance on two instruments to a visiting assessor in February/March.
Composing (15% of overall mark)
A wide variety of compositional tools are explored and connections are made between styles and writing techniques of a variety of composers.
Pupils will submit final composition (minimum of 1 minute 30 seconds) for marking to the SQA. Evidence will include:

- an audio recording
- a score or performance plan
- a composing review

Understanding Music (35% of overall mark)
Pupils explore many musical styles and listen to a wide range of music while considering the historical context of the music to enhance their understanding. They will complete a written exam on this in May.

Progression routes
Pupils can move from National 5 to Higher in S6. Higher to Advanced Higher.

Other relevant information
Supported study runs from September – May at lunchtimes by appointment with the music staff.
The following websites are great resources for studying understanding music course content: http://www.ataea.co.uk/ and www.mymusiconline.co.uk (password - music17)

Music Performing (Advanced Higher)

Entry requirements
Higher Music

Purpose and aims of the course
The main purpose of the course is to develop skills in performing, creating, understanding and analysing music. Learners will develop and extend their applied music skills in challenging contexts and develop a greater depth of understanding of music through listening. Learners will acquire skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions. The course also provides learners opportunities to develop composing skills in sophisticated and creative ways. The course helps learners develop advanced aural skills and demonstrate

their understanding and analysis of music through researching and analysing complete movements or works. The aims of the course are to enable learners to:

- develop autonomy and independent thinking skills
- develop creativity through performing
- develop self-expression when creating original music
- develop advanced skills in musical analysis and aural
- discrimination develop knowledge of music and musical literacy through in-depth study and analysis evaluate their own work and that of others
-

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- performing musically and technically demanding music in solo and/or group programmes
- using problem solving, planning and evaluation skills when developing and refining performing skills
- experimenting with and using a variety of compositional techniques in creating compositions and/or improvisations and/or arrangements
- in-depth knowledge of a range of music concepts, musical literacy and music styles
- analysis of musical works
- analysis of composers' use of music concepts and factors influencing the development of their music
- preparing and performing a recital of music of an appropriate level
- planning, developing and producing original music
- demonstrating aural perception and discrimination

Course Structure

Unit 1: Performing

As at previous levels pupils will have the opportunity to develop performance skills solo and/or in group in one of the combinations below:

- two instruments
- one instrument and voice

Performances will be of 18-20 minutes duration and will include works which make increased technical and musical demands. Performance skills require to be at Associated Board Grade 5 or above.

Unit 2: Composing

Pupils at this level will have the opportunity to build competence in handling a wide range of compositional techniques which they will use to produce a folio of original work. Their broad experience of Music as performers, music technologists and listeners will help inform their use of compositional techniques. This area of the course presents pupils with a unique opportunity to explore musical ideas, to solve problems and to make personal decisions about style, the selection and deployment of performance forces, and the use of compositional devices. By engaging in this process they will both develop their creativity and express their individuality.

Unit 3: Understanding Music

The course provides scope to listen to a variety of music and to develop discriminatory awareness of a range of musical and stylistic concepts. In this, as in other units of the course, candidates have the opportunity to develop musical literacy, demonstrating their ability to relate music heard to notated scores. At Advanced Higher level candidates will have further scope to engage in independent learning, particularly with regard to the research, preparation and writing of short reports.

Course Assessment

Performance: An 18-20 minute prepared programme of music is presented to a Visiting Assessor who will visit the school and determine the final grade for the performance in April / May (50% of overall mark)

Question Paper: Pupils will complete a listening assessment that tests candidate knowledge of a wide range of styles of music. This examination will take place with the main diet of examinations (35% of overall mark)

Composition Assignment and Music Analysis Assignment: Pupils will be assessed throughout the Unit by assessor observation of the compositional process and submit a composition and review to SQA for marking. They are also asked to write an essay (600-800 words) analysing a chosen piece of music which is submitted to SQA for marking. (15% of overall mark)

Other relevant information

Supported study runs from September – May at lunchtimes by appointment with the music staff.

The following websites are great resources for studying understanding music course content: http://www.ataea.co.uk/ and www.mymusiconline.co.uk (password - music17)

Personal Finance & Numeracy (SCQF Level 5 and N5 Unit)

Purpose and aims of the course

The Personal Finance Awards at SCQF levels 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter.

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. They also include working with student loans and pensions.

Assessment

To achieve each of these awards, learners must pass two end-of-unit e-assessment tests using SOLAR (SQA's e-assessment system).

Awards are not graded. These Awards have two units each and candidates must achieve 50% in all tasks to gain a pass in each unit.

If candidates fail a task or tasks on their first attempt they only need to be re-assessed on those specific tasks. They do not need to complete the whole unit assessment again.

Progression

Learners interested in a career in the Financial Services sector could consider progression onto other qualifications such as National 5 Applications of Mathematics.

Practical Metalwork (National 5)

Purpose and aims of the course
The National 5 Practical Metalworking course provides opportunities for candidates to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

Skills, knowledge and understanding for the course
Candidates develop skills in reading drawings and diagrams, measuring and marking out, cutting, shaping and finishing materials. They learn how to work effectively alongside others in a shared workshop environment. Course activities also provide opportunities to build self-confidence and to enhance skills in numeracy, thinking, planning, organising and communicating — these are all valuable skills for learning, for life and for work. The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- using a range of metalworking tools, equipment and materials safely and correctly for metalworking tasks with some complex features
- adjusting tools where necessary, following safe practices reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- measuring and marking out metal sections and sheet materials in preparation for cutting and forming tasks with some complex features
- practical creativity in the context of familiar metalworking tasks with some complex features
- following, with autonomy, given stages of a practical problem-solving approach to metalworking tasks

National 5 Course Assessment: 70 Marks (70% of overall grade)
The course assessment is split into two tasks. Both of which are internally marked and externally verified by the SQA.

- Task 1: construct a metalwork object to the dimensions and tolerances specified
- Task 2: complete a short log book which allows pupils to demonstrate their understanding of workshop process and health and safety

Question paper: 60 Marks (30% of overall grade)
The question paper gives pupils the opportunity to demonstrate their knowledge of:

- Measuring and marking out tools
- Reading and interpreting drawings
- Materials
- Common bench tools
- Sheet metalwork equipment and processes
- Machine processes
- Machine parts and tools
- Finishing
- Fabrication and thermal joining
- Health and safety
- Sustainability and recycling

Other relevant information
This subject allows pupils to develop knowledge and skills with are directly relevant to a range of career paths including engineering, construction trades and metal fabrication.

Physical Education (National 5)

Entry requirements

It is recommended that pupils took PE Studies in S3 and sat N4 PE in S4. Any pupil wishing to take Nat 5 PE who did not take N4 PE in S4 or PE Studies in S3 will also be considered but they must speak to Miss Breen beforehand and should have two one off performance activities they are confident performing in.

Purpose and aims of the course

The purpose of the course is to enable pupils to demonstrate and develop movement and performance skills in physical activities. By engaging in practical activities, candidates can demonstrate initiative, decision-making and problem-solving.

The course encourages candidates to develop a positive attitude towards a healthy lifestyle. It also supports the way that individual attitudes, values and behaviours are formed.

The course aims to enable pupils to:

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

National 5 Course Assessment

The National 5 Course Assessment is split into two sections:

Performance – 60 marks (50% of overall mark)

Pupils chose two activities through which they complete their two one performances through. For national 5, these activities are limited to those which are completed through the curriculum and can be assessed in school. Each performance is worth 30 marks and pupils are marked on their skill repertoire, control and fluency, decision making, ability to follow rules and etiquette.

Portfolio – 60 marks (50% of overall mark)

The portfolio is completed during class time and involves pupils following the cycle of analysis. This involves pupils gathering information, identify strengths and development needs and applying approaches to improve performance. Pupils complete the portfolio in class time and it is typed up prior to being sent to the SQA.

Progression routes

Pupils can move from National 5 to Sport and Recreation or Higher in S6. Higher to Advanced Higher (dependent on their grade at Higher and also their level of English).

Other relevant information

A large proportion of our National 5 course is completed within the pool. Pupils are expected to swim for an 8 week block and throughout this time they complete the data

gathering process which allows them to complete their portfolio. Therefore it is essential that pupils are willing to swim.

Physical Education (Higher)

Entry requirements
National 5 PE at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation. Any pupil wishing to take Higher PE who did not take N5 PE in S4 will also be considered but they must speak to Miss Breen beforehand and their performance level and English level will be considered.

Purpose and aims of the course
The main purpose of the course is to develop a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, studying specifically the factors that impact on performance. The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to:

- develop a broad range of complex movement skills
- select and apply skill
- analyse mental, emotional, social and physical factors that impact on performance
- analyse and evaluate performance

Skills, knowledge and understanding for the course
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- planning, developing, implementing and evaluating performance
- selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
- decision making and problem solving in challenging contexts
- analysing factors that impact on performance
- explaining a range of approaches for developing performance

Course Structure
Unit 1: Performance Skills
Pupils must be able to demonstrate a broad and comprehensive range of complex movement and performance skills in two physical activities covered in school. The course will be delivered through: Basketball Swimming and Badminton. However, pupils can be assessed through a range of activities should they require the unit pass.
Unit 2: Factors Impacting on Performance
Pupils must be able to analyse and evaluate factors that impact on performance and produce / implement / evaluate a personal development plan to improve their own performance.

Course Assessment
The learner will be assessed by a combination of a performance and a question paper:
Component 1 – Performance (60 marks) – 50%
One off assessment in two activities of pupil's choice. Each activity is scored out of 30marks and worth 25%.
Component 2 – Question Paper (50 marks) – 50%
This will assess the pupil's ability to integrate and apply knowledge and understanding from across the Factors Impacting on Performance.

Progression routes
Pupils can move from Higher to Advanced Higher in S6 (dependent on the grade achieved at higher). Sport and Recreation could also be an alternative in S6.

Physical Education (Advanced Higher)

Entry requirements
Higher PE at Grade A or B. Pupils undertaking the course should have a genuine interest in performance development within a chosen sport / physical activity.

Purpose and aims of the course
The main purpose of the course is to research and critically evaluate factors which underpin and impact on performance and use this knowledge to develop performance. Learners will develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies. The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to:

- investigate and critically evaluate how factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills demonstrate a high level performance

***Course Assessment**
Component 1 – Performance (30 marks)
Pupils will be marked on the following aspects of their one off performance in the selected physical activity:

- Performance repertoire: Choose and combine a broad and well established range of complex skills in selected physical activity.
- Control and fluency: Demonstrate control and fluency throughout the performance, including in response to challenges during the performance.
- Decision making: Anticipate and make appropriate decisions quickly during the performance and follow these decisions through effectively.
- Following rules, displaying etiquette and control of emotions: Adhere to all rules and regulations throughout the performance, showing exemplary etiquette at the start, during and at the end of the performance.

Component 2 – Project (70 marks)
Pupils will complete a project and carry out research into a topic which impacts on performance. This project will require pupils to:

- demonstrate independent research and investigation skills
- investigate how factor(s) impact on performance
- understand and apply methods to develop performance
- analyse and evaluate the process of performance development

The project will be between 4,000 and 5,000 words in length.

Sport and Recreation

Entry requirements
Pupils should have an interest in Physical Activity and Sport and should be keen to develop their leadership skills. They must be prepared to lead other pupils in the class and also lead younger pupils during larger scale events.

Purpose and aims of the course
Pupils undertaking Sport and Recreation have the opportunity to achieve a National 5 Award. This award is a practical qualification which develops pupils understanding of the Sport and Fitness industry whilst also providing them with leadership opportunities. The course is also delivered alongside Sports Leader UK in which pupils must demonstrate their ability to lead others in sport/activity sessions. The aim of this award is to prepare responsible, motivated and confident pupils who lead safe, purposeful and enjoyable sport/activity sessions while under direct supervision.

Course Structure
The units in the National 5 Sport and Recreation Course are:

- Assisting with a component of Activity Sessions
- Employment opportunities in the Sport and Recreation industry
- Assisting with Fitness Programming
- Assist with Daily Centre Duties

Pupils will also gain an SQA Level 5 Leadership in Practice unit.

The course will also include 1 period of swimming each week, where pupils may gain a life- saving award. There may also be opportunities to achieve various National Awarding Body Awards such as the SFA Early Touches and Club Golf coaching qualifications.

All Awards Are Subject To Full Participation.

Course Assessment
All assessment is internally assessed and subject to SQA verification.

Religious Moral & Philosophical Studies (Higher)

Entry requirements
English and/or a Social Subject at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation.

Purpose and aims of the course
The main purpose of the course is to provide learners with the opportunity to develop the ability to understand analyse and evaluate through the study of religious, moral and philosophical issues. The course offers learners opportunities to develop and extend a wide range of skills. Learners will be able to:

- investigate and express detailed, reasoned and well-structured views about religious, moral and philosophical topics or issues
- interpret and explain sources related to world religions
- enquire into and evaluate contemporary moral questions and responses
- critically analyse religious and philosophical questions and responses
-

Skills, knowledge and understanding for the course
The course enables learners to communicate reasoned views and be critical thinkers. They will develop the following skills:

- critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- investigate religious, moral and philosophical questions and responses
- express detailed, reasoned and well-structured views
- gain in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- gain in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them
-

Course Structure
Unit 1: World Religion - Christianity
The general aim of this unit is to develop in-depth knowledge and understanding of the impact and significance of religion today, through studying some key beliefs, practices and sources found within Christianity, and the contribution these make to the lives of followers. For example: What happens when we die?
Unit 2: Morality and Belief - Morality and Relationships
The general aim of this unit is to evaluate and express reasoned and well-structured views about moral questions and responses in relation to human relationships. In-depth knowledge and understanding of contemporary moral questions and responses will be developed. For example: Are men and women treated equally?
Unit 3: Religious and Philosophical Questions: Origins
The general aim of this unit is to critically analyse religious and philosophical questions and responses. In-depth knowledge and understanding of religious and philosophical questions and responses will be developed. For example: How and why did humans get to be on earth?

Course Assessment
The learner will be assessed by a combination of an assignment and a question paper:
Component 1 – Assignment (30 marks), Component 2 – Paper 1 (60 marks) and Paper 2 (20 marks)
Component 2 – Question Paper

Progression routes
Pupils can move from Higher to Advanced Higher in S6.

Religious Moral & Philosophical Studies (Advanced Higher)

Entry requirements
Higher RMPS at Grade A or B.

Purpose and aims of the course
The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues relevant to the contemporary world and to develop skills of analysing and evaluating complex issues. This course makes a distinctive contribution to the curriculum by helping learners gain an in-depth understanding of significant ethical, theological and philosophical themes, and of society's religious and social diversity. The main aims of this Course are to enable learners to:

- develop a self-directed approach to learning and research
- analyse and evaluate arguments and evidence
- synthesise information to structure and sustain a line of argument
- develop in-depth knowledge and understanding of complex issues arising from the philosophy of religion
- develop in-depth knowledge and understanding of complex issues arising from medical ethics
- develop in-depth knowledge and understanding of complex issues arising from religious experience
- carry out independent research into a religious, moral or philosophical issue

Course Structure
Unit 1: Philosophy of Religion
Pupils explore in depth the on-going debate over the existence or non-existence of God and the consequences this has for our perception of the origin and purpose of the universe and our place within it. They will analyse and evaluate the arguments and counter-arguments in relation to the cosmological and design arguments for the existence of God and atheism.
Unit 2: Medical Ethics
In this unit pupils explore issues relating to:

- Beginning of life: The treatment and rights of embryos and abortion.
- Prolongation of life: The procurement of organs and the allocation of organs.
- Ending of life: Palliative care of terminal illness and euthanasia.

Unit 3: Personal Research
Pupils carry out independent research on an issue chosen from within the content of the Advanced Higher course. They will develop the investigative skills of planning, organising, analysis, evaluation and presentation of complex concepts and issues. Pupils submit a detailed proposal for a dissertation, based on their personal research.

***Course Assessment**
The learner will be assessed by a combination of a dissertation and question paper

*At the time of compilation of the S5/6 Options booklet, SQA assessment arrangements for Advanced Higher courses have not been finalised. The most recent assessment information can be found on the SQA website at www.sqa.org.uk

SCIENCE

Science – Biology (National 5)

Purpose and aims of the course

The purpose of the National 5 Biology course is to develop pupils' curiosity, interest and enthusiasm for Biology in a range of contexts. The skills of scientific inquiry and investigation are integrated and developed, throughout the course by investigating the applications of Biology. This enables pupils to become scientifically literate citizens, who are able to review the science-based claims they meet. It enables pupils to:

- Develop an understanding of Biology's role in scientific issues and relevant applications of Biology, including the impact these could make on society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Biology context.

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- Applying knowledge of Biology to new situations, interpreting information and solving problems.
- Planning, designing and safely carrying out experimental investigations to test given hypotheses or to illustrate particular effects.
- Selecting, presenting and processing information (using calculations and units, where appropriate).
- Drawing valid conclusions and giving explanations supported by evidence/justification.

National 5 Course Assessment

Assignment: 20 Marks (20% of overall grade)

The purpose of the assignment is to assess the application of skills of scientific inquiry and related Biology knowledge and understanding. Pupils will be asked to:

- Choose, with support, a relevant topic in Biology and devise an appropriate aim.
- Give an account of Biology relevant to the aim and plan and carry out experimental work to generate data relevant to the aim.
- Process and present the experimental data and compare data/information from internet/literature research with the experimental data.
- Draw a conclusion, evaluate the experimental procedure and communicate the findings in a report.

Question paper: 100 Marks (80% of overall grade)

The question paper assesses:

- The application or extension of knowledge and/or skills in unfamiliar situations, practical and theoretical contexts.
- Scientific inquiry skills, analytical thinking skills, problem-solving skills and the impact of applications of Biology on society and the environment.

Progression routes

Pupils can move from National 5 to Higher in S6. Higher to Advanced Higher.

Science – Chemistry (National 5)

Purpose and aims of the course

The purpose of the National 5 Chemistry course is to develop pupils' curiosity, interest and enthusiasm for Chemistry in a range of contexts. The skills of scientific inquiry and investigation are integrated and developed, throughout the course by investigating the applications of Chemistry. This enables pupils to become scientifically literate citizens, who are able to review the science-based claims they meet. It enables pupils to:

- Develop an understanding of Chemistry's role in scientific issues and relevant applications of Chemistry, including the impact these could make on society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Chemistry context.

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- Applying knowledge of Chemistry to new situations, interpreting information and solving problems.
- Planning, designing and safely carrying out experimental investigations to test given hypotheses or to illustrate particular effects.
- Selecting, presenting and processing information (using calculations and units, where appropriate).
- Drawing valid conclusions and giving explanations supported by evidence/justification.

National 5 Course Assessment

Assignment: 20 Marks (20% of overall grade)

The purpose of the assignment is to assess the application of skills of scientific inquiry and related Chemistry knowledge and understanding. Pupils will be asked to:

- Choose, with support, a relevant topic in Chemistry and devise an appropriate aim.
- Give an account of Chemistry relevant to the aim and plan and carry out experimental work to generate data relevant to the aim.
- Process and present the experimental data and compare data/information from internet/literature research with the experimental data.
- Draw a conclusion, evaluate the experimental procedure and communicate the findings in a report.

Question paper: 100 Marks (80% of overall grade)

The question paper assesses:

- The application or extension of knowledge and/or skills in unfamiliar situations, practical and theoretical contexts.
- Scientific inquiry skills, analytical thinking skills, problem-solving skills and the impact of applications of Chemistry on society and the environment.

Progression routes

Pupils can move from National 5 to Higher in S6. Higher to Advanced Higher.

Science – Physics (National 5)

Purpose and aims of the course

The purpose of the National 5 Physics course is to develop pupils' curiosity, interest and enthusiasm for Physics in a range of contexts. The skills of scientific inquiry and investigation are integrated and developed, throughout the course by investigating the applications of Physics. This enables pupils to become scientifically literate citizens, who are able to review the science-based claims they meet. It enables pupils to:

- Develop an understanding of Physics' role in scientific issues and relevant applications of Physics, including the impact these could make on society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Physics context.

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- Applying knowledge of Physics to new situations, interpreting information and solving problems.
- Planning, designing and safely carrying out experimental investigations to test given hypotheses or to illustrate particular effects.
- Selecting, presenting and processing information (using calculations and units, where appropriate).
- Drawing valid conclusions and giving explanations supported by evidence/justification.

National 5 Course Assessment

Assignment: 20 Marks (20% of overall grade)

The purpose of the assignment is to assess the application of skills of scientific inquiry and related Physics knowledge and understanding.
Pupils will be asked to:

- Choose, with support, a relevant topic in Physics and devise an appropriate aim.
- Give an account of Physics relevant to the aim and plan and carry out experimental work to generate data relevant to the aim.
- Process and present the experimental data and compare data/information from internet/literature research with the experimental data.
- Draw a conclusion, evaluate the experimental procedure and communicate the findings in a report.

Question paper: 135 Marks (80% of overall grade)

The question paper assesses:

- The application or extension of knowledge and/or skills in unfamiliar situations, practical and theoretical contexts.
- Scientific inquiry skills, analytical thinking skills, problem-solving skills and the impact of applications of Physics on society and the environment.

Progression routes to S5/6

Pupils can move from National 5 to Higher in S6. Higher to Advanced Higher.

Science – Biology (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation. It is also highly beneficial if pupils are also undertaking Higher English and Maths.

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

- develop and apply knowledge and understanding of biology
- develop an understanding of biology's role in scientific issues and relevant applications of biology, 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 biology context
- develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning skills
- develop problem solving skills in a biology 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 biology
- develop skills of independent working

Skills, knowledge and understanding
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- demonstrating knowledge and understanding of biology and applying this knowledge to new situations, analysing information and solving problems
- planning and designing experiments, carrying out experiments safely, recording detailed observations and collecting data
- selecting information from a variety of sources and presenting information appropriately in a variety of forms
- processing information (using calculations and units, where appropriate)
- making predictions and generalisations from evidence / information
- drawing valid conclusions and giving explanations supported by evidence/ justification

Course Structure
The course is a mixture of theoretical and practical work. The theory work is divided up into 3 units of study, each of which is internally assessed:

Unit 1: DNA and the Genome
Unit 2: Metabolism and Survival
Unit 3: Sustainability and Interdependence

Course Assessment
The learner will be assessed by a combination of a question paper and an assignment:
Component 1 – Question Paper (120 marks)
Component 2 – Assignment (20 marks)

Progression routes
Pupils can move from Higher to Advanced Higher in S6.

Science – Chemistry (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation. It is also highly beneficial if pupils are also undertaking Higher English and Maths.

Purpose and aims of the course
Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country. The purpose of the course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course. The relevance of Chemistry is highlighted by the study of the applications of Chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

Skills, knowledge and understanding
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- developing scientific inquiry and investigative skills
- developing scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- developing the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- developing planning skills
- developing problem solving skills in a chemistry context
- using and understanding scientific literacy to communicate ideas and issues and to make scientifically informed choices
- developing the knowledge and skills for more advanced learning in chemistry
- developing skills of independent working

Course Structure
The course is a mixture of theoretical and practical work. The theory work is divided up into 3 units of study, each of which is internally assessed:

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

Course Assessment
The learner will be assessed by a combination of a question paper and an assignment:
Component 1 – Question Paper (120 marks)
Component 2 – Assignment (20 marks)

Progression routes
Pupils can move from Higher to Advanced Higher in S6.

Science - Physics (Higher)

Entry requirements
National 5 at grade A or grade B. In exceptional circumstances pupils gaining a grade C will be considered after consultation. It is also highly beneficial if pupils are also undertaking Higher English and Maths.

Purpose and aims of the course
A wonderful opportunity for students to further develop their knowledge of Physics. The course gives learners a deeper insight into the structure of the subject, and aims to reinforce and extend the learner's knowledge and understanding of the concepts of Physics. It also aims to develop the learner's skills in making critical and evaluative comment. Advances in Physics mean that our view of what is possible is continually being updated. This course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that Physics involves interaction between theory and practice. The course will therefore enable learners to become scientifically literate citizens who will recognise the impact Physics makes on their lives, the environment and society, and be able to appreciate topical scientific debate.

Skills, knowledge and understanding
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- developing and applying knowledge and understanding of Physics
- developing 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
- developing scientific inquiry and investigative skills
- developing scientific analytical thinking skills, including scientific evaluation, in a Physics context
- developing the use of technology, equipment and materials, safely, in practical scientific activities
- developing planning skills
- developing problem solving skills in a physics context
- using and understanding scientific literacy to communicate ideas and issues and to make scientifically informed choices
- developing the knowledge and skills for more advanced learning in Physics
- developing skills of independent working

Course Structure
The course is a mixture of theoretical and practical work. The theory work is divided up into 3 units of study, each of which is internally assessed:

Unit 1: Our Dynamic Universe
Unit 2: Particles and Waves
Unit 3: Electricity

Course Assessment
The learner will be assessed by a combination of a question paper and an assignment:
Component 1 – Question Paper (155 marks)
Component 2 – Assignment (20 marks)

Progression routes
Pupils can move from Higher to Advanced Higher in S6.

Science – Biology (Advanced Higher)

Entry requirements
Higher Biology at grade A or upper B.

Purpose and aims of the course

The purpose of the course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and to provide a useful bridge towards further study of Biology. The Advanced Higher Biology course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the Biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Course Structure
The course has three units:

Unit 1: Cells and Proteins
Unit 2: Organisms and Evolution
Unit 3: Investigative Biology

***Course Assessment**
Internal assessments for each unit will occur throughout the academic year. A project investigation is also undertaken, for which a detailed assignment requires to be submitted for SQA assessment. The assignment phase of the course requires learners to demonstrate aspects of challenge and application. Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in Biology and communicate findings.

Progression routes
The course is particularly suitable for pupils who wish to progress to degree courses either in Biology, or related subjects such as medicine, veterinary science, engineering, and environmental and health sciences.

Science – Chemistry (Advanced Higher)

Entry requirements
Higher Chemistry at grade A or upper B.

Purpose and aims of the course
The purpose of the Advanced Higher Chemistry course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The course builds on Higher Chemistry, continuing to develop the underlying theories of Chemistry and the practical skills used in the chemistry laboratory. The course also develops the skills of independent study and thought that are essential in a wide range of occupations.

Course Structure
The course has three units:

Unit 1: Inorganic and Physical Chemistry
Unit 2: Organic Chemistry and Instrumental Analysis

Unit 3: Researching Chemistry

***Course Assessment**
Internal assessments for each unit will occur throughout the academic year. A project investigation is also undertaken, for which a detailed assignment requires to be submitted for SQA assessment. The assignment phase of the course requires learners to demonstrate aspects of challenge and application. Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in Chemistry and communicate findings.

Progression routes
The course is particularly suitable for candidates who wish to progress to degree courses either in Chemistry, or related subjects such as medicine, veterinary science, engineering, and environmental and health sciences

Science – Physics (Advanced Higher)

Entry requirements
Higher Physics at grade A or upper B.

Purpose and aims of the course
The Advanced Higher Physics course has been designed to articulate with and provide progression from the Higher Physics course. Through a deeper insight into the structure of the subject, the course aims to provide an opportunity for reinforcing and extending the learners' knowledge and understanding of the concepts of Physics and developing the learner's candidate's skills in investigative practical work. The course also aim for learners to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts.

Course Structure
The course has four units:

Unit 1: Rotational Motion and Astrophysics
Unit 2: Quanta and Waves
Unit 3: Electromagnetism
Unit 4: Investigating Physics

***Course Assessment**
Internal assessments for each unit will occur throughout the academic year. A project investigation is also undertaken, for which a detailed assignment requires to be submitted for SQA assessment. The assignment phase of the course requires learners to demonstrate aspects of challenge and application. Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in Physics and communicate findings.

Progression routes
The course is particularly suitable for candidates who wish to progress to degree courses either in Physics, or related subjects such as medicine, veterinary science, engineering, and environmental and health sciences.

Science - Health Sector (Skills for Work Level 5)

Entry requirements
National 4 pass or National 5 pass at any of the discrete Science subjects. Good attendance is essential due to the volume of internal assessment and report writing.

Purpose and aims of the course
Scotland has one of the largest life sciences industries in Europe, with a worldwide reputation particularly in research and development and manufacturing. The growing life sciences industry currently employs over 30,000 people in a wide variety of job roles. The National 5 Health Sector Course has been designed to provide learners with opportunities to develop generic employability skills in the context of the Health Sector. The course may assist progression into further and higher education and training/employment relating to the medical and health industry.

Course Structure
The course has five units:

Unit 1: Working in the Health Sector
Unit 2: Life Sciences Industry and Health Sector
Unit 3: Improving Health and Well-being
Unit 4: Physiology of the Cardiovascular System
Unit 5: Working in Non-Clinical Roles

Course Assessment
Assessment will be based on an investigation and open book assessments. Pupils will be expected to complete self-evaluations, a detailed portfolio of work and a National Assessment Bank (NAB) assessment.

Other relevant information
The course is particularly suitable for pupils who wish to take up a career in the Health Sector. This includes the National Health Service (NHS) (primary and secondary care), Independent Healthcare, Complementary Therapies, The Life Sciences and Retail Pharmaceutical Industries, Child Care and the Community and Voluntary Sector.

Science – Applied Sciences: NC (National Certificate)

Entry requirements

A good National 4 pass or National 5 pass at Maths and any of the discrete Science subjects. Good attendance is essential due to the volume of internal assessment and report writing.

Purpose and aims of the course

An NC (National Certificate) in Applied Science (SCQF level 5) is designed to build essential practical laboratory skills, theoretical knowledge in Biology, Chemistry, and Physics. It serves as a key access route to level 6 and Higher National (HNC/HND) programs, university degrees (e.g., Pharmacy, Nursing, Environmental Science), and advanced study in biotechnology or forensics.

Course Structure:

The National Certificate in Applied Sciences SCQF level 5 consists of 12 Unit

credits

Unit 1: Introductory Biology (3 credits)

Unit 2: Chemistry Fundamentals (3 credits)

Unit 3: Introduction to Physics (3 credits)

Unit 4: Mathematics for Science (1 credit)

Unit 5: Science Investigation and Practical Skills (1credit)

Unit 6: Science: Laboratory Safety (1 credit)

Course Assessment

Assessment will be based a series of investigations and closed/open book assessments. Pupils will be expected to complete self-evaluations, a detailed portfolio of work and a variety of National Assessment Bank assessments.

Other relevant information

The course is particularly suitable for pupils who wish to add a further Science qualification to their previous achievements. It is also a perfect opportunity for those learners wishing to supplement their option choices if undertaking other Higher and or Advanced Higher subjects.

Scottish Studies (Level 5 & 6)

Entry requirements

An N4 pass in any of the discrete social subjects. (although pupils without any social subjects will also be considered depending on circumstances)

Purpose and aims of the course

The Scottish Studies Award provides opportunities for learners to develop their knowledge and understanding of Scotland - its people, languages (such as Scots and Gaelic), society, culture, natural environment and heritage - and to make connections across the curriculum. The Award also provides recognition for learners who choose to make these connections by studying aspects of three subject areas in a Scottish context. The Award has a broad and flexible framework, providing scope for personalisation and choice, which reflects the range of subject areas that can be studied in a Scottish context. This course provides opportunities for learners to reflect on, and build, their own sense of identity as residents of Scotland and the wider world

Skills, knowledge and understanding for the course

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the course includes:

- identify relevant areas of study, sources of information and resources
- research sources and select relevant information
- use information and resources to achieve identified aims
- reflect on their learning
- analyse and communicate effectively what they have learned

The specific skills, knowledge and understanding developed by each learner will therefore depend upon the combination of optional Units used to contribute to the Award.

Course Structure

Pupils will undertake learning in 3 units chosen from the following 4 units. Pupils will also undertake a mandatory Scotland in Focus unit. This involves pupils selecting any aspect of Scottish life and undertaking and in depth study. They may present their findings in a variety of ways e.g. project, power point, performance etc.

Unit 1: Language and Literature

The purpose of this unit is to enable learners to develop an in-depth knowledge of languages in Scotland. Learners will look at the History and development of the Scots language as well as looking at it's use in a modern day context.

Unit 2: Society and Environment

This unit, as it suggests, has a focus on the interaction between people and Scotland's environment, both human and physical. It looks at ways of preserving the geodiversity and biodiversity in Scotland's landscape and subsequent habitats in the physical landscape but also investigates the political landscape by researching the system of government in Scotland. Pupils will choose to investigate EITHER the physical or the human aspect of this unit.

Unit 3: Arts and Culture

Music and dance are the main themes of this unit and pupils will research their chosen topic.

Unit 4: Business, Industry and Employment

This unit covers several aspects of employment which is unique to Scotland e.g. the Scottish tourist industry, the Scottish Care system, the Scottish textile Industry. In this unit pupils will undertake an in depth study into one aspect of the Scottish employment sector.

Course Assessment

There is NO EXTERNAL ASSESSMENT for this course (i.e. no exam) Learners will be assessed by a combination of various continual assessments which may involve group work, writing, performance, art, depending on the units chosen. These will be built up into a personal portfolio which meets all the required outcomes. Assessments will be internally marked and verified to SQA standards.

Travel and Tourism (Skills for Work Level 5)

Entry requirements
National 4 pass or National 5 pass at grade C at any of the discrete Social Subjects. Good attendance is essential due to the volume of internal assessment and report writing.

Purpose and aims of the course
With millions of pounds being spent on holidays each year in the UK the Travel and Tourism industry is a growing business, offering many varied job opportunities both here in the UK and abroad. Pupils taking this course will study many tourist related activities including researching popular tourist resorts/locations, planning holidays using the internet and travel agents, creating tourist brochures, learning about the transport and infrastructure relating to tourism as well as gaining important skills for life and work such as communication, customer service and interviews techniques. The course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry. The general aims of this course are to:

- provide learners with a broad introduction to the travel and tourism industry
- allow learners to experience a range of work related activities in relation to travel and tourism industry
- encourage learners to develop skills for learning and life as well as work
- build learners' confidence
- encourage learners to take greater responsibility for their own learning and development
- Prepare learners for progression to further education, training or employment

Skills, knowledge and understanding
The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- understanding of the workplace and the employee's responsibilities, for example good time keeping, attendance, awareness of importance of personal appearance, health and safety, customer care
- self-evaluation skills
- developing customer care and problem-solving skills
- developing skills in relation to promoting products and services
- developing skills to become effective job-seekers and employees in the travel and tourism industry
- demonstrating a positive and responsible attitude to work and an understanding of the workplace

Course Structure
The course will be delivered using a variety of approaches such as group projects, self-study research, external speakers from the travel business, teacher led lessons and, ideally, practical experience out with the classroom.

Course Assessment
All coursework is reviewed as part of an ongoing assessment, with a folio of pupil work being built up over the session. There is no external exam at National 5 level.

Progression routes
Skills for Work in Travel and Tourism at SCQF level 5 may provide progression to other SQA Travel and Tourism Courses or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism

Courses at Ayrshire College

EAC SCHOOL-COLLEGE PARTNERSHIP PROGRAMME 2026 -2027					
	Campus	Course Name	SCQF Level	Delivery Days	Delivery Times
Business and Computing	Kilmarnock	NPA Software Development Level 4	4	Tues/Thurs	2:00 - 4:00
	Kilmarnock	NPA Software Development Level 6	6	Tues/Thurs	2:00 - 4:00
	Ayr	NPA Level 6 Accounting	6	Tues/Thurs	2:00 - 5:00
	Kilwinning	HNC Cyber Security (infill)	7	Tues/Thurs	9:00 - 4:00
Construction	Kilmarnock	Introduction to the Construction Industry	4	Tues/Thurs	2:00 - 4:00
	Kilwinning	SFW Renewable Energy	5	Tues/Thurs	2:00 - 4 :00
	Ayr	SFW Renewable Energy	5	Tues/Thurs	2:00 - 4:00
	Ayr	HNC Architectural Technology and Sustainability (Infill)	7	Mon/Wed	9:00 - 4:00
	Ayr	Construction Crafts (Units Only) Level 5	5	Mon/Wed	2:00 - 4:00
Creative	Ayr	NPA Digital Media with Film Making	5	Tues/Thurs	2:00 - 4:00
	Ayr	NPA Acting & Performance	6	Tues/Thurs	2:00 4:00
	Ayr	NPA Sound Production	6	Tues/Thurs	2:00 - 4:00
	Ayr	Portfolio Work (Life Drawing & Printmaking)	6	Tues/Thurs	2:00 - 4:00
Early years	Kilmarnock	Skills for Work Early Education & Childcare Level 4	4	Tues/Thurs	2:00 - 4:00
	Kilmarnock	Skills for Work Early Education & Childcare Level 5	5	Tues/Thurs	2:00 - 4:00
	Kilmarnock	NPA Children & Young People Level 6	6	Tues/Thurs	2:00 - 4:00
Engineering and science	Kilmarnock	SVQ 1 Performing Engineering Operations	4	Tues/Thurs	2.00 - 4.00
	Kilmarnock	SVQ 2 Performing Engineering Operations (infill)	5	Thurs/Fri	9:00 - 4:00
	Kilwinning	Foundation Apprenticeship Engineering Y1 (Electrical)	6	Tues/Thurs	2:00 - 5:00
	Kilmarnock	HNC Applied Sciences (infill)	7	Tues/Thurs	9:00 - 4:00
	Kilwinning	HNC Electrical (Infill)	7	Wed/Thurs	9:00 - 4:00
	Kilwinning	HNC Mechatronics (Infill)	7	Wed/Thurs	9:00 - 4:00
Hair and beauty	Kilmarnock	Steps to Work Hair & Beauty	4	Tues/Thurs	2.00 - 4.00
Health and social care	Kilmarnock	Mental Health & Well Being Award	5	Tues/Thurs	2.00 - 4.00
	Kilwinning	Pathway into Dental Nursing and Care (Infill)	6	Mon/Wed	9.00 - 4.00
Hospitality	Kilmarnock	NPA Professional Cookery	4	Tues/Thurs	2:00-5:00 Tues Remote Thurs
	Kilmarnock	Steps to Work (Hospitality / Professional Cookery)	4	Tues/Thurs	2.00 - 4.00
Motor vehicle	Kilmarnock	Skills for Work: Automotive Skills National 4	4	Tues/Thurs	2.00 - 4.00
Social science	Kilmarnock	NPA Psychology with Criminology	6	Tues/Thurs	2.00 - 4.00
Sport	Kilmarnock	Skills for Work: Uniformed Services	4	Tues/Thurs	2.00 - 4.00
	Kilmarnock	NPA Sport & Fitness (Football)	5	Tues/Thurs	2.00 - 4.00
	Kilmarnock	HNC Sports Coaching and Development (Infill)	7	Tues/Thurs	9:00 - 4:00
SESWA	Kilmarnock	Transition to College	3	Tues/Thurs	2:00 - 4:00

YASS Open University Courses (S6 only)

Young Applicants in Schools Scheme | Open University in Scotland (Live Link)

Benefits

Taking an Open University module gives students the opportunity to deepen their existing knowledge or try a completely different subject and helps to prepare students for University.

- Skills gained through YASS can add valuable content to CVs and job applications. Studying through YASS can also help demonstrate a genuine interest in apprenticeship areas.
- YASS modules can help students' applications to university or college stand out and contribute valuable content to their personal statements. YASS qualifications can be entered on the education section of UCAS application forms.
- Taking a YASS module can help students enhance their knowledge, broaden skills and study subjects in a different way. A module can also be selected which relates closely to their Higher or Advanced Higher subjects to support knowledge and understanding of this subject.
- Students have access to the entire OU library which they can use not only for their YASS module but for the other subjects they are studying as well.

Available Modules

Module Title	Credits	Short Description
Law		
WXM151 Law making in Scotland	10	This course introduces you to the Scottish legal system. You will consider the distinct nature of the Scottish legal system and Scots law and the influence both they and Scottish lawyers have had internationally. You will explore key skills including academic writing, using digital tools, articulating and engaging with legal issues, developing a persuasive argument, developing and managing your own study goals and time management. Recommended 4 – 6 hours study per week
Science		
SXM150 Contemporary Topics in Science	10	This innovative and flexible course allows you to tailor your study by choosing from a list of topics across a range of the science disciplines. Recommended 5 – 8 hours study per week
Topic 1 - Galaxies, stars and planets		Explains how the Sun gets its energy and how astronomers observe the Sun and its interior as well as providing an introduction to the planets and their satellites.
Topic 2 - Molecules, medicines and drugs: A chemical story		Focuses on the chemistry that underlies the development of drugs and medicines that relieve pain and effect cures as well as how drugs interact with and affect their target areas in the human body
Topic 3 - Plants and people		Explores the role that plants play in our everyday lives, in food, biofuels, bioplastics and medicines as well as their role in combating climate change.
Topic 4 - The frozen planet		Explores the wonder of the polar world and explains how ice has shaped and controls our planet.
Or alternatively you can create your own topic by choosing three short courses from the following options: • An introduction to exoplanets • Astronomy with an online telescope • Citizen science and global biodiversity		

- Discovering chemistry
- Microgravity: Living on the International Space Station
- Moons of our Solar System
- The science of alcohol
- The science of nutrition and healthy eating
- Understanding antibiotic resistance
- Understanding autism

Leadership Award (S6 only)

In S6 students have the opportunity to choose the Leadership qualification which a recognised SQA qualification. This course includes 2 main elements, a theory and written part and the other is a practical activity whereby students have to demonstrate they have taken the lead with an activity. It provides students with opportunities to take ownership of something they are particularly passionate about or interested in. It also adds value to a personal statement if students can demonstrate their experience in leadership activities.

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role for an activity.

Available at SCQF levels 5 and 6, the Award allows individuals to build self-confidence and self-esteem and encourages learners to respect the cultures and beliefs of others working alongside them.

There is an element of independent working with this qualification as students will use their timetabled time to plan their activity in addition to the theory work.

The Leadership Award is jointly certificated by SQA and the Chartered Management Institute.

Student will undertake an additional bundle of short courses to supplement the Leadership qualification. These will enhance the pupil's soft skills and enhance their employability.

Pupil Name

LOUDOUN ACADEMY | Learning together Achieving together

KINDNESS | DETERMINATION | EQUALITY

Reg Class

Loudoun Academy S5 Options Form 2026

Course Title	Levels Available*	Rank order 1-5 & Level
Administration & IT	National 5, Higher	
Applications of Mathematics	National 5	
Applied Science	NPA Level 5	
Art & Design	NPA Level 5, Higher	
Biology	National 5 (S4 Class), Higher	
Business Management	National 5, Higher	
Chemistry	National 5 (S4 Class), Higher	
College	Course Title :	
Computing Science	Higher	
Creative Industries	SFW National 5	
Cyber Security	NPA Level 5 & Level 6	
Design & Manufacture	Higher	
English	National 5, Higher	
Food & Drink Tech	Foundation Apprenticeship Level 6	
French	National 5, Higher	
Geography	National 5 (S4 Class), Higher	
Graphic Communication	Higher	
Health Sector	SFW National 5	
History	National 5, Higher	
Mathematics	National 5, Higher	
Modern Studies	National 5 (S4 Class), Higher	
Music	National 5, Higher	
Personal Finance	Level 4, Level 5	
Physics	National 5 (S4 Class), Higher	
Physical Education	National 5, Higher	
Practical Fashion & Textile	National 5, Higher	
Practical Metalwork	National 5	
RMPS	National 5, Higher	
Scottish Studies	Level 5, Level 6	
Spanish	Higher	
Sports & Recreation	SFW National 5	
Travel & Tourism	National 5	
COMPULSARY CORE: PSE 1 Period & Two Periods of PE		

Career Aspiration :	

Destination (Please tick how you plan to meet your career aspiration)

Employment ☐	Training Apprenticeship ☐	College ☐	Higher Education (University) ☐

Leaving Point (Please tick when you are **planning** to leave school)

End of S4 ☐	Christmas S5 ☐	S5 ☐	S6 ☐

Pupil Name

LOUDOUN ACADEMY | Learning together Achieving together

KINDNESS | DETERMINATION | EQUALITY

Reg Class

Loudoun Academy S6 Options Form 2026

Course Title	Levels Available*	Rank order 1-5 & Level
Administration & IT	National 5 & Higher	
Applications of Mathematics	National 5	
Applied Science	NPA Level 5	
Art & Design	NPA Level 5, Higher & Advanced Higher	
Biology	National 5 (S4 Class), Higher & Advanced Higher	
Business Management	National 5, Higher & Advanced Higher	
Chemistry	National 5 (S4 Class), Higher & Advanced Higher	
College	Course Title :	
Computing Science	Higher	
Creative Industries	SFW National 5	
Cyber Security	NPA Level 5 & Level 6	
Design & Manufacture	Higher & Advanced Higher	
English	National 5, Higher & Advanced Higher	
Food & Drink Tech	Foundation Apprenticeship Level 6	
French	National 5, Higher & Advanced Higher	
Geography	National 5 (S4 Class) & Higher	
Graphic Communication	Higher & Advanced Higher	
Health Sector	SFW National 5	
History	National 5, Higher & Advanced Higher	
HE: Barista/Mixology/Counter Service	S6 Only Foundation Apprenticeship L5	
Leadership Award & Short Course Bundle	S6 Only Level 6	
Mathematics	National 5, Higher & Advanced Higher	
Modern Studies	National 5 (S4 Class), Higher & Advanced Higher	
Music	National 5, Higher & Advanced Higher	
Physics	National 5 (S4 Class), Higher & Advanced Higher	
Physical Education	National 5, Higher & Advanced Higher	
Practical Fashion & Textile	National 5 & Higher	
Practical Metalwork	National 5	
RMPS	National 5 & Higher	
Scottish Studies	Level 5, Level 6	
Spanish	Higher	
Sport & Recreation	SFW Level 5	
Travel & Tourism	National 5	
YASS	Level 7 Course Title:	
COMPULSARY CORE: PSE 1 period & two periods of PE		

Career Aspiration :

Destination (Please tick how you plan to meet your career aspiration)

Employment ☐	Training Apprenticeship ☐	College ☐	Higher Education (University) ☐

Leaving Point (Please tick when you are **planning** to leave school)

End of S4 ☐	Christmas S5 ☐	S5 ☐	S6 ☐