

S5/6 Options Information Booklet

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N4/N5 ADMINISTRATION AND IT



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.

Course Outline

N4 ADMINISTRATION & IT (Pass/Fail)	N5 ADMINISTRATION & IT (Grades A-D)
<p>Administrative Practices <i>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.</i></p>	<p>Administrative Practices <i>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.</i></p>
<p>IT Solutions for Administrators <i>Pupils will learn to use functions of spreadsheets, databases and word processing applications in given tasks.</i></p>	<p>IT Solutions for Administrators <i>Pupils will learn to use advanced functions of spreadsheets, databases and word processing applications to interpret a given business brief.</i></p>
<p>Communication in Administration <i>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.</i></p>	<p>Communication in Administration <i>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.</i></p>
<p>Added Value Unit <i>Pupils will extend their administration & IT-related knowledge, understanding and skills to plan and prepare documentation in response to a given brief.</i></p>	<p>Assignment (70 marks) <i>Skills assessed are IT functions in Word Processing, DTP, presentations, searching, communications plus administrative theory.</i></p> <p>Question Paper (50 marks) <i>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.</i> Both externally assessed</p>

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.

HIGHER ADMINISTRATION AND IT

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

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.

Course Units

Administrative Theory and Practice	IT Solutions for Administrators	Communication in Administration
<p>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. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care. This Unit assessment is open book.</p>	<p>The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents. This Unit assessment is open book.</p>	<p>The purpose of this Unit is to enable learners to develop a range of IT skills, some of them advanced, 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 understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable learners to communicate information in ways taking account of the needs of the audience. This Unit assessment is open book.</p>

Course Assessment

To gain an award, the learner must pass the course assessment which is as follows:

Component 1 Assignment (70 marks)	Component 2 Exam (50 marks)
<p>The purpose of this assignment is to address challenge and application. It will assess learners' ability to apply their problem solving and advanced IT skills in the context of a complex scenario, which may be an event.</p>	<p>The purpose of this question paper is to address breadth and application. Breadth will be assessed by drawing on, and by sampling, the knowledge and understanding from across the Course. Learners will also be required to apply their knowledge and understanding of administrative theory.</p>

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

Recommend Entry: Passes at A or B at National 5 Admin & IT is desirable.

Progression

This course may provide progression to:

- University courses in Administration & IT, Event Management, Business Administration courses
- College courses in Business Administration & IT
- Careers in almost anything as IT encompasses all careers
- In industry this qualification shows a strong IT capability

More information on Admin & IT can be found at: <http://www.sqa.org.uk/sqa/47918.html>

National 5 and HIGHER 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

Progression

National 5/Higher Art and Design is ideal for those wishing to progress to Higher/Advanced Higher Art and Design, Higher Photography and N5 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)

designers' works.



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

ADVANCED HIGHER ART and DESIGN (can incorporate Photography)

Aims

The course is designed for anyone looking to further their Art and Design or Photography studies. Candidates will specialise in either Expressive **OR** Design studies. For students wishing to produce a Photography based folio they would undertake an Expressive folio. This course is particularly suited to candidates looking to apply for Art School or another creative arts course. The school has strong links with Glasgow School of Art's Widening Participation course which allows candidates to access a wide range of workshops for free.

Entry to the course

You must have gained a Higher in Art or Photography, preferably at grade B or above.

Portfolio (Externally assessed: 64 marks, including 6 mark evaluation)

Pupils produce a folio of 8-16 A1 sheets showing investigation, research, development and a final solution based on the study of one artist/designer/photographer from their unit work.

Dissertation (Externally assessed: 30 marks)

This is a 2000-word essay based on the artist/designer/photographer identified in the folio. Candidates must research their chosen artist and show a thorough understanding of their working methods in relation to one of their artworks.

Assessment

The course is marked externally by SQA. Due to the size of this course pupils will be assessed on a regular basis. Those failing to meet targets will be moved to a unit only approach. During critical reviews, where they can gain critical feedback from all art staff, students can express their own views on the progress of their work. This also helps to prepare them for further education interviews.

Progression

Successful completion of this course may lead to entry to Art school, college and many Creative Industry based degrees. Recent graduates of the Advanced Higher Art and Design course have gone on to study at Glasgow School of Art, Duncan of Jordanstone school of Art (Dundee), Heriot Watt fashion courses and various Art based college courses.



NPAs:
NPA Drawing Skills and/or NPA Painting (Both level 5/6)

NPAs at senior level are available for students who wish to continue their Art and Design studies but perhaps do not wish to create a portfolio for Art school/college entry. Ideally these NPAs would be studied as a pair.

NPAs allow students to further build on the skills they have developed throughout S4 and S5. Both courses are produced in a sketchbook format and require students to identify themes which they will create a number of artworks around.

NPA Drawing Skills: SQCF level 5 and 6 (18 SCQF points):

The specific aim of the National Progression Award in Drawing Skills at level 5 is to provide a structured award that creates opportunities for candidates to investigate, develop and refine drawing skills using a wide range of materials, techniques and subject matter. Candidates:

- Develop introductory skills in drawing media through the investigation of and experimentation with materials and develop drawing techniques through production of outline drawings, drawings of rectilinear objects and drawings of cylindrical and spherical objects. (Level 5)
- Further develop drawing skills and techniques through the visual analysis of subject matter using a range of materials, styles and techniques. (Level 5)
- Extend and develop drawing skills through the analysis of elements of the local environment utilising abstraction to convey expression. (Level 6)



NPA Painting: SQCF level 5 Level 5 and 6 (18 SCQF Points)

The aim of this National Progression Award in Painting at level 5 is to provide a structured award that creates opportunities to investigate, develop and refine painting skills as well as to acquire a basic understanding of colour theory. Practical and theoretical skills and understanding are developed through utilising a range of subject matters and a variety of materials and techniques.

Candidates must:

- Intro to Painting. Research and investigate work in painting. (Level 5)
- Intro to Colour. Analyse a subject and render using a variety of media and styles (Level 5)
- Painting to a theme. Demonstrate a basic understanding of colour, theory, terminology, mixing, harmonies, and colours in nature. (Level 6)



ART & 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... <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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.

National 5 – 3 Unit Assessments, internally assessed. Added Value Unit and Course Assessment, externally assessed.

Progression

Learners gaining an award at National 4 will be able to progress to National 5 Biology. Learners gaining an award at National 5 will 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 links below:

www.sqa.org.uk/sqa/41292.2511.html

HIGHER BIOLOGY

Introduction

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.

Entry Requirements

The Course is suitable for learners who are secure in their attainment of National 5 Biology (Grade A or B).

Course Outline

Unit 1: DNA and the Genome

This Unit covers the key areas of structure and replication of DNA, gene expression, and the genome. This Unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. This approach enables the development of both analytical thinking and problem solving skills in context. An understanding of gene expression, at the cellular level, leads to the study of differentiation in organisms. In addition, the Unit covers the evolution and structure of the genome and genomics, including personal genomics.

Unit 2: Metabolism and Survival

This Unit covers the key areas of metabolisms as essential for life, maintaining metabolism, and metabolism in microorganisms. Analytical thinking and problem solving skills will be developed in context, through investigation of how cellular respiration is fundamental to metabolism and by examining the stages of respiration. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. In addition, it examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

Unit 3: Sustainability and Interdependence

This Unit covers the key areas of the science of food production, interrelationships and dependence, and biodiversity. Analytical thinking and problem solving skills will be developed contextually within these topics. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The Unit also covers interrelationships and dependence, through symbiosis and social behaviour. By studying biodiversity, the Unit attempts to measure, catalogue, understand and address the human impact, including mass extinction.

Assessment Arrangements

Higher Units: Pupils will undertake SQA Unit Assessments and internally assessed components to achieve 'Unit Passes'.

There are 3 internally assessed SQA units. Pupils will achieve passes on successful completion of the SQA unit assessments for each unit on an individual basis. Pupils must also successfully complete a written experimental report.

Higher Course Award: Pupils will undertake the SQA Exam and Assignment to achieve a graded Course Award. The course assessment consists of 2 parts. Firstly, a **Question Paper** set and externally marked by SQA. This is undertaken as two papers, Paper 1 is Multiple Choice (25marks: 40 mins) and Paper 2 is Extended Answer (95marks: 2hr 20min). Secondly, an **Added Value Assignment** set and carried out by schools under controlled conditions but externally marked by SQA. Pupils will achieve a grade based on a combination of these two components.

Progression

This course may provide progression to Advanced Higher Biology, other qualifications in Biology or related areas or further study, employment and/or training.

ADVANCED HIGHER BIOLOGY

Entry Requirements

Course award in Higher Biology, recommended at grades A or B.

Course Outline

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.

Unit 1: Cells and Proteins

Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists. This skills-based sequence covers health and safety considerations, through the use of liquids and solutions, to a selection of relevant separation and antibody techniques. In addition, much work on cell biology is based on the use of cell lines, so includes techniques related to cell culture and microscopy.

Unit 2: Organisms and Evolution

Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit and is best observed in the natural environment. This Unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are many opportunities to explore the systems approach required for the understanding of parasite biology. In addition, there are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

Investigative Biology Unit

Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research. Learners will do this through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills.

Assessment Arrangements

There are 3 Unit Assessments which are internally assessed and a Course Assessment which is externally assessed. The course assessment consists of 2 parts. Firstly, a **Question Paper** set and externally marked by SQA and secondly, a **Project** report based on independent work in school but externally marked by SQA. To gain the award of the Course, the learner must pass all of the 3 Units (internally assessed) as well as the Course assessment (externally assessed). The Course assessment will provide the basis for grading attainment in the course award.

Progression

This Course or its Units may provide progression to other qualifications in Biology or related areas or further study, employment and/or training.

Further Information

More Information on Advanced Higher Biology is available at the link below:

<https://www.sqa.org.uk/sqa/48458.html>

N4/N5 BUSINESS

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.



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

Course Outline

N4 BUSINESS (Pass/Fail)	N5 BUSINESS MANAGEMENT (Grades A-D)
<p>Business in Action <i>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.</i></p>	<p>Understanding Business <i>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.</i></p>
<p>Influences on Business <i>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.</i></p>	<p>Management of People and Finance <i>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.</i></p>
<p>Added Value Unit <i>Pupils will develop a simple business proposal for an aspect of a new small business, making use of appropriate technology.</i></p>	<p>Management of Marketing and Operations <i>Pupils will gain an understanding of how the marketing and operations functions contribute to the success of small and medium-sized organisations.</i></p>
	<p>Question Paper (90 marks) <i>Pupils are required to apply knowledge & understanding of business concepts, interpreting business information and drawing conclusions.</i></p>
	<p>Course Assignment (30 marks) <i>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.</i></p>

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.

Further information:

www.sqa.org.uk/sqa/41292.2511.html www.educationscotland.org.uk blogs.glowscotland.org.uk/ea/AABusinessStudies/

HIGHER BUSINESS MANAGEMENT



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 will build on the skills, knowledge and understanding gained in National 5 Business Management or, for some learners, can act as an entry to the study of business.

Course Units

Understanding Business	Management of People and Finance	Management of Marketing and Operations
In this Unit, learners will extend their understanding of the ways in which organisations in the private, public and third sectors operate.. This Unit also allows learners to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making. This unit is an open book assessment.	In this Unit, learners will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance. This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. This unit is an open book assessment.	In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to organisations of having effective marketing and operations systems. It will provide learners with a firm grasp of the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations. This unit is an open book assessment.

Course Assessment

To gain an award, the learner must pass the course assessment which is as follows:

Question Paper (90 marks)	Assignment (30 marks)
<p>Section 1 will have 30 marks and consist of questions based on a short case study stimulus with supporting exhibits which may include a table or graph or a combination of these</p> <p>Section 2 will have 60 marks and consist of four extended response questions of 15 marks each and will be split into sub-questions as appropriate. The questions will be thematic or context-based, eg marketing, finance, business objectives, the role of technology in business.</p>	<p>The assignment brief will be high level, allowing learners personalisation and choice, and will outline the task to be carried out. The task will allow learners to demonstrate their planning, research, analysis and decision making skills. The task will require learners to generate, select and interpret primary and/or secondary information. The assignment will be broken down into three or four sections, with marks being allocated to each section as appropriate. Learners will prepare a business report based on information gathered from a range of sources</p>

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

Recommend Entry: Passes at A or B at National 5 Business Management is desirable.

Progression

This course may provide progression to:

- University courses in Marketing, Human Resource Management, International Business with Languages, Finance, Accountancy
- College courses in Business Management
- In all careers this qualification shows a commercial awareness

More information on Business Management can be found at:

<http://www.sqa.org.uk/sqa/47919.html> www.educationscotland.org.uk

ADVANCED HIGHER BUSINESS MANAGEMENT



The Course encourages learners to become better informed, and more open and independently minded individuals capable of applying their skills to current business contexts. Studying Advanced Higher Business Management will enable learners to develop confidence in their ability to analyse business situations and reach valid, logical conclusions as a result of undertaking their own research.

Learners' horizons will be extended as they will be challenged to look at the underpinning principles which guide managerial decision-making in business at local, national and global levels. This will enable them to become more confident and successful in their ability to understand and offer solutions to business issues.

In an increasingly competitive and rapidly changing global market, learners will have their confidence and ability to function as effective citizens enhanced by having gained an understanding of the world of business.

Course Units

The External Business Environment	The Internal Business Environment	Evaluating Business Information
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.	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.	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.

Assessment

Final Written Exam <i>Written answers to questions from all three units described above</i>	80 Marks
Coursework Project <i>Completed in class.</i>	40 Marks

Entry Requirements

Higher Business Management	A or B
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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.

National 5 – 3 Unit Assessments, internally assessed. Added Value Unit and Course Assessment, externally assessed.

Progression

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

Further Information:

More Information on Chemistry is available at the link below:

www.sqa.org.uk/sqa/41292.2511.html

HIGHER CHEMISTRY

Introduction

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.

Entry Requirements

The Course is suitable for learners who are secure in their attainment of National 5 Chemistry (Grade A or B).

Course Outline

Unit 1: Chemical Changes and Structure

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electronegativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

Unit 2: Nature's Chemistry

This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

Unit 3: Chemistry in Society

This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and products.

Added Value Unit: Researching Chemistry

This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.

Assessment Arrangements

Higher Units: Pupils will undertake SQA Unit Assessments and internally assessed components to achieve 'Unit Passes'.

There are 4 internally assessed SQA units. Pupils will achieve passes on successful completion of the SQA unit assessments for each unit on an individual basis. In addition a written experimental report must be successfully completed.

Higher Course Award: Pupils will undertake the SQA Exam and Assignment to achieve a graded Course Award. The course assessment consists of 2 parts. Firstly, a **Question Paper** set and externally marked by SQA. This is undertaken as two papers, Paper 1 is Multiple Choice (25marks: 40 mins) and Paper 2 is Extended Answer (95marks: 2hr 20min). Secondly, an **Added Value Assignment** set and carried out by schools under controlled conditions but externally marked by SQA. Pupils will achieve a grade based on a combination of these two components.

Progression

This course may provide progression to Advanced Higher Chemistry, other qualifications in Chemistry or related areas or further study, employment and/or training.

ADVANCED HIGHER CHEMISTRY

Entry Requirements

There is a minimum entry level of A or B in Higher Chemistry

Course Outline

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 and serves to equip all learners with an understanding of the impact of chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific publications and media reports concerning chemistry.

By using the broad skills base and knowledge and understanding of detailed chemistry key areas, learners will become scientifically literate citizens and be able to review the science-based claims they will meet and to communicate in an evidence-based manner. This also allows learners to make their own reasoned decisions on many issues within a modern society increasingly dependent on chemistry, science and technology.

Unit 1: Inorganic and Physical Chemistry

Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, learners will predict the shape of molecules. Learners will gain an understanding of the physical and chemical properties of transition metals and their compounds. Learners will investigate the quantitative component of chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions. Learners will progress their understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

Unit 2: Organic Chemistry and Instrumental Analysis

Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry Unit

Learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice.

Assessment Arrangements

There are 3 Unit Assessments which are internally assessed and a Course Assessment which is externally assessed. The course assessment consists of 2 parts. Firstly, a **Question Paper** set and externally marked by SQA and secondly, a **Project** report based on independent work in school but externally marked by SQA. To gain the award of the Course, the learner must pass all of the 3 Units (internally assessed) as well as the Course assessment (externally assessed). The Course assessment will provide the basis for grading attainment in the course award.

Progression

This Course or its Units may provide progression to other qualifications in Chemistry or related areas or further study, employment and/or training.

Further Information

More Information on Advanced Higher Chemistry is available at the link below:

<https://www.sqa.org.uk/sqa/48459.html>

N4/N5 COMPUTING SCIENCE

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)
<p>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.</p>	<p>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.</p> <p>Computer Systems Pupils develop an understanding of how data and instructions are stored in binary form and basic computer architecture.</p>
<p>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.</p>	<p>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.</p> <p>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.</p>
<p>Added Value Unit Pupils will apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.</p>	<p>Question Paper (110 marks) <i>Pupils are required to apply knowledge & understanding of learning from software design and development and information system design and development.</i></p>
	<p>Course Assignment (50 marks) <i>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.</i></p>

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.

More information on Computer Science can be found at:

www.sqa.org.uk/sqa/41292.2511.html

www.educationscotland.org.uk
blogs.glowscotland.org.uk/ea/AABusinessStudies/



Course Structure

The Course enables learners to develop an extended range of computing and computational thinking skills including skills in analysis and problem-solving, design and modelling, developing, implementing, testing and evaluating digital solutions across a range of contemporary contexts.

Course Units

<p>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.</p> <p>Computer Systems Pupils develop an understanding of how data and instructions are stored in binary form and basic computer architecture.</p>	<p>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.</p> <p>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.</p>
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Course Assessment

To gain an award, the learner must pass a final exam as well as the course assignment which is as follows:

Question Paper (Exam)	Assignment (Coursework)
<p>The question paper will assess breadth of knowledge across all units. It will have a total of 110 marks and will make up 69% of the total mark. The exam will last 2.5 hours. There will be an equal split of questions covering software design and development and information systems design and development. This paper will be marked externally by the SQA.</p>	<p>The assignment will assess practical application of knowledge and skills from all units. It will be completed under supervision over a period of 8 hours in class. This is an open book assignment and will have a total of 50 marks and will make up 31% of the total mark. The assignment will be marked externally by the SQA.</p>

Recommend Entry

A pass at A or B at National 5 Computing Science is desirable.

Progression

This course may provide progression to:

- Advanced Higher Computing Science.
- University courses in Computing Science, Information Systems, Game Making, Networking and various technology courses.
- Careers in Networking, Systems and Technology
- In industry this qualification shows a strong IT capability

More information on Computer Science can be found at:

www.sqa.org.uk/sqa/41292.2511.html

www.educationscotland.org.uk

ADVANCED HIGHER COMPUTING SCIENCE



This course highlights the central role of computing professionals as creative problem-solvers and designers, able to conceive, design, implement, and operate complex systems. It provides candidates with an understanding of contemporary computing technologies, and develops a wide range of practical skills that underpin our modern, digital world. The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business, and industry. Many organisations regard computing skills as vital to their growth and sustainability, while a growing number of individuals use computing technologies as a way to create entrepreneurial, social and enterprise-building opportunities.

The course enables candidates to:

- understand and apply computational-thinking skills across a range of computing contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, development, implementation, testing, and evaluation to a range of digital solutions with increasingly complex aspects
- apply creative problem-solving skills across a range of contexts
- develop autonomous learning, investigative, and research skills
- communicate advanced computing concepts clearly and concisely, using appropriate terminology
- develop an informed understanding of the role and impact of computing technologies in influencing our environment and society

Assessment

Final Written Exam Marks are distributed across four areas of study, as follows: software design and development approximately 40% database design and development approximately 25% web design and development approximately 25% computer systems approximately 10%	80 Marks
Coursework Task <i>Completed in class.</i>	80 Marks
Entry Requirements Higher Computing Science	A or B

NPA GAMES DEVELOPMENT – LEVEL 4/5/6

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.

DESIGN AND MANUFACTURE

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 National 4 and National 5 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 4 – 2 Stand Alone units, 1 Added Value Course Assignment Unit
National 5 – 2 Stand Alone units, 1 Course Design Assignment, 1 external exam paper

Progression

Pupils gaining an award at National 4 level will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher and Advanced 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

Auchinleck Academy school website



HIGHER DESIGN AND MANUFACTURE

Purpose and aims

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing. Candidates study the lifecycle of products from their inception through design, manufacture, and use, including their disposal and/or re-use. It helps candidates to appreciate the impact commercial manufacture has on design and the need for balance and compromise when developing successful commercial products. Candidates develop:

- ◆ research skills
- ◆ skills in designing products
- ◆ knowledge and understanding of materials and commercial manufacture
- ◆ knowledge and understanding of design factors ◆ an understanding of the impact of design and manufacturing technologies on society, the environment and the world of work



Course content:

Design

Candidates study the design process from brief to design proposal. This helps them to develop skills in initiating, developing, articulating and communicating design proposals. Candidates explore and refine design proposals using the design/make/test process and by applying knowledge of materials, processes and design factors to reach a viable solution. This helps them to develop an understanding of the iterative nature of the design process. Candidates also develop an understanding of the factors that influence the design, marketing and use of commercial products

Manufacture

Candidates study the manufacture of commercial products. They develop knowledge of materials, manufacturing and production processes and strengthen their understanding of how these influence the design of products. This provides candidates with the knowledge and understanding required to develop a viable design proposal for a commercial product and to plan its production. Integrating the two areas of study is fundamental to delivering the course successfully. It helps candidates to understand the relationship between designing products and manufacturing products and it helps them to see how this connection influences a product's lifecycle. By combining the study of design with the study of manufacturing, candidates also learn to appreciate the impact design and manufacturing technologies have on society, the environment and the world of work.

Assessment

- The Course assessment is out of 170 marks:
- Course Assignment (provided by SQA) – 90 marks
- Examination – 80 marks
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Recommended Entry:

Entry to the course is at the discretion of the school/department. However, learners would normally be expected to have attained an A or B pass at National 5 level Design and Manufacture and have Higher English.

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



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 in S5

English and Literacy continue 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.

National 4



Minimum requirement → pass at National 3

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 will be 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.

Assessment:

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.*

Progression:

Pupils who achieve National 4 will progress onto National 5 in S6.



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>

National 5

At National 5, a Literacy Qualification is embedded in course outcomes. This qualification will build on what pupils have already achieved at National 4 Literacy level

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 5 – Spoken Language – assessed internally. *External Exam: RUA 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 5 can progress onto Higher in S6.

Further information:

More information about this course can be found using the links below:

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



Higher English



Minimum entry requirement → National 5 Grade C

The course will focus on developing pupils' skills in analysis and evaluation through the study of challenging word based texts. Although pupils are familiar with using these skills at National 5 English, at Higher level pupils must demonstrate a more **detailed** and **complex** approach to analysis.

Essay skills will also be developed further to prepare them for their final exam. Again, pupils must be able to write using detailed and complex analysis and language to pass these essays.

Units:

Spoken language unit – *assessed internally*



The Folio

Throughout the session, pupils also have to complete a folio. This folio is externally assessed and is worth 30 marks.

It consists of two pieces of writing, one that is creative or personal and one that is discursive or persuasive. Each piece is worth 15 marks.

As with the writing they produce for the Creation and Production unit, the language must be detailed and complex.

In order to sit the final exam, **pupils must pass the spoken language assessment** and **submit a completed folio which their class teacher feels will pass at Higher.**

The Final Exam



This is externally assessed by SQA. It consists of:

- Paper 1: Reading for Understanding, Analysis, and Evaluation. Pupils will use their close reading techniques in order to answer questions on two non-fiction passages. This paper will have 30 marks ➤
- Paper 2 Critical Reading: This paper has two sections and combined marks of 40:
 - Section 1: Critical Essay - Pupils will answer one question from a range of questions which cover the genres studied in class
 - Scottish Texts - Pupils will answer one question from a range of questions on drama, prose and poetry based on a list of prescribed Scottish texts.

For more information please go to: <http://www.sqa.org.uk/sqa/47904.html>

ADVANCED HIGHER ENGLISH

For students who have achieved English at Higher, Advanced Higher is offered.

This course is designed to build on the knowledge and skills that you have gained in Higher English and allow you to pursue particular interests and strengths in more specialised areas of study. The course presents considerable academic and personal challenges and requires you to think and work independently. It provides a sound base for further study of English and also gives you a level of linguistic competence, which is extremely valuable for a wide range of other studies and employment situations.

The course consists of Literary Study of texts, Textual Analysis, a portfolio of writing and a project which is a dissertation based on independent study of literature.

The course provides candidates with the opportunity to develop the skills of reading, writing, talking and listening in the context of complex and sophisticated literature and language.

The main aims of the course are to enable candidates to develop the ability to:

- read, write, talk and listen in complex and sophisticated contexts, as appropriate to purpose and audience
- understand, analyse, evaluate, and make connections between complex and sophisticated literary texts
- create and produce written texts as appropriate to purpose, audience and context, through the application of knowledge and understanding of complex and sophisticated language

The dissertation is an excellent opportunity to conduct research into a specialised aspect of literature. This is carried out independently and demands a high degree of initiative and responsibility. In response to an approved topic you will be required to select, study, analyse and respond to texts of your own choice drawn from literature and the media. You will be required to produce a dissertation of 3,500-4,500 words on your approved topic. This will be assessed externally by the SQA along with a portfolio of writing which showcases different genres and style.

The other units will present you with opportunities to study and respond to a range of texts and be involved in a variety of language activities such as identifying, analysing and discussing key features of texts, formulating and presenting critical ideas in discussion papers and essays.

A written examination is set with two papers: Literary Study and Textual Analysis.

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>



SCOTTISH STUDIES and SCOTS LANGUAGE

Scottish Studies looks at Scotland and Scotland's place in the world. As part of this, pupils will also study Scots Language and produce a piece of writing in Scots. Pupils can achieve Level 4 or Level 5 Scottish Studies and Scots Language making this a more flexible choice for pupils who do not want to sit an exam.

Units

Scotland in Focus - allows pupils to broaden their knowledge of Scotland in terms of its people, languages, society, culture, natural and built environment, and/or heritage. Pupils will develop their research skills as they produce a project with a Scottish focus of their choice.

- This is done in class and as part of homework
- Assessed internally
- No final exam
- **Pupils must pass this unit if they are to gain a Scottish Studies Award**

Scots Language - History and Development - allows pupils to develop a critical understanding of the history and development of the Scots language, from its origins to the present day.

- This work is done in class and as part of homework
- Assessed internally
- No final exam
- **Pupils must pass this unit if they are to gain a Scots Language Award**

Scots Language: Understanding and Communicating - allows pupils to develop their ability to understand, and communicate in, the Scots language. Pupils will take part in listening and reading activities of Scots, as well as create and produce a straightforward communication in Scots.

- This work is done in class and as part of homework
- Assessed internally
- No final exam

National 5 Literacy – pupils who have not achieved Level 5 Literacy previously will also be given the chance to gain this award through Scottish Studies and Scots Language.

Pupils will need to demonstrate their ability to analyse a non-fiction piece of text and demonstrate their critical listening skills by answering critically on a short film. In addition, pupils must pass an oral presentation and writing piece.

- This work is done in class and as part of homework
- Assessed internally
- No final exam
- **Reading, writing, talking and listening elements must be passed to achieve the overall National 5 Literacy Award**



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.

Levels offered

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 in geographical contexts in the United Kingdom
2. Draw on detailed knowledge and understanding of physical environments and weather in the United Kingdom.

Geography: Human Environments

Learners who complete this Unit will be able to:

1. Use a range of research skills applied to developed and developing countries
2. Draw on detailed knowledge and understanding of human environments in developed and developing countries.

Geography: Global Issues

Learners who complete this Unit will be able to:

1. Use a range of numerical and graphical information in the context of global geographical issues
2. Draw on detailed knowledge and understanding of a significant global geographical issue

Added Value Unit

Learners who complete this Unit will be able to:



1. Research and use information relating to a geographical topic or issue.

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.

Further Information www.sqa.org.uk/sqa/47446.html
www.educationscotland.org.uk www.sagt.org.uk



HIGHER GEOGRAPHY

Introduction

The Higher Geography Course develops learners' understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical activities including fieldwork are encouraged, so that pupils can interact with their environment.

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.

Entry to the course

This is at the discretion of the school. Pupils would normally expect to have passed Geography or another Social Subject at National 5

Course Outline

In Higher Geography pupils will study three units:

Physical Environments

In this Unit, pupils will develop and apply geographical skills and techniques in the context of physical environments. Key topics include: Atmosphere (Global heat budget), Hydrosphere (Formation of river features), Lithosphere (Glaciation and Coasts) and Biosphere (Formation of Podzol, Gley, and Brown Earth soil).

Human Environments

In this Unit, pupils will develop and apply geographic skills and techniques in the context of human environments. Key topics include: Population (issues with population structure), Rural land use and management (land use conflicts along the coast), Urban change and management (issues with traffic and housing in Glasgow and Mumbai).

Global Issues

In this Unit, pupils will develop and apply geographical skills and techniques in the context of global geographical issues.

Key topics include: Development and Health (Development indicators and managing disease in the developing world), Global Climate Change (Causes, impacts, solutions).

Assessment

The course is assessed by a final exam set and marked by the SQA as well as an assignment.

The Course assessment will consist of two Components: two question papers and an assignment.

Component 1

Question paper 1 – 100 marks

Section 1, Physical Environments

Section 2, Human Environments

Question paper 2 – 60 marks

Section 1, Global Issues

Section 2, Application of Geographic Skills

Component 2 — assignment.

The assignment will have 30 marks

Progression

This Course or its Units may provide progression to:

- Advanced Higher Geography course or its component Units
- Higher in another Social Subject

Advanced Higher Geography

Introduction

Candidates gain experience of working on their own through the independent study, research, critical thinking, and evaluation skills embedded in the course. Candidates further develop skills and attributes which are highly valued by higher education institutions, transferable and important for their life and work.

Entry to the course

Advanced Higher requires a pass at Higher Geography in S5.

Course Outline and Assessment

There are 3 components in the Advanced

Higher Geography course:

Marks

Component 1: question paper

50

Component 2: project–folio

60

Geographical Study

Component 3: project–folio

40

Geographical Issue

There is considerable flexibility in terms of the issues to be explored and studies which learners may choose to carry out, selecting from Physical, Human or Environmental areas of the subject. The role of the class teacher will be to advise and oversee the research in addition to the taught elements of the course.

Progression

Advanced Higher courses are useful entry qualifications for university entry, however, potential candidates should check their requirements for any courses they are considering.

Geography – 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.

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 – 3 x 2D Graphic Communication

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

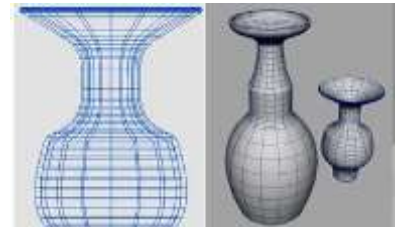
- Production and interpretation of 2D graphics using computeraided drawing (C.A.D) and manual draughting equipment.**
- Production of preliminary 2D colour designs and illustrations for promotional displays**
- Production of 2D promotional graphic layouts using desk-top-publishing (D.T.P) software**



Unit 2 – 2 x 3D and Pictorial Graphic Communication

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

- Production and interpretation of pictorial drawings/sketches and 3D computer modelling**
- Production of manual and digital 3D pictorial colour illustrations**
- Creation of 3D promotional displays**



Course Assessment Structure

National 4 – 5 Stand Alone units, 1 Added Value Course Assignment Unit

National 5 – 5 Stand Alone units, 1 Course Assignment, 1 external Exam Paper



Progression

Pupils gaining an award at National 4 level will be able to progress to National 5. Pupils gaining an award at National 5 will be able to progress to Higher and Advanced 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 Auchinleck Academy school website

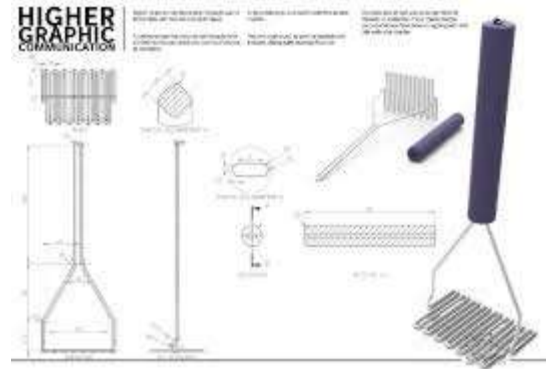
HIGHER GRAPHIC COMMUNICATION

INTRODUCTION – COURSEWORK INFORMATION

The new Higher Graphic Communication course reflects and progresses skills taught at National 5 level in S4. The Higher course is designed to further develop student skills and confidence in reading, interpreting, creating and presenting digital and manual graphics.

The aims of the course are:

- To develop skills in 2D and 3D graphics using both computer-aided and manual techniques
- To develop skills in computer 3D modelling and desk top publishing from preliminary to promotional graphics.
- To develop an understanding of the impact graphic communication technologies have on our environment and society
- To understand and apply graphics standards and conventions



Course Structure

1. 2D Graphic Communication

- Production and interpretation of 2D graphics using computer-aided drawing (C.A.D) and manual draughting equipment.
- Production of preliminary 2D colour designs and illustrations for promotional displays
- Production of multi page 2D promotional graphic layouts using desk-top publishing (D.T.P) software

2. 3D and Pictorial Graphic Communication

- Production and interpretation of pictorial drawings/sketches and 3D computer modelling
- Production of manual and digital 3D pictorial colour illustrations
- Creation of 3D promotional displays

3. Course Assessment (6 SCQF credit points)

The above course covers the added value element of the course which is directed by the department

Course Assessment

- Component 1 – question paper – 90 marks
Component 2 – assignment – 50 marks

Recommended Entry:

Entry to the course is at the discretion of the school/department. However, learners would normally be expected to have attained an A or B pass at National 5 level Graphic Communication.

Progression:

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:

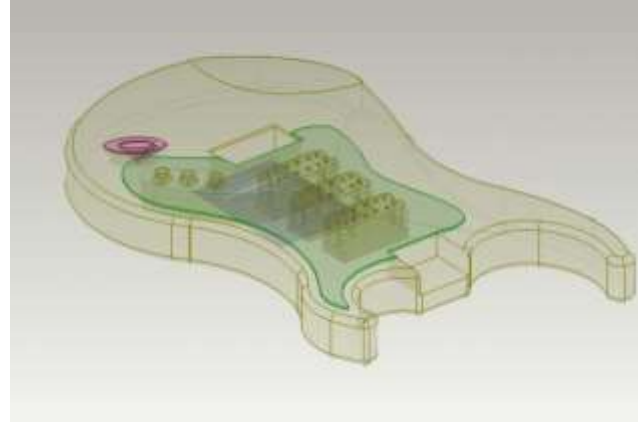
- www.sqa.org.uk/sqa/41292.2511.html
www.educationscotland.org.uk



ADVANCED HIGHER GRAPHIC COMMUNICATION

Introduction:

The Advanced Higher Graphic Communication course is designed to further build on skills learned at Higher level in computer-aided 3D modelling, Desk Top Publishing and manual graphics drawing practice. The Advanced Higher course comprises of the following course units:



Course Units:

1. CAD - Design an artefact/product using 3D computer software ("Inventor")
2. CAG - Design, produce and publish a magazine using advanced Desk Top Publishing software
3. Technical Graphics – production and understanding of advanced manual drawing skills
4. Design principles and practice – theory of manual and computer-aided graphics production and use

Assessment:

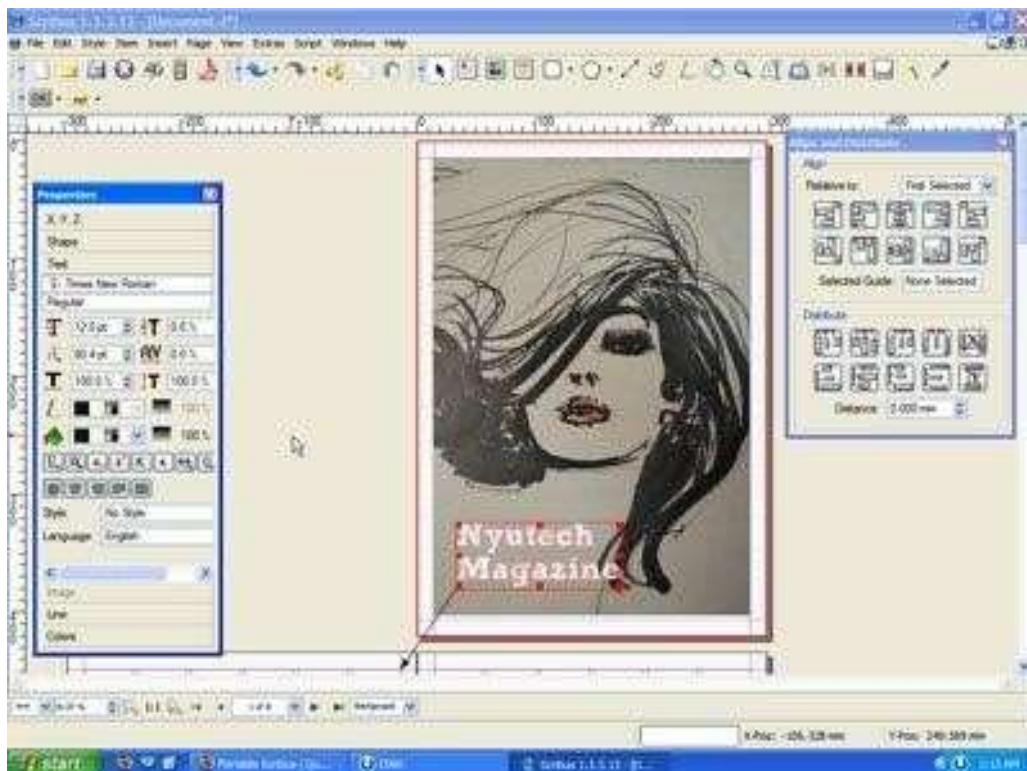
1. CAD – 3D Modelling Unit – internally assessed, externally moderated
2. CAG – Magazine design/production - internally assessed, externally moderated
3. Technical Graphics – pass or fail via course unit work and prelim exam
4. Design principles and practice - pass or fail via course unit work and prelim exam

Recommended Entry:

Entry to the course is at the discretion of the school/department. However, learners would normally be expected to have attained an A or B pass at Higher level Graphic Communication.

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

www.sqa.org.uk/sqa/41292.2511.html www.educationscotland.org.uk



HEALTH SECTOR

Introduction

The Skills for Work Course is designed as an introduction to the health sector. The health sector includes the National Health Service (NHS) (primary and secondary care), Independent Healthcare, Complementary Therapies, the Life Sciences and Retail Pharmaceutical Industries and the Community and Voluntary Sector. The emphasis of this course is to prepare young people for working in the health sector and develop employability skills valued by employers. It aims to develop a range of knowledge and skills, including research and self-evaluation skills. In addition the course will provide opportunities to investigate a range of job roles and career opportunities as well as participating in a job interview.

Levels Offered

Health Sector will be offered at National 5 level.

Course Outline

Unit 1: Working in the Health Sector

This unit introduces learners to the range of provision and the services provided by the health sector in their local area. Learners will participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.

Unit 2: Life Sciences Industry and the Health Sector

This unit is designed to introduce learners to the contribution of the life sciences industry in the diagnosis and treatment of illness. Learners will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry.

Unit 3: Improving Health and Well-being

This unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues. It introduces learners to the health and safety risks to workers in the health sector and the importance of a healthy lifestyle.

Unit 4: Physiology of the Cardiovascular System

This unit will provide learners with an introduction to the structure and function of the cardiovascular system. Learners will apply this knowledge to investigate the effect of a specific disorder on the structure and function of the cardiovascular system.

Unit 5: Working in Non Clinical Roles

This unit introduces learners to the range and diversity of careers in non-clinical roles in the health sector.

Assessment Arrangements

National 5 – 5 Unit Assessments, internally assessed. Unit assessment will comprise of written and/or recorded oral and performance evidence.

Progression

Successful learners may progress to SVQs in Health and Social Care, National 5 discrete Science, further/higher education, vocational training or employment.

Further Information:

More Information on Health Sector is available at the links below:

<https://www.sqa.org.uk/sqa/69504.html>

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, European 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 (75%) and Assignment (25%)

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
www.educationscotland.org.uk

HIGHER HISTORY

Introduction

The Higher History Course allows learners to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods.

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, politics, teaching and law.

Entry to the course

This is at the discretion of the school. Pupils would normally expect to have passed History or another Social Subject at National 5

Course Outline

In Higher History pupils will study three units:

British Unit: Church, State and Feudal Society

The British Unit is an introductory study of Twelfth Century medieval society in England and Scotland. In particular, the course focuses on the problems of kingship through the reigns of David I, Henry II and John I and studies the medieval Church and its spiritual, political and economic impact on society.

European and World Unit: The Crusades, 1071-1204

The European and World unit is a study of the First, Second and Third Crusades. In particular, the course focuses on a number of themes including political motives, Muslim Disunity, and the Crusading Ideal. The motives of the main leaders of the Crusades are covered through the study of Richard I and Saladin.

Scottish Unit: The Wars of Independence, 1286-1328

The Scottish Unit is a study of Scotland's fight to remain independent of English rule. In particular, the course focuses on a number of key events including the deaths of Alexander III and the Maid of Norway, the Great Cause and the reign and defeat of John Balliol. Rebellion against English rule is covered through the study of William Wallace and Robert the Bruce.

Assessment

The course is assessed by a final exam and an assignment marked by the SQA

The Course assessment will consist of two Components: a question paper and an assignment. **Component**

1 — question paper

The question paper will have 80 marks (66% of the total mark), and will be in three sections.

Section 1,

Historical Study: Scottish (36 marks)

Section 2

Historical Study: British (22 marks)

Section 3

Historical Study: European and World (22 marks)

Component 2 — assignment. The assignment will have 30 marks (33% of the total mark).

Progression

This Course or its Units may provide progression to:

- Advanced Higher History course or its component Units
- Higher in another Social Subject

ADVANCED HIGHER HISTORY

Introduction.

The aim of the Advanced Higher History course is to acquire an in-depth knowledge of an historical theme. Students also develop their analytical and evaluative skills as well as the ability to reach conclusions. In addition, students are also required to undertake the planning, research, preparation and presentation of a dissertation (research project) relating to their field of study.

Entry to the course.

This is at the discretion of the Faculty. Students would normally expect to have a good pass in History at Higher level.

Course Outline

Candidates undertake a detailed study of a single historical period. This is: ***Germany: from democracy to dictatorship, 1918–39.***

Through the study of this period, students develop their ability to evaluate a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts. Students engage with the views of a range of historians, analyse issues to sustain a coherent line of argument, and draw well-reasoned conclusions supported by detailed evidence.

Field of study 6 — Germany: from democracy to dictatorship, 1918–39

Studying this period involves investigating Weimar and Nazi Germany and the changing nature of political authority; the reasons for changes; and the consequences of the changing character of political authority

Period Summary.

- 1) 1918-1923, the creation of the Weimar Republic including: the end the First World War; the November Revolutions and the Treaty of Versailles; social and political instability; economic crisis and hyperinflation
- 2) 1924-1928, a period of relative stability, including: relationships with other European countries, the Golden Age of culture and prosperity
- 3) 1929-1933, the collapse of the Weimar Republic, including: economic depression and mass unemployment; the rise of Nazism; Hitler and the Nazi takeover of power
- 4) 1933-1939, Nazi Germany, including: consolidation of power; Nazi social and racial policies; Nazi economic and foreign policies; resistance and opposition to the Nazi regime.

Assessment.

Component	Marks
Component 1: exam question paper	90
Component 2: project–dissertation	50

The question paper has two parts:

- Part A: Historical issues — a range of essay questions which are drawn from all of the key issues in the field of study.
- Part B: Historical sources — source–based questions drawn from only certain key issues in the field of study.

Progression.

Advanced Higher History is excellent preparation for study at university in any subject and offers a secure foundation for a wide range of careers. This course is particularly suitable for students who wish to progress to FE or HE courses and careers in humanities, social sciences, law and languages. Potential career pathways are diverse and include education, law, the media, management and public administration.

Hospitality - Practical Cake Craft

Introduction

The Course is practical and relevant to the world of work. It enables learners to develop a range of artistic techniques and to consolidate them through practical activities. Drawing on all aspects of design, such as shape, colour, texture, balance and precision, learners are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.



Levels offered

This subject is only offered at National 5 level. Experience in Hospitality is required.

Course Outline

Unit 1. Cake Baking

The purpose of this Unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this Unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.

Unit 2. Cake Finishing.

The purpose of this Unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this Unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts..

Assessment arrangements.

National 5 - 2 unit assessments, one final practical assessment to integrate, extend and apply the skills and techniques from across the Units to produce a detailed decorated cake to a given design brief.

Progression. The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry.

Further information:

More information on the courses in Hospitality - Practical Cake Craft is available at the links below,

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

MATHEMATICS DEPARTMENT

A wide range of Mathematical courses are delivered in the senior phase which offer you the opportunity for progression at all levels. The course options that are available to you will be dependent on your prior level of attainment.

Your Maths teacher will advise on your best pathway, but we need you to consider with your family, which course would offer good progression towards your future career or university/college course. Wherever possible, your preference will be met, but due to staffing, numbers, and timetable constraints, this may not always be possible.

For detailed information and assessment arrangements, the Course Specification for each option can be viewed on the SQA website by clicking on the relevant links in the table.

SCQF	Mathematics	Applications of Mathematics	Personal Finance
Level 3		National 3 Applications of Mathematics	
Level 4	National 4 Mathematics	National 4 Applications of Mathematics	Personal Finance Award 4
Level 5	National 5 Mathematics	National 5 Applications of Mathematics	Personal Finance Award 5
Level 6	Higher Mathematics	Higher Applications of Mathematics	
Level 7	Advanced Higher Mathematics		

Progression will usually be made vertically in the table above as indicated by the arrow, but some pupils may opt to move horizontally and study an alternative course at the same level if the next level up proves too much of a challenge. In this case, where possible, we will always strive to upgrade their numeracy level.

Personal Finance Award

The Personal Finance Awards at SCQF level 4 & 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives. To achieve each Personal Finance Award, learners must pass two end-of-unit e-assessment tests using SOLAR.

Higher Applications of Mathematics

A new course implemented in 2021-22, we are excited to offer Higher Applications of Mathematics. This course will equip learners with sought after mathematical, statistical and financial skills. It is suitable for a wide range of learners, including those who wish to progress to further learning and employment in non-STEM areas, including Business, Administration and Social Sciences who work with lots of data. There will be a heavy focus on the use of software including Excel and RStudio to model and analyse statistical, mathematical, and financial problems. Unlike any other Maths course, Higher Applications will be assessed through a question paper and an independent statistical project. The question paper makes up 73% of the total assessment mark and the project makes up 27%.

Higher Mathematics

The Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Throughout this course, candidates acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates develop mathematical reasoning skills and gain experience in making informed decisions. This course is particularly suitable for candidates who have demonstrated an aptitude for National 5 Mathematics at grade A/B and are interested in developing mathematical techniques to use in further study or in the workplace.

Advanced Higher Mathematics

Available to S6 pupils only, we expect you to have achieved a grade A/B at Higher Mathematics. Advanced Higher builds on your mathematical skills, knowledge and understanding and enables you to integrate your knowledge of different aspects of the subject. The course offers depth and breadth of mathematical experience and provides a sound basis for progression to further study or employment in the areas of mathematical and physical sciences, computer science engineering, biological and social sciences, medicine, accounting, business and management.

Mathematics OR Applications of Mathematics

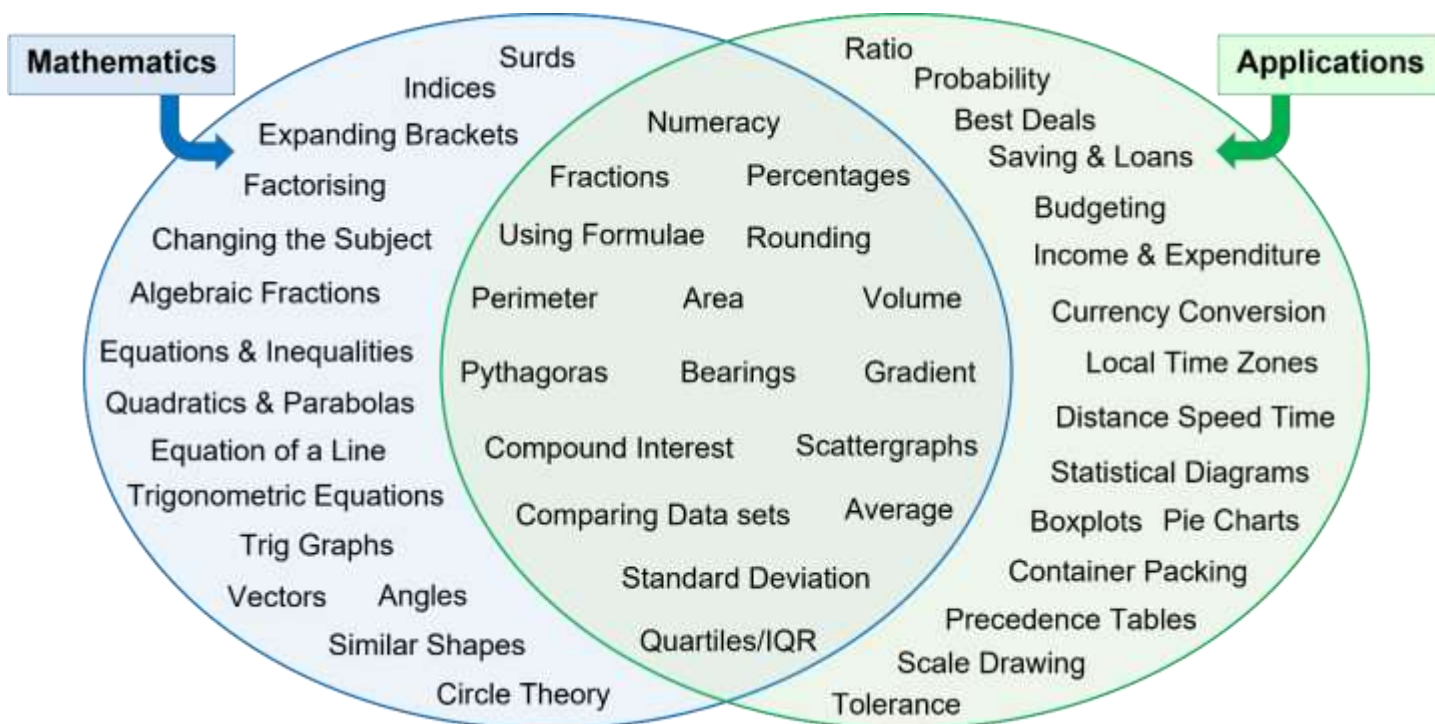
If returning to the Maths Department in S5/6, unless you have opted for **Personal Finance**, you will need to choose between **Mathematics** or **Applications of Mathematics**.

What's the difference?

<p>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.</p>	<p>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.</p>
<p>Mathematics is offered at National 5, Higher and Advanced Higher levels in S5/6.</p>	<p>Applications of Mathematics is offered at National 4, National 5, and Higher levels in S5/6.</p>

What's included?

For 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. You should always check specific requirements via the [Option Choices Tool](#) from My World of Work, or from the college/university you are interested in applying to.

Mathematics Only	Mathematics OR Applications
<ul style="list-style-type: none"> • Engineering • University Science Courses • Medicine • Accountancy • Architecture • Economics • Actuary • Computer Game Design • Aircrew/Air traffic control • Veterinary Medicine 	<ul style="list-style-type: none"> • 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.*

NATIONAL 4/5 MODERN LANGUAGES – FRENCH / GERMAN / SPANISH

The Modern Languages Department offer a wide range of qualifications in the senior phase for all abilities and levels. The following progression chart will help you decide which level/qualification is right for you. Your guidance teacher and staff in the Modern Languages Department will also be on hand to help you make the right choice.

Qualification	Options
S3 French	 Modern Languages for Life and Work (in any language) National 4 French National 5 French
S3 German/Spanish	 Modern Languages for Life and Work (in any language) National 4 German/Spanish National 5 German/Spanish
Modern Languages for Life and Work	 National 4
National 4	 National 5
National 5	 Higher
Higher	 Advanced Higher

NATIONAL 4 AND NATIONAL 5 FRENCH/GERMAN/SPANISH 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, 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.

HIGHER MODERN LANGUAGES

FRENCH / GERMAN / SPANISH

Higher Modern Languages courses are open to all pupils who have a good pass at National 5. Occasionally, these courses may be taken as “crash” Higher courses by pupils in S6 who have demonstrated aptitude in another language. There are many reasons for continuing with your language. Here are a few!

- ❖ The Higher builds on exactly the same skills you mastered at National 5 level! The topics are up to date and relevant! You will look at areas such as lifestyle choices, modern family arrangements and the impact of digital technologies to name but a few!
- ❖ English is no longer enough for a modern, rapidly changing world! Only 6% of the world’s population speaks English as its first language! 75% of the population do not speak English at all!
- ❖ Currently only 38% of people in the UK can hold a conversation in another language! Do you really want to belong to that group?
- ❖ French, German and Spanish are the top three languages needed for cultural, educational, diplomatic and security purposes!
- ❖ The range of careers is staggering! Tourism, business, banking, armed forces, diplomatic work, interpreting.... We could go on! Languages will take you places and people with language skills tend to earn more as well!
- ❖ Learning a language also develops key literacy skills and is like a brain work out as it increases your memory and reasoning skills.
- ❖ We cannot think of a single reason for not taking Higher!

The course is assessed internally with a speaking assessment and a writing assignment. In addition there are two SQA papers testing your ability to read, write and listen in the foreign language.



ADVANCED HIGHER MODERN LANGUAGES

The Advanced Higher course focusses on the advanced skills of reading, listening, talking and writing, in order to understand and use a modern language. As in the Higher, pupils will consolidate their translation skills and application of knowledge and understanding to a range of contexts.

- ✓ Society
- ✓ Learning
- ✓ Employability
- ✓ Culture

You will notice the contexts are the same as Higher, but we will explore new issues such as the environment and human rights

The course is made up of three units and a final course assessment. The units are:

- ✓ Understanding language (reading and listening)
- ✓ Using language (writing and speaking)
- ✓ Specialist Study Unit

As with National 5 and Higher, you will be required to undergo an assessment in each of the four main skill areas (talking, writing, reading and listening). The final course assessment consists of:

- ✓ 2 written papers
- ✓ A performance (talking)
- ✓ A portfolio (research based essay)

The biggest difference between Higher and Advanced Higher is the portfolio.

You will study a literary text with your teacher. You will then be required to carry out a piece of individual independent research based on this text which will culminate in a critical essay in English of 1500 words (the Portfolio).

For the Specialist Study Unit you will be required to:

- ✓ Read at least one other text in conjunction with it- this could be a single critique about the work (also in in the target language) or a comparison with one other text or a film.
- ✓ Identify an appropriate focus for your research
- ✓ Create a research plan

In addition to developing your language skills, the Advanced Higher course will develop your ability to work independently in preparation for university / college.



MODERN STUDIES

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.

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>

HIGHER MODERN STUDIES

Introduction

The Higher Modern Studies course develops learners' knowledge and understanding of contemporary political and social issues locally, nationally and internationally. By studying these topics, pupils develop a deeper awareness of the social and political issues they will meet in their lives.

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

Entry to the course

This is at the discretion of the school. Pupils would normally expect to have passed Modern Studies or another Social Subject at National 5.

Course Outline

In Higher Modern Studies, pupils will study three units:

- **Democracy in Scotland and the United Kingdom**
Pupils will study the United Kingdom, including the role of the Scottish Parliament and the impact of membership of the European Union; political institutions and processes; voting systems; voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.
- **Social Issues in the United Kingdom (Crime and the Law)**
Pupils will focus on causes and theories of crime, the impact of crime on victims, perpetrators and society, and the effectiveness of custodial and non-custodial responses to crime in the UK.
- **International Issues (USA)**
Pupils will focus on a political and socio-economic study of the USA. This will involve studying the political system, political decision making including the powers of the President, social and economic inequality, the government responses to these inequalities and the influence of the USA abroad.

Assessment

Component 1 — question papers (73% of the total mark)

Paper 1:

Section 1, 'Democracy in Scotland and the United Kingdom'

Section 2, 'Social Issues in the United Kingdom'

Section 3, 'International Issues'

Paper 2:

3 Source Questions: 'conclusion', 'objectivity' and 'reliability'

Component 2 — assignment

The assignment is carried out during term time and sent to the SQA to be graded. It is worth 30 marks (27% of the total mark).

Progression

This Course or its Units may provide progression to:

- Advanced Higher Modern Studies Course or its component Units
- Higher in another Social Subject



Advanced Higher Modern Studies

Introduction

There are both taught and independent study elements of the course.

The role of the teacher is to deliver the subject content and relevant research methods and to oversee the production of the dissertation which is completed independently.

Entry to the course

The recommended entry is National 5 Modern Studies at A or B for those entering S5 or 6. However, the subject can be picked up providing the candidate has prior learning in a social subject at National level.

Course Outline

The course is wide ranging, focusing upon Law and Order and Research Methods.

A: understanding the criminal justice system

B: understanding criminal behaviour

C: responses by society to crime

D: social science research methods and issues

Research methodologies and Social Science techniques are also covered and examined.

Assessment

There are 2 components in the

Advanced Higher Modern Studies course:

Component 1: question paper

90 marks

Component 2: project–dissertation

50 marks

Progression

Advanced Higher courses are useful qualifications for university entry, particularly relating to sociology, social work, law, journalism and police work.

However, potential candidates should check their requirements for any courses of further study they are considering.

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

- 8 minutes in total
- 2 minutes minimum on any one instrument or voice
- Minimum of 2 pieces per instrument

Elements such as expression, dynamics & style will be taken into account.



- 12 minutes in total
- 4 minutes minimum on any one instrument or voice
- Minimum of 2 pieces per instrument

Elements such as expression, dynamics & style will be taken into account.



- 18 minutes in total
- 6 minutes minimum on any one instrument or voice
- Minimum of 2 pieces per instrument

Elements such as expression, dynamics & style will be taken into account.



UNDERSTANDING MUSIC

At all levels pupils will learn about music concepts through listening and active tasks, contextualizing their own experiences of music outwith the classroom and building on previous learning. The areas covered are:

- Melody / Harmony
- Rhythm / Tempo
- Structure / Form
- Timbre / Dynamics
- Styles

COMPOSITION

Pupils will utilize their performing and listening skills to create a piece of original music. This is then sent to the SQA to be marked along with a Composing Review, which provides an analysis of their work. Two popular styles for composition are:



Song Writing: create an original song with lyrics, chords, melody & harmony

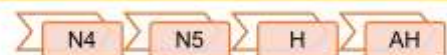


Sound Picture: using music technology create an original piece of music using melody, harmony and sound effects

ASSESSMENT

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

PROGRESSION



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

Assessment

The course is assessed by means of a project containing a multitrack recording and one other context chosen by the pupils. These include a radio show or an audio book. The assignment has a **70%** weighting with the other **30%** coming from an external listening paper.

Progression

After completion of the **National 5** course in **S4**, pupils would progress to **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_MsLNNjwvXCe07nYcBTNUhQi1JHUIO2zSsYUKog?e=pcV7MY

NPA MUSICAL THEATRE

This course is a new course option for pupils who have an interest in Acting, Music, Dance and Musical Theatre. The course is an excellent bridge for students hoping to move between National 5 and Higher Music and Drama. There is more emphasis on the performing side in this qualification. The majority of assessment is practical based with written assignments and projects, where appropriate. The qualification is at SCQF level 6.

YOU WILL COMPLETE 3 UNITS:

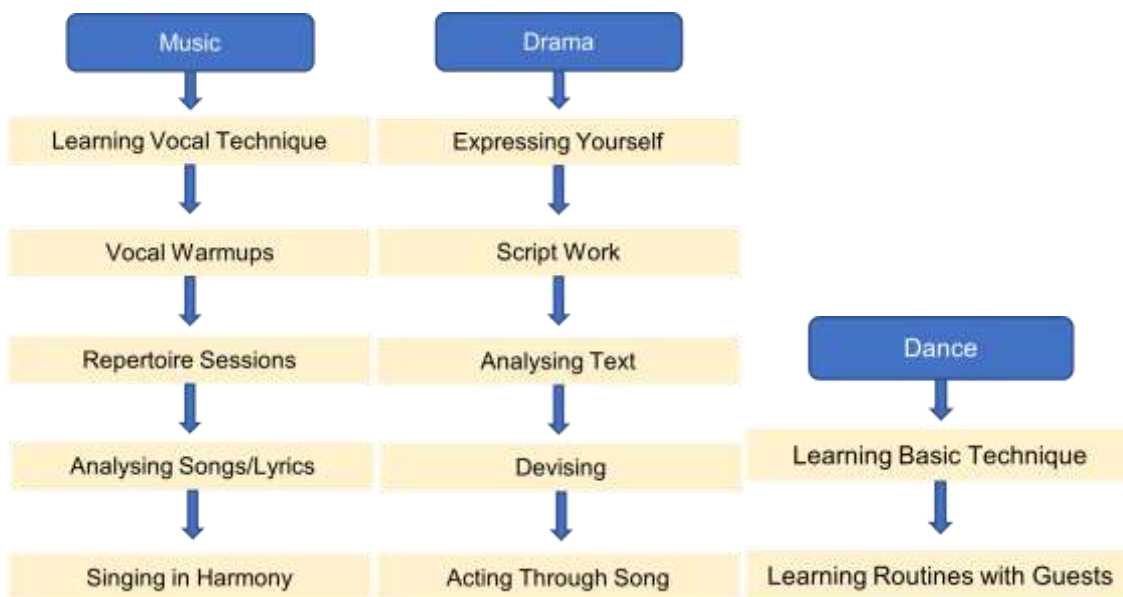
1 COMPULSORY UNIT

Code	Unit Title	Optional/Mandatory	Credit Value
F5L0 12	Acting through Song	Mandatory	1

2 CHOICE UNITS

Code	Unit Title	Optional/Mandatory	Credit Value
F5L9 12	Theatre Performers: Solo Singing Skills	Optional	1
F5L8 12	Theatre Performers: Group Singing Skills	Optional	1
F8LC 12	Group Dance Performance	Optional	1
D658 12	Preparation for Audition	Optional	1

ACTIVITIES AND LEARNING WILL INCLUDE:



ADDITIONAL INFO:

If you are interested in Musical Theatre at all, this course takes into account a lot of personalisation and choice. It will be taught in an informal, fun and thriving learning environment that you are sure to be extremely successful in. There will also be lots of performance opportunities for you to take part in which includes a West End Cabaret. Come join us!

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

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

PHOTOGRAPHY

Higher(24SCQF Points)

Photography and the Art of Photography have been with us now for many years. Processes and techniques have changed and developed throughout the life of the subject. However in recent times the impact of photography and image making has a fundamental roll in how we are informed and interpret the world near and far around us.

The aim of the course is to teach Photography as an Art form and a tool which crosses all aspects of learning processes. Our approach is hands on at all times. We learn by taking photographs and evaluating the results in written form and through practical research.

A practical approach will be used from the start of the course. A strong emphasis will be on personal development and independent learning. The need for relevant and prioritised research is an essential element of the entire course. In addition to this students have successfully entered and exhibited their work, in Regional and National Photography Competitions.

Individual and group critiques have evolved since the course was introduced and has improved verbal and written communication of students. This has in turn developed the self-confidence and awareness of individual students.

Course work Included:

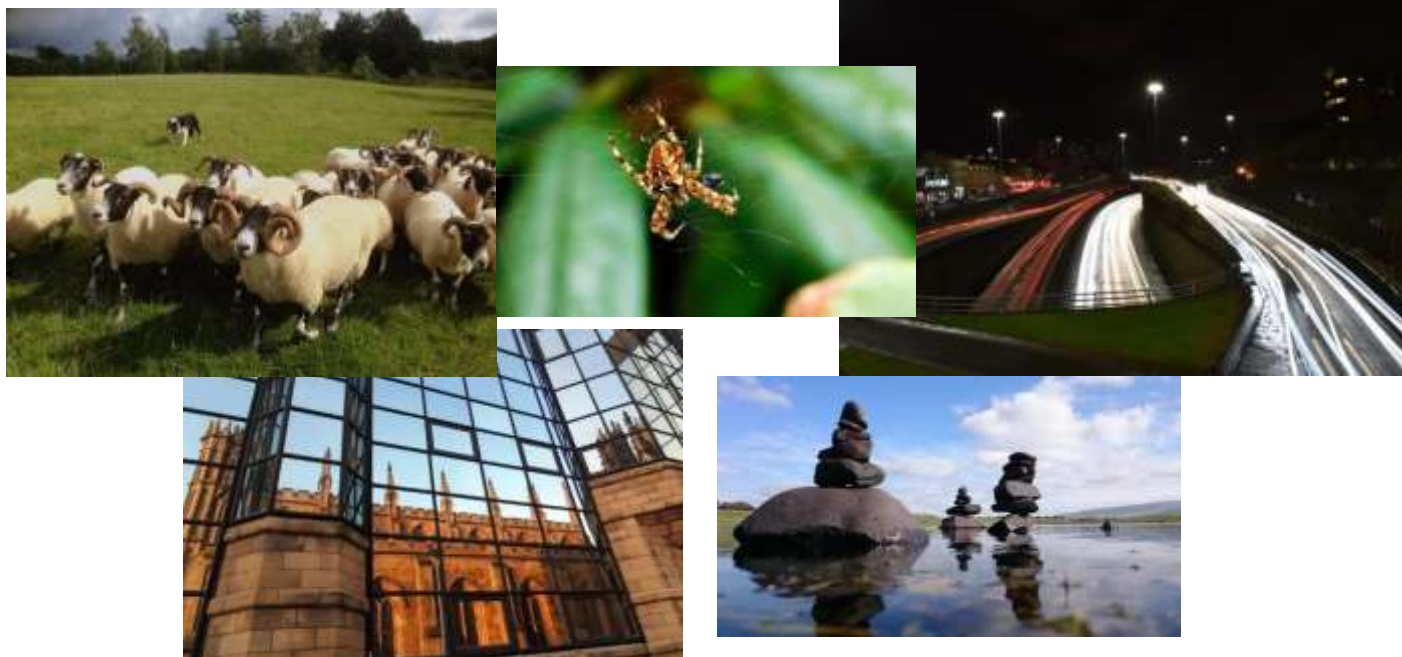
General course content:

- Colour theory
 - Visual elements
 - Camera settings (Aperture/Shutter speed/ISO)
 - Composition
 - Lighting/equipment
 - Studio work/ outdoor photography
 - Photoshop Editing Skills

Folio Project – Pupils select a theme that they are passionate about and that will showcase their strengths for their folio. With the help and guidance of their teacher they research, plan, develop and tell stories through their photographs in the form of a folio. This project is then sent away to SQA as the final submission. This folio is worth 77% of their overall grade.

Question Paper - There is now a written exam in the Higher Photography course that will test the pupil's knowledge of what they have learned in class. This exam is worth 23% of the pupils overall grade.

This course can lead to direct access to further training at University/College and other career pathways.



HIGHER PHYSICAL EDUCATION

The main purpose of this course is to develop and demonstrate 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 performance, understand what is required to develop it and then apply this knowledge to their own performance. By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed as physical education contributes to both social and emotional development.

The course enables candidates to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance.
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance.

Pupils must be engaged in all physical activities.

Recommended entry: National 5 A or B

The Course:

Physical Education areas of study

Performance Skills

They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way.

Factors Impacting on Performance-

Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

Skills, knowledge and understanding for the course assessment:

There are five broad areas:

- factors impacting on performance (mental, emotional, social and physical)
- methods of collecting information to analyse factors impacting on performance
- key planning information
- performance development process
- recording, monitoring and evaluating performance development

Assessment Method

There are two assessable components to the course: performance across 2 activities (60 mark total scaled to 50%) and the question paper (50 marks over a 2 ½ hour written exam).

Progression

This course or its Units may provide progression to:

- Advanced Higher Physical Education
- Higher National Certificates
- Higher Education Degrees
- Further study, employment and/or training

Further Information

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

PHYSICAL EDUCATION – National 5 Sport and Recreation/Higher Performance Skills

Pupils will undertake two separate qualifications: National 5 Sport and Recreation and Higher Performance Skills. There is more emphasis on practical PE and it is suitable for learners who have an interest in and enthusiasm for developing their understanding of wider PE/Sport specific matters, as well as improving movement and performance skills in physical activities.

National 5 Sport and Recreation

This qualification is made up of 4 Units:

Assist with a Component of Activity Sessions – pupils undertake the role of a coach and deliver parts of sessions to our BGE pupils (S1-S3) and/or Lochnorris Primary pupils.

Assist with Daily Centre Duties – pupils assist with setting up and storing equipment, and maintaining areas.

Employment Opportunities in the Sport and Recreation Industry – pupils investigate the skills, qualities and experience required to pursue different sports related careers.

Assist with Fitness Programming – pupils undertake the roles of personal trainer and client.

Pupils must pass all 4 Units to gain an overall course award.

Higher Performance Skill Unit

Pupils will undertake a range of different activities throughout the year. To pass the Unit they must meet all the performance criteria for two different activities. This includes:

- Selecting and applying a broad and comprehensive range of complex movement and performance skills, displaying a high level of control and fluency
- Demonstrating precise body and spatial awareness with distinct patterns and/or rhythms
- Working co-operatively with others
- Using well-established techniques, compositions or tactics
- Making appropriate decisions in challenging contexts
- Reacting appropriately and making effective, safe adaptations in response to a wide range of challenging variables

Pupils must be engaged in all physical activities offered and by participating fully, pupils have the opportunity to demonstrate initiative, decision making and problem solving.

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.
National 5 –	3 Unit Assessments, internally assessed. Added Value Unit and Course Assessment, externally assessed.

Progression

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

Further Information:

More Information on Physics is available at the links below:

www.sqa.org.uk/sqa/41292.2511.html

HIGHER PHYSICS

Introduction

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

Entry Requirements

The Course is suitable for learners who are secure in their attainment of National 5 Physics (Grade A or B) or an equivalent qualification.

Course Outline

Unit 1: Our Dynamic Universe

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

Unit 2: Particles and Waves

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of particles and waves. The Unit covers the key areas of particles and waves. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Unit 3: Electricity

The Unit covers the key areas of electricity, and electrical storage and transfer. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy. Learners will apply these skills when considering the applications of electricity on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

Added Value Unit: Researching Physics

The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/ the environment.

Assessment Arrangements

Higher Units: Pupils will undertake SQA Unit Assessments and internally assessed components to achieve 'Unit Passes'.

There are 4 internally assessed SQA units. Pupils will achieve passes on successful completion of the SQA unit assessments for each unit on an individual basis. In addition a written experimental report must be successfully completed.

Higher Course Award: Pupils will undertake the SQA Exam and Assignment to achieve a graded Course Award. The course assessment consists of 2 parts. Firstly, a **Question Paper** set and externally marked by SQA. This is undertaken as two papers, Paper 1 is Multiple Choice (25marks: 45 mins) and Paper 2 is Extended Answer (95marks: 2hr 15min). Secondly, an **Added Value Assignment** set and carried out by schools under controlled conditions but externally marked by SQA. Pupils will achieve a grade based on a combination of these two components.

Progression

This Course or its Units may provide progression to other qualifications in Physics or related areas or further study, employment and/or training.

ADVANCED HIGHER PHYSICS

Entry Requirements

There is a minimum entry level of A or B in Higher Physics.

Course Outline

Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of physics and developing the candidate's skills in investigative practical work. The purpose of the Course is to build on the knowledge and skills developed by the learner in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts.

As our understanding of physics and its potential applications is constantly evolving, our success as an industrial society depends on the development of young people who are secure in their knowledge of physics and who are resilient, adaptable, creative and inventive.

Unit 1: Rotational Motion and Astrophysics

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

Unit 2: Quanta and Waves

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

Unit 3: Electromagnetism

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

Investigating Physics

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

Assessment Arrangements

There are 4 Unit Assessments which are internally assessed and a Course Assessment which is externally assessed. The course assessment consists of 2 parts. Firstly, a **Question Paper** set and externally marked by SQA and secondly, a **Project** report based on independent work in school but externally marked by SQA. To gain the award of the Course, the learner must pass all of the 4 Units (internally assessed) as well as the Course assessment (externally assessed). The Course assessment will provide the basis for grading attainment in the course award.

Progression

This Course or its Units may provide progression to other qualifications in Physics or related areas or further study, employment and/or training.

Further Information

More Information on Advanced Higher Physics is available at the link below:

<https://www.sqa.org.uk/sqa/48460.html>



HIGHER PERSONAL DEVELOPMENT WITH WORK EXPERIENCE

The main purpose of the Personal Development Award is to provide opportunities for learners to develop the skills and self-knowledge to prepare them for successful transitions in life such as further education and the world of work.

Aims

The aims of the Higher Personal Development Award are to:

- ◆ develop knowledge of strengths and development needs through self-evaluation and review
- ◆ develop self-reliance, self-esteem and confidence through supported and independent learning ◆
develop practical abilities
- ◆ develop task management and interpersonal skills
- ◆ have an opportunity to maximise potential
- ◆ demonstrate and recognise achievement



There are four units in the course:

- **Self Awareness:** In this unit students will aim to build confidence and self-esteem through self-evaluation of their own qualities, feelings, achievements and areas of development, whilst undertaking a group project.
- **Self and Community:** In this unit students will aim to improve their self-reliance and confidence. They will develop their interpersonal skills as they work with others to participate in a group project in the context of one or more communities.
- **Self and Work:** In this unit students will aim to improve their self-reliance and confidence by participating in setting targets for the development of task management skills while carrying out a vocational project.
- **Practical Abilities:** In this unit students will aim to improve their self-reliance and confidence by demonstrating their practical abilities while participating in one or more projects.

Assessment

There is no final exam for the Higher Personal Development award. To achieve this award pupils' project work will be assessed which is ongoing throughout the year. **Work experience is a compulsory part of this award.** Pupils will be required to undertake a work experience placement which will form part of the assessment of the practical abilities unit. Pupils will achieve this award at Higher or National 5 level depending on the quality of work produced.



Practical Craft skills with Enterprise

Purpose and Aims

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.

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:

- metalworking techniques
- measuring and marking out metal sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical metalworking context
- develop knowledge of strengths and development needs through self-evaluation and review
- develop self-reliance, self-esteem and confidence through supported and independent learning
- develop practical abilities
- develop task management and interpersonal skills
- have an opportunity to maximise potential
- demonstrate and recognise achievement

Personal Developments Skills Development:



Levels Offered

This Subject will be offered at National 5 levels: **Pupils should experience within Technical department, as this is a progression route from Practical Woodworking skills.**

Course Outline

Pupils will develop their metalwork craft skills through the following outcomes:

Metalworking Units:

Unit 1 – Bench Skills using a wide variety of hand tools including forgework

Unit 2 – Machine Processes using CNC/ manual lathes and milling machines **Unit 3** – Fabrication and Thermal Joining using MIG and electric arc welding **Personal Development Unit:**

Unit 4 - Self-Awareness: In this unit students will aim to build confidence and self-esteem through self-evaluation of their own qualities, feelings, achievements and areas of development, whilst undertaking a group project.

Unit 5- Self and Community: In this unit students will aim to improve their self-reliance and confidence. They will develop their interpersonal skills as they work with others to participate in a group project in the context of one or more communities. **Unit**

6 - Practical Abilities: In this unit students will aim to improve their self-reliance and confidence by demonstrating their practical abilities while participating in one or more projects.

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

Course Assessment Structure

National 5 – 6 internally assessed unit equating to **36 SCQF points**

Progression

Pupils may also use this qualification to progress onto other practical technology subjects and further education training. Practical Metalworking 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 fabrication processes while learning how to work safely. Students learn how to work independently and also as team members during their time in the workshop environment.



Practical Metalworking skills

Purpose and Aims

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. 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:

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



Levels Offered

National 5 or National 5 Units only

Course Outline

Bench skills Candidates develop skills, knowledge and understanding in the use of metalworking hand tools, bench-fitting work, routine sheet-metal work, measuring and marking out, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar metalwork tasks.

Machine processes Candidates develop skills, knowledge and understanding in the use of metalworking machines, equipment, related processes, materials, measuring and marking out, involving complex features.

Fabrication and thermal joining Candidates develop skills, knowledge and understanding in fabrication, forming and joining of metalwork components with some complex features. Candidates develop skills in thermal joining techniques and in measuring and marking out.

Metalworking Units:

Course Assessment Structure

The course will be assessed through a question paper (exam) and an Assignment, which will be graded A to D.

- The question paper makes up 30% of the total assessment mark and involves a combination of restricted response questions (short answers) and extended response questions (longer, more detailed answers). The question paper will be externally marked by SQA.
- The practical activity makes up 70% of the total assessment mark. Learners produce a finished product, to a given standard and specification, and complete a log book of their activity. The practical activity is internally assessed by the teacher and quality assured by SQA

Progression:

Blacksmith, Boat or Ship Builder, Cabinet Maker, Ceiling Fixer, CNC Machinist, Demolition Operative, Engineering Machine Operator, Fabricator or Plater, Farrier, Fine Artist, Formworker, Heat Treatment Operative, Heating and Ventilation Engineer and many more...!



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 non-religious 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.



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
Criminology (Level 5) 1 year	East, North and South Ayrshire	TBC
Who is the Course for?		
<p>This course is aimed at learners who wish to develop their knowledge of the fascinating discipline of Criminology</p> <p>This course offers you the opportunity to develop your knowledge and skills while you learn about the various areas that Criminologists explore.</p>		
What is the Course About?		
<p>You will develop an introduction to the work of Forensic Psychologists in the Police, Courts and the Prison Estate, developing an understanding of different psychological theories of criminal behaviour, including psychopathy. You will also have the opportunity to explore extraordinary criminal behaviour.</p> <p>You will also develop an understanding of the complex nature of crime and the problems with measuring crime. The course will also explain what constitutes a crime in Scotland and the main principles involved in the prosecution of crime and explore the nature of crime and its effects on the individual and the community.</p> <p>Lastly you will be introduced to the different criminal courts in Scotland, the prison estate in Scotland and the aims of the prison system. You will consider the effectiveness of custodial and non-custodial sentences.</p>		
What do I Need?		
<ul style="list-style-type: none"> • An interest in Criminology, the nature of crime and theories of its causes and solutions. • National 5s in Social Subjects advantageous 		
How will I be assessed?		
Assessment is continuous throughout the course and consists of 2 open book and 2 closed book assessments.		
Next Steps?		
<p>You may progress to:</p> <p>On successful completion of the course you may wish to apply for NC Higher Social Sciences or HNC Social Science (depending on other qualifications). You may also use this qualification in combination with others to gain entry onto alternative NC Level 6 or HNC programmes.</p>		
What do current students say?		
N/A		

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?		
<p>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.</p> <p>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:</p> <p>http://www.citb.co.uk/citb-apprenticeships/ http://www.becomeaplumber.com/</p>		
What is the Course About?		
<p>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:</p> <ul style="list-style-type: none"> • Bricklaying • Plastering • Painting & Decorating • Plumbing <p>Please note that these units may be subject to change.</p>		
What do I Need?		
<p>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.</p>		
How will I be assessed?		
<p>Whilst in the workshop you will build practical models which are assessed. Lecturers will provide guidance and support at all times.</p>		
Next Steps?		
<p>There are a variety of possible progression routes at the end of this course:</p> <ul style="list-style-type: none"> • A full time Construction course at SCQF Level 4 or 5 • National Progression Award in Construction within a chosen Construction trade <input type="checkbox"/> Modern Apprenticeship 		
What do current students say?		
<p><i>"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".</i></p>		

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?		
<p>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.</p> <p>Beauty specific skills include facials, make-up, nail finishes.</p> <p>Hairdressing specific skills include shampooing, conditioning and drying hair.</p> <p>Throughout the course emphasis is on the development of employability skills and attitudes valued by employers. SQA Course Units</p> <ul style="list-style-type: none"> • 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?		
<p>Course may provide you with opportunities to progress to:</p> <ul style="list-style-type: none"> • A Level 4 or 5 Beauty or Hairdressing course. • An SVQ 2 course in Nails 		
What do current students say?		
<p><i>“Love facials, make –up hair and beauty together, one unit one day and another the next day”.</i></p> <p><i>“I didn’t realise that there was face painting and a hair unit”.</i></p> <p><i>“There is quite a bit of written work which I didn’t expect”.</i></p>		

Course Title	Local Authority	Location/Day/Time
NPA Legal Studies 1 year	East, North and South Ayrshire	Tuesday and Thursday 24pm
Who is the Course for?		
<p>This course is aimed at learners who wish to develop their knowledge of the law, the Scottish Legal system and criminal justice in general.</p> <p>This course offers learners the opportunity to develop their knowledge and understanding of the role of the law while providing the opportunity to develop relevant skills for legal related occupations and further study in NC or HNC programmes.</p>		
What is the Course About?		
<p>You will learn the basics of Scots law, including the sources of law and how a new law is made. You will consider the differences between criminal law and civil law together with the structure, jurisdiction and appeals of both the civil and criminal courts. You will develop knowledge and understanding of the system of criminal prosecution in Scotland, the tribunal system and the roles, appointments and responsibilities of the legal profession.</p> <p>You will also develop an understanding of how contracts are made and the process of making them legally binding documents. You will also learn how contracts can be enforced and what can impact their validity, before looking at the process for terminating a contract and the impact of breach of contract.</p> <p>Lastly you will develop an understanding to explain what constitutes a crime in Scotland and the main principles involved in prosecution of crime and to explore the nature of crime and its effects on the individual and the community.</p>		
What do I Need?		
<ul style="list-style-type: none"> • An interest in law or the criminal justice system. • National 5 pass in English at C or above or 3 National 4 passes in Social Subjects (including English) 		
How will I be assessed?		
<p>Assessment of the course is continuous throughout the year and consists of 3 open book and 3 closed book assessments.</p>		
Next Steps?		
<p>You may progress to:</p> <p>On successful completion of the course you may wish to use this NPA in conjunction with other qualifications to apply for entry into an NC or HN programme in a variety of areas such as Social Sciences, Business, Accounts, and Care and Administrative Practice.</p>		

Course Title	Local authority	Location/Day/Time
National Progression Award Sound Production: Recording Level 6 1 Year	SAC	Ayr Campus Tues / Thurs 2.00 – 4.00pm
Who is the Course for?		
This course will interest you if you are interested in music and / or sound production and want to learn how to use industry standard software, such as Pro Tools, Ableton and Native Instruments, to create and manipulate tracks.		
What is the Course About		
This National Progression Award (NPA) is designed to equip you with the knowledge, understanding and skills you will need to succeed within the creative industries sector or to progress to further study. It is designed to bridge the gap between entry level education and professional career development. The NPA will allow you to develop a skill-set, linked to National Occupational Standards for Sound, which has a thorough grounding in audio recording practice and also allows individual and personalised skills development through the optional Units.		
SQA Course Units		
<ul style="list-style-type: none"> • Sound Engineering and Production • Sound: Understanding the Signal Path • Sound Reinforcement • Music Remixing 		
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. It's useful (not vital) to own and play an instrument. You should be committed to consistent and full attendance throughout the course.		
How will I be Assessed?		
The majority of assessment is practical. You will have plenty of opportunities to develop competence and skills through formative work prior to any assessment.		
Next Steps?		
Successful completion of this NPA may provide opportunities for you to be considered for entry to other courses, e.g. HNC Sound Production or where appropriate the full National Certificate Sound Production SCQF level 6. You may also be able to be considered for HNC Technical Theatre.		
What do current students say?		
<i>"I Like the hands on practical elements of the course best and enjoy using up to date software."</i>		

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?		
<p>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.</p>		
What is the Course About?		
<p>This course provides a basic introduction to practical Engineering. Students will learn vocational skills in Engineering including:</p> <ul style="list-style-type: none"> • 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?		
<p>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.</p>		
How will I be assessed?		
<p>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.</p>		
Next Steps?		
<p>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.</p>		
What do current students say?		
<p><i>"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".</i></p>		

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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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?		
<i>'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'.</i>		

Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship Business Skills (Level 6) 1 year	East, North and South Ayrshire	Kilwinning Campus - Tuesday College attendance 9.00 – 4.00 plus a work placement of one day per week.
Who is the Course for?		
<p>Every type of business and organisation needs people with business administration and IT skills to help it run efficiently. This ranges from small specialist firms to large national companies and government organisations like local councils. If you invest in some good business and IT skills now, you could have a great future ahead!</p> <p>You can choose a Foundation Apprenticeship in Business Skills as one of your school subject choices. The course takes 1 year to complete, in S5 or S6.</p> <p>You'll spend part of your week at college and also go out on work experience. And don't worry about getting to and from college/employer – all your transport will be organised and paid for too.</p>		
What is the Course About?		
<p>This course lets you find out what a career in business would really be like - and if it's right for you.</p> <p>It includes:</p> <ul style="list-style-type: none"> • A National Progression Award (NPA) in Business Skills (SCQF level 6) • A Contemporary Business Issues unit • Four units of an SVQ in Business and Administration (SCQF level 6) <p>□</p> <p>NPA in Business Skills will cover the following topics:</p> <ul style="list-style-type: none"> • Understanding Business • Management of People and Finance • PC Passport: Working with IT Software – Word Processing and Presenting Information • PC Passport: Working with IT Software – Spreadsheet and Database • Contemporary Business Issues • Work Placement <p>You'll complete the units of your SVQ in Business and Administration mainly in the workplace, as part of your placement. You'll learn how to:</p> <ul style="list-style-type: none"> • Plan, manage and improve your own performance in a business environment • Communicate in a business environment • Support other people to work in a business environment • Design and produce documents in a business environment <p>Your Foundation Apprenticeship will also help you to develop core skills valued by</p>		

employers, particularly:

- Communication
- Problem solving
- Working with others
- Time management

These transferrable skills are necessary for working in a range of other related jobs.

What do I Need?

For a place on this course, you'll need:

- National 5 Maths and English
- A keen interest in working in the Business Skills sector

How will I be assessed?


The NPA Units are assessed in college and the SVQ units are assessed in the work placement. These assessments are practical – you'll carry out tasks and your assessor will observe you and say when you have shown that you can do them out correctly. You'll also keep a logbook. Your Assessor will visit you regularly to make sure you're doing well and on track with your tasks.

Next Steps?

You may progress to:

- HNC at College
- University
- Modern Apprenticeship

Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship -Civil Engineering Level 6 - 2 years	East, North and South Ayrshire	Ayr Campus Tue/Thurs 2-5pm
Who is the Course for?		
<p>Can you see yourself creating, planning and overseeing the construction of buildings and infrastructure; from roads, bridges and canals, to some of the tallest buildings in the world?</p> <p>Do you enjoy problem solving and finding out how things work?</p> <p>Why not think about a course in Civil Engineering? There is a constant need for Civil Engineers in Scotland and internationally.</p>		
What is the Course About?		
<p>You can choose a Foundation Apprenticeship as one of your subject choices while still at school. The course takes 2 years to complete, starting in S5 and finishing end of S6. Transport to and from college/employer will be organised and paid for.</p> <p>A Foundation Apprenticeship (Group Award) in Civil Engineering includes:</p> <ul style="list-style-type: none"> • A National Certificate in Civil Engineering (at SCQF Level 6) • At least one unit from the SVQ3 in Civil Engineering (at SCQF Level 6) 		
What do I Need?		
<p>You should have or be working towards National 5 qualifications in Mathematics during S5. Your guidance teacher should think you are capable of working at SCQF Level 6, the same level as a Higher qualification.</p>		
How will I be assessed?		
<p>Assessment is on an ongoing basis and will include practical sessions as well as a civil engineering project, using the new skills you've learned throughout the course.</p>		
Next Steps?		
<p>If you achieve the Foundation Apprenticeship, you will have a solid basis for progression to a Modern Apprenticeship or a Higher National Certificate in a range of construction or civil engineering careers specialisms like:</p> <ul style="list-style-type: none"> • Construction Management • Architectural technology • Quantity Surveying • Building Surveying 		

		
Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship in Engineering Level 6	East, North and South Ayrshire	Irvine Royal Campus Ayr Campus Tue/Thu 2 – 5pm?
Who is the Course for?		
<p>The Foundation Apprenticeship (FA) in Engineering aims to give pupils the opportunity to develop the skills and knowledge to enter into a career in Engineering and the Advanced Manufacturing sector and other Engineering related industries. The programme is designed to provide participants with theory, practice and related work experience. The FA in Engineering is aimed at pupils in S5 and S6 and will take 2 years to complete. It also contributes directly to achievement of the Modern Apprenticeship in Engineering by attainment of the core units of the MA qualification.</p>		
What is the Course About?		
<p>Year 1 In S5 pupils will attend College on a Tuesday and Thursday afternoon and are expected to work towards their identified Performing Engineering Operations (PEO) level 2 units (SCQF level 5) and also a proportion of the core or restricted core units from an Engineering related National Certificate (NC) at SCQF level 6. Other activities in S5 will include introducing pupils to the employer context in which engineering roles exist and how engineering skills are utilised in the workplace; this will involve industrial visits to employers and talks from industry professionals.</p> <p>Year 2 In S6 pupils will attend college on a Tuesday and Thursday afternoon. Pupils will complete any outstanding Performing Engineering Operations (PEO) units (SCQF Level 5) 5 units including 3 mandatory, and the remainder of any core / restricted core and optional units for the chosen National Certificate programme. The majority of work-related experience will be gained in S6 through a work placement and/or an industry challenge. The work-based competence units will be delivered and assessed in the workplace. This course provides a basic requirement for a Modern Apprenticeship. Students will learn vocational skills in Engineering. Units include:</p> <ul style="list-style-type: none"> • Producing Components Using Hand Fitting Techniques • Producing Mechanical Engineering Drawings Using a CAD System • Wiring and Testing Electrical Equipment and Circuits • Mechanical Engineering Principles • Engineering Materials • CAD for Engineers • Health and Safety: Engineering 		
What do I Need?		
<p>Candidates should have, or be working towards, National 5 Mathematics at the start of S5. A Physics qualification would be useful also. Candidates will be interviewed on an individual basis and need to demonstrate a desire to learn new skills and a commitment to consistent and full attendance.</p>		
How will I be Assessed?		
<p>Assessments are a mixture of practical, which focus on the attainment of new skills as and when you acquire them, and theoretical. Assessment is on an ongoing basis.</p>		
Next Steps?		
<p>At the end of the 2 years you will complete a combination of Performing Engineering Operations units and an NC Engineering incorporating work placement, achieving a Foundation Apprenticeship in Engineering. You could progress to an HNC in Engineering or into employment or a Modern Apprenticeship.</p>		
What do current students say?		
<p>“I enjoy being at College, with different students from other schools. One day I am in the workshop and the other day the work is class room based learning. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship”.</p>		

Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship in Scientific Technologies (Laboratory Skills) 1 year	East, North and South Ayrshire	Kilwinning Campus - College attendance on a Tuesday 9:00 – 4:00 plus one day per week work placement

Who is the Course for?

The science laboratory is a unique learning environment that enables and combines "learning through doing". Some of the world's most amazing discoveries have been made by people working in laboratories.

A Foundation Apprenticeship in Scientific Technologies offers you the opportunity to enhance your understanding of putting theory into practice, improve your reasoning skills, and develop practical skills in laboratory work.

If you can see yourself working in the sciences, particularly in a laboratory, this course is for you.

You can choose a Foundation Apprenticeship in Scientific Technologies as one of your school subject choices. The course takes 2 years to complete, starting in S5 and finishing at the end of S6.

You'll spend part of your week at college and also go out on work experience. And don't worry about getting to and from college/employer – all your transport will be organised and paid for too.

What is the Course About?

This course lets you find out what a career in scientific technologies would really be like - and if it's right for you.

It Includes:

- A National Progression Award (NPA) in Applied Sciences at SCQF level 6
- Three SVQ units of an SCQF level 6 in Laboratory and Associated Technical Activities (Industrial Science)
- A substantial work placement Example of course units include:

NPA

- Laboratory safety
- Mathematics for science
- Fundamental Chemistry
- Experimental Procedures in Science

SVQ

- Prepare compounds and solutions for scientific or technical use
- Carry out simple scientific or technical tests using manual equipment
- Follow Health and Safety procedures for scientific or technical activities

What do I Need?

For a place on this course, you'll need: a pass at National 5 in Chemistry (C or above), Maths and English.

How will I be assessed?

A mixture of: ongoing workplace assessment, assessed practical activities and written tests.

Next Steps?

You may progress to:

- Modern Apprenticeship
- HNC at College
- University

Course Title	Local Authority	Location/Days/Time
Foundation Apprenticeship: Social Services, Children & Young People level 6 2 years	East, North and South Ayrshire	Kilmarnock Campus & Ayr Campus Year 1: Tue/Thu 2-4:00pm in College. Year 2: Work placement 1 full day (Thursday) plus college attendance on a Tuesday from 2:00- 4:00
Is this course for me?		
<p>You can work with children and young people in a range of careers from Early Years Practitioner to a Social Worker.</p> <p>Early year's provision has changed significantly over the years. Today effective early learning and childcare experiences are recognised as playing a key role in future life chances and achievement for children and young people.</p> <p>Social Service workers provide support and help to people who need it, helping them to live full and valued lives in the community. In particular, they help make sure children have the best start in life, so they grow up to be happy, healthy and secure.</p> <p>This course will help you gain the knowledge and understanding you'll need to work successfully in early learning and childcare. It will also develop your knowledge, practical skills and qualities for working with children and young people.</p> <p>You can choose a Foundation Apprenticeship in Social Services, Children & Young People as one of your school subject choices. The course takes 2 years to complete, starting in S5 and finishing at the end of S6.</p> <p>You'll spend part of your week at college and have the opportunity to get involved in sport, play and learn sessions with local early learning and childcare service. In year two you will go out on work experience so that your occupational competencies can be assessed. And don't worry about getting to and from college/employer – all your transport will be organised and paid for too.</p>		
What's this course about?		
<p>This course lets you find out what a career in social services would really be like - and if it's right for you.</p> <p>It includes:</p> <ul style="list-style-type: none"> • The National Progression Award (NPA) in Social Services: (Children and Young People) • The Scottish Vocational Qualification (SVQ) Social Services (Children and Young People). <p>Here's a bit more on what's involved:</p> <p>NPA</p> <p>The NPA will give you the knowledge you need for the SVQ, along with the practical skills required for delivering early learning and childcare opportunities for children.</p> <p>Units include:</p> <ul style="list-style-type: none"> • Safeguarding Children & Young People 		

- Play for Children & Young People
- Communication with Children & Young People
- Development of Children & Young People
- Promoting Wellbeing of Children & Young People

SVQ

You'll have the opportunity to undertake 6 units to achieve the full SVQ Level 2 Social Services (Children and Young People).

You must complete these units:

- Support effective communication
- Support the Health & Safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of children
- Support the development of children and young people
- Support children's learning through play

Work Experience

As well as formal college tuition, you'll also gain work related experience, such as work placements, work shadowing, industry visits, an industry challenge and training.

In Year 1, you need to do this for at least 10 days (or equivalent hours) – we'll help you find a placement that you can fit in around your school and college classes. This could be in out of school care services.

In Year 2, you'll be out on placement for one full day per week usually Thursday. Ideally, this placement will be in an early learning and childcare centre or early primary placement.

What do I need to apply?

Qualifications

For a place on this course, you'll need:

- To have, or be working towards, at least 4 National 5 qualifications including English or Literacy.
- To be capable of working at SCQF Level 6 (Higher level). Your Guidance Teacher can advise you on this.
- A Protection of Vulnerable Groups (PVG) scheme record.
- To be able to complete all the necessary hours in a work placement (10 days or equivalent in Year 1, one full day a week in Year 2).

Skills

Working in social services setting means you also need to be able to:

- Interact and communicate respectfully with children and staff □ Work with others □ Problem solve.

Values

A commitment to appropriate values is very important. If you're interested in a career in social services you can use the interactive resource [a question of care: a career for you](#). Here, you'll answer a series of questions and receive a detailed personal profile at the end. A commitment to appropriate values is necessary and you can demonstrate this partly through responses in this resource.

How will I be assessed?

The NPA Units are assessed in college and the SVQ Level 2 units are assessed in the workplace. These assessments are a mixture of written reflective accounts & practical application – you'll carry out tasks and your assessor will observe you and say when you have shown that you can do them to the require occupational standard.

You'll also keep a reflective log and produce accounts of practice to demonstrate your knowledge of related legislation, policies, theories, professional values and practical skills. Your SVQ Assessor will visit you regularly to make sure you're doing well and on track with your vocational qualification.

Next steps?

Successful completion of this Foundation Apprenticeship includes Scottish Social Services Council registration eligibility for support worker in day care of children services. Most jobs in day care of children services are at practitioner level and certification for these roles is at SVQ 3, but some employers use SVQ 2 as entry to SVQ 3.

Once you've achieved this Foundation Apprenticeship, you'll have an industry recognised qualification and extensive work experience which will really help in your future career. It will support your progress whether you plan to study at college on the HNC Childhood Practice or enrol on a Modern Apprenticeship or go straight into work.

You'll have a solid basis for moving onto a Modern Apprenticeship in Social Services (Children and Young People). This will qualify you as a support worker and practitioner in a range of services across the sector, such as day care services or out of school care as a nursery assistant, play leader or nursery officer.

FINANCIAL EDUCATION

A significant percentage (74%) of people under the age of 35 are in debt, owing more than £9000 on average. 12% of people in Scotland under 35 owe more than £20,000. Britain's personal debt is increasing by £1 million every 5 minutes. This course aims to educate young people in the hope that they will develop **FINANCIAL CAPABILITY** when they leave school and enter the world of employment.

WHAT IS FINANCIAL CAPABILITY?

Financial capability encompasses 4 essential aspects:

**Financial understanding Financial competence Financial responsibility
Financial enterprise**

In terms of financial understanding, our pupils will develop an understanding of : the nature and role of money in society, including foreign currency sources of income

taxation, saving and investment
credit and debt
wage slips

In terms of financial competence, our pupils will develop the ability to :

keep financial records analyse financial information assess value for money including buying a car prepare and use budgets for everyday life make informed financial decisions

In terms of financial responsibility, our pupils will develop the ability to: take increasing responsibility for making decisions about their own finance analyse the potential impact of their financial decisions on other people

In terms of financial enterprise, our pupils will develop the ability to:

evaluate potential risks and returns

Use financial and other resources in an innovative and confident manner



Successful completion of this course will lead to a SQA Certificate in Personal Finance.

DUKE OF EDINBURGH'S AWARD

Students studying this course will be given the chance initially to work towards gaining their Duke of Edinburgh's (D of E) award. This qualification is viewed highly by colleges, universities and employers as it shows that an individual has commitment, resilience and can work as part of a team. It can have a positive impact on young people in terms of developing self confidence and motivation, discovering new skills and improving communication. There are four sections:

Volunteering (to encourage service to the community)

Skills (discover or develop a practical skill)

Physical recreation (participate in a physical activity)

Expedition (complete a journey as part of a team and then camp overnight)

Doing the D of E award requires a high level of commitment from the student as it may require them to spend time working on the award at weekends and during their school holidays. In addition to this the student must have the necessary physical fitness and determination to complete the expedition section. Pupils who are unable to complete the award will be entered for the National Youth Progression award which will still allow for the development of new skills but will not require the same level of commitment as the D of E award.



OPEN UNIVERSITY COURSES (S6 ONLY)

There may be an opportunity for a small number of highly committed and motivated senior pupils to study an Open University course alongside Highers or Advanced Highers in an area they would like to specialise in. Students would be expected to work independently, manage their time effectively and use online interactive resources.

Courses are offered by the Open University in a range of specialist subject areas such as Law, Financial Management, Health and Social Care and Education. Any interested students can obtain more information about these courses from their Guidance teachers. Please be aware that Open University courses are very much subject to availability and cost.

Pathways After School



All of our students should be registered with my world of work (<https://www.myworldofwork.co.uk>) which is a website created by Skills Development Scotland that contains excellent resources and information about careers, college and university courses and the application processes.

Are you aware that your son/daughter may benefit from reduced university entry requirements?

In conjunction with Focus West we run a number of university pre entry schemes aimed at supporting our students with the transition to university and reducing their entry requirements. This is targeted at certain criteria however which is any of –

- Living in a priority postcode area (you can check this here - <https://www.gla.ac.uk/study/wp/adjustedoffers/checkeligibility/>)
 - Students who are young carers
 - Students who have been in care at any time
 - Students eligible for free school meals
- The grade reductions can be quite significant. For more information please contact your child's Guidance Teacher. The following link also contains more information <https://www.gla.ac.uk/study/wp/>

