S4 Options
Information Booklet

Contents

COLLEGE COURSES

ADMINISTRATION AND IT

Introduction

This course aims to develop pupils' administrative and IT skills and enable them to:
Understand administration in any workplace and key legislation affecting both organisations and employees. Understand good customer care and its benefits to organisations. Develop IT skills and use them to perform administrative tasks. Acquire good organisational skills in the context of organising and supporting events. The course contains a large practical component underpinned by related knowledge and understanding.

The subject will be offered at National 3, National 4 and National 5 levels.

Course Outline

N4 ADMINISTRATION & IT (Pass/Fail)	N5 ADMINISTRATION & IT (Grades A-D)
Administrative Practices *Pupils will be able to provide an account of administration in the workplace, including the key areas of customer care, health & safety and security of people, property & information.*	**Administrative Practices** *Pupils will be able to provide an in depth account of administration in the workplace, including the key areas of customer care, health & safety and security of people, property & information.*
IT Solutions for Administrators *Pupils will learn to use functions of spreadsheets, databases and word processing applications in given tasks.*	**IT Solutions for Administrators** *Pupils will learn to use advanced functions of spreadsheets, databases and word processing applications to interpret a given business brief.*
Communication in Administration *Pupils will use technology to gather information in line with a simple brief. They will also prepare & communicate basic information using PowerPoint, DTP, e-mail and electronic diaries.*	**Communication in Administration** *Pupils will be able to use technology to extract information and evaluate sources of information. They will also present & communicate information using PowerPoint, DTP, e-mail, electronic diaries and blogs.*
Added Value Unit *Pupils will extend their administration & IT-related knowledge, understanding and skills to plan and prepare documentation in response to a given brief.*	**Assignment (70 marks)** *Skills assessed are IT functions in Word Proccessing, DTP, presentations, searching, communications plus administrative theory.* **Question Paper (50 marks)** *Pupils sit a practical paper using computers under exam conditions, using IT functions in spreadsheet and database applications to produce and process information and also some administrative theory.* ***Both externally assessed***

The aims of the course are to allow pupils to develop the following skills:

- IT skills using functions of commonly used applications and emerging technologies
- Numeracy skills through their ability to understand and interpret financial data
- Employability, enterprise & citizenship skills as a result of planning, organising and working with others
- Skills in organising, managing and communicating information in administrative contexts Problem-solving skills as a result of using software to solve advanced business scenarios

Progression

The National 5 course provides progression to Higher Administration & IT. The course may also lead to further study, employment and/or training in various industries. Potential career pathways include: Law, Banking, Management, Engineering, Police, Teaching and many more.

N5 ART AND DESIGN

Introduction

The Creative Industries is one of the fastest growing industries in the world. Film and TV, Theatre, Graphic Design, Digital Art… we are surrounded everyday by the Arts. UK Creative Industries generate £91.8bn a year to the UK economy. Employment in the UK Creative Industries is growing at four times the rate of the UK workforce as a whole; almost 2m people are now employed in the UK Creative Industries; therefore, a qualification in Art and Design can lead to a variety of careers and employment opportunities.

Course Outline

There are three units of work in this course: -

Expressive Activity

This unit allows you to develop your creative work in activities such as:

- Drawing from first-hand sources
- Using paint, charcoal, clay, film and computer imagery
- Investigating and responding to visual and/or other stimuli
- Developing personal ideas, feelings and interpretations and expressing these in artwork
-

Design Activity

In this unit you will learn to deal with Design Issues through activities such as –

- Identifying design problems for 2D or 3D projects
- Choosing a design specialism such as Fashion or Product design
- Considering all aspects of design tasks, such as Function & Target Market
- Researching, developing and producing a final design outcome
- Evaluating the process and solutions

Art and Design Studies

In this unit you will study various artists and designers before selecting your chosen areas of interest to further write about. You will also learn to analyse and respond to various artist and designers' works.

Progression

National 5 Art and Design is ideal for those wishing to progress to Higher Art and Design, Higher Photography and National 5 Creative Industries.

However, the creative, practical and problem-solving skills utilised and developed in Art and Design are also crucial to those wishing to pursue a variety of careers.

To develop a complete mind: study the science of art and study the art of science. Learn how to see.

Realise that everything connects to everything else.

Leonardo Da Vinci (Artist, Inventor, scientist)

Art and Design
Nat 5 Creative Industries with NPA Photography (level 5)

This course is for people interested in working in the Creative Industries (Film, TV, Theatre). It is a Skills for Work course that allows you to **focus on the area of creativity that interests you i.e., writing, dancing, filming, animation, drawing etc**. NPA Photography gives you the **basic skills you need to plan and take quality photographs**. You will learn about different photographers, styles and how to photograph on location and in the studio. It is an ideal base for those wishing to progress to Higher Photography later.

Creative Industries: (Nat 5: 24 SCQF credit points)

Creative Industries: An Introduction **(National 5)**	The unit introduces learners to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry. The unit will raise awareness of the employability skills and qualifications required by the industry.
Creative Industries: Skills Development **(National 5)**	The focus of this unit is primarily on practical activity. It is designed to allow learners the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the creative industries.
Creative Industries: The Creative Process (National 5)	The focus of this unit is creative thinking and collaborative working. Learners will work as part of a team throughout the planning and implementation of a creative project to a given brief.
Creative Industries: Creative Project (National 5)	The focus of this unit is primarily on practical activity carried out in a creative context. Learners will work as part of a team throughout the planning and implementation of a creative project to a given brief.

NPA Photography (Level 5: 12 SCQF Points):

Digital Media: **Still Images**	**4 Outcomes: including…** 1. Planning the acquisition of digital still images from the requirements of a brief. 2. Going out and acquiring several still images defined in the plan — taking a variety of different shots which will give different aspects of the subject, 3. Select appropriate images that they have gathered, making minor edits to the images then presenting them in a portfolio. 4. Evaluate completed portfolio.
Multimedia **Computing: Introduction to Digital Photography**	**5 Outcomes: Including** 1. The theory of the basic principles involved in digital image formation for multimedia computer applications. 2. Candidates take a wide range of digital photographs and store them using appropriate media. 3. Enhancing digital photographs using appropriate computer software. 4. Plan, produce and present a set of digital photographic images in line with a given brief. 5. Awareness of current legislation and practice in relation to digital photography.

BIOLOGY

Introduction

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Biology courses will be of value to those wishing to develop skills, knowledge and understanding of biology. It aims to develop scientific understanding of biological issues, with an emphasis on practical activities.

Levels Offered

Biology will be offered at National 4 and National 5 levels.

Course Outline

Unit 1: Cell Biology

The key areas covered are: cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis — limiting factors, factors affecting respiration, and controversial biological procedures.

Unit 2: Multicellular Organisms

The key areas covered are: sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, and biological actions in response to internal and external changes to maintain stable body conditions.

Unit 3: Life on Earth

The key areas covered are how animal and plants species depend on each other, impact of population growth and natural hazards on biodiversity, nitrogen cycle, fertiliser design and environmental impact of fertilisers, adaptations for survival, and learned behaviour in response to stimuli linked to species survival.

Unit 4: Added Value Unit: Biology Assignment

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

Assessment Arrangements

National 4 – 4 Unit Assessments, internally assessed. These are three course units and one added value assessment. A mandatory experiment and report must also be successfully completed.

National 5 – End of Unit ABC assessments for each course unit. Prelim examination covering multiple course units. SQA Unit assessment accreditation will be available for any pupils which require them.

Progression

Learners gaining an award at National 4 may be able to progress to National 5 Biology. Learners gaining an award at National 5 may be able to progress to Higher Biology.

A qualification in this subject is useful in many different areas, for example forensics, medicine, animal breeder and trainer, childcare, physiotherapist, dental hygienist, dietician, pharmacy, pathologist, marine biologist, veterinary medicine, midwifery and farming to name a few.

Further Information

More Information on Biology is available at the link below: www.sqa.org.uk/sqa/41292.2511.html

BUSINESS MANAGEMENT

Introduction

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. Pupils will develop knowledge and understanding of the ways in which society relies on business to satisfy our needs; explore realistic business situations and increase their knowledge of financial management in a business context; as well as gain an awareness of how external influences impact on organisations. The course is suitable for all pupils interested in entering the world of business – whether as a manager, employee or self-employed person – and suitably prepares them for the world of work.

Levels Offered

The subject will be offered at National 4 and National 5 levels.

Course Outline

N4 BUSINESS (Pass/Fail)	N5 BUSINESS MANAGEMENT (Grades A-D)
Business in Action *Pupils are introduced to an overview of how small businesses operate, as well as key methods employed to satisfy customer needs and the key functional areas of businesses.*	**Understanding Business** *Pupils will give an account of the key objectives and activities of small and medium-sized businesses as well as outline internal and external factors impacting on business activity.*
Influences on Business *Pupils will be able to give an overview of key stakeholders in a business as well as make decisions on the running of a small business, taking into account internal and external factors.*	**Management of People and Finance** *The topic of HR includes recruitment, selection, training & legislation. Pupils will also gain an understanding of budgeting, break-even analysis and preparing profit and loss accounts.*
Added Value Unit *Pupils will develop a simple business proposal for an aspect of a new small business, making use of appropriate technology.*	**Management of Marketing and Operations** *Pupils will gain an understanding of how the marketing and operations functions contribute to the success of small and medium-sized organisations.*
	Question Paper (90 marks) *Pupils are required to apply knowledge & understanding of business concepts, interpreting business information and drawing conclusions.*
	Course Assignment (30 marks) *Pupils are required to apply their skills gained to produce a proposal to improve the effectiveness of a business activity.* *The Question paper and course assignment will be marked externally to produce the final grade.*

The aims of the courses are to allow pupils to develop the following skills:

- Enterprising and employability skills, providing opportunities to explore realistic business situations.
- Knowledge and understanding of the impact of business activities in society.
- Decision-making skills by solving business-related problems.
- Communication skills through communicating business ideas, opinions & information.
- Analytical skills through analysis of marketing activities as well as interpretation and evaluation of business financial data and production techniques.

Progression

The National 5 course provides progression to Higher Business Management. The course may also lead to employment and/or training in various industries. Potential career pathways include: Fashion & Retail Management, Leisure Management, Law, Accountancy, Marketing/HR disciplines and many more. **BUSINESS MANAGEMENT**

CHEMISTRY

Introduction

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.

Levels Offered

Chemistry will be offered at National 4 and National 5 levels.

Course Outline

Unit 1: Chemical Changes and Structure
Learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience learners will investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment. Focusing on these reactions, learners will work towards the concept of chemical equations. Learners will research atomic structure and bonding related to properties of materials.

Unit 2: Nature's Chemistry Learners will research the Earth's rich supply of natural resources which are used by each and every one of us. Learners will investigate how fossil fuels are extracted and processed for use. They will investigate: the chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this; plants as a source of fuels, carbohydrates and consumer products; and how chemists use plants in the development of products associated with everyday life.

Unit 3: Chemistry in Society
Learners will focus on the chemical reactions, properties and applications of metal and alloys. The chemistry of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of plastics and new materials. Learners will investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and will research the use of chemical analysis for monitoring the environment.

Unit 4: Added Value Unit
Learners will carry out a research investigation in which they will draw on and apply the skills and knowledge they have learned during the Course. Learners will investigate a topical issue in Chemistry.

Assessment Arrangements

National 4 – 4 Unit Assessments, internally assessed. These are three course units and one added value assessment. A mandatory experiment and report must also be successfully completed.

National 5 – End of Unit ABC assessments for each course unit. Prelim examination covering multiple course units. SQA Unit assessment accreditation will be available for any pupils which require them.

Progression

Learners gaining an award at National 4 may be able to progress to National 5 Chemistry. Learners gaining an award at National 5 may be able to progress to Higher Chemistry.

A qualification in this subject is useful in many different areas, for example hairdressing, veterinary medicine, food science, geologist, environmental control, conservation, soil science, emergency management, laboratory technician, medicine, engineering and forensics to name a few.

Introduction

This 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.

Course Outline

N4 COMPUTING SCIENCE (Pass/Fail)	N5 COMPUTING SCIENCE (Grades A-D)
Software Design and Development Pupils will develop basic knowledge, understanding and practical problem-solving skills in software design and development. Learners will develop basic computational thinking and programming skills through practical tasks using a variety of software development environments. They will also develop an understanding of how data and instructions are stored in binary form. Learners will also explore the impact of contemporary software-based applications on society or the environment.	**Software Design and Development** Pupils develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. **Computer Systems** Pupils develop an understanding of how data and instructions are stored in binary form and basic computer architecture.
Information System Design and Development Pupils will implement practical solutions using development tools to create databases, web based information systems and multimedia information systems. These tasks will involve simple features and straightforward contexts. Learners will also develop an understanding of basic computer hardware and software.	**Database Design and Development** Pupils develop knowledge, understanding and practical problem-solving skills in database design and development. This allows pupils to apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions. **Web Design and Development** Pupils develop knowledge, understanding and practical problem-solving skills in web design and development. This allows pupils to use a range of development tools such as HTML, CSS and Javascript.
Added Value Unit Pupils will apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.	**Question Paper (110 marks)** *Pupils are required to apply knowledge & understanding of learning from software design and development and information system design and development.*
	Course Assignment (50 marks) *Pupils are required to apply their practical skills* to develop a solution to a computing science problem. *The Question paper and course assignment will be marked externally to produce the final grade.*

The aims of the courses are to allow pupils to develop:

- computational thinking skills across a range of contemporary contexts
- knowledge and understanding of key concepts and processes in computing science
- skills in analysis, design, implementation and evaluation to a range of digital solutions
- communicate skills using computing concept

Progression

Pupils gaining an award at National 3 will progress to National 4. Pupils gaining an award at National 4 will progress to National 5. Pupils gaining an award at National 5 will progress to Higher.

A qualification in this subject can lead directly to college and university courses such as Computer Science, Computer Networking and Computer Games and Design. With technology changing on a daily basis this subject can equip any young person with skills necessary for life and work.

Design & Manufacture is a new National Course reflecting the Curriculum for Excellence principles. The course is practical and exploratory in nature. It combines practical skills and creativity to enable students to design and manufacture products using different materials and manufacturing processes through a number of design tasks. The aims of the course are to teach and develop:

- *Skills in designing and manufacturing models, prototypes and products*
- *Knowledge and understanding of manufacturing processes and materials*
- *An understanding of the impact of design and manufacturing technologies on our environment and society.*

Levels Offered

This Subject will be offered at Units only or full course award for National 5 and Higher levels.

Unit 1 – Design

Pupils will develop their design skills through the following outcomes:

-Understanding and identifying factors that influence design and applying these to design tasks.
-Developing and communicating design concepts
-Evaluating commercial products

Unit 2 – Materials and Manufacture

Pupils will develop their manufacture knowledge through the following outcomes:

-Investigate materials and manufacturing processes
-Prepare for manufacturing tasks
-Plan and implement a manufacturing sequence
-Review manufacturing processes and finished prototype models

Course Assessment Structure

National 5 – 2 Stand Alone units (units only/Skills development) leading onto the SQA assessed course assessment task, 1 external exam paper.

Progression

Pupils gaining an award at National 5 units only level will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.
Design and Manufacture provides learners with skills that allow them to learn, live and work effectively in our advancing technological society. A qualification in this subject is highly recommended for careers in the manufacturing sector, engineering, design and all apprentice/technician based courses/vocations.

Further Information:

More information on Design and Manufacture is available at the links below:
www.sqa.org.uk/sqa/41292.2511.html
www.educationscotland.org.uk
The Robert Burns Academy school website

National 5 Skills for Work: Early Learning and Childcare

This course will form an important pathway for those who have identified the field of early learning and childcare as their possible career path, and also for any learners following a programme of study who may wish to extend their educational experience.

National 5 Skills for Work: Early Education and Childcare is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in early education and childcare sector. At National 5, learners begin to prepare for working in the sector. They also develop transferable employability skills such as:

- an understanding of the workplace and the employee's responsibilities (eg time-keeping, appearance, customer care)
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- skills to become effective job-seekers and employees

The course comprises the following units:

- Development and Wellbeing of Children and Young People
- Play in Early Learning and Childcare
- Working in Early Learning and Childcare
- Care and Feeding of Children and Young People

Assessment
There will be an assessment for each of the component units. Assessment in this course will be based on performing a range of practical activities, supported by observations; written/oral evidence gathered via a folio; completion of case study scenarios; written reports. You will also be assessed on your ability to review and evaluate aspects of your evidence. There is no final exam.

This can also be studied at National 4 which covers areas such as Child Development, Play in Early Learning and Childcare, and Working in Early Learning and Childcare.

Progression – HNC/HND coursed in Early Learning and Childcare

Careers –Early Years Practitioner, Child Development Worker, Child Development Officer, Childminder, Teacher, Nurse, Midwife, Social Worker

Further information on this course can be found through the following link.

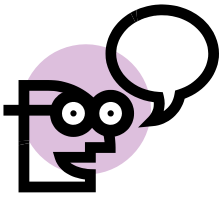
https://www.sqa.org.uk/sqa/69529.html http://www.elcresource.co.uk/

ENGLISH

English and Literacy continues to play a part in the development of pupils' communication skills. These skills are important for both the world of work and higher education.

Pupils will continue to study a variety of texts such as novels, poetry, plays and extracts from longer pieces of writing. In doing so, they are encouraged to demonstrate their understanding of text as well as analyse the techniques used by the author to influence the reader.

Levels offered:
English is at National 3, National 4 and National 5.



Course outlines

National 3

Unit 1: Understanding Language
Pupils will further their English and Literacy Skills through the reading of and listening to different types of text and showing their understanding through question and answer.
Unit 2: Producing Language
Pupils will demonstrate their written and oral communication skills through writing and talk.
Literacy:
Certification is achieved through consolidation of skills in other curricular areas and through the completion of English units.

National 4

Unit 1: Analysis and Evaluation
Pupils will develop their critical listening skills in this unit by actively listening to media and answering related questions. They will also be given opportunities to practise their analytical skills through textual analysis.
Unit 2: Creation and Production
In this unit, pupils are expected to deliver a talk in order to assess their verbal communication skills, and will produce pieces of functional and creative writing to demonstrate their written skills.
Literacy:
Certification is gained through consolidation of skills in other curricular areas and through the completion of English units.
In addition to these units, pupils must work independently on their *Added Value Unit* which will take place towards the end of S4.

National 5

National 5 units are similar to those of National 4, with the Literacy Qualification embedded in National 5 outcomes. **There is no Added Value Unit however there is an external exam**. Pupils sitting National 5 will also produce a folio of writing over the course of the year focusing on functional and creative skills. This is worth 30% of their final grade.

Assessment:
National 3 – 3 unit assessments, internally assessed and completed during class time. *No external exam.*
National 4 – 3 unit assessments, internally assessed and completed during class time. Added Value Unit at the end of S4 and produced independently by pupil. *No external exam.*
National 5 – Spoken Language – assessed internally. *External Exam: RUAE paper and a Critical Reading paper. This consists of Scottish Set Text questions and one essay response. The exam is worth 70% of final grade.*

Progression:
Pupils who achieve National 4 will progress onto National 5 in S5. Those pupils who gain National 5 can progress to Higher in S5.

Further information:

More information about these courses can be found using the links below:

http://www.sqa.org.uk/sqa/45672.html
http://www.educationscotland.gov.uk

Fashion & Textile Technology

Fashion and Textile Technology develops the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that you 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. You will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items.

You will develop:

- detailed knowledge of textile properties and characteristics
- detailed textile construction techniques
- detailed understanding of factors that influence fashion/textile choices
- detailed understanding of fashion/textile trends
- the ability to plan and make detailed fashion/textile items
- the ability to select, set up, adjust and use relevant tools and equipment safely and correctly detailed investigation, evaluation and presentation skills

You will develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice. Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

Course assessment:

Component 1: question paper - 30 marks

Component 2: assignment - 50 - marks

Component 3: practical activity - 50 marks

Component 2 and component 3 are inter-related and will be assessed using one activity. Candidates will carry out one task — designing, planning, making and evaluating a fashion/textile item — which will provide evidence for both components.

This subject is also available at National 4.

Progression – Higher Fashion and Textile Technology, Degree in fashion related subject.

Careers - Garment Technologist, Fashion Designer, Retail Buyer, Fashion Illustrator, Textile Designer, Machinist, Textile Technologist, Teacher, Quality Control and many more. For more information on N5 Fashion & Textile Technology follow the link below.

https://www.sqa.org.uk/sqa/56939.html

GEOGRAPHY

Introduction

Through the study of Geography pupils will develop an 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. In the 21st century, with growing awareness of the impact of human activity on the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. A qualification in Geography can help pupils prepare for a career in cartography, environmental work, GIS, leisure and recreation, surveying, teaching, town planning and travel and tourism.

Geography will be offered to all students at National 4 and National 5 levels.

Course Outline

Geography: Physical Environments

Learners who complete this Unit will be able to:

1. Use a range of mapping skills to identify features of Glaciation and Coastal erosion 2. Describe and explain the formation of glacial and coastal features.
3. To describe the land uses in these areas and any conflicts that may arise.

Geography: Human Environments

Learners who complete this Unit will be able to:

1. Use a range of mapping skills to identify characteristics of a city.
2. Describe and explain the characteristics and changes that have occurred in Glasgow.
3. Identify issues in the slums of Mumbai and explain possible solutions to these.

Geography: Global Issues

Learners who complete this Unit will be able to:

1. Describe and explain the cause, impact, and management of disease in both developed and developing countries. Diseases include AIDs, Malaria, and Heart disease.
2. Describe and explain the cause, impact and management of Global Climate Change.

Added Value Unit

Learners who complete this Unit will be able to:

1. Research and use information relating to a geographical topic or issue to create a report on an area of their choice.

Assessment

National 5 – End of Course Question Paper (80%) and Assignment (20%)
National 4 – End of Unit Assessments completed in class and Course Assignment

Progression

Pupils who gain a National 5 award in S4 will then be able to progress to Higher in Geography or in another Social Subject. Pupils who gain a National 4 Award in S4 will be able to progress to National 5.

National 5 - GRAPHIC COMMUNICATION

Graphic Communication is a new National Course reflecting the Curriculum for Excellence values. The course develops skills in reading, interpreting, creating and presenting digital and manual graphics.
The aims of the course are:

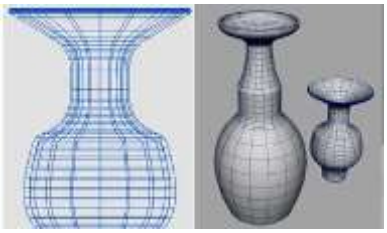
- *To develop skills in graphic communication techniques including the use of specialised equipment, materials and software*
- *To develop an understanding of the impact graphic communication technologies have on our environment and society*
- *To understand and apply graphics standards and conventions*

Levels Offered
This Subject will be offered at National 4 and National 5 levels

Unit 1 – 2D Graphic Communication

Pupils will develop their two dimensional drawing skills through the following outcomes:

a. *Production and interpretation of 2D graphics using computeraided drawing (C.A.D) and manual draughting equipment.*
b. *Produce pictorial and 3d colour illustrations.*
c. *Production of 2D promotional graphic layouts using desk-top-publishing (D.T.P) software*



Unit 2 – 3D and Pictorial Graphic Communication

Pupils will develop their 3D drawing skills through the following outcomes:

a. Production and interpretation of pictorial drawings/sketches and 3D computer modelling
b. Production of manual and digital 3D pictorial colour illustrations
c. Creation of 3D promotional displays

Course Assessment Structure

-**National 5** – 5 Stand Alone tasks, 1 Course Assignment, 1 external Exam Paper. *Pupils will be assessed as units only **OR** full course award.

Progression

Pupils gaining an award at National 5 units only level will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher.
Graphic Communication teaches manual and electronic graphic presentation skills and understanding while encouraging imagination, creativity and logical thinking. Graphic Communication provides skills that are invaluable for life learning and entering the world of work. A qualification in this subject is highly recommended for careers in the manufacturing sector, architecture, engineering, design, textiles and all media/ technology vocations.

Further Information on Graphic Communication is available at the links below:

www.sqa.org.uk/sqa/41292.2511.html
www.educationscotland.org.uk
The Robert Burns Academy school website

HISTORY

Introduction

History enables young people to develop a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts. They will also develop a detailed understanding of the factors contributing to, and the impact of, historical events. These include skills that can be applied out with history and will provide value in further education and the work place.
A qualification in History can help pupils prepare for a career in many fields including library and information work, exhibition design, archaeology, civil service, museum work and teaching.

Levels offered
History will be offered to all students at National 4 and National 5 levels.

The Wars of Independence, 1285-1328:
The Scottish Unit allows pupils to study the Scottish Succession Crisis and explore the role played by key figures such as William Wallace and Robert Bruce in securing Scottish Independence from England.

The Creation of the Medieval Kingdoms, 1066-1406:
The British Unit allows pupils to explore the development of medieval monarchy in Scotland and England. It does this by looking at themes such as the Norman Conquest, the reigns of Henry II and David I, the importance of knights and castles, the Black Death and the Feudal System.

The Cross and the Crescent, The Crusades 1071-1192:
The European Unit allows pupils to study the First, Second and Third Crusades. In this unit they will look at the Crusaders journey to recapture Jerusalem. They will also explore the motives of Popes, Europeans Kings and Muslim leaders in their quest for control of the Holy Land.

The Added Value Unit - History Assignment

This unit allows pupils to:

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

Assessment
National 5 – End of Course Question Paper (80%) and Assignment (20%) National 4 – End of Unit Assessments completed in class and Course Assignment

Progression
Pupils who gain a National 5 award in S4 will then be able to progress to Higher in History or in another Social Subject. Pupils who gain a National 4 Award in S4 will be able to progress to National 5.

Further Information www.sqa.org.uk/sqa/47447.html and www.educationscotland.org.uk

MATHEMATICS

A wide range of Mathematical courses are delivered in the senior phase which offer the opportunity for progression at all levels. The course level will be dependent on each pupil's prior level of attainment through S1-3.

The main difference is following a pathway in **Mathematics**, or **Applications of Mathematics**. Generally, pupils interested in pursuing a career in STEM related subjects (Science, Technology, Engineering, Maths) should aim to study **Mathematics**. This is purely due to the abstract mathematical content prevalent in these areas. Whereas **Applications of Mathematics** equips learners with mathematical and statistical skills that will support their studies across a wide range of curricular areas, including humanities, social sciences, health care, and business.

Maths teachers will advise on the most appropriate pathway for each pupil, and parental engagement will ensure that pupils are best supported in thinking about realistic progression towards a future career or university/college course. The Maths Dept intend to start new S4 courses immediately after the Easter holiday.

Progression

- Pupils who, at the end of S3, have achieved Fourth Level Mathematics and are developing beyond this, should proceed to National 5. This could be Mathematics, or Applications of Mathematics.
- Pupils who, at the end of S3, have achieved Third level and who have extended into Fourth Level should proceed to National 4 Applications of Mathematics. In some cases, National 5 Applications of Maths may be an option.
- Pupils who, at the end of S3, are still consolidating at Third Level should proceed to National 3 Applications of Mathematics.

For detailed information and assessment arrangements, the *Course Specification* for each option listed below can be viewed on the SQA website. Visit www.sqa.org.uk/sqa/45625 for the full list of National Qualifications subjects.

SCQF	**Available to:**	**Mathematics**	**Applications of Mathematics**
Level 3	S4, S5 and S6 pupils		National 3 Applications of Mathematics
Level 4	S4, S5 and S6 pupils		National 4 Applications of Mathematics
Level 5	S4, S5 and S6 pupils	National 5 Mathematics	National 5 Applications of Mathematics
Level 6	S5 and S6 pupils	Higher Mathematics	Higher Applications of Mathematics
Level 7	S6 pupils only	Advanced Higher Mathematics	

Assessment Arrangements

Level	Assessment format	Setting, conducting and grading
National 3	3 unit assessments including Numeracy.	All units are *internally* assessed. National 3 courses are not graded.
National 4	3 unit assessments including Numeracy, then the Added Value Unit – a final summative course assessment.	All units are *internally* assessed. The threshold is around 60% to pass. National 4 courses are not graded.
National 5	2 final course assessments including short-answer and extended-response questions. • Paper 1 (Non-calculator) • Paper 2 (Calculator) 3 unit assessments are available separately for those who may need to be withdrawn from the final course assessments.	The 2 question papers are set and marked externally by SQA, and conducted in school under strict exam conditions. A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Mathematics OR Applications of Mathematics

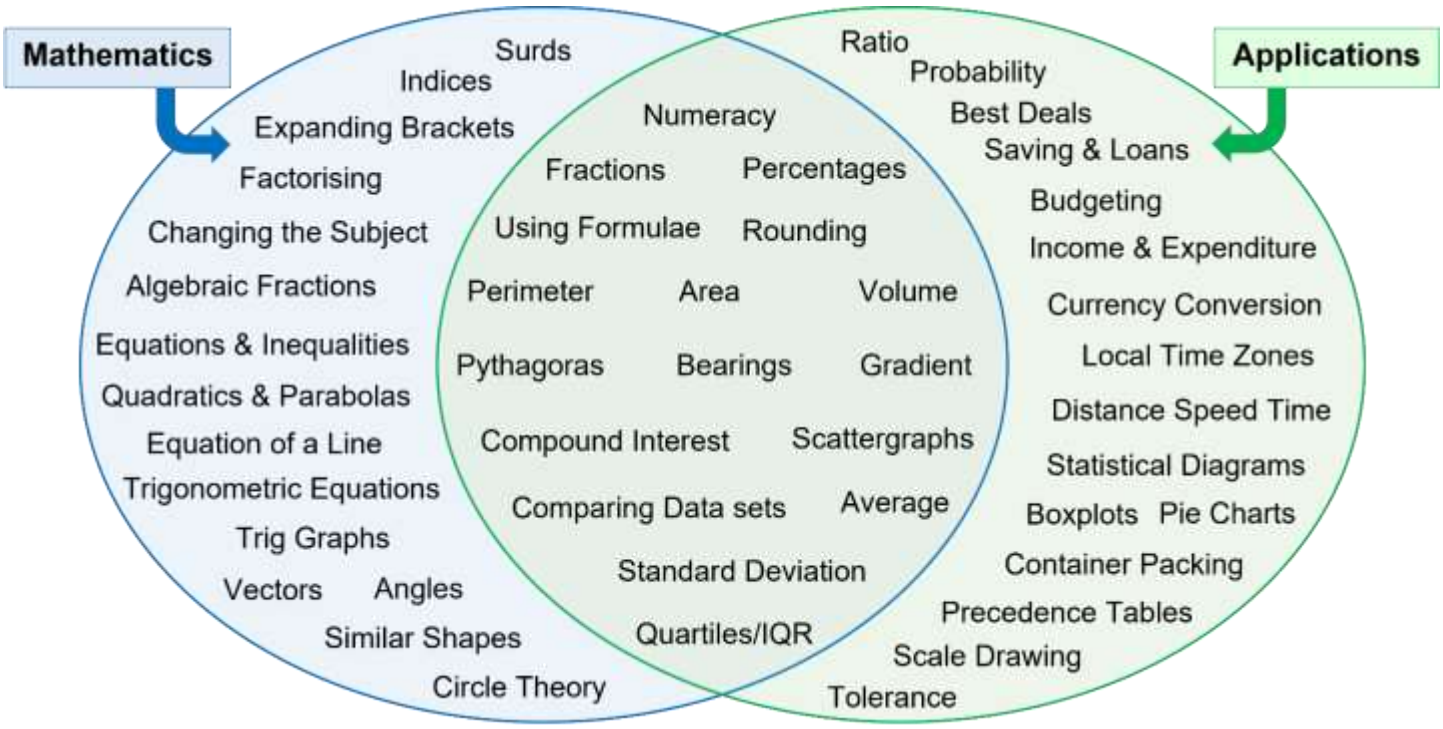
In S4, we can potentially offer **Mathematics** or **Applications of Mathematics**.

What's the difference?

Mathematics is rich and stimulating and develops logical reasoning, analysis, problem solving skills, creativity, and the ability to think in abstract ways. Mathematics builds knowledge and understanding of algebraic, geometric, trigonometric, and statistical skills.	**Applications of Mathematics** enables learners to apply mathematical ideas and strategies. This provides learners with the knowledge and understanding to manage finances, statistics, geometry and measurements in a real-life context.
Mathematics is offered at National 5 level in S4.	**Applications of Mathematics** is offered at National 3, National 4 and National 5 levels in S4.

What's included?

For a simple comparison, the Venn diagram below shows the content of each course at **National 5** level. If a topic is in the central overlap, it is included in both courses. Numeracy is a common theme to both courses.



What about careers?

The table below suggests relevant careers and university courses which require Mathematics, and those that accept either qualification. The Option Choices Tool from www.myworldofwork.co.uk is useful starting point, but you must always check specific requirements from any college or university you are interested in applying to.

Mathematics Only	Mathematics OR Applications
• Engineering • University Science Courses • Medicine • Accountancy • Architecture • Economics • Actuary • Computer Game Design • Aircrew/Air traffic control • Veterinary Medicine	• Nursing (most courses) • Teacher training (most courses) • Construction industry • Most Apprenticeships • Social Work (most courses) • Social Science (most courses) • Retail • Sports Science

MODERN LANGUAGES FOR LIFE AND WORK AWARD

The Modern Languages for Life and Work award is ideal for pupils who wish to continue studying a foreign language and learn vocabulary that will help them in a wide range of transactional and vocational contexts. The aims of the course are:

1) To help you develop the skills needed to communicate in vocational purposes

2) To help you develop skills needed to communicate in practical and relevant contexts

There will be a clear focus on the sorts of language that you will need both for a visit abroad and employment. Possible topics could include: ordering meals; going to the doctors; making travel arrangements; working in a hotel. There are lots of possibilities! The course is offered at levels 3 and 4, which means that all assessments are done in school. The courses are assessed as follows:

LEVEL 3: Modern Languages for Work Unit	***LEVEL 4: Modern Languages for Work Unit***
Speaking: Job interview	**Speaking**: Job interview
Listening: Understand one simple spoken employment text such as someone talking about their job	**Reading:** Read an employment letter or a number of connected job text
LEVEL 3: Modern Languages for Life Unit	***LEVEL 4: Modern Languages for Life Unit***
Speaking: Conversation related to culture and everyday life	**Speaking**: Conversation related to culture and everyday life
Listening: Understand everyday language such as a podcast about holidays	**Listening**: Understand everyday language such as a podcast about holidays

PROGRESSION: *This course is intended for pupils who are working at level 3 by the end of the Broad General Education or for pupils in the senior phase who wish to either continue with the language learned in S1-S3 or start a new language altogether. The course will be offered in either French, German or Spanish depending upon interest.*

As you come to make your options choices for S4, you may well ask yourself if there is any point in continuing to study a foreign language. Don't most people speak English already? How can speaking a second language improve my future job prospects? Here are a few facts for you to consider!

- A quarter of British firms say that they prefer candidates with a second language
- 76% of employers are not satisfied with their employees language skills
- Three quarters of British companies need employees with language skills
- 80% of companies are not able to trade in foreign markets as they do not have staff with language skills
- 72% of the UK's trade is with countries which do not speak English
- Modern Languages are useful for careers in areas such as: finance; armed forces; tourism; education; engineering; ICT. There are more jobs which require languages than you think!

Courses in S4 will build upon all the language that you have already learned in S1 – S3 and will develop your reading, listening, talking and writing skills. The S4 course will not make you a fluent speaker but it will greatly enhance your ability to communicate in the foreign language and understand challenging reading and listening texts. In S4 you will study a range of interesting topics including: Healthy lifestyles; holidays; home area; environmental issues and TV.

COURSE ASSESSMENT

The National 4 course will be assessed in school and to gain the full course award you will need to:

- pass assessments in each of the skill areas (Reading, Listening, Talking and Writing)
- Complete the Added Value Unit. In this unit, you will complete a reading activity and then prepare and deliver (to your teacher) a presentation on the same topic.

The National 5 course has a final SQA exam as well as internal school based assessment. The National 5 assessments are:

- Internally assessed speaking assessment which is graded by school staff
- A writing assignment which is done in class and marked by SQA
- Reading, Listening and Writing exams which will take place during the SQA exam diet

Introduction

Modern Studies enables young people to develop as citizens and to become aware of their role in a changing Scotland and in the world. It equips young people to make informed choices and to effectively participate in social and political affairs. It enables them to assess the validity of the wide range of information available on the media today.

A qualification in Modern Studies can help pupils prepare for a career in many fields including the Civil Service, Journalism, Law, Management, Police and Teaching.

Levels Offered

Modern Studies will be offered to all students at National 4 and National 5 levels.

Unit 1: Democracy in Scotland and the United Kingdom

This unit will explore the powers of the Scottish Parliament, participation and representation within Scottish politics, voting systems and the influence that the media and pressure groups can have on decision making.

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

This unit will explore the main causes of crime, the far reaching impacts of crime, the criminal justice system and the responses to crime by the police force and the prison system.

Unit 3: International Issues – World Powers (USA)

This unit will explore the political system of the USA, socio-economic problems, government responses to socioeconomic problems and the international influence of the USA and will build on the work

Modern Studies Assignment

This allows pupils to:

- research an issue of their choice
- demonstrate their knowledge and understanding of the issue by writing a report
- revise the report and complete the final write up under exam conditions (1 hour)

Assessment

National 5 – End of Course Question Paper (80 marks) and Assignment (20 marks) National 4 – End of Unit Assessments and the Added Value Unit.

Progression

Pupils who gain a National 5 award in S4 will then be able to progress to Higher in Modern Studies or in another Social Subject. Pupils who gain a National 4 Award in S4 will be able to progress to National 5.

Further Information:
https://www.sqa.org.uk/sqa/47448.html

MUSIC PERFORMING

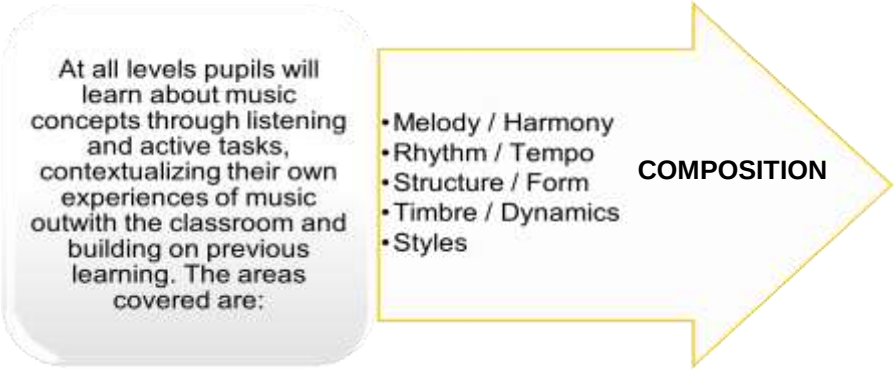
Music offers young people the chance to develop their practical skills in a welcoming and relaxed environment, often working with others and having a choice in the style of music they play. Pupils will have the opportunity to develop their social skills and confidence in a variety of performance situations and further develop skills to prepare them for the world of work.

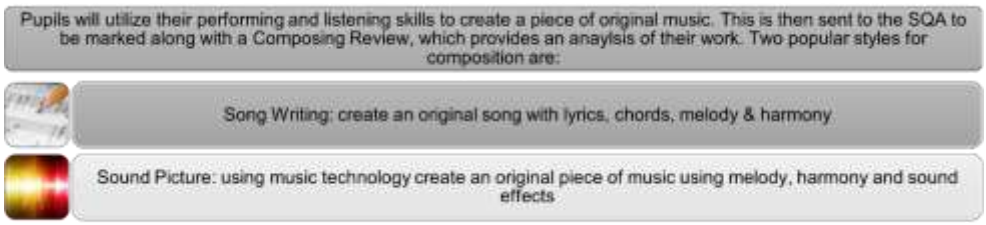
The course at all levels consists of 3 elements: **SOLO PERFORMING, UNDERSTANDING MUSIC & COMPOSITION**

SOLO PERFORMING

At all levels pupils will be required to play two instruments / one instrument & voice

UNDERSTANDING MUSIC





ASSESSMENT

Performance (50%) - Visiting Examiner
Understanding Music (35%) - External Written Paper
Composition (15%) - Externally marked by SQA

PROGRESSION

N4 N5 H AH

The dexterity required to play a musical instrument is often valued by professions such as medicine/dentistry/veterinary

MUSIC TECHNOLOGY

For those with an interest in music but don't want to perform! Music technology allows pupils the opportunity to explore modern music, recording, sound manipulation and mixing. The equipment used is industry standard and will help pupils to develop a musical ear as well as further develop ICT and technology skills.

What is MUSIC TECHNOLOGY?

Pupils who study Music Technology will work in our state-of-the-art **recording facility**, learning how to **capture** and **manipulate audio** for use in a variety of different contexts, such as producing a multi-tracked **cover song**, or creating **sound effects** for video

Students use computers to produce original recordings, using a variety of microphones and other audio equipment. They learn to **record**, **edit** & **mix** their work through ***Pro Tools***, which is the same **industry-standard software** used by producers and recording artists in studios all over the world

Music Technology students will use **virtual software instruments**, **audio loops** and **samples** to add new sounds to their productions, before editing and applying a range of processes and effects. They will also learn to mix their sessions in our **Control Room**, using a **digital mixing surface** and professional-quality **monitor speakers**

Students will also **explore** features of **popular styles**, including Rock Music, and **investigate** the history & development of **recording technology** since the beginning of the 20th Century

Part of our Faculty of Performing Arts, **Music Technology** can be studied along with Music Performance courses, and it's **not** essential to have any performing experience on a musical instrument to study Music Technology

Progression

After completion of this course in S3, pupils will have the appropriate knowledge and understanding of the subject to progress to the **National 5** course in **S4**. We also offer Music Technology at **Higher** level in **S5** & **S6**.

Career Options

A qualification in music technology can be useful for **many career paths**, including Audio Engineering, Studio Production, Sound Design for Multimedia, Digital Audio Editing, Sound Mixing, Broadcast Engineering, Commercial Music, as well as improving employability with record companies & recording artists!

Additional Information

1. Music Technology at The Robert Burns Academy is a high performing subject at all SQA levels, and all staff have high expectations for every student to complete their very best work at all times.
2. For further information, please **click** the link to access our video presentation: https://glowscotland.sharepoint.com/:v:/s/RBAPerformingArts/EYKUys_MsLNNjwvXCe07nYcBTNUhQi1IJHUlO2zSsYUKog?e=pcV7MY

PHYSICAL EDUCATION – National 5
PHYSICAL EDUCATION – National 5 through Rugby

This course is suitable for learners who have an interest in and enthusiasm for developing their movement and performance skills in physical activities, and who enjoy learning in practical contexts. The National 5 Physical Education Course draws on and progresses from experiences and outcomes in physical education, physical activity and sport in their S1-S4 courses.

The National 5 Physical Education course enables candidates to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance their physical wellbeing. Candidates work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others.

The course will be delivered through a range of physical activities. Activities may include: Basketball, Volleyball, Handball, Gymnastics, Football, Netball, Badminton, Swimming and Athletics.

For those choosing National 5 Rugby or Dance the course and written assessment Portfolio will primarily be delivered through these activities.

Course Outline

N5 Physical Education

Performance Skills

The purpose of this component is to assess the candidate's ability to effectively perform in **two different** physical activities.

Assessment

The learner will be required to demonstrate movement and performance skills in a challenging performance context across 2 activities. Consistency in the control and fluency of complex movement skills should be demonstrated. Each performance is out of 30 to give a total scored performance of 60. (Scaled to 50% of the pupils overall mark)

Factors Impacting on Performance

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

Assessment

Pupils must submit a PE Portfolio. This is an ongoing written assessment carried out throughout the year The Portfolio is out of 60 (Scaled to 50% of the pupils overall mark)

If pupils are not on target for National 5 then they will undertake National 4 or 3 assessment tasks.

Further information

More information on Physical Education is available at the links below:
https://www.sqa.org.uk/files_ccc/PECourseSpecN5.pdf

Progression

This course or it's units may provide progression to:

- Higher PE
- N5 Sport and Recreation/Sports Leader course
- Wellbeing award (SCQF level 5)
- Further Study, employment and/or training.

~

PHYSICS

Introduction

Physics courses give learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in physics mean that our view of what is possible is continually being updated. These courses allow learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

Levels Offered

Physics will be offered at National 4 and National 5 levels.

Course Outline

Unit 1: Electricity and Energy
Learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity and energy. Learners will apply these skills when considering the applications of electricity and energy on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.
The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model

Unit 2: Waves and Radiation
This Unit covers the key areas wave characteristics, sound, electromagnetic spectrum and nuclear radiation. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Unit 3: Dynamics and Space
Learners develop their knowledge and understanding of dynamics and space. The Unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology.

Unit 4: Added Value Unit: Physics Assignment
In this Unit, learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Assessment Arrangements

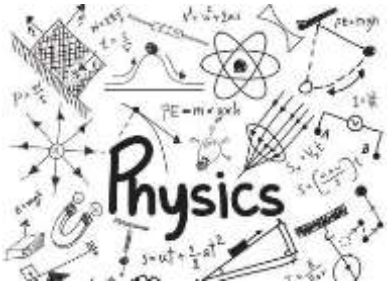
National 4 – 4 Unit Assessments, internally assessed. These are three course units and one added value assessment. A mandatory experiment and report must also be successfully completed.

National 5 – End of Unit ABC assessments for each course unit. Prelim examination covering multiple course units. SQA Unit assessment accreditation will be available for any pupils which require them.

Progression

Learners gaining an award at National 4 may be able to progress to National 5 Physics. Learners gaining an award at National 5 may be able to progress to Higher Physics.

A qualification in this subject is useful in many different areas, for example engineering, optometry, meteorologist, surveyor, architect, audio visual technician, electrician, mechanic, pilot, electronics and telecommunications to name a few.



Practical Cookery

Introduction

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. The skills and knowledge of food that pupils learn in this course can be utilised at home, in the wider community or ultimately in the growing hospitality and tourism industry.

The purpose of this course is to develop practical food preparation techniques and cookery skills. Pupils will learn about appropriate choices for ingredients and to develop an awareness of current dietary advice for healthy living.

Levels offered

This subject will be offered at National 3, National 4 and National 5 levels.

Course Outline

Unit 1. Cookery skills, Techniques and Processes.

In the context of making a wide range of dishes pupils will develop:

• Cookery skills, food preparation techniques and the ability to follow cookery processes. Develop an understanding of the importance of following safe and hygienic practices. Unit 2. Understanding and Using Ingredients.

This unit aims to develop the learners' knowledge of a wide range of ingredients they will learn about:

• Selecting ingredients to meet current dietary advice
• Responsible sourcing of ingredients
• The correct use and appropriate storage of a wide range of ingredients Unit3. Organisational Skills for Cooking.

This unit aims to develop learners' organisation and time management skills. Pupils will learn:

• The ability to follow recipes and time plans to produce dishes within a specified time.
• The ability to evaluate dishes. **Assessment arrangements.**

National 3 – 3 unit assessments completed in class time

National 4 - 3 unit assessments, one final practical assessment to plan and cook a two course meal.

National 5 - One final practical assessment to plan and cook a three course meal, plus a one hour written paper.

Progression.

Pupils gaining an award at National 3 will be able to progress onto National 4 and National 4 can progress onto National 5. Pupils who gain National 5 Hospitality can further develop their skills and progress onto National 5 Practical Cake Craft.

A qualification in this subject is beneficial in the many different careers linked to the growing Hospitality industry, travel and tourism, leisure industry and many more. The practical and organisational skills mastered will be lifelong skills beneficial in all walks of life.

Further information:

More information on the Practical Cookery courses is available at the links below,

www.educationscotland.org.uk www.sqa.org.uk/sqa/45681.html

PRACTICAL WOODWORKING SKILLS

Purpose and Aims

The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking 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.
The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society.

Through this, they develop skills, knowledge and understanding of:

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

Levels Offered

This Subject will be offered at National 5 levels with options for units only.

Course Outline

Pupils will develop their woodworking craft skills through the following outcomes:
Unit 1 – Flat frame Construction
Unit 2 – Carcase Construction
Unit 3 – Machining and Finishing

The above units consist of a series of practical exercises, joints and models designed to build student skill and confidence. On completion of all 3-course units students will manufacture a final course assessment task.

Course Assessment Structure

National 5 – 3 Stand Alone Units, 1 Final Assessment Project & externally marked exam

Component	Marks	Scaled mark	Duration
Component 1: question paper	60	30	1 hour
Component 2: practical activity	70	70	See course assessment section

Progression

Pupils gaining an award at National 4 level will be able to progress to National 5. Pupils may also use this qualification to progress onto other practical technology subjects and further education training.
Practical Woodworking is invaluable for students who wish to pursue a practical vocation or have an interest in developing practical skills that will be used in later life. It teaches skills and confidence in using tools, machinery and assembly processes while learning how to work safely. Students learn how to work independently and as a team members during their time in the workshop environment
A qualification in this subject is highly recommended for careers in the building, construction and manufacturing sector also, all apprentice/technician based courses/vocations.

Further Information:

More information on Practical Woodworking is available at the links below:
www.sqa.org.uk/sqa/41292.2511.html www.educationscotland.org.uk

RMPS (Religious, Moral and Philosophical Studies)

Introduction:

The course develops students' knowledge and understanding of religious, moral and philosophical issues that affect the world. It includes both religious and nonreligious perspectives. Students have opportunities to reflect on these and on their own experience and views.

Levels Offered:

RMPS will be offered at National 4 and National 5 levels.

Course Outline:

Unit 1: World Religion

Pupils will explore the beliefs, practices and sources of a major world religion. Through their learning, pupils will be given the opportunity to explore the connection between beliefs and practices and how they impact on people's daily lives. Pupils will be able to evaluate the relevance, significance and impact of a world belief.

Unit 2: Morality and Belief

Pupils will explore issues surrounding morality and moral stances. They will examine this in relation to the issue of justice. As part of this unit they will examine the causes of crime: poverty, environment, psychological factors. They will also study UK responses to crime: custodial sentences, non-custodial sentences, crime prevention. Finally, students will examine the controversial topic of capital punishment and life tariffs examining the reasons for and against the death penalty.

Unit 3: Religious and Philosophical Questions

Pupils will study the philosophical question of the existence of God. They will look at different arguments and viewpoints and begin to explore their own thoughts, beliefs and opinions on the topic.

Unit 4: Added Value Unit or Assignment.

Pupils will complete an individual research task into an area of the course they have studied and produce a piece of work to demonstrate their learning in this area.

Assessment Arrangements:

National 4: 4 Unit Assessments, internally assessed. These are based on each of the course unit and one added value assessment**. National 5**: Prelim assessment covering all three units. Assignment. Final exam of 2 hours 20mins.

SCIENCE

Introduction

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability.

Levels Offered

Science will be offered at National 3 and National 4 levels.

Course Outline

Unit 1: Fragile Earth

Learners will develop their scientific skills and carry out practical and other learning activities related to the investigation of fragile earth. There are opportunities for personalisation and choice. Learners will focus on two choices from energy, food, metals and water. They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local or national, solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues.

Unit 2: Human Health

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

Unit 3: Applications of Science

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

Unit 4: Added Value Unit: Science Assignment (National 4 only)

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

Assessment Arrangements

National 3 – 3 Unit Assessments, internally assessed. National 4 – 4 Unit Assessments, internally assessed.

Progression

Learners gaining an award at National 3 will be able to progress to National 4 Science/Physics/Chemistry/ Biology. Learners gaining an award at National 4 will be able to progress to National 5 Physics/Chemistry/ Biology.

A qualification in this subject is useful in many different areas, for example, childcare, beauty therapist and hairdressing, firefighter, gardener, make up artist, painter & decorator, photography technician, pest control, ambulance service, physiotherapy, dietician, dental hygiene and receptionist to name but a few.

Further Information:

More Information on Science is available at the link below: www.sqa.org.uk/sqa/41292.2511.html

Travel & Tourism

Introduction

This course provides a sound introduction to Travel and Tourism on 3 levels.

You will study travel destinations, transport and itinerary planning within Scotland, the UK and Worldwide.

You will also be required to demonstrate your skills in delivering customer service and support through role play and face to face discussions with your group. These skills will be developed through a detailed examination of the principles of good service and how customer problems or complaints can be dealt with.

As part of the course there will also be a detailed investigation of the opportunities available to gain employment within the Travel and Tourism field and candidates will monitor and assess their suitability and interests in these types of employment. They will also gain more insight in to the range of jobs available.

Entry to the course

Previous learning in Geography provides an excellent link to some of the content, however it is not necessary to have a National 4 or 5 in Geography to undertake the course.

Course Outline

The following units are delivered:

- Customer Service
- UK and Worldwide Tourism
- Tourism in Scotland
- Employability

Assessment

There is no final examination, however 4 Unit Assessments will be completed in order to achieve a pass on the course.

Progression

If National 4 is chosen, the subject can be followed at National 5 level in the next session.

There are also many links to college courses in hospitality and travel and tourism.

NPA ADMINISTRATION AND IT WITH CUSTOMER SERVICE – LEVEL 4 - 5

These Units have been designed to provide candidates with the fundamental knowledge required for working in retail and using IT to support the success of a retail business. It provides skills, knowledge and capabilities needed for employment and improves learners' key ICT skills and customer service knowledge. A number of SQA units will be undertaken.

Administrative Practices Pupils will be able to provide an account of administration in the workplace, including the key areas of customer care, health & safety and security of people, property & information.
IT Solutions for Administrators Pupils will learn to use functions of spreadsheets, databases and word processing applications in given tasks.
Communication in Administration Pupils will use technology to gather information in line with a simple brief. They will also prepare & communicate basic information using PowerPoint, DTP, e-mail and electronic diaries.
Communication Skills for Customer Service Pupils will improve basic practical communication skills — including how to deal with customer complaints.
Social Media for Customer Service Pupils will learn how social media is used to deliver customer service.

This course will have on-going assessment and there will not be a final exam.

IT and Customer Service impacts on all occupational sectors. Employees working in hotels, retail outlets, travel organisations, beauty therapy, hairdressing, sports centres, local authorities or voluntary organisations all require effective customer service/IT skills and knowledge.

NPA CYBER SECURITY – LEVEL 4 – 5

The NPAs in Cyber Security at SCQF levels 4, 5 and 6 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.

Candidates must complete all 3 units at level 4 or 5 to achieve the NPA.

Data Security
Digital Forensics
Ethical Hacking

The aims of this course are:

- To address the current national skills gap in cyber security.
- To enable learners to contribute to safer virtual communities.
- To develop the next generation of cyber security professionals.
- To enable leaners to identify security weakness safely, legally and ethically.
- To encourage new learners to have better cyber hygiene.
- To develop cyber security skills to underpin employment.
- To prepare learners for further study by developing cyber security skills.
- To make learners aware of the ethical, legislative and professional factors that must be considered when dealing with cyber security.

This course will have on-going assessment and there will not be a final exam.

NPA GAMES DEVELOPMENT – LEVEL 4 – 5

Computer games used increasingly for leisure, in education and work-based training with players interacting via personal computers, consoles, PDAs, mobile devices and web browsers. Computer gaming is now a growing industry, with Scotland one of the global leaders with more than 50 companies, mostly based in Dundee, Edinburgh and Glasgow. These companies rely on a range of creative skills such as art, design, animation, audio and programming. Employers increasingly expect candidates to have critical thinking and problem solving abilities, to be good communicators and able to work within a group/team, as these are essential skills for working in a modern business environment.

Candidates must complete all 3 units below to achieve the NPA at SCQF level 4 or 5.

Design
Media Assets
Development

This award enables candidates to:

- Investigate the computing gaming industry/genres/hardware/trends and emerging technologies.
- Gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design.
- Gain the knowledge and skills required in the creation of media assets and games development.
- Work with others to test a game and give constructive feedback.
- Collaborate with others in an enterprise activity to promote/market a game.

Progression

Pupils gaining an award at Level 5 will progress to Level 6.

A qualification in this subject can lead directly to college courses such as Computer Science, Computer Networking and Computer Games and Design. With technology changing on a daily basis this subject can equip any young person with skills necessary for life and work.

This course will have on-going assessment and there will not be a final exam.

Course Title	Local Authority	Location/Day/Time
Construction Operatives (SCQF Level 4) **1 year**	East Ayrshire	School Tue/Thurs 2-4pm

Who is the Course for?

This course is suitable for pupils interested in a career within the construction industry.

What is the Course About?

This is a mainly a practical-based construction course in which you will gain hands-on experience in site-based construction skills' such as:

- Laying Paving Slabs
- Laying Block Paving [mono-blocking]
- Mixing and Using Concrete

The practical activities shall be delivered in an external environment to simulate an on-site working area.

This course also incorporates theoretical studies for Health and Safety, which is an essential requirement for a future career with Construction.

Throughout this course, you will develop a range of transferable skills such as effective communication, team working and providing suitable solutions to basic problem solving tasks.
These skills will be embedded in the practical activities.
This course will provide you with skills and knowledge of the Construction Industry so that you can consider this for possible employment, or future study.

What do I Need?

There are no formal entry requires for this course, however it would be beneficial for you to have or be working towards a National 4/5 in a technical subject.

You will be interviewed and you need to show that you want to learn new skills, have a real interest in the area and that you are committed to consistent and full attendance throughout the course. You need a positive attitude with a desire to succeed.

How will I be assessed?

Assessment of this course will be through a series of theoretical and practical activities or tasks. Practical assessments will be carried out under supervised conditions in which you will be formally assessed against a pre-determined criteria. Theoretical assessments for Health & Safety will take place through supervised closed-book conditions.

Next Steps?

This course may provide progression opportunities to: Employment within the Construction Industry

- Enrolment within a Bricklaying Course at College
- An Apprenticeship as a Bricklayer with a local company.

What do current students say?

"I enjoy practical work more than theory. I have learnt about brickwork and have really enjoyed it".

Course Title	Local Authority	Location/Day/Time
Introduction to Construction Industry Level 4 **1 year**	East Ayrshire	Kilmarnock Campus Tue/Thu 2.00pm – 4.00pm

Who is the Course for?

This course is suitable for all young people interested in a career within the construction industry. This entrance level course will enable you to develop good basic hand skills whilst gaining an insight into what our industry has to offer. Taking this course could be the start of a career which may allow you to become a Modern Apprentice which is a paid job with the pay increasing whilst you train.

Students joining this course will attend college two afternoons each week for one year. During the course, opportunities and information will be provided by the lead industry bodies advising you on how to become an employed Modern Apprentice. If you can give a commitment to attend and give your best this course is achievable and will support progression to multiple opportunities within industry or college. Have a look at these websites:

http://www.citb.co.uk/citb-apprenticeships/ http://www.becomeaplumber.com/

What is the Course About?

The course gives you the opportunity to gain skills in a variety of trades-specific areas such as Bricklaying, Carpentry & Joinery, Painting & Decorating and Plumbing. In addition you will develop awareness of health and safety and attitudes that enhance employability within the construction / engineering industry, or other sectors. You will take four City and Guilds Construction Units at SCQF Level 4 in:

- Bricklaying
- Plastering
- Painting & Decorating
- Plumbing

Please note that these units may be subject to change.

What do I Need?

There are no formal entrance requirements. You will be interviewed and you need to show that you want to learn new skills, have a real interest in the area and that you are committed to consistent and full attendance throughout the course. You need a positive attitude with a desire to succeed.

How will I be assessed?

Whilst in the workshop you will build practical models which are assessed. Lecturers will provide guidance and support at all times.

Next Steps?

There are a variety of possible progression routes at the end of this course:

- A full time Construction course at SCQF Level 4 or 5
- National Progression Award in Construction within a chosen Construction trade Modern Apprenticeship

What do current students say?

"I enjoyed this course as its mainly 'hands-on' practical work that we do, I have enjoyed learning about all the different trades but I particularly liked the Painting & Decorating and basic Plumbing skills, I have really enjoyed it".

Course Title	Local Authority	Location/Day/Time
Skills for Work Automotive Level 4 **1 year**	EAC	Kilmarnock Campus Tue/Thur 2.00pm – 4.00pm

Who is the Course for?

If you want to know about working in the automotive industry, the occupations within it and the skills and knowledge required, can problem solve and enjoy hands-on practical tasks, this course ticks the boxes for you. Assessment across the units in this Course will mostly test your practical skills but will also test the wider knowledge and understanding you need to work in automotive job roles including knowledge and understanding of tools and equipment·and awareness of Health & Safety legislation.

What is the Course About?

The Course provides a broad introduction to the automotive industry and will introduce you to basic vocational skills, knowledge and understanding. Practical experiences of carrying out basic vehicle checks are included as well as the specific skills involved in removal and replacement of components and mechanisms.

The overall purpose of the Course is to make sure that you develop practical skills, knowledge and understanding needed within this industry as well as developing the skills employers are looking for. For example, team working, following instructions and good customer service. Course Units:

- Automotive Skills: The Garage
- Automotive Skills: The Technician
- Automotive Skills: The Car
- Automotive Skills: The Vehicle Modification Project

What do I Need?

There are no formal entrance requirements. You will be interviewed and you need to show that you want to learn new skills, have a real interest in the area and that you are committed to consistent and full attendance throughout the course.

How will I be assessed?

Assessment across the units in this Course will mostly test practical skills but will also address the wider knowledge and understanding associated with working in automotive job roles including knowledge and understanding of tools and equipment·and awareness of health and safety legislation.

Next Steps?

This Course fills an identified need in the automotive sector for an introductory course for school candidates and supports progression into appropriate further education or work based learning. Successful completion of this Course may provide you with opportunities to progress to:

- Scottish Vocational Qualifications (SVQs) and Modern Apprenticeships in Automotive areas
- Full time National Certificate Courses
- Full time Institute of the Motor Industry courses at Ayrshire College
- Training/employment

What do current students say?

"This course is really good, I get to work with the vehicles to find and repair faults. Some tasks are easier than others and take a bit more time to understand but I get there and enjoy problem solving".

Course Title	Local Authority	Location/Day/Time
Scottish Vocational Qualification Performing Engineering Operation Level 4 **1 year**	East Ayrshire	Kilmarnock Campus Tues/Thurs 2 pm - 4pm

Who is the Course for?

This course is for anyone who has an interest in Engineering, enjoys practical hands-on work in a workshop environment, can problem solve and wishes to gain relevant practical experience within this industry to possibly gain an apprenticeship. You will populate and develop a portfolio which can be used to show employers during interviews. You need to be able to work safely and be very responsible about Health & Safety**.**

What is the Course About?

This course provides a basic introduction to practical Engineering. Students will learn vocational skills in Engineering including:

- Making Components Using Hand Tools and Fitting Techniques
- Using Semi-automatic MIG or MAG welding equipment
- Complying With Statutory Regulations and Organisational Safety Requirements
- Working Efficiently and Effectively in Engineering
- Using and Communicating Technical Information

What do I Need?

There are no formal entrance requirements but if you want to take engineering further you should be studying Maths and Physics is helpful too. Candidates will be interviewed and need to demonstrate a desire to learn new skills and a commitment to consistent and full attendance.

How will I be assessed?

Assessments are practical and focus on the attainment of new skills as and when you acquire them. You will be required to complete paperwork to support your practical learning.

Next Steps?

Successful completion of this Course may provide you with opportunities to progress to a full time Engineering College course. If you want to study Engineering, the PEO is a great addition to your National Qualifications evidencing your practical experience.

What do current students say?

"I enjoy being at College, with different students from other schools. I spend a lot of time in the workshop. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship".

Course Title	Local Authority	Location/Day/Time
Skills for Work Uniformed and Emergency Services Level 4 **1 Year**	EAC	Kilmarnock Campus Tue/Thu 2pm-4pm

Who is the Course for?

The course will be of interest to you if you want to work in the Army, Navy, Air Force or Emergency services. The course will also be great for someone looking for a career that involves physical activity, team work, sport, community development and fitness.

What is the Course About?

This course is designed to introduce and develop the key skills needed to work with the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines and the Ambulance Service, Coastguard, Fire and Rescue and Police. You will develop a high level of physical fitness through various activities and this is a really important part of this course. The course will have a lot of practical activities and will develop physical health, team work, sports coaching and community development.

SQA Course Units

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

What do I Need?

No formal entry requirements. Pupils will be interviewed and will need to demonstrate a commitment to team working and willingness to engage in physical activity/sport, ability to work in the community, have a real interest in the area and be committed to consistent and full attendance throughout the course.

How will I be assessed?

Assessments are a mixture of practical and written work and focus on the ideas and theories learned during class time.

Next Steps?

There are a variety of possible progression routes at the end of this course:

- Successful completion of this course will provide a good foundation for those who want to study at SCQF Level 5 in Health, Sport and Fitness and Social Science.
- A career in the uniformed or emergency services.

What do current students say?

'This course is 100% perfect, I really love it'. 'I'm going to join the army after I leave school this year and this course has given me a good idea of the skills I'll need there'. 'This course is tough. It's all about discipline, team working and keeping fit but it's my favourite subject this year by a mile'.

Course Title	Local Authority	Location/Day/Time
National Progression Award Beauty Skills with Hairdressing Level 4 **1 Year**	EAC	Kilmarnock Campus Tue / Thur 2pm-4pm

Who is the Course for?

This course will interest you if you enjoy using your creative ideas in a practical way. You should also like working with other people and discussing how best to produce the looks you want to achieve. You should be prepared to participate as a model for fellow students which will require you to remove your own make-up before class.

What is the Course About?

The aim of this course is to give you the experience of a salon environment and the opportunity to learn about the different roles and responsibilities in Beauty Therapy and Hairdressing. You will gain practical experience of general salon duties including assisting with customer care. There is the opportunity to become involved in competitions to further develop your skills to competition level.

Beauty specific skills include facials, make-up, nail finishes.

Hairdressing specific skills include shampooing, conditioning and drying hair.

Throughout the course emphasis is on the development of employability skills and attitudes valued by employers. SQA Course Units

- Beauty Skills: An Introduction
- Cosmetology: Make-up Artistry
- Creative Nail Finishes to Hand and Feet
- Hairdressing Practical Skills

What do I Need?

There are no formal entrance requirements; however you will be interviewed to determine whether this is the right course for you. To get the best out of this course you should enjoy working in a creative environment and have a real interest in the Beauty and Hair Industry. You should also relish the challenge of getting to know new people and you must be able to commit to consistent, full attendance throughout the course.

How will I be Assessed?

You will be assessed mainly on a range of practical activities carried out in a salon environment. You will also research and write up a project on a relevant topic such as nail finishes or make up.

Next Steps?

Course may provide you with opportunities to progress to:

• A Level 4 or 5 Beauty or Hairdressing course.

• An SVQ 2 course in Nails

What do current students say?

"Love facials, make –up hair and beauty together, one unit one day and another the next day".

"I didn't realise that there was face painting and a hair unit".

"There is quite a bit of written work which I didn't expect".