



MEARNS CASTLE HIGH SCHOOL

# **THE WAY AHEAD**

For Senior pupils  
moving to S5 and S6

SUBJECT DETAILS SESSION  
2019 - 2020



Dear Pupil

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

It is important that your course choices are based on full and accurate information. This document is a starting point and contains details of each of the courses on offer. You should read it carefully; noting that at this point SQA assessment arrangements have not yet been finalised for some Advanced Higher courses. The following link will take you to the SQA website where the most recent assessment information can be found: [www.sqa.org.uk](http://www.sqa.org.uk). You should also discuss your course choices with your family and friends as this will give you every opportunity to think through your decisions.

You will of course receive advice and support from staff in the school. You will have a formal meeting with your Pupil Support Teacher but you should also take the opportunity to talk to your teachers about your subject choices. In addition you will be able to access careers advice should you require it.

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

**Dean Smith**  
Head Teacher



## IMPORTANT DATES FOR YOUR DIARY

### Fourth Year

- Friday 25 January 2019 S4 Reports issued
- Monday 28 January 2019 S4/S5 Options Evening (7pm)
- Mon 28 Jan to Thurs 7 Feb 2019 S4 Options Interviews
- Friday 15 February 2019 S4 Options Forms returned to PT Pupil Support

### Fifth Year

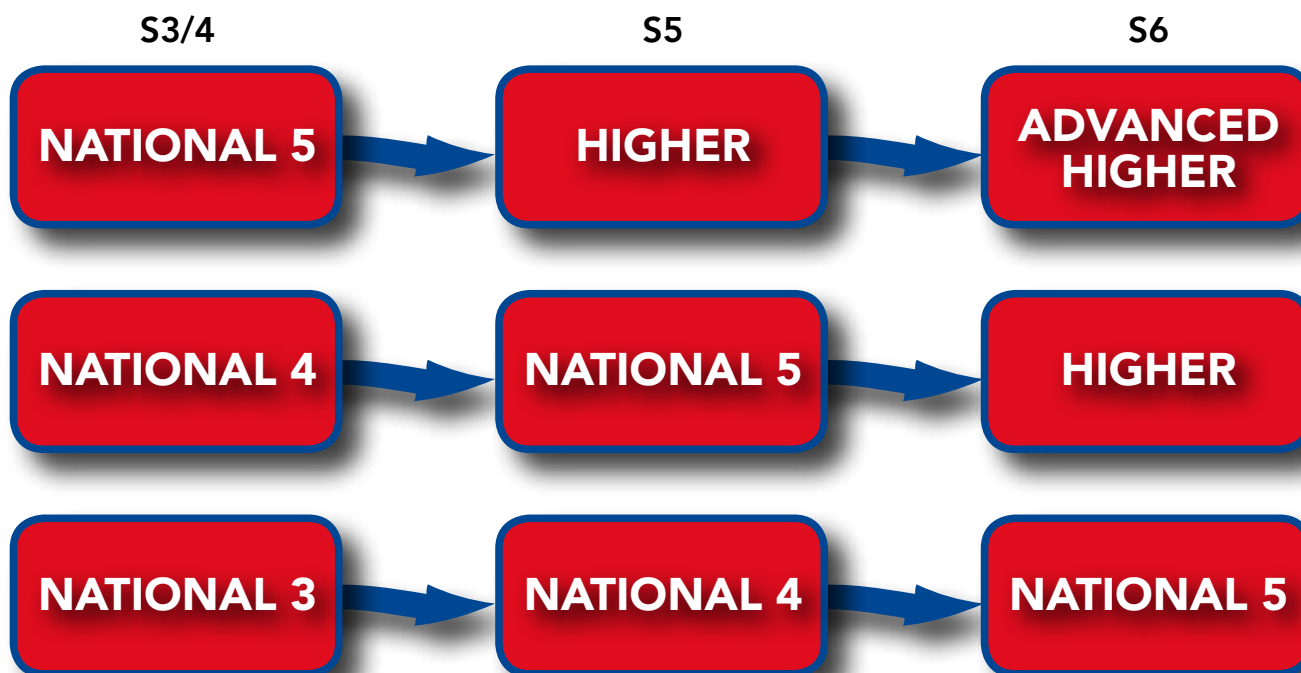
- Monday 28 January 2019 S4/S5 Options Evening (7pm)
- Monday 4th March 2019 S5 Reports issued home
- Tues 5 Mar to Fri 15 Mar 2019 S5 Options Interviews
- Friday 22 March 2019 S5 Option forms returned to PT Pupil Support

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## A GENERAL NOTE ABOUT PROGRESSION WITHIN SUBJECTS



While the above progression is offered, it is crucial that you talk to your class teacher and Pupil Support Teacher if you are finding the level you are currently studying in any subject challenging. For example, if you are currently studying a subject at National 5 and your expected award will be a C you might think about upgrading your National 5 in S5 as opposed to choosing Higher or in fact you might want to ask yourself if that is the best subject to be taking into S5/S6.

**Please remember that if there are not sufficient numbers of pupils choosing a subject, the course may not run.**



## VOCATIONAL PROGRAMME

East Renfrewshire Council has developed a very successful vocational programme providing young people with the opportunity to achieve qualifications and a progression route that fits them best, that will serve their interests, talents and ambition.

Pupils interested in vocational options should see their Pupil Support teachers to find out more about the Vocational Programme. This will not commit pupils to a course but will give them, and their parents, the opportunity to consider the courses available so they may make a relevant and appropriate choice.

## FOUNDATION APPRENTICESHIPS

Foundation Apprenticeships are a work-based learning opportunity for high school pupils in S5. Pupils will spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects.

The qualification takes two years to complete and is linked to one of six key sectors of the Scottish economy, so young people are getting industry experience which will help them kick-start a successful career in their chosen field.



MEARNS CASTLE HIGH SCHOOL

# **SUBJECT INFORMATION**



## ACCESS TO PRIMARY EDUCATION/CHILDHOOD PRACTICE - HIGHER SCQF LEVEL 6 – OPEN TO S5/6 PUPILS SOUTH LANARKSHIRE COLLEGE

### ENTRY REQUIREMENTS:

You must:

- have National 5 English
- have National 5 Mathematics
- have achieved or working towards Higher English (A-C) by end of S6

### ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm).

**Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.**

### COURSE OUTLINE

The Access to Primary Education and Childhood Practice will prepare you for working with children from pre-birth to 16. South Lanarkshire College will offer you the opportunity to develop an understanding of child development. The course explains the roles and responsibilities of practitioners, other professionals, and parent and carers in meeting the needs of children. You will participate in a range of tasks, including evaluating and analysing theories that inform current childhood practice will be put into practice during the half day in practical placement. This placement will involve working with children in either a Primary or Nursery setting.

### QUALIFICATION BREAKDOWN

Childcare and Development – SCQF Level 6

- Child Development
- Child Development: Theory
- Services for Children and Young People
- Play experience
- Safeguarding
- Communicating with Children and Young People
- Paediatric First Aid: college certificate

**Please note: all candidates are required to be vetted by Disclosure Scotland as part of the Protecting Vulnerable Groups Scheme (PVG Scheme).**

### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

This course will allow a taste of what to expect in the vehicle repair industry. It will give knowledge which could assist in getting a Modern Apprentice position within a garage or alternatively a full time position on a further education course.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## **ACCOUNTING – SCQF LEVEL 6**

### **SOUTH LANARKSHIRE COLLEGE**

#### **ENTRY REQUIREMENTS:**

You must have, or are studying:

- National 5 Accounting or
- National 5 Mathematics and English

You should enjoy working with numbers and be capable of working to a high degree of accuracy.

#### **ATTENDANCE PATTERN**

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### **COURSE OUTLINE**

The aim of the Higher Accounting course is to help you understand and use financial information. You will learn to prepare accounting statements as well as analyse, interpret and report on a company's financial performance. The skills you will develop in this course include numeracy and logical reasoning. The course combines practical and theoretical aspects of learning related to accounting, and will allow you to use IT for some tasks. Accounting relates to many aspects of everyday life, and therefore will provide you with experiences which are topical and will develop skills for learning, life and work. You will learn to think logically and to apply accounting principles, thereby supporting your personal financial awareness.

#### **QUALIFICATION BREAKDOWN**

Accounting SCQF Level 6:

- Preparing Financial Accounting Information
- Preparing Management Accounting Information
- Analysing Accounting Information

#### **PATHWAYS:**

You might go on to do:

- Other National Qualifications, National Certificates, Higher National Certificates, Higher National Diplomas and degrees in accountancy or other business related subjects. The level you might enter would depend on the level and relevance of your other qualifications.
- Employment and/or training in an accounting related industry

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## ACCOUNTANCY - FOUNDATION APPRENTICESHIP

### SCQF LEVEL 6 – OPEN TO S5 PUPILS FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL

### CITY OF GLASGOW OR WEST COLLEGE SCOTLAND

#### ENTRY REQUIREMENTS:

##### City of Glasgow: 2 Year Model

Candidates intending to leave school at the end of S6 with minimum of one or more Highers. Essential criteria as follows:

- Achieved or working towards Higher English (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

##### West College Scotland: 1 Year Model

You must have:

- Achieved National 5 English and Maths at grade A or B by end of S5
- National 5 Business Studies will be advantageous
- Working at Higher level in S6

#### ATTENDANCE PATTERN

##### City of Glasgow: 2 Year Model

Year 1: Tuesday and Thursday (pm) August to May.  
1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2 proposed attendance: Thursday all day shared between college and work experience placement.  
1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

##### West College Scotland: 1 Year Model

Monday, Tuesday, Wednesday and Thursday (1.30pm to 4pm) from August to November

2 afternoons at college (Monday, Tuesday or Wednesday 1.30pm to 4.00pm) and a full day work placement from November to June.

**Please note: this option will be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### COURSE OUTLINE

The aim of the Foundation Apprenticeship Accounting course is to help you understand and use financial information. You will learn to record financial accounting information (and bookkeeping), prepare financial information, indirect tax, analysing accounting information, management accounting and professional ethics for accountants.

#### QUALIFICATION BREAKDOWN

##### Foundation Apprenticeship in Accountancy – GN7T-46

##### National Progression Award (NPA) in Accountancy

- Preparing Management Accounting Information
- Analysing Account Information
- Preparing Financial Accounting Information
- Recording Data in the Ledger
- Professional ethics for Accountants
- Work Placement

##### AAT (Association of Accounting Technicians)

- Advanced Bookkeeping
- Final Accounts Preparation
- Indirect Tax

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

#### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## ADMINISTRATION AND IT – NATIONAL 5

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

This Course is designed for those who are interested in the practical uses of IT and administration and want to develop their skills and knowledge further.

Learners who have completed the Course will be able to utilise the acquired IT skills and administration knowledge, at home, in the wider community and, ultimately, in employment. The Course will support learners' personal and social development and will serve them very well in their day-to-day lives, as well as preparing them for the next stage in their education and for entering the world of work.

Whatever path they choose, those who have completed this Course will be able to play their part in the economic and social life of the 21st century effectively.

#### COURSE STRUCTURE

The course comprises two areas of study:

##### Theory

Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

##### IT applications

Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

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

#### COURSE ASSESSMENT

##### IT Assignment

A practical assignment drawing on the IT skills and theory developed across the Course. This is externally set and marked by SQA, and accounts for 58% of the final course award. The Assignment will take place at an appropriate point during the year.

##### Course Assessment

This question paper gives candidates the opportunity to demonstrate their use of spreadsheet and database software, problem-solving and administration theory. This is set and marked by SQA and takes place during the main exam diet, and accounts for 42% of the final course award. **Course award will be graded A-D**

#### SKILLS FOR LEARNING, LIFE AND WORK

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work* and draw from the following main skills areas:

##### 2. Numeracy

2.3 Information handling

##### 4. Employability, enterprise and citizenship

4.1 Employability

4.2 Information and communication technology (ICT)

##### 5. Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

## ADMINISTRATION AND IT – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

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

The Course aims to enable learners to:

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

An excellent course for S6 students who wish to develop their IT skills for use at University or in the workplace.

### COURSE STRUCTURE

The course consists of 2 areas of study:

#### Administrative theory and practice

Candidates develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.

#### IT applications

Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

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

### COURSE ASSESSMENT

The learner will be assessed by a combination of a question paper and an assignment.

#### Course assessment structure

Assignment - 70 marks

Question Paper - 50 marks

**Total 120 Marks**

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 1. Literacy

1.3 Listening and talking

#### 2. Numeracy

2.3 Information handling

#### 4. Employability, enterprise and citizenship

4.1 Employability

4.2 Information and communication technology (ICT)

#### 5. Thinking skills

5.2 Understanding

5.3 Applying

5.4 Analysing and evaluating

## ART & DESIGN – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

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

The aims of the Course are to enable learners to:

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

### COURSE STRUCTURE

The assessment of this Course will be as follows.

#### Art and Design: Expressive Activity (Higher)

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

#### Art and Design: Design Activity (Higher)

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

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course.

This course will enable pupils to:

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

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At Higher level the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

#### Course assessment structure

Component 1 — portfolio	77% of the marks
Component 2 — question paper	23% of the marks
<b>Total marks 260 marks</b>	<b>100% of the marks</b>

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below.

#### 3 Health and wellbeing

3.1 Personal learning

#### 5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

## ART & DESIGN – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

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

The aims of the Course are to enable learners to:

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

### COURSE STRUCTURE

#### Art and Design: Expressive Activity (Higher)

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

#### Art and Design: Design Activity (Higher)

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

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course.

This course will enable pupils to:

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

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At Higher level the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

#### Course assessment structure

Component 1 — portfolio	73% of the marks
Component 2 — question paper	27% of the marks
<b>Total marks 220 marks</b>	<b>100% of the marks</b>

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 3 Health and wellbeing

3.1 Personal learning

#### 5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

## AUTOMOTIVE SKILLS - GREENPOWER

### SKILLS FOR WORK 4 (SCQF LEVEL 4)

### WEST COLLEGE SCOTLAND

#### ENTRY REQUIREMENTS:

You must:

- have a genuine interest in car mechanics and enjoy working as part of a team
- Not be registered colour blind

#### ATTENDANCE PATTERN

Tuesday all day. The duration of the course is August to May.

#### COURSE OUTLINE

The Skills for Work Award in Automotive Skills will give you an opportunity to develop basic practical skills necessary to work in the automotive industry. You will gain experience of carrying out basic vehicle checks, including the specific skills involved in removal and replacement of components and mechanisms of a vehicle. You're going to get dirty and it's going to be physical! Relevant jobs such as light and heavy vehicle maintenance, motorcycle maintenance, vehicle fitting, auto electrical, accident repair – body and paint operations, parts distribution and roadside assistance. You will gain an overview and an awareness of the skills required by employers within this industry.

#### QUALIFICATION BREAKDOWN

Skills for Work: Automotive Skills SCQF 4:

- The Garage
- The Technician
- The Car
- The Vehicle Modification Project
- You will fund raise to design, build and then race an electric kit car.

#### PATHWAYS:

This course will allow a taste of what to expect in the vehicle repair industry. It will give knowledge which could assist in getting a Modern Apprenticeship position within a garage or alternatively a full time position on a further education course.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## BARBERING – CITY & GUILDS SVQ LEVEL 2 (SCQF 5) SOUTH LANARKSHIRE COLLEGE

### ENTRY REQUIREMENTS:

You must:

- have a minimum of 2 National 5's at Level C or above
- be 16 years of age at the beginning of the programme
- have excellent communication skills and the ability to work effectively with members of the general public
- be highly motivated and have creative and artistic skills
- demonstrate a level of maturity required for the course

You are required to work on each other and must be prepared to get treatments applied to your hair.

### ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

### COURSE OUTLINE

This course is an ideal introduction for pupils starting out and who want an understanding of the industry; this qualification is designed for you to prepare for further learning or training in the hair and beauty sector. You will learn how to prepare the clients for barbering services, shampoo and diagnose hair on a variety of hair types and conditions, cut hair using barbering techniques, style and blow dry. Alongside practical skills you will learn consultation techniques, gowning and preparation of client for services, customer care and product knowledge and communication skills.

### QUALIFICATION BREAKDOWN

Barbering (City and Guilds SVQ Level 2)  
SCQF Level 5:

#### Mandatory Units

- Cut hair using basic barbering techniques
- Develop and maintain your effectiveness at work
- Advise and consult with clients
- Cut facial hair to shape, using basic techniques
- Dry and finish men's hair
- Create basic outlines and detailing in hair

#### Optional units

- Colour and lighten men's hair

### PATHWAYS:

You might go on to do:

- SVQ Level 3 Barbering
- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## BEAUTY AND COMPLEMENTARY THERAPY SKILLS

### SCQF LEVEL 4 – OPEN TO S5/6 PUPILS

### GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

#### ENTRY REQUIREMENTS:

You must:

- have a keen interest in beauty therapy and complementary therapies
- enjoy working as part of a team and have a caring, mature approach

#### ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

Studying at Glasgow Clyde College will ensure you experience a broad introduction to this area of study. Practical and theory sessions are designed to ensure you develop both vocational skills and the knowledge and understanding required. Practical experience will include working on classmates to practice and perfect a range of skills including skin cleansing and brow shaping, Make Up application and both Back, Leg and Facial Massage. Written work will include workbooks, short tests, projects, portfolio production and home study. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare you for the workplace.

#### QUALIFICATION BREAKDOWN

National Progression Award in Beauty Skills: An Introduction - SCQF Level 4

#### Mandatory Units:

- Cosmetology: Make Up Artistry Practical Skills
- Beauty Skills: An Introduction
- Creative Finishes to Hand and Foot

#### Optional Units

- Fashion Make-Up
- Introduction to Face and Back Massage
- Introduction to Thai Foot Massage

**To achieve the NPA Group Award you must successfully complete the three mandatory units listed.**

#### PATHWAYS:

A full time National Certificate (NC) or National Qualification (NQ) course in Hairdressing or Beauty Care at a local college of further education usually over 2 years. **Please note you will also need additional National qualifications in addition to these units. You should check the entry requirements on college website.**

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## BIOLOGY – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The aims of this Course are to enable learners to:

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

### COURSE STRUCTURE

**Unit 1: DNA and the Genome:** In this Unit, learners will develop knowledge through the study of DNA and the genome. The Unit covers key areas such as: the structure of DNA; replication of DNA; control of gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing. This Unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. An understanding of gene expression, at the cellular level, leads to the study of differentiation in organisms.

**Unit 2: Metabolism and Survival:** In this Unit, learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. The Unit covers the key areas of metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism; ethical considerations in use of microorganisms, hazards and control of risks.

**Unit 3: Sustainability and Interdependence:** In this Unit, learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. The Unit covers the key areas of food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; mass extinction and biodiversity. 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.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

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

### COURSE ASSESSMENT

Course assessment structure:

Component 1 — 2 question papers 120 marks

Component 2 — assignment 20 marks (will be scaled to 30 marks contributing to 20% of overall mark)

**Total marks 150 marks**

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

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below:

#### 1. Literacy

1.2 Writing

#### 2. Numeracy

2.1 Number processes

2.2 Money, time and measurement

2.3 Information handling

#### 5. Thinking skills

5.3 Applying    5.4 Analysing and evaluating

5.5 Creating

## BIOLOGY – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The aims of this Course are to enable learners to:

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

### COURSE STRUCTURE

**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, selection of relevant separation and antibody techniques and 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. 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 and to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

**Unit 3: Investigative Biology:** 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. Pupils will have the opportunity to attend a residential field trip to Kindrogan Field Centre to consolidate their Investigative Biology unit and collect on site data for their projects. There will be a cost for pupils wishing to be involved in this trip.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

- applying knowledge of biology to new situations, interpreting and analysing information to solve more complex problems
- planning and designing biological experiments/investigations, using reference materials and including risk assessments, to test a hypothesis or to illustrate particular effects
- carrying out complex experiments in biology safely, recording systematic detailed observations and collecting data
- selecting and presenting detailed information appropriately, in a variety of forms
- processing and analysing biological information (using calculations, significant figures and units, where appropriate)
- making reasoned predictions and generalisations from a range of evidence/information
- drawing valid conclusions and giving explanations supported by evidence/justification
- critically evaluating experimental procedures by identifying sources of error, suggesting and implementing improvements
- drawing on knowledge and understanding of biology to make accurate statements, describe complex information, provide detailed explanations and integrate knowledge
- communicating biological findings/ information fully and effectively
- analysing and evaluating scientific publications and media reports

### COURSE ASSESSMENT

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

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below:

#### 1. Literacy

1.1 Reading 1.2 Writing

#### 2. Numeracy

2.1 Number processes 2.2 Money, time and measurement  
2.3 Information handling

#### 5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating 5.5 Creating

## BIOLOGY – HUMAN – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The aims of the Course are to enable learners to:

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

### COURSE STRUCTURE

The course content includes the following areas of human biology:

#### Human cells

The key areas covered are: division and differentiation in human cells, structure and replication of DNA, gene expression, mutations, human genomics, metabolic pathways, cellular respiration, energy systems in muscle cells.

#### Physiology and health

The key areas covered are: gamete production and fertilization, hormonal control of reproduction, the biology of controlling fertility, antenatal and postnatal screening, the structure and function of arteries, capillaries and veins, the structure and function of the heart, pathology of cardiovascular disease (CVD), blood glucose levels and obesity

#### Neurobiology and immunology

The key areas covered are: divisions of the nervous system and neural pathways, the cerebral cortex, memory, the cells of the nervous system and neurotransmitters at synapses, non-specific body defences, specific cellular defences against pathogens, immunization, clinical trials of vaccines and drugs

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

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

### COURSE ASSESSMENT

#### Course assessment structure:

Component 1 — 2 question papers 120 marks

Component 2 — assignment 20 marks (will be scaled to 30 marks contributing to 20% of overall mark)

#### Total marks 150 marks

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

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below:

#### 1. Literacy

1.1 Reading 1.2 Writing

#### 2. Numeracy

2.1 Number processes 2.2 Money, time and measurement  
2.3 Information handling

#### 5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating 5.5 Creating

## **BUILDING SERVICES ENGINEERING**

### **NATIONAL PROGRESSION AWARD (SCQF LEVEL 5)**

### **GLASGOW KELVIN COLLEGE**

#### **ENTRY REQUIREMENTS:**

You must have:

- National 5 Maths

#### **ATTENDANCE PATTERN**

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### **COURSE OUTLINE**

The National Progression Award (NPA) in Building Services Engineering will teach you the basic knowledge and skills required to prepare you for further study or potential career in heating and ventilation, plumbing, electrical installation, refrigeration and air conditioning.

#### **QUALIFICATION BREAKDOWN**

National Progression Award in Building Services Engineering SCQF Level 5:

- Basic Electrical Installation Operations
- Basic Plumbing Operations
- Basic Heating and Ventilation Operations
- Basic Refrigeration and Air Conditioning Operations
- Energy and the Environment
- Systems, Roles, Responsibilities and Procedures
- Science

#### **PATHWAYS:**

You might go on to do:

- Modern Apprenticeships in Heating and Ventilation, Service and Maintenance, Refrigeration and Air Conditioning or general employment in the engineering or construction industry. A National Certificate in Building Services Engineering, Electrical Installation, Plumbing, Mechanical Engineering or Manufacturing Engineering.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## **BUILDING SERVICES ENGINEERING**

### **NATIONAL CERTIFICATE (SCQF LEVEL 6)**

### **GLASGOW KELVIN COLLEGE**

#### **ENTRY REQUIREMENTS:**

You must have:

- National 5 or Higher Maths

#### **ATTENDANCE PATTERN**

Monday and Wednesday all day. The duration of the course is August to June.

#### **COURSE OUTLINE**

This National Certificate (NC) in Building Services Engineering course can be used to enhance university entrance prospects for engineering courses or lead to direct entry onto HNC Building Services Engineering. The course covers design technology, materials, science, electrical engineering and health and safety with options in air conditioning, refrigeration and heating. Potential careers might include designing, installing and/or maintaining building services. The introduction of new renewable energy technologies make this a very exciting time to get into this field.

#### **QUALIFICATION BREAKDOWN**

National Certificate in Building Services Engineering SCQF Level 6:

##### **Mandatory Units:**

- Health and Safety
- Graphical Detailing
- Science
- Electrical & Electronic Technology
- Building Services Engineering Technology
- Mathematics: Technician 1
- Construction Technology & Design
- Building Services Engineering: Design Project

##### **You can study optional units such as:**

- Heating & Plumbing
- Air Conditioning & Ventilation
- Refrigeration Technology
- Planning, Organisation and Control of Resources in Construction

#### **PATHWAYS:**

You might go on to do:

- A degree in engineering
- Higher National Certificate (HNC) in Building Services Engineering
- Modern Apprenticeships in Heating and Ventilation Service and Maintenance
- Refrigeration and Air Conditioning or general employment in the engineering or construction industry

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## BUILDING SERVICES ENGINEERING

### HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7)

### GLASGOW KELVIN COLLEGE

#### ENTRY REQUIREMENTS:

You must be working towards or have at least one of the following:

- 6th Year pupil with Higher Maths and a Science at A or B level

#### ATTENDANCE PATTERN

Monday and Wednesday all day. The duration of the course is August to June.

**Please note, that unlike other options, this option is continuous attendance from August to June.**

#### COURSE OUTLINE

The Higher National Certificate (HNC) course leads to a national qualification, recognised by employers, universities and professional bodies within the Building Services Engineering sector. The course prepares you for a range of technical, professional and managerial careers in Building Services Engineering. You will undertake a course of study that relates to the design, installation, maintenance and management of HVAC systems within commercial/industrial buildings and understand the roles and responsibilities such a profession places on the consumption and management of both existing and future energy sources.

Building Services Engineers work with architects to provide their expertise in the design of large commercial/industrial buildings for the installation of vital systems i.e. air conditioning, refrigeration, heating & ventilation, service & maintenance, plumbing and many more vital services required for large building projects to function i.e. shopping centres, office blocks, schools, universities etc.

The HNC course content contains all of the above disciplines with the added value of experiencing the functioning systems within the college workshops.

#### QUALIFICATION BREAKDOWN

Higher National Certificate in Building Services Engineering SCQF Level 7:

- Design Principles and Application
- Heating
- Ventilating and Air Conditioning
- Thermofluids and Acoustic Criteria
- Analytical Methods
- Building Services Engineering Science
- Piped Distribution Services
- Health and Safety in the Building Services Industry
- Building Services Project Management
- Final Project

#### PATHWAYS:

You might go on to do:

- Glasgow Kelvin College has an articulation partnership with many universities to a degree in engineering
- Modern Apprenticeships in Heating and Ventilation Service and Maintenance
- Refrigeration and Air conditioning or general employment in the engineering or construction industry

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## BUSINESS - HIGHER NATIONAL CERTIFICATE

### SCQF LEVEL 7/8 – OPEN TO S5/6 PUPILS

### SOUTH LANARKSHIRE COLLEGE

#### ENTRY REQUIREMENTS:

You must:

- have 3 passes at National 5, 1 of which should be English and a Business subject
- have any relevant Scottish Group Award at SCQF level 5 or SCQF level 6 (Higher)
- be work at Higher (SCQF Level 6)

#### ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm). Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.

#### COURSE OUTLINE

The Higher National Certificate in Business aims to develop the required knowledge and skills required for employment in a business environment, enabling you to enter a range of administrative, commercial or managerial positions in an organisation. It will provide you with the opportunity to adopt an innovative and creative approach to work; give you the tools to respond quickly to challenges posed by changes in the business environment.

#### QUALIFICATION BREAKDOWN

HNC in Business – SCQF Level 7/8

##### Mandatory Units:

- Managing people and Organisations
- Marketing: An Introduction
- Economic Issues: An Introduction
- Business Accounting
- Communication: Business Communication
- I.T. in Business: Spreadsheets

- I.T. Applications Software 1
- Business: Graded Unit 1

##### A range of Optional units are available such as:

- Company Law: An Introduction
- Creating a Culture of Customer Care

#### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

Undertake further academic qualifications such as:

- HND in HRM, Business, Accounting or Legal Studies
- Articulation agreements are in place with a range of Universities for progression into 2nd or 3rd Year degree programmes

Employment Opportunities:

- The HNC/D in Business prepare candidates for a wide range of employment opportunities in Business such as:
- Office Supervisor
- Assistant Manager/Manager
- Team Leader

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## BUSINESS AND MARKETING - NATIONAL PROGRESSIONAL AWARD

### SCQF LEVEL 5 – OPEN TO S5/6 PUPILS

### SOUTH LANARKSHIRE COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, which should include English and Maths
- A genuine interest in Business and Marketing

#### ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1:30pm to 4pm). The duration of the course is August to May

#### COURSE OUTLINE

This National Progression Award (NPA) in Business and Marketing will provide you with the basic theoretical knowledge of the marketing principles in business. The NPA in Business and Marketing will offer you the foundation knowledge and skills in market research, promotion, event organisation, customer care and selling skills. This course aims to provide you with the opportunity to develop skills and aptitudes that will improve your employment potential and career development within this business area.

#### QUALIFICATION BREAKDOWN

National Progression Award in Business and Marketing – SCQF Level 5:

##### Mandatory Units:

- Management of Marketing and Operations
- Marketing: Basic Principles

**You will study optional units to be discussed with your lecturer once course commences:**

- Management of People and Finance
- Skills for Customer Care

#### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree.

The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## BUSINESS MANAGEMENT – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.

This Course aims to enable learners to develop and extend:

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

### COURSE STRUCTURE

The course consists of 5 areas of study:

#### Understanding business

Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.

#### Management of marketing

Candidates develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

#### Management of operations

Candidates develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

#### Management of people

Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

#### Management of finance

Candidates develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

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

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value is assessed in the Course assessment.

In the Higher Business Management Course assessment, added value will focus on:

**Breadth** – drawing on knowledge and skills from across the Course

**Challenge** – requiring greater depth or extension of knowledge and/or skills

**Application** – requiring application of knowledge and/or skills in practical or theoretical contexts

#### Course assessment structure

Component 1 — question paper 90 marks

Component 2 — assignment 30 marks

**Total marks 120 marks**

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These are built into the Course where there are appropriate opportunities.

#### 1. Literacy

1.2 Writing

#### 2. Numeracy

2.3 Information handling

#### 4. Employability, enterprise and citizenship

4.1 Employability 4.2 Enterprise

#### 5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating

## BUSINESS SKILLS - FOUNDATION APPRENTICESHIP

### SCQF LEVEL 6 – OPEN TO S5 PUPILS FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL

### CITY OF GLASGOW COLLEGE OR WEST COLLEGE SCOTLAND

#### ENTRY REQUIREMENTS:

You must be working towards:

##### City of Glasgow College

Candidates intending to leave school at the end of S6 with minimum of one or more Highers in relevant subject areas and National 5's. Essential criteria as follows:

- Achieved or working towards Higher (A-C) in relevant subject areas – Economics, Accounts, Business etc. by end of S6
- Achieved or working towards National 5's (A-C)

##### West College Scotland

- National 5 in either English, Maths or a Business subject
- Progression to a Higher in either Economics, Accounts or Business in S6

You should have an interest in at least one of the following areas: business processes, procurement, entrepreneurship, accounting or management, including a potential desire to pursue business as a career prospect.

- You will be asked to provide a short personal statement on why you want to attend college and do this Foundation Apprenticeship

**Please note if studying Business Higher at school there will be 2 from the 3 business units the same on the Foundation Apprenticeship.**

#### ATTENDANCE PATTERN

##### 2 Year Model – City of Glasgow:

Year 1: Tuesday and Thursday (pm) August to May.  
1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2 proposed attendance: Thursday all day shared between college and work experience placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

##### 2 Year Model – West College Scotland

Year 1: Tuesday and Thursday (pm). The duration of the course is August to June

Year 2 proposed attendance: Tuesday (1:30 to 4pm) at college. Thursday all day shared between college and work experience placement.

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

##### 1 Year Model – City of Glasgow

All day Tuesday at college/All day Thursday shared between college and work placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with a range of business and IT skills allowing you to apply a solutions-based approach to improving business processes, to work logically and methodically to pre-set deadlines.

#### QUALIFICATION BREAKDOWN

**Foundation Apprenticeship in Business Skills SCQF Level 6 - GL8H 46:**

##### SVQ Level 3 Business and Administration

- Plan how to manage 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

##### National Progression Award in Business with Information Technology

- 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

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

#### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## CHEMISTRY – HIGHER

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country.

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

#### COURSE STRUCTURE

**Chemical Changes and Structure (Higher):** 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 electro-negativity and intra-molecular and intermolecular forces.

**Researching Chemistry (Higher):** 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.

**Nature's Chemistry (Higher):** 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.

**Chemistry in Society (Higher):** This Unit covers the principles of physical chemistry which allow a chemical process to be taken 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.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

#### COURSE ASSESSMENT

Unit passes no longer mandatory

Component 1 - 2 question papers. 1 Multiple Choice & 1 Extended Response

Component 2 - Assignment. 20 marks scaled to 30 - Worth 20% of final grade.

**Total marks 120 marks**

Course assessment will provide the basis for grading attainment in the Course award.

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

#### SKILLS FOR LEARNING, LIFE AND WORK

The Course 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 and media reports. This will also equip learners to make their own reasoned decisions on many issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing.

The Course content has been selected to allow learners to study key chemical areas within situations of personal relevance using up-to-date contexts. Skills of scientific investigation, communication skills, literacy and numeracy are all developed within the Course. The Units offer opportunities for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work.

## CHEMISTRY – ADVANCED HIGHER

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

The Course provides well-mapped concept and skills development pathways. The Course develops scientific understanding of issues relating to chemistry, and uses the development of chemical theory to build an extensive set of skills for learners. Through application of a detailed knowledge and understanding of chemical concepts, in practical situations, learners develop an appreciation of the impact of chemistry on their everyday lives.

The Course gives opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. Learners' creativity will be developed and encouraged through opportunities to generate new ideas when planning and designing investigations and experiments, which they will carry out.

The key skills of scientific inquiry and investigation are integrated and developed throughout the Course.

#### COURSE STRUCTURE

##### Inorganic and Physical Chemistry (Advanced Higher)

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.

##### Organic Chemistry and Instrumental Analysis (Advanced Higher)

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 (Advanced Higher)

In this 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.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

#### COURSE ASSESSMENT

To gain the award of the Course, the learner must pass the Course assessment.

Component 1 — question paper 100 marks

Component 2 — project 30 marks

##### Total marks 130 marks

Course assessment will provide the basis for grading attainment in the Course award.

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

A learner's overall grade will be determined by their performance across the Course assessment.

#### SKILLS FOR LEARNING, LIFE AND WORK

The Course 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 and media reports. This will also equip learners to make their own reasoned decisions on many issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing.

The Course content has been selected to allow learners to study key chemical areas within situations of personal relevance using up-to-date contexts. Skills of scientific investigation, communication skills, literacy and numeracy are all developed within the Course. The Units offer opportunities for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work.

## CIVIL ENGINEERING – OPEN TO S5 PUPILS FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) GLASGOW KELVIN COLLEGE OR WEST COLLEGE SCOTLAND

### ENTRY REQUIREMENTS:

#### West College Scotland

You must be working towards:

- National 5 Maths and Physics

Working towards Higher Maths & Physics by end of S6

You will be asked to provide a short personal statement on why you want to attend college and do this Foundation Apprenticeship.

#### Glasgow Kelvin College

Candidates intending to leave school at the end of S6 with minimum of one or more Highers and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher Maths, Physics or Chemistry (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

### ATTENDANCE PATTERN

#### 2 Year Model – Glasgow Kelvin College

Year 1: Tuesday and Thursday (pm) August to May.  
1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2 proposed attendance: Thursday all day shared between college and work experience placement.  
1 week in June (Mon - Fri 9.30am - 4.00pm)

#### 2 Year Model – West College Scotland

Year 1: Tuesday and Thursday (pm). The duration of the course is August to June

Year 2 proposed attendance: Tuesday (1:30 to 4pm) at college. Thursday all day shared between college and work experience placement.

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### 1 Year Model – Glasgow Kelvin College

All day Tuesday and Friday at college/All day Thursday shared between college and work placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to develop the skills required by modern professional Civil Engineering Technicians and provide an insight to the many career options available. You will study the principles and practices utilised by engineers and consultancy teams working in the field of renewable energy, roads and bridges, flood alleviation, commercial buildings, marine works and environmental protection.

### QUALIFICATION BREAKDOWN

#### Foundation Apprenticeship in Civil Engineering SCQF Level 6 - GL51 46

##### National Certificate (NC) in Civil Engineering

- Civil Engineering Materials
- Civil Engineering Project
- Civil Engineering Site Work
- Civil Engineering Technology
- Computer Aided Drafting: An Introduction
- Construction Site Surveying: An Introduction
- Health and Safety in the Construction Industry
- Mathematics: Craft 1
- Mechanics for Construction: An Introduction
- Mathematics for Construction Technicians
- Construction Project Management: An Introduction
- Sustainability in the Construction Industry

##### SVQ level 3 Site Technical Support Portfolio

- Develop and maintain working relationships of personal development

or

- Maintain professional relationships and practice in built environment design

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

### PATHWAYS:

You might go on to do:

- Modern Apprenticeship in Civil Engineering or other construction technician area (SVQ Level 3)
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

**COMMERCIAL VENTURES**

OPEN TO S4/5/6 PUPILS

SCQF LEVEL 3/4

**WEST COLLEGE SCOTLAND – PAISLEY CAMPUS****ENTRY REQUIREMENTS:**

You must be working towards or have:

- want to continue your studies in further education

**ATTENDANCE PATTERN**

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

**COURSE OUTLINE**

This course is aimed at introducing you to the potential of a college based education. You will develop business and enterprise ideas whilst developing team working and problem solving skills. The course is aimed at pupils working at National 3 or National 4.

**QUALIFICATION BREAKDOWN**

**Please note, you will be studying 3 units at SCQF Level 3/4. This is not a Group Award:**

- Enterprise Activity
- Media Production
- Team Building - – College Certificate

**PATHWAYS:**

You might go on to do:

- This course will allow a taste of what to expect in further education. It will give you knowledge which could assist in getting employment or alternatively a full time position on a further education course. Students will work with staff from the Learner Development sector and progression to other courses in this area will be encouraged and supported.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## **COMPUTER AIDED DESIGN**      OPEN TO S5/S6 PUPILS PDA (SCQF LEVEL 7) **GLASGOW KELVIN COLLEGE – SPRINGBURN**

### **ENTRY REQUIREMENTS:**

You must have, or are studying:

- S5 or S6 entry permitted
- Three passes at National 5 (One of which must be Design and Manufacture, Maths, Computer Science or Graphical Communications)
- Studying towards Higher Design and Manufacture or Higher Graphical Communication

### **ATTENDANCE PATTERN**

Tuesday & Thursday afternoons  
(1.30pm to 4pm).

The duration of the course is August to June

### **COURSE OUTLINE**

The PDA Computer Aided Design Course at Glasgow Kelvin College teaches CAD within the disciplines of mechanical engineering, civil engineering, architectural engineering and graphical design. You will become skilled in the use of Autodesk software packages, enabling you to effectively tackle complex CAD related tasks and problems.

You will undertake all your studies within a purpose built CAD laboratory that contains a range of CAD associated equipment that includes 3D printers, 3D scanners and Virtual Reality equipment.

The Professional Development Award in Computer Aided Design is a nationally recognised SQA qualification specifically tailored to teach the CAD knowledge and skills required by industry.

### **QUALIFICATION BREAKDOWN**

- CAD: 2D1
- CAD: 3D Surface and Modelling (Double Unit)
- CAD: Principles
- CAD: Visualisation, Rendering and Presentation
- CAD: Feature Based Modelling 1

### **PATHWAYS:**

You might go on to do:

- HNC/D Computer Aided Design
- HND Engineering programmes (with Higher Maths or Higher Physics)
- University (Subject to university entry criteria)
- Successful completion of the course will provide you with the knowledge and skills needed to seek employment as a junior CAD Technician or engineering apprentice

Valuable resources available in school and online include:

- World of Work  
at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## COMPUTER GAMES DEVELOPMENT

### NATIONAL PROGRESSION AWARD (SCQF LEVEL 5)

### WEST COLLEGE SCOTLAND

#### ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, 1 of which should be Maths
- Due to the competitive nature of this sector, it helps if you demonstrate a real passion for gaming

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May

#### COURSE OUTLINE

The National Progression Award (NPA) in Computer Games Development provides an opportunity for you to develop your knowledge and understanding of games design and games programming. Computer Gaming is an intensive course and requires you to be self-motivated, enthusiastic and prepared to study out with college. You will be working in labs that are equipped with the latest games software and hardware and foster an atmosphere conducive to creative games development.

#### QUALIFICATION BREAKDOWN

National Progression Award in Computer Games Development SCQF Level 5:

- Computer Games Design
- Computer Games Media Assets
- Computer Games Development

#### PATHWAYS:

You might go on to do:

- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree, in the computer games industry, computer games (Design), programmer, or related area of study. The level you might enter would depend on the level and relevance of your other qualifications
- A career in graphic designer or games tester

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## COMPUTING SCIENCE – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The course introduces candidates to an advanced range of computational processes. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

The course enables candidates to:

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

### COURSE STRUCTURE

The course has four areas of study:

#### Software design and development

Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work.

#### Computer systems

Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

#### Database design and development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. Candidates apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

#### Web design and development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

- applying computational thinking to understand problems across a range of contexts
- analysing problems with some complex aspects within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems with some complex aspects across a range of contemporary contexts
- communicating understanding of advanced concepts related to software design and development, and information system design and development, clearly and concisely, using appropriate terminology
- understanding and evaluating the legal and environmental impact of contemporary computing technologies

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the higher Computing Science Course, added value will focus on:

- challenge
- application
- breadth

**Component 1 now 110 marks**

**Component 2 now 50 marks**

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 2. Numeracy

- 2.1 Number processes
- 2.3 Information handling

#### 4. Employability, enterprise and citizenship

- 4.2 Information and communication technology (ICT)

#### 5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

## **CONSTRUCTION CRAFTS**      OPEN TO S5/S6 PUPILS SCQF LEVEL 4 **GLASGOW KELVIN COLLEGE**

### **ENTRY REQUIREMENTS:**

There are no entry criteria for this award.

- School pupils must have a genuine interest in construction when applying.

### **ATTENDANCE PATTERN**

Tuesday & Thursday afternoons  
(1.30pm to 4pm).

The duration of the course is August to June

### **COURSE OUTLINE**

The Course includes practical construction crafts units in five trade areas. It is a suitable level of entry for candidates with an aptitude for practical crafts work who could cope with demands at National 4. You will learn a variety of skills in trade specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

### **QUALIFICATION BREAKDOWN**

Skills for Work: Construction SCQF Level 4:  
To achieve the course award (C218 74) the pupil must successfully achieve eight of the following units.

- Construction Crafts: Practical Copper Pipework
- Construction Crafts: Site Carpentry and Bench Joinery
- Construction Crafts: Decorative Painting
- Construction Crafts: Half-Brick Walling
- Construction Crafts: Employability Skills
- Construction Crafts: Plumbing
- Construction Crafts: Roof Tiling
- Construction Crafts: Decorative Finishes Using Waterborne Paints
- Construction Crafts: Brickwork Techniques

### **PATHWAYS:**

You might go on to do:

- A Modern Apprenticeship in construction (such as bricklaying) at craft or operative level. You would train on the job, on a building site or workshop, and off the job at a college or training centre.
- Apprenticeships usually last for three years
- A one year full time course National Certificate (NC) or National Qualification (NQ) course, in a related area of study such as Construction Skills or Construction Crafts at a college of further education

Valuable resources available in school and online include:

- World of Work  
at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## CONSTRUCTION CRAFTS

### SKILLS FOR WORK (SCQF LEVEL 4 & 5)

## GLASGOW CLYDE COLLEGE

### ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, one of which should be Maths and a Technical subject
- An interest in working in the construction industry
- Some aptitude for graphical forms of communication, as you will be required to read basic drawings.
- You are required to work independently and in a team

### ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm). The duration of the course is August to May.

### COURSE OUTLINE

The Skills for Work (SfW) in Construction Crafts will provide you with an insight into several trades and allows you to make an informed choice regarding a career in construction. Relevant job opportunities would be joiner, bricklayer, roof tiler, painter & decorator and plasterer. This is a very practical course; you will work in a variety of workshops producing products and models to industry standards.

### QUALIFICATION BREAKDOWN

You will achieve two Skills for Work qualifications:

#### Skills for Work: Construction SCQF Level 4:

- Employability Skills
- Half Brick Walling
- Decorative Painting
- Site Carpentry and Bench Joinery
- Plumbing                                      • Joinery Techniques
- Roofing                                         • Electrical

#### SCQF Level 5:

- Health & Safety & CSCS Testing

#### Skills for Work: Construction SCQF Level 5:

- Employability Skills                      • Bench Joinery
- Decorative Painting                      • Half Brick Walling

#### SCQF Level 5:

- Fabrication & Welding Engineering

### PATHWAYS:

You might go on to do:

- A Modern Apprenticeship in construction (such as bricklaying) at craft or operative level. You would train on the job, on a building site or workshop, and off the job at a college or training centre. Apprenticeships usually last for three years
- A one year full time course National Certificate (NC) or National Qualification (NQ) course, in a related area of study such as Construction Skills or Construction Crafts at a college of further education

Valuable resources available in school and online include:

- World of Work  
at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## CONSTRUCTION CRAFTS

### SKILLS FOR WORK (SCQF LEVEL 5)

### WEST COLLEGE SCOTLAND

#### ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, 1 of which should be Maths

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm).

The duration of the course is August to May.

#### COURSE OUTLINE

The Skills for Work (SfW) in Construction Crafts will provide you with an insight into several trades and allows you to make an informed choice regarding a career in construction. Relevant job opportunities would be joiner, bricklayer, roof tiler, painter & decorator and plasterer. This is a very practical course; you will work in a variety of workshops producing products and models to industry standards.

#### QUALIFICATION BREAKDOWN

Skills for Work in Construction SCQF Level 5:

- Employability Skills
- Half Brick Walling
- Decorative Painting
- Site Carpentry Bench Joinery

#### PATHWAYS:

The construction sector is a major employer and significant contributor to the Scottish economy and there is a need for trainees in all trades in this diverse sector. You will have the opportunity to progress at NQ level in construction with further opportunity to continue on to HNC Construction at college.

You might go on to do:

- A Modern Apprenticeship in one of the main trades at craft or operative level. You would train on the job, on a building site or workshop, and off the job at college
- Apprenticeships usually last for three years
- A one year full time National Progression Award (NPA) in Construction at college

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## CONSTRUCTION MANAGEMENT

### HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7)

### GLASGOW KELVIN COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- 2 passes at Higher, 1 of which should be Maths or English
- An interest in working in the construction industry

#### ATTENDANCE PATTERN

Monday and Tuesday. The duration of the course is August to June.

**Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.**

#### COURSE OUTLINE

The Higher National Certificate (HNC) Construction Management course is a unique opportunity to complete a recognised qualification within 1 year and providing you with the opportunity to progress to HND Level or University. This is an excellent course for learners in the Senior Phase of secondary school where learners can enhance their potential prospects for employment in the Construction Industry in a supervisory role.

The HNC in Construction Management is designed to provide in-depth insight into the roles, responsibilities, and duties performed by Construction Management Trainees in the Building Industry and equip you with the knowledge, understanding and skills to allow you to gain employment in the built environment sector and to progress to a higher education or professional body qualification.

#### QUALIFICATION BREAKDOWN

Higher National Certificate in Construction Management SCQF Level 7:

- Building Services in Large Buildings
- Building Services: Introduction
- CAD: 2D1
- Construction Materials and Specification
- Construction Site Surveying
- Construction Technology
- Construction Technology: Industrial/ Commercial Superstructure
- Domestic Construction
- Health and Safety in Construction
- Site Administration
- Standard Forms of Construction Contracts
- Substructure

#### PATHWAYS:

You might go on to do:

- Glasgow Kelvin College has an articulation partnership with many universities to a degree in engineering
- Modern Apprenticeships in Construction
- Construction Management Trainee

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## CONSTRUCTION SKILLS CERTIFICATE SCHEME

### SCQF LEVEL 4

### WEST COLLEGE SCOTLAND

#### ENTRY REQUIREMENTS:

It is essential that you have:

- A desire to work in the construction industry
- National 4 in English and Maths

#### ATTENDANCE PATTERN

Friday mornings (9:15am to 11am).  
The duration of the course is August to December.

#### COURSE OUTLINE

In order to access a construction site you are required to possess a current up to date CSCS (Construction Skills Certificate Scheme) Card. CSCS was set up to help the construction industry to improve quality and reduce accidents. CSCS cards are increasingly demanded as proof of occupational competence by contractors, public and private clients and others.

This would enhance any Monday to Thursday construction course.

#### QUALIFICATION BREAKDOWN

CSCS SCQF Level 4:

- Health and Safety Essentials
- Introduction to Workplace Safety
- Personal Protective Equipment
- Accidents at Work
- Site Safety Documentation
- Manual Handling
- Safety Signage
- Site Welfare
- Working at Height
- Fire Prevention
- Emergency Procedures including First Aid
- Electrical Safety
- Hand Held Equipment
- Excavation and Confined Spaces

#### PATHWAYS:

You might go on to do:

- Passing the assessment of CSCS certificate will allow you to prove competency to work on a construction site
- Enhanced CV for apprenticeship application. Improved opportunities to secure full time construction course in College
- You might go on to do a Modern Apprenticeship in construction

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## CREATIVE AND DIGITAL MEDIA - FOUNDATION APPRENTICESHIP SCQF LEVEL 6 – OPEN TO S5 PUPILS FOR 2 YEAR MODEL / S6 1 YEAR MODEL WEST COLLEGE SCOTLAND – VOCATIONAL FACILITIES @ BARRHEAD HIGH SCHOOL OR PAISLEY CAMPUS

### ENTRY REQUIREMENTS:

West College Scotland  
2 year Model:

You must be working towards:

- National 5 English
- Progression to a Higher English by S6
- You should have an appreciation of different technologies, alongside general knowledge and soft skills, including the capacity to work efficiently and in teams

#### 1 Year Model

You must be:

- Working towards Higher English by end of S6
- Able to demonstrate an interest in creative subjects
- You should have an appreciation of different technologies, alongside general knowledge and soft skills, including the capacity to work efficiently and in teams

You will be asked to provide a short personal statement on why you want to attend college and do this Foundation Apprenticeship.

### ATTENDANCE PATTERN

#### 1 Year Model - West College Scotland - Vocational Facilities @ Barrhead High School:

Monday, Tuesday, Wednesday and Thursday (1.30pm to 4pm) from August to November

2 afternoons at college (Monday, Tuesday or Wednesday 1.30pm to 4.00pm) and a full day work placement from November to June.

**Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### 2 Year Model - West College Scotland

Year 1: Tuesday and Thursday (pm). The duration of the course is August to June

Year 2 proposed attendance: Tuesday (1:30 to 4pm) at college. Thursday all day shared between college and work experience placement. The duration of the course is August to June

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to develop the skills required by the Creative and Digital Media industry for pupils in S5 and S6. You will gain knowledge units that will develop an understanding of the technologies, processes and practices used within the Creative Industries.

### QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Creative and Digital Media SCQF Level 6 - GM69 46:

#### NPA in Creative and Digital Media: Technologies, Processes and Practices

- Creative Industries: An Introduction – Scotland
- Creative Industries: Understanding a Creative Brief
- Media: Understanding the creative process
- Storytelling for the Creative Industries

#### Diploma in Creative Digital Media

- Work effectively with others in the Creative Industries
- Ensure Your Own Actions Reduce Risks to Health and Safety
- Communicating Using Digital Marketing/Sales Channels
- Use Digital and Social Media in Marketing Campaigns

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## CREATIVE BEAUTY SKILLS WITH HAIR STYLING

SCQF LEVEL 4      OPEN TO S5/S6 PUPILS

### GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

#### ENTRY REQUIREMENTS:

You must:

- have a keen interest in beauty therapy and make-up artistry
- enjoy working as part of a team and have a creative flair

You are required to work on each other and must be prepared to remove make up to have make up reapplied and participate in skin care.

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May

#### COURSE OUTLINE

Studying at Glasgow Clyde College will ensure you experience a broad introduction to this area of study. Practical and theory sessions are designed to ensure you develop both vocational skills and the underpinning knowledge and understanding required. Practical experience will include working on classmates to practice and perfect a range of skills including skin cleansing and brow shaping, Day and Fantasy Make Up application, artistic design for the nails and face. In addition, candidates will learn hair styling techniques to complement the looks created. Written work will include workbooks, short tests, projects, portfolio production and home study. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare you for the workplace.

#### QUALIFICATION BREAKDOWN

National Progression Award in Beauty Skills SCQF Level 4:

##### Mandatory Units:

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

##### Optional Units

- Fantasy Make Up
- Long hair design

To achieve the NPA Group Award you must successfully complete the three mandatory units listed, (although you will study both the optional units in addition).

#### PATHWAYS:

You might go on to do:

- A full time NC in Beauty Therapy at a local college of further education which can progress to Higher
- National Certificate & Higher National Diploma in Beauty Therapy or Make Up Artistry
- After training you can be employed in a beauty salon, spa, cruise ship or nail bar

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## **CYBER SECURITY**      OPEN TO S5/S6 PUPILS SCQF LEVEL 4 **GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS**

### **ENTRY REQUIREMENTS:**

You must have:

- 3 passes at National 5, 1 of which should be Maths
- a clear interest in the subject area

### **ATTENDANCE PATTERN**

Tuesday and Thursday afternoons (1.30pm to 4pm).

### **COURSE OUTLINE**

This National Progression Award (NPA) in Cyber Security provides foundation knowledge and skills in data security, digital forensics and ethical hacking – providing a skills pipeline into the Cyber Security industry. The course is designed to raise awareness of Cyber Security and fill the current skills gap in this field. You will be taught how to improve your cyber hygiene and resilience, and enable you to identify security vulnerabilities safely, legally and ethically. It will also help you to contribute more safely to virtual communities. The award will provide you with the tools to become knowledgeable, skilled and aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes.

### **QUALIFICATION BREAKDOWN**

National Progression Award in Cyber Security SCQF level 6:

- Data Security
- Ethical Hacking
- Digital Forensics

### **PATHWAYS:**

You might go on to do:

- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree, in Digital Media, Information Technology, Computing, Computer Games (Development), Computer Networking, Interactive Media or Multimedia or related area of study. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## **DIGITAL FUTURE HOMES**      OPEN TO S5/6 PUPILS

### **SCQF LEVEL 4 – WEST COLLEGE SCOTLAND VOCATIONAL FACILITIES @ BARRHEAD HIGH SCHOOL**

#### **ENTRY REQUIREMENTS:**

You must:

- have genuine interest in building services and enjoy working as part of a team
- not be registered colour blind

#### **ATTENDANCE PATTERN**

Tuesday and Thursday afternoons (1:30pm to 4pm). The duration of the course is August to May.

#### **COURSE OUTLINE**

The Digital Future Homes course will provide you with the opportunity to develop basic practical skills necessary to work within the building services industry, in particular within the domestic electrical installation, plumbing and heating sectors. You will gain experience in the specific skills involved in the installation of electricity, plumbing and heating systems. In addition, you will learn how to integrate new digital control and monitoring systems operated by Amazon Echo, Google home or similar into new and existing homes. You will gain an overview and an awareness of the skills required by employers within this industry. The inclusion of digital home technology will give you a good understanding of new innovations within the home technology market. You will design and build a digital future home electrical, plumbing and heating installation.

#### **QUALIFICATION BREAKDOWN**

- West College Scotland Certificate in Digital Future Homes (SCQF 4)
- IOSH Working Safely

#### **PATHWAYS:**

This course will reflect what to expect in the building services sector including skilled job roles such as electrician, plumber and gas technician. You will gain knowledge which could assist in getting a Modern Apprenticeship position within the building services industry or alternatively a full time position on a further education course.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## DRAMA – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

Higher Drama provides opportunities for learners to develop skills creating and presenting drama. The Course focuses on the development and use of complex drama and production skills.

This Course is practical and experiential.

The aims of the Course are to enable learners to:

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

### COURSE STRUCTURE

The Course uses an integrated approach to learning which develops practical and evaluative skills, skills as well as knowledge and understanding of and its influences.

Learners explore and develop a range of complex drama skills and approaches to communicating thoughts and ideas to an audience. They explore acting skills by developing and portraying a range of characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and style when creating and presenting drama.

Learners generate ideas for presenting text using production areas. They explore and develop practical skills in a range of complex production areas. They apply these skills to enhance the presentation of text.

Learners develop knowledge and understanding of historical, social, cultural and theatrical influences on drama. They also consider the influence that cultural values, identities and ideas have on drama. Pupils learn how to evaluate their own progress and the progress of others.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding developed in the Course is given in this section.

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing knowledge and understanding of social and cultural influences when creating drama
- exploring drama form, structure, genre and style

- gaining knowledge and understanding of complex production skills
- applying complex drama and production skills when presenting
- applying evaluative skills within the creative process

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level.

### COURSE ASSESSMENT

Learners will draw on, extend and apply the skills they have learned during the Course. They will be assessed through a performance and a question paper.

The performance will involve creating and presenting a drama.

#### Question Paper

The question paper assesses the application of skills, knowledge and understanding from across the course.

Learners demonstrate their ability to interpret questions and respond in an informed way through a variety of skills, knowledge and understanding.

#### Section 1: preparation for performance

All candidates are assessed on their preparation for performance which includes:

research into their chosen text(s) and the process of an acting, directing or design concept All candidates must demonstrate skills by exploring a text from the perspective of one of the following production roles: actor or designer.

#### Section 2: performance

Candidates prepare a concept for their chosen text(s) from full-length published plays.

#### Actor

Learners perform two interactive roles from a different play to an audience

#### Designer

Candidates demonstrate their overall set design concept for their chosen play and apply skills for an additional production role.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### Literacy

1.3 Listening and talking

#### Health and wellbeing

3.1 Personal learning

#### Employability, enterprise and citizenship

4.3 Working with others

#### Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

## EARLY EDUCATION AND CHILDCARE

### SKILLS FOR WORK 4 (SCQF LEVEL 4)

### GLASGOW CLYDE COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- English National 4

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

The Skills for Work (SfW) in Early Education and Childcare course at Glasgow Clyde College can offer you an introduction to the basic knowledge and skills required to prepare you for further study leading to potential employment in the early education and childcare sector. The course is designed as an introduction to Early Education and Childcare at National 4 level and will help you understand some of the demands and responsibilities for working in this sector.

#### QUALIFICATION BREAKDOWN

Skills for Work: Early Education and Childcare SCQF Level 4:

- Child Development
- Play
- Care of Children
- Working in Early Education and Childcare

**Please note that there is no placement attached to this course.**

#### PATHWAYS:

You might go on to do:

- A Modern Apprenticeship in Childcare or Early Years Care and Education, leading to a Scottish Vocational Qualification (SVQ) Levels 2 to 4 in Children's Care, Learning and Development. You would train on the job in a nursery and off the job (usually one day a week) at a college or training centre. Apprenticeships usually last for two years
- A one year full time National Certificate (NC) or National Qualification (NQ) course in Early Education and Child Care at a local college of further education
- A one year full time higher education course, such as a Higher National Certificate (HNC) in Early Education and Childcare. You may be able to progress to a Nursery Manager post once you have achieved a degree or equivalent in Childhood Practice

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## **EARLY EDUCATION AND CHILDCARE** OPEN TO S5/S6 PUPILS SCQF LEVEL 5 **GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS**

### **ENTRY REQUIREMENTS:**

You must have or be working towards:

- English National 5

### **ATTENDANCE PATTERN**

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

### **COURSE OUTLINE**

The Skills for Work (SfW) in Early Learning and Childcare Level 5 course at Glasgow Clyde College can offer you an introduction to the knowledge and skills required to prepare you for further study leading to potential employment in the Early Learning and Childcare sector. The course is designed as an introduction to Early Education and Childcare at National 5 level and will help you understand some of the demands and responsibilities for working in this sector.

### **QUALIFICATION BREAKDOWN**

#### **Skills for Work: Early Education and Childcare SCQF Level 5:**

This course consists of 4 units at National 5 which will cover a broad range of issues in each area of the unit's listed:

#### **Mandatory Units:**

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

**You will also complete one optional unit which will be chosen by the college:**

- Contemporary Families
- Care and Feeding of Children and Young People
- Introduction to First Aid
- Children and Young People: Rights and Protection

**Please note that there is no placement element attached to this course**

### **PATHWAYS:**

This may lead to further vocational training and/or potential employment within certain posts in the childcare sector.

You might go on to:

- A Modern Apprenticeship in Childcare or Early Years Care and Education, leading to a Scottish Vocational Qualification (SVQ) Levels 2 to 4 in Social Services: Children and Young People
- Higher National Certificate (HNC) level 7 Early Education and Childcare at college. The level you might enter would depend on the level and relevance of your other qualifications
- On gaining employment, further possible progression onto level 8 Professional Development Award as well as degree level study at level 9

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## ENGINEERING SYSTEMS

OPEN TO S5 PUPILS FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL  
FOUNDATION APPRENTICESHIP (SCQF LEVEL 6)  
GLASGOW KELVIN COLLEGE OR WEST COLLEGE SCOTLAND

### ENTRY REQUIREMENTS:

#### Glasgow Kelvin College

Candidates intending to leave school at the end of S6 with minimum of one or more Highers and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher Maths, Physics or Chemistry (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

#### West College Scotland

You must be working towards:

- National 5 Maths and Physics
- Progression to Higher Maths in S6

You will be asked to provide a short personal statement on why you want to attend college and do this Foundation Apprenticeship.

### ATTENDANCE PATTERN

#### 2 Year Model – Glasgow Kelvin College

Year 1: Tuesday and Thursday (pm). 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2: Two days per week shared between college and work experience placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

#### 2 Year Model – West College Scotland

Year 1: Tuesday & Thursday afternoons at college (1:30pm to 4.30pm). The duration of the course is August to June

Year 2 - Tuesday & Thursday afternoons at college (1.30pm to 4.30pm) and a full day work placement. The duration of the course is August to June.

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### 1 Year Model – Glasgow Kelvin College

All day Tuesday and Friday at college/All day Thursday shared between college and work placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to develop the skills and knowledge to enter into a career in Engineering. You will gain vocational qualifications that combine sector-specific skills alongside the knowledge that underpins these skills in a workplace setting.

### QUALIFICATION BREAKDOWN

#### Foundation Apprenticeship in Engineering Systems SCQF Level 6 - GL51 46:

##### NC Engineering Systems SCQF L6

- Communication
- Engineering: Applying Information Technology
- Mathematics: Technician 1
- Mechanical Engineering Principles L6
- Engineering Systems • Engineering Materials
- Graphical Engineering Communication
- Electrical Principles • Electrical Principles
- Health and safety: Engineering • Pipework systems
- Mechanical Engineering Principles L5

#### SVQ2 in Performing Engineering Operations SCQF L5 (part of)

- Working Efficiently and Effectively in Engineering
- Complying with statutory regulations and organisational safety requirements
- Using and interpreting engineering data and documentation
- Wiring and testing electrical equipment and circuits
- Forming and assembling electrical cable enclosure and support systems

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

### PATHWAYS:

You might go on to do:

- Modern Apprenticeship • Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## ENGLISH – NATIONAL 4

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

The Course offers learners opportunities to develop and extend a wide range of skills.

In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- apply knowledge of language

#### COURSE STRUCTURE

This Course is made up of four mandatory Units. The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The Units include the four language skills of listening, talking, reading and writing.

The structure of the Units enables learners to focus on the skills required to understand and use language, and to integrate listening, talking, reading and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

##### Analysis and evaluation

- the receptive skills of reading and listening to understand, analyse and evaluate texts.

##### Creation and production

- the productive skills of writing and talking to create oral and written texts.

##### Literacy

- the four skills of reading, listening, writing and talking in forms relevant to learning, life and work

##### Added value unit: English assignment

The purpose of this Added Value Unit is to provide learners with the opportunity to apply their language skills to investigate and report on a chosen topic.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

- listening, talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating straightforward texts, as appropriate to purpose and audience in the contexts of literature, language and media
- creating and producing straightforward texts, as appropriate to purpose and audience in familiar contexts
- using knowledge of language

##### English: Analysis and Evaluation

Through the study of detailed texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

##### English: Creation and Production

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

#### COURSE ASSESSMENT

- To gain National 4, learners must pass all Units including the Assignment. Units are assessed as pass or fail by the school
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts.
- Learners may use these to build a portfolio to show their progress through the Units
- The Assignment (for the Added Value Unit) will involve an oral presentation or an essay
- National 4 progresses onto National 5

#### SKILLS FOR LEARNING, LIFE AND WORK

- Active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- Collaborative learning: in groups or pairs to encourage team-working, relationship-building, the verbalisation of ideas
- Space for personalisation and choice: selecting texts and ways of showing evidence (presentation, e-document, critical essay); choice of Assignment topic
- Applying learning
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening, reading, writing

## ENGLISH – NATIONAL 5

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

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

#### COURSE STRUCTURE

This Course is made up of two key elements. The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The two components include the four language skills of listening, talking, reading and writing. The structure of the course enables learners to focus on the skills required to understand and use language, and to integrate listening, talking, reading and writing skills.

##### English: Analysis and Evaluation (National 5)

The purpose of this component of the course is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed texts.

##### English: Creation and Production (National 5)

The purpose of this component of the course is to provide learners with the opportunity to develop talking and writing skills in a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- listening, talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analyzing and evaluating detailed texts, as appropriate to purpose and audience in the contexts of literature, language and media – texts studied must include Scottish texts
- creating and producing detailed texts, as appropriate to purpose and audience in a range of contexts
- knowledge and understanding of language

The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

Pupil progress through the course will be assessed as follows:

##### English: Analysis and Evaluation

Through the study of detailed texts in the contexts of literature, language or media, learners will use their reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

##### English: Creating and Production

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

#### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the National 5 English Course, added value will focus on:

- challenge
- application

Learners will provide evidence of their reading and writing skills, and their ability to understand and use English language. The Course assessment will take the form of a portfolio through which learners will demonstrate their writing skills and a question paper through which learners will demonstrate their reading skills. Learners will answer at least one question on a Scottish text.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These are built into the Course where there are appropriate opportunities.

##### 1. Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

##### 5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

## ENGLISH – HIGHER

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

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

#### COURSE STRUCTURE

This Course is made up of two key elements. The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The two components include the four language skills of listening, talking, reading and writing. The structure of the Course enables learners to focus on the skills required to understand and use language and to integrate listening, talking, reading and writing skills across the components. Each component also offers opportunities for learners to focus on particular skills.

##### English: Analysis and Evaluation (Higher)

The purpose of this component of the course is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

##### English: Creation and Production (Higher)

The purpose of this component of the course is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex language in both written and oral forms.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

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

The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

Pupil progress through the course will be assessed as follows:

##### English: Analysis and Evaluation (Higher)

Through the study of detailed and complex texts in the contexts of literature, language or media, learners will use their reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

##### English: Creation and Production (Higher)

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

#### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher English Course, added value will focus on:

- challenge
- application

Learners will provide evidence of their reading and writing skills, and their ability to understand and use English language. The Course assessment will take the form of a portfolio through which learners will demonstrate their writing skills and a question paper through which learners will demonstrate their reading skills. Learners will answer at least one question on a Scottish text.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

##### 1. Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

##### 5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

## ENGLISH – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.

The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

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

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

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

### COURSE STRUCTURE

The Course is made up of two mandatory Units. The main purpose of the Course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

#### Mandatory Units

##### English: Analysis and Evaluation (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction).

Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. Learners also develop organisational and presentational skills required in the production of a dissertation.

##### English: Creation and Production (Advanced Higher)

The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. These cover:

- analysing and evaluating complex language
- applying critical, analytical and evaluative skills across a wide range of complex literary texts
- applying sophisticated writing skills
- extending writing skills, or analytical and evaluative skills in literary contexts
- critically responding to complex texts through extended writing
- critically analysing sophisticated concepts, using appropriate terminology
- applying higher-order thinking skills

- applying literary research and investigative skills
- applying independent, individual interests to a chosen topic in literature

The assessment of the Units in this Course will be as follows.

#### Mandatory Units

**English: Analysis and Evaluation (Advanced Higher)** Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

#### English: Creation and Production (Advanced Higher)

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher English Course, added value will focus on:

- challenge
- application

The Course assessment will take the form of:

- a question paper (exam) through which learners will write a critical response on drama or prose, and undertake a textual analysis of an unseen poem or extract from a poem, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)

and:

- a portfolio, which will contain two pieces of writing, and the dissertation

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 1. Literacy

1.1 Reading 1.2 Writing 1.3 Listening and talking

#### 5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating  
5.5 Creating

## ESOL – SCQF LEVEL 2/3 GLASGOW CLYDE COLLEGE

### ENTRY REQUIREMENTS:

If you do not have a result and Certificate from a recent ESOL test we will arrange that you have a diagnostic test with us. This will ensure that you are at the right level to study ESOL

### ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

### COURSE OUTLINE

ESOL (English for Speakers of Other Languages) is aimed at students who have a first language other than English. There will be an intensive focus on improving English for Work and study.

Tutors will use a variety of teaching methods such as role play and group work to enable you to improve your understanding of English and your productive skills. These skills will increase your confidence in everyday life and will help you communicate in the home, with your family, in social situations, and at work. We also include work on citizenship. In addition, this course will provide an Introduction to opportunities in FE in areas like Sport, Hospitality, Engineering, Care, Business, IT etc.

### VOCATIONAL OPTION BREAKDOWN

**Please note, you will be studying units at SCQF Level 2/3, this is not a Group Award:**

- Language skills covering the 4 modes of Writing, Reading, Listening and Speaking.

### PATHWAYS:

This course will allow a taster of what to expect in further education. It will give you knowledge which could assist in getting employment or alternatively a full time position on a further education course.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## FASHION BRAND RETAILING      OPEN TO S6 PUPILS

### UNIVERSITY LEVEL 1 (SCQF LEVEL 7)

## GLASGOW CALEDONIAN UNIVERSITY

### ENTRY REQUIREMENTS:

You must have:

- National 5 or equivalent in English
- Higher Art and Design is desirable, but not essential

### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (2pm to 4pm). The duration of the course is August to April.

**Please note: You will travel independently by bus or train – travel tickets should be kept as you will be reimbursed by school.**

### COURSE OUTLINE

Glasgow Caledonian University will offer you an opportunity to study fashion, brand and retail. Fashion Brand Retailing is an exciting and challenging option if you want to further your knowledge of fashion retailing, marketing and design, whilst developing your interpersonal and employability skills and learn university research and referencing techniques. An integral element of the Fashion Brand Retailing course is providing you with the opportunity to meet with personnel in the industry. This is achieved through guest speakers, along with visits to local retail head offices and stores. You will gain an insight into the various career paths available in the fashion retail sector.

### QUALIFICATION BREAKDOWN

Fashion Brand Retailing SCQF Level 7:

There are two 'themes', each with a specific assessment that you must pass in order to receive a university award for a 20 credit module at Level 1 (equivalent to Advanced Higher Grade C).

- Theme 1: The Fashion Supply Chain
- Theme 2: The Fashion Demand Chain

### PATHWAYS:

An undergraduate degree programme at GCU in the following areas:

- BA International Fashion Branding (Fashion Branding, marketing communications)
- BA International Fashion Business (Practical fashion design)
- BA International Retail Marketing (Retail, marketing)

For more information on courses at GCU, please visit their website: [www.gcu.ac.uk](http://www.gcu.ac.uk). You might also consider applying to courses at other universities. Fashion Brand Retailing will give you a good insight into university life and what is required of students at first year level.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## FINANCE & NUMERACY – SCQF LEVEL 5 & N5 UNIT

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

The importance of financial education in schools is now widely recognised as an important and necessary life skill for young people. The Personal Finance Award will equip learners with the skills to cope confidently and effectively with basic financial encounters as well as managing money.

The Numeracy Unit will develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. Learners will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

#### COURSE STRUCTURE

Learners will complete 2 Personal Finance Units and 1 Numeracy Unit units.

##### Unit 1: Money Management

Learners who complete this unit will be able to:

- Investigate costs and calculate bills
- Identify, describe and calculate different forms of borrowing
- Identify features, and calculate costs, of insurance and long term financial planning
- Prepare for buying and spending

##### Unit 2: The Principles of Money

Learners who complete this unit will be able to:

- Identify money
- Identify and describe different forms of income
- Describe some of the ways to store and access money
- Create and use a budget and use a bank account
- Compare foreign currencies and use foreign exchange

To gain an overall Personal Finance award, learners must pass both units.

##### Numeracy (National 5)

Learners who complete the Unit will be able to:

- use numerical skills to solve real-life problems involving money/time/ measurement
- interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

This Course will develop learners' ability to:

- understand and manage money throughout their lives
- develop basic life management skills
- analyse real-life situations and problems involving numeracy
- identify valid numerical operational skills to tackle real-life situations or problems
- use a range of numerical operational skills to an appropriate degree of accuracy
- use numerical reasoning skills to draw conclusions or justify decisions
- communicate numerical information in an appropriate way

#### COURSE ASSESSMENT

Personal Finance award

- The Unit Assessments marked on a pass/fail basis
- The Personal Finance Award is not graded

#### SKILLS FOR LEARNING, LIFE AND WORK

Through the Personal Finance Award pupils will develop their abilities to make informed decisions about money and finance in their daily lives and in the work environment eg budgeting, credit, managing debt, and the importance of accurate numerical skills in the workplace.

The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

##### 2. Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement
- 2.3 Information handling

## FINANCIAL SERVICES

OPEN TO S5 PUPILS FOR 2 YEAR MODEL / S6  
FOR FOR 1 YEAR MODEL  
FOUNDATION APPRENTICESHIP (SCQF LEVEL 6)  
CITY OF GLASGOW COLLEGE

### ENTRY REQUIREMENTS:

Candidates intending to leave school at the end of S6 with minimum of one or more Highers in relevant subject areas and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher (A-C) in relevant subject areas – Economics, Accounts, Business etc. by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

**Please note: all candidates are required to be Credit Checked.**

### ATTENDANCE PATTERN

#### 1 Year Model:

All day Tuesday at college

All day Thursday shared between college and work placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note: this option will may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### 2 Year Model:

Year 1: Tuesday and Thursday (pm). 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2: Thursday all day shared between college and work experience placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with a range of business and IT skills allowing you to apply a solutions-based approach to improving business processes, to work logically and methodically to pre- set deadlines.

### QUALIFICATION BREAKDOWN

**Foundation Apprenticeship in Financial Services  
SCQF Level 6 - GL53 46:**

**National Progression Award (NPA) Financial Services**

- Financial Services: An Introduction
- Financial Services: The Regulatory Framework
- Financial Services: Communication
- Financial Services: Promoting Positive Customer Relationships
- Financial Services: Personal Finance Awareness
- Work Placement

**SVQ 3 Providing Financial Services**

- Develop yourself to improve and maintain workplace competence in a financial services environment
- Develop productive working relationships in a financial services environment
- Ensure you comply with regulations in the financial services environment

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## FOOD AND DRINK TECHNOLOGIES      OPEN TO S5 PUPILS

### FOUNDATION APPRENTICESHIP (SCQF LEVEL 6)

### CITY OF GLASGOW COLLEGE

#### ENTRY REQUIREMENTS:

Candidates intending to leave school at the end of S6 with minimum of one or more Highers in relevant subject areas and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher (A-C) in relevant subject areas – English, Maths, Business (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C)

#### ATTENDANCE PATTERN

Year 1: Tuesday and Thursday (pm) and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement at an employer's workplace and 1 week in June (Mon - Fri 9.30am - 4.00pm).

**Please note: Year 2 will be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### COURSE OUTLINE

This two year Foundation Apprenticeship is delivered by the City of Glasgow College who will introduce you to principles of food science and food safety, from developing marketable food products for today's consumer, to the care, legislation and processes involved in creating those products. You will learn in a hands-on way, both in a classroom and as part of a placement in a real workplace.

#### QUALIFICATION BREAKDOWN

**Foundation Apprenticeship in Food and Drink Operations - GN26 46**

**National Progression Award in Food Manufacture - SCQF Level 6**

- Food Manufacturing: Fundamentals of Food Science
- Food Manufacturing: Food Production
- Food Manufacturing: Commercial and Social Drivers
- Food Manufacturing: Sustainability
- REHIS Food Hygiene: Elementary
- REHIS Elementary Health and Safety Certificate

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

#### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## FRENCH – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law. By studying French at Higher level, candidates not only attain a commendable level of proficiency in that language, but also develop the type of transferable communication skills valued by employers and universities alike.

In Higher French, learners build upon their existing knowledge of the language to achieve greater flexibility of expression and a considerably more sophisticated level. They further develop their ability to understand complex written and spoken language and to communicate successfully with others on a wide range of topics relevant to everyday life. They also have the opportunity to explore and understand the cultures of countries where French is spoken, for example by studying foreign-language films.

*'Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.'* Scottish Qualifications Authority, 2013

### COURSE STRUCTURE

Learners will complete two Units: Understanding Language and Using Language. They will develop their skills in Listening, Talking, Reading and Writing through the study of four themes:

- Society
- Culture
- Learning
- Employability

#### UNIT 1: UNDERSTANDING LANGUAGE

Learners will develop the Reading and Listening skills required to understand more sophisticated and detailed spoken and written texts. By studying a wide range of texts drawn from the four themes above, they will significantly expand their vocabulary and their grammatical understanding of the language. Texts are drawn from a wide range of sources: articles, media clips, audio recordings, websites and contemporary songs are all used to allow learners to develop their cultural awareness alongside their linguistic skills.

#### UNIT 2: USING LANGUAGE

Learners will develop their Talking and Writing skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will talk and write about how the issues raised affect their own lives, using more complex and varied language to express their thoughts and opinions. A native French Foreign Language Assistant works with Higher pupils regularly to further support them as they develop their spoken French.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

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

### COURSE ASSESSMENT

**Final examination:** Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by class teachers in March, subject to verification by the SQA. The talking exam will consist of a discussion with the class teacher on some of the themes studied in the course.

#### Assignment

Candidates will produce a piece of writing in French of 200-250 words, using detailed and complex language.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 4 Employability, enterprise and citizenship

4.6 Citizenship

#### 5 Thinking skills

5.3 Applying

## FRENCH – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law.

At Advanced Higher level, students of French develop a high level of confidence, accuracy and fluency in the language while also developing the type of transferable communication skills valued by employers and universities alike. As well as the ability to read, write, listen and talk in French at a sophisticated level, learners also gain a deeper understanding of cultural issues and current affairs affecting young people in France, Europe and beyond.

*'The ability to use language lies at the centre of thinking and learning... Learners use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills.'*

Scottish Qualifications Authority, 2013

### COURSE STRUCTURE

Learners will complete three Units: Understanding Language, Using Language, and Specialist Study. They will develop advanced skills in Listening, Talking, Reading and Writing through the study of four themes:

- Society
- Learning
- Employability
- Culture

#### LANGUAGE UNIT 1: UNDERSTANDING LANGUAGE

Learners will develop the Reading and Listening skills required to understand complex spoken and written texts. Texts are drawn from a wide range of sources: French broadsheet newspaper articles, media clips, audio recordings, websites and review magazines are all used to allow learners to develop their cultural awareness alongside their linguistic skills. Opportunities for discussion and debate of topical issues allows learners to develop their own views and arguments on contemporary issues relevant to young people.

#### LANGUAGE UNIT 2: USING LANGUAGE

Learners will develop their Talking and Writing skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will use complex and varied language to express their thoughts and opinions in discussions and in discursive essays. A native French Foreign Language Assistant works with Advanced Higher pupils regularly to further support them as they develop their spoken French.

#### SPECIALIST STUDY:

Learners will study one French literary text and one French-language film in the course of the year. They will develop analytical and evaluative skills by writing about these texts in both French and English.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

- advanced listening and talking, reading, and writing skills in French, in the contexts of society, learning, employability, and culture
- advanced knowledge and understanding required to understand and use French, in the contexts of society, learning, employability, and culture
- understanding an advanced range of grammatical knowledge when using the modern language
- advanced knowledge and understanding required to apply the language skills of translation
- advanced knowledge and appreciation of literary and/or media texts in the modern language

### COURSE ASSESSMENT

**Unit 1: Understanding Language** will be attained by passing one assessment in Reading and one in Listening, undertaken in class.

**Unit 2: Using Language** will be attained by passing one assessment in Talking and one in Writing, undertaken in class.

**Unit 3: Specialist Study** will be attained by producing a detailed plan for the Portfolio assignment.

**Final examination:** Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by a visiting examiner in March.

**Portfolio:** An essay of 1200-1500 written in English on the literary and media texts studied will be submitted to the SQA in April and will contribute to the final examination mark.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 4 Employability, enterprise and citizenship

4.6 Citizenship

#### 5 Thinking skills

5.3 Applying

## GEOGRAPHY – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment.

The purpose of this Course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The main aims of this Course are to enable learners to develop:

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

### COURSE STRUCTURE

This Course develops a range of cognitive and practical skills. It encourages active learning, including fieldwork, in the process of developing an understanding of geographical issues. The theme of sustainability will permeate the Course as appropriate. Learners will acquire and apply relevant knowledge. Through using a wide range of sources of information they will develop investigating, evaluating and analysing skills in order to understand and explain complex geographical issues.

This Course has three mandatory Units.

#### **Geography: Physical Environments (Higher)**

In this Unit, learners will develop and apply geographical skills and techniques in the context of physical environments. Key topics include: atmosphere, hydrosphere, lithosphere and biosphere.

#### **Geography: Human Environments (Higher)**

In this Unit, learners will develop and apply geographical skills and techniques in the context of human environments. Key topics include: population, rural land degradation and management, urban change and management.

#### **Geography: Global Issues (Higher)**

In this Unit, learners will develop and apply geographical skills and techniques in the context of global geographical issues. Key topics include: river basin management; and development and health.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course are outlined below:

- developing and applying skills, knowledge and understanding across complex physical, human and global issues
- researching and evaluating a wide range of information collected from a range of sources about complex geographical issues

- using a wide range of mapping skills and techniques in geographical contexts which may be familiar or unfamiliar, including the use of Ordnance Survey maps
- using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale.

In the Higher Geography Course, added value will focus on:

- breadth
- challenge
- application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed through two question papers and an assignment. The question papers will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### **1 Literacy**

1.1 Reading

#### **2 Numeracy**

2.3 Information handling

#### **4 Employability, enterprise and citizenship**

4.6 Citizenship

#### **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

## GEOGRAPHY – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The purpose of Geography is to further develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities including fieldwork will be essential parts of this Course, so that learners can interact with their environment. At Advanced Higher, learners will experience depth and challenge in the level of higher order skills, knowledge and understanding required.

The main aims of this Course are to enable learners to:

- understand the ways in which people and the environment interact in response to physical and human processes
- study spatial relationships to develop a balanced and critical understanding of the changing world
- further acquire a geographical perspective on environmental and social issues and their significance
- develop skills of independent research, fieldwork, analysis, synthesis, evaluation and presentation
- acquire the techniques to collect, extract, analyse, interpret and explain geographical phenomena using appropriate terminology
- develop expertise in the use of maps, diagrams, statistical techniques and written accounts

### COURSE STRUCTURE

This Course develops a range of cognitive skills and geographical skills. It encourages active learning which will include fieldwork, in the process of developing a high level of knowledge and understanding of geographical issues. Learners will acquire and apply relevant knowledge and evaluating, investigating, and analysing skills, at an appropriate level, in order to understand and explain geographical issues.

The Geography Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in contexts which can be studied to allow personalisation and choice. The theme of sustainability will permeate the Course.

#### Geographical Skills (Advanced Higher)

In this Unit, learners will develop a range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.

#### Geographical Issues (Advanced Higher)

In this Unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- developing and using a range of research and mapping skills and techniques in complex geographical contexts
- developing and using a range of numerical and graphical skills and techniques in geographical contexts

- developing and using a range of statistical techniques
- developing and using knowledge and understanding of geographical terminology, ideas and systems using complex information to explain and analyse a range of geographical phenomena

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

### COURSE ASSESSMENT

The learner will draw on, extend and apply the knowledge and skills they have acquired during the Course. This will be assessed through a combination of a question paper and a project.

The question paper will require demonstration of knowledge, understanding and skills accumulated from across the Course. The project (two dissertations) will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

The project consists of two components:

**Project-folio Section A: Geographical Study** – a detailed study based on geographical research.

**Project-folio Section B: Geographical Issue** – a critical evaluation of an issue from a geographical perspective

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 1 Literacy

1.1 Reading 1.2 Writing

#### 2 Numeracy

2.3 Information handling

#### 4 Employability, enterprise and citizenship

4.6 Citizenship

#### 5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

## GRAPHIC COMMUNICATION – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The aims of the Course are to enable learners to develop:

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

### COURSE STRUCTURE

Higher Graphic Communication is practical and exploratory in nature. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics with visual impact and graphics that require the effective transmission of information.

There are two mandatory units:

#### 2D Graphic Communication (Higher)

Learners will develop their creativity and presentation skills within a 2D graphic communication context. Students plan and produce a series of 2D graphics, to a given standard. This will incorporate a number of tasks using both manual and computer graphics. In addition, students will illustrate a number of sketches using different media. They will also plan and produce a multi-page promotional publication using a range of computer software. Finally students are asked to evaluate the effectiveness of their own and given graphic communications to meet their purpose.

#### 3D and Pictorial Graphic Communication

Students will move on to sketching and drawing complex 3D everyday objects. Students will be asked to produce 3D computer-aided designed models and associated production drawings, applying surface textures and materials where appropriate. Further promotional material will be produced using DTP software and incorporating pictorial / 3D modelling.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

There are a number of mandatory subject skills, knowledge and understanding that will be assessed in the course. These include:

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

### COURSE ASSESSMENT

Students must successfully pass the two mandatory units, 2D Graphic Communication and 3D and Pictorial Graphic Communication. These will be completed using a combined approach where students must attempt four set tasks which will incorporate skills and knowledge from each unit. Students will be assessed on each of these projects

#### Course assessment structure:

Component 1- Assignment	36% of marks
Component 2- Question Paper	64% of Marks.
<b>Total:</b>	<b>100% of the marks</b>

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 2. Numeracy

2.2 Money, time and measurement

#### 4. Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

#### 5. Thinking skills

5.3 Applying

5.4 Analysing

## GRAPHIC COMMUNICATION – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. It provides opportunities to study a diverse range of graphic applications including, business, industrial and the built environment, computer-aided work, publishing and moving graphic media. The aims of the Course are to enable learners to develop:

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

### COURSE STRUCTURE

The Course enables learners to develop and extend a range of graphic and generic communication skills, skills in enquiry, analysis and problem solving, graphic design skills, skills in the use of graphic equipment, materials and software, and skills in evaluating. As well as developing new knowledge, it is about creatively applying that knowledge in context. The Course also enables learners to develop and extend knowledge and understanding of key graphic communication concepts and processes, the ability to apply these to a variety of problems, and an awareness of the impact of graphic communication on society and the environment. Skills are developed in the contexts of graphic communication as it applies to business, industry, and the built environment and informational and media applications. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

#### Technical Graphics (Advanced Higher)

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

#### Commercial and Visual Media Graphics (Advanced Higher)

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

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- developing and presenting effective graphic communications which support and inform business, industrial and/or built environment sectors
- investigating, evaluating and skilfully applying common and contemporary technologies and techniques in the production of graphic communications which support technical activities
- the development of knowledge and understanding of the role of graphic communication activities in meeting audience requirements
- analysing often complex features of graphic communications which support and inform business activities
- ethical, social and environmental considerations in the development and production of graphic communications
- knowledge and understanding of the key concepts that support the planning, design and production of technical, and commercial and visual media graphics
- a critical understanding of the impact of graphic communication activities on our environment and society
- ability to plan, manage and undertake a significant graphic communication project

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In this Course, added value will focus on Breadth, Challenge and Application. The learner will draw on and apply the skills, knowledge and understanding they have developed during the Course.

#### Course assessment structure:

Component 1 – Project	120 marks
Component 2 – Question Paper	80 marks
<b>Total:</b>	<b>200 marks</b>

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 2. Numeracy

2.2 Money, time and measurement

#### 4. Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

#### 5. Thinking skills

5.4 Analysing and evaluating

5.5 Creating

## **GROW, COOK AND EAT – NATIONAL 1 (SCQF LEVEL 1)** **WEST COLLEGE SCOTLAND**

### **ENTRY REQUIREMENTS:**

You should:

- have an interest in Horticulture
- have an interest in Practical Cookery

### **ATTENDANCE PATTERN**

Wednesday (10am to 12 noon). The duration of the course is August to June.

### **COURSE OUTLINE**

West College Scotland will provide a broad, experiential introduction to the horticulture and hospitality sectors. You will learn about baking, how to select a product to bake, identify the ingredients required, and follow the correct sequence to make your chosen product using the correct tools safely and hygienically along with general horticulture duties. The programme ends with you harvesting vegetables and herbs in May and using these to prepare a lunch in June for invited guests and family.

### **VOCATIONAL OPTION BREAKDOWN**

One SQA SCQF Level 1 Unit:

- Food Preparation: Baking
- Gardening Skills – College Certificate
- Indoor Propagation - growing from seed, taking cuttings, feeding, watering and pricking out
- Outdoor Cultivation - ground preparation, weeding, planting out and watering
- Understanding of Health and Safety instructions and why they are important during activities
- Meeting personal targets while in a learning situation
- Completing allocated activities while supervised
- Selecting, cleaning and storing the appropriate materials used

### **PATHWAYS:**

What opportunities will be available to me when I finish?

- A practical based course covering a range of gardening skills used whilst growing a selection of vegetables and herbs
- Progression to horticultural related and personal and social education suite units

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## HAIR, BEAUTY AND MAKE-UP – SCQF LEVEL 5 GLASGOW CLYDE COLLEGE - LANGSIDE CAMPUS

### ENTRY REQUIREMENTS:

You should:

- Have a genuine interest in hair and beauty
- Have National 4 or equivalent in English
- Enjoy working as part of a team and have a creative flair

You are required to work on each other and must be prepared to get treatments applied to your hair and remove make up to have make up reapplied. You must demonstrate a level of maturity required for the course.

### ATTENDANCE PATTERN

Wednesday mornings (9:15am to 12 noon).  
The duration of the course is August to May.

### COURSE OUTLINE

Glasgow Clyde College will provide you with a broad, experiential introduction to hairdressing, beauty and fashion.

Practical and theory sessions are designed to ensure you develop both vocational skills and the underpinning knowledge and understanding required for the hairdressing & beauty industry. Practical experience will include working on classmates to practice and perfect a variety of treatments including current techniques in long hair, makeup, nail and hand care and dress code. Written work will include workbooks, short tests, projects, portfolio production and home study. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare you for the workplace.

This would enhance any other hair & beauty option.

### VOCATIONAL OPTION BREAKDOWN

**Please note you will be studying 2 Units at SCQF level 5, this is not a Group Award:**

- Current Techniques in Long Hair: Basic
- Hair, Beauty and Make Up: Personal Care and Appearance

### PATHWAYS:

You might go on to do:

- A Modern Apprenticeship, leading to a Scottish Vocational Qualification (SVQ) Levels 2 & 3 in Hairdressing. You would train on the job in a salon or barber's and off the job (usually one day a week) at a college or training centre. Apprenticeships usually last for two years
- A full time National Certificate (NC) or National Qualification (NQ) course in Hairdressing or Beauty Care at a local college of further education usually over 2 years. **Please note you will also need additional National qualifications in addition to these units. You should check the entry requirements on college website**
- After training in a college or salon, and with relevant work experience in a salon, you can become a salon stylist, supervisor, salon manager or even a salon owner. It is possible to study for a Higher National Certificate (HNC) in Hairdressing once you have gained a NC Level 6 in Hairdressing or SVQ level 3 in Hairdressing

All courses involve a mix of theory and practical work, written assessment and portfolio production.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## HAIRDRESSING – SKILLS FOR WORK 4 (SCQF LEVEL 4) GLASGOW CLYDE COLLEGE - LANGSIDE CAMPUS

### ENTRY REQUIREMENTS:

You should:

- have a genuine interest in hairdressing
- have National 4 in English
- Enjoy working as part of a team and have a creative flair

You are required to work on each other and must be prepared to get treatments applied to your hair. You must demonstrate a level of maturity required for the course.

### ATTENDANCE PATTERN

Tuesday and Thursday (1.30pm to 4pm).  
The duration of the course is August to May.

### COURSE OUTLINE

Glasgow Clyde College will provide you with a broad, experiential introduction to hairdressing. The focus is on experiencing a salon environment and the development of vocational skills, knowledge and understanding. Practical experience of general salon duties, reception skills, communication and customer care is included. Emphasis throughout all units is on employability skills and attitudes which will help prepare you for the workplace.

### QUALIFICATION BREAKDOWN

Skills for Work - Hairdressing SCQF level 4:

- Salon Awareness
- Working in the Salon
- Employability Skills
- Creativity including gents' personal presentation skills

### PATHWAYS:

You might go on to do:

- A Modern Apprenticeship, leading to a Scottish Vocational Qualification (SVQ) Levels 2 & 3 in Hairdressing. You would train on the job in a salon or barber's and off the job (usually one day a week) at a college or training centre. Apprenticeships usually last for two years
- A full time National Certificate (NC) or National Qualification (NQ) course in Hairdressing or Beauty Care at a local college of further education usually over 2 years. **Please note you will also need additional National qualifications in addition to this award. You should check the entry requirements on college website**
- After training in a college or salon, and with relevant work experience in a salon, you can become a salon stylist, supervisor, salon manager or even a salon owner. It is possible to study for a Higher National Certificate (HNC) in Hairdressing once you have gained a NC Level 6 in Hairdressing or SVQ level 3 in Hairdressing

All courses involve a mix of theory and practical work, written assessment and portfolio production.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## HEALTH SECTOR – NAT 5 (SKILLS FOR WORK)

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

The course is designed as an introduction to the health sector and provides learners with the opportunity to work towards National 4 or National 5.

The emphasis of this course is to prepare you for working in the health sector and develop employability skills valued by employers. You will develop a range of knowledge and skills required in this vocational area; investigate a range of job roles and career opportunities; as well as participating in a job interview.

You will also develop a wide range of skills, including research and self-evaluation skills. Emphasis throughout all units is on the employability skills and attitudes which will help prepare candidates for the workplace.

#### COURSE STRUCTURE

**Unit 1: Working in the health sector – Scotland.** 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. Learners will also undertake a risk assessment in relation to production, storage or use of products made by 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. Also, through team working, learners will give advice in relation to the promotion of health.

**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. Learners will participate in a practical activity which will help to develop knowledge and skills in taking physiological measurements at different activity levels. Learners will also participate in a practical activity to demonstrate current first aid procedures to provide emergency life support.

**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. Learners will undertake an investigation into the roles and responsibilities of non clinical roles and the diversity of career opportunities available. Learners will also participate in a practical activity which will enable them to demonstrate customer care skills in a non clinical role.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

Skills for Work courses are designed to help learners to develop:

- Skills and knowledge in a broad vocational area, skills for Learning, skills for Life and Skills for Work ,core skills, an understanding of the workplace, positive attitudes to learning and skills and attitudes for employability

A key feature of these courses is the emphasis on experiential learning. This means learning through practical experience and learning by reflecting on experience.

- Learning through practical experience

- Preparing and planning for the experience
- Taking stock throughout the experience, reviewing and adapting as necessary
- Reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work courses are also designed to provide learners with opportunities for developing Core Skills, and Skills for Learning, Skills for Life and Skills for Work with a focus on enhancing skills and attitudes for employability.

#### COURSE ASSESSMENT

Conditions of award:

To achieve the award of National 5 Health Sector: Skills for Work, you must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres.

Skills for Work courses are not graded.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are: Communication, Numeracy , Information and Communication Technology , Problem Solving, Working with Others and Employability .

The skills and attitudes for employability, including self-employment, are:

- Generic skills/attitudes valued by employers:
- Understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care etc
- 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.
- Specific vocational skills/knowledge

## HEALTH AND FOOD TECHNOLOGY – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The course has **five** broad and interrelated aims that enable learners to:

- analyse the relationships between health, nutrition and food.
- develop and apply understanding and skills related to the functional properties of food.
- investigate contemporary issues affecting food and consumer choice.
- use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs.
- prepare food using safe and hygienic practices to meet specific needs.

### COURSE STRUCTURE

This Course encourages the development of thinking and practical skills. Practical, experiential learning in relevant contexts promotes development of knowledge, understanding and skills. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

#### Health and Food Technology: Food for Health (Higher)

The general aim of this Unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and evaluate food products which meet individual needs.

#### Health and Food Technology: Food Product Development (Higher)

The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

#### Health and Food Technology: Contemporary Food Issues (Higher)

In this Unit, learners will investigate a range of contemporary food issues. They will explain how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course. This course will enable pupils to:

- analyse the relationship between health, food and nutrition and the application of understanding in practical contexts.
- understand the practical application of the functional properties of food.
- explain a range of contemporary issues influencing food choice.
- apply a range of technological skills related to food production.
- develop organisational skills necessary to research, plan, prepare and evaluate products and processes .
- develop investigative and research skills.
- solve problems to make food products to meet specified needs.

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At Higher level the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

#### Course assessment structure

Component 1 – assignment - 60 marks  
50% of the marks

Component 2 – question paper - 60 marks  
50% of the marks

**Total marks 120 marks**

**100% of the marks**

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 1 Numeracy

2.3 Information handling.

#### 2 Health and wellbeing

2.3 Physical wellbeing.

#### 5 Thinking skills

5.3 Applying.

5.4 Analysing and evaluating.

## HISTORY – HIGHER

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

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

The main aims of the Course are to develop:

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

#### COURSE STRUCTURE

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society in the past. Learners will acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical events and themes. This Course has three mandatory Units.

##### Historical Study: Scottish (Higher)

In this Unit, learners will develop techniques to evaluate a range of historical sources. Complex issues in Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.  
Course Unit: The Impact of the Great War, 1914-1928

##### Historical Study: British (Higher)

In this Unit, learners will develop techniques to evaluate the impact of historical developments. Complex issues in British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.  
Course Unit: Britain, 1851-1951

##### Historical Study: European and World (Higher)

In this Unit, learners will develop techniques to evaluate the factors contributing to historical developments. Complex issues in European and world history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.  
Course Unit: Russia 1881-1921

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

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

#### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale.

In the Higher History Course, added value will focus on:

- breadth
- challenge
- application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed through two question papers and an assignment. The question papers will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

##### 1 Literacy

- 1.1 Reading
- 1.2 Writing

##### 4. Employability, enterprise and citizenship

- 4.6 Citizenship

##### 5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

## HISTORY – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The purpose of this Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

The Course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments.

The aims of this Course are to enable learners to:

- develop a rigour and thoroughness of independent thought
- critically analyse existing historical research, including identifying important lines of argument and evaluating schools of thought on particular historical issues
- analyse historical sources with regard to authorship and purpose, standpoint and historical and historiographical context
- develop an understanding of the relationship between factors contributing to, and the impact of, complex historical events
- synthesise primary sources and perspectives from historical research to analyse complex historical issues and sustain lines of argument which reflect the complexity of the issues they address
- adopt a relevant and structured approach to the research of a historical issue drawing conclusions in a clear and well-reasoned way, while reflecting the complexity of the issue under consideration and the limitations of the available evidence

relating to the use of ingredients

- plan and produce meals and present them appropriately
- work safely and hygienically

### COURSE STRUCTURE

Through this Course learners will develop a range of higher-order thinking skills including researching, analysing and evaluating information in order to explain and understand the historical and modern world.

The Course consists of two Units:

#### Historical Study (Advanced Higher)

In this Unit, learners will undertake a detailed study of a single historical period. Through this study they will 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. In doing this, they will engage with the views of a range of historians, analyse the issues to sustain a coherent line of argument and draw well-reasoned conclusions supported by detailed evidence. Learners select one Field of Study from a choice of specified fields.

#### Researching Historical Issues (Advanced Higher)

In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to: identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions.

**Course Topic:** The Spanish Civil War: Causes, Conflict and Consequences, 1923-45

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course are outlined below:

- developing and applying skills, knowledge and understanding from a chosen historical field of study
- evaluating a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts
- engaging with the views of a range of historians
- sustaining a coherent line of argument
- drawing well-reasoned conclusions supported by detailed evidence

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale..

In the Advanced Higher History Course, added value will focus on:

- challenge
- application

Learners will draw on, extend and apply the knowledge and skills from across the Course. This will be assessed by a question paper and a project. The question paper will require demonstration of depth of knowledge and understanding in addressing issues that may overlap a number of content areas within the Field of Study. The project will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 1 Literacy

- 1.1 Reading
- 1.2 Writing

#### 4. Employability, enterprise and citizenship

- 4.6 Citizenship

#### 5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

## HORTICULTURE – SCQF LEVEL 4 – OPEN TO S5/6 PUPILS GLASGOW CLYDE COLLEGE - LANGSIDE CAMPUS

### ENTRY REQUIREMENTS:

You should have:

- a genuine interest in Horticulture
- National 3 English and Maths

### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

### COURSE OUTLINE

The National Progression Award (NPA) in Horticulture will provide you with the opportunity to develop the basic practical skills necessary to work in the Horticulture industry.

Glasgow Clyde College will offer you the opportunity to learn skills in Horticulture, whilst working in the Horticulture Centre in their Langside Campus. This will provide you with the necessary skills to help you progress within the horticulture and landscaping sector.

### QUALIFICATION BREAKDOWN

National Progression Award in Horticulture - SCQF Level 4

- Allotment Gardening
- Plant Propagation
- Soft Landscaping

### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Level 5 Design and Construction
- Level 4 Horticulture
- Level 4 Landscape and Green keeping
- City and Guilds Horticulture

The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## HOSPITALITY – PRACTICAL COOKERY NATIONAL 5 MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

This highly practical and enjoyable course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

### COURSE STRUCTURE

This highly practical course comprises three mandatory units:

#### Unit 1: Cookery Skills, Techniques and Processes

This unit aims to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

#### Unit 2: Understanding and Using Ingredients

This unit aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

#### Unit 3: Organisational Skills for Cooking

This unit aims to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation of the product.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

- Using equipment in food preparation
- Using weighing and measuring equipment accurately
- Carrying out food preparation techniques
- Using cookery processes
- Understanding and using ingredients
- Following recipes and plans to prepare dishes
- Finishing and presenting dishes appropriately
- Evaluating the finished dishes
- Identifying current dietary advice relating to the use of ingredients
- Working safely and hygienically

### COURSE ASSESSMENT

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade.

In this Course assessment, added value will focus on the following:

- challenge — requiring greater depth or extension of knowledge and/or skills.
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate.

The course assessment will consist of one practical activity which is issued by SQA. The purpose of this practical activity is to assess learners' ability to plan, prepare and present a three-course meal for a given number of people. Learners will prepare and cook this meal in two hours and thirty minutes under a high degree of supervision.

#### Course assessment structure

Component – Time Plan: 13%  
Practical: 62%  
Question Paper: 25%  
Total assessment 100%

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 2 Numeracy

2.2 Money, time and measurement.

#### 4. Employability, enterprise and citizenship

4.1 Employability

#### 5. Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying



## HOSPITALITY – PRACTICAL CAKE CRAFT NATIONAL 5 MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

This highly practical and enjoyable course aims to enable learners to:

- develop technical skills in cake baking.
- develop technical and creative skills in cake finishing.
- follow safe and hygienic working practices.
- develop their knowledge and understanding of cake design and follow trends in cake production.
- acquire and use organisational skills in the context of managing time and resources.

### COURSE STRUCTURE

This highly practical course comprises three mandatory units:

#### Unit 1: Cake Baking (National 5)

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 (National 5)

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.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

- interpreting a design brief.
- carrying out a practical activity to meet the requirements of a design brief.
- skills in baking and finishing in the production of cakes and other baked items.
- creatively applying finishing techniques to cakes and other baked items.
- working safely and hygienically.
- using specialist tools and equipment with dexterity and precision in routine and familiar tasks.
- organisational and time management skills.
- the ability to evaluate both the product and the process.
- knowledge of trends in the production of cakes and other baked items.

### COURSE ASSESSMENT

Course assessment consists of one practical activity worth 100 marks. The marks contribute 100% of the overall marks for the Course assessment. The practical activity is designed to allow candidates to work independently to design, plan, prepare, bake and finish a cake suitable for a special occasion of their choice, safely and hygienically.

Candidates will plan for carrying out the practical activity by completing a pro forma which includes a design illustration and a plan of work for baking and finishing the cake.

Candidates will then implement their plan to prepare, bake and finish the cake. They will also evaluate the completed cake.

#### Course assessment structure

Component –	Planning Booklet 22%
	Practical 52%
	Question Paper 25%
	Total Assessment 100%

**Total marks 100 marks**

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will also develop broad generic skills through this Course.

The skills that are likely to be appropriate for this Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 2 Numeracy

2.2 Money, time and measurement.

#### 4. Employability, enterprise and citizenship

4.1 Employability

#### 5. Thinking skills

5.2 Understanding

5.4 Analysing and evaluating

5.5 Creating

## HUMAN BODY STRUCTURE & FUNCTION OPEN TO S6 PUPILS UNIVERSITY LEVEL 2 (SCQF LEVEL 8) WEST COLLEGE SCOTLAND

### ENTRY REQUIREMENTS:

You must have:

- Biology or Human Biology Higher or be working towards Advanced Higher
- You should have a genuine interest in human anatomy & physiology

### ATTENDANCE PATTERN

Friday mornings (9am - 11:30am).

The duration of the course is August to May.

### COURSE OUTLINE

Human Body Structure and Function is a double credit unit at SCQF Level 8. As such it entails approx. 80 hours of teaching and 80 hours of study and equates to Year 2 of university biology degree programmes.

The unit offers you the opportunity to extend your knowledge and develop an understanding of selected body systems and how the human body co-ordinates these systems to maintain homeostasis. In studying these systems,

you will also discover what happens when things go wrong, covering conditions as diverse as hyperthyroidism, gigantism and coronary heart disease.

### QUALIFICATION BREAKDOWN

Human Body Structure and Function Level 8:

- Structure & function of the skeletal system
- Reflex actions
- Function of the blood and heart
- Structure and function of respiratory system
- Structure and function of urinary system
- Structure and function of digestive system
- Examples of laboratory experiments

### PATHWAYS:

The unit would be an ideal stepping stone between secondary education and university programmes in medicine and dentistry, as well as to biology-based degree routes. Data handling, problem solving and experimental techniques are all developed alongside expanding knowledge on anatomy and physiology.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## HUMAN RESOURCES AND LAW NATIONAL PROGRESSION AWARD SCQF LEVEL 6 – OPEN TO S5/6 PUPILS SOUTH LANARKSHIRE COLLEGE – CAMPUS

### ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, which should include English and Maths
- a genuine interest in Human Resources or Law

### ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1:30pm to 4pm). The duration of the course is August to May.

### COURSE OUTLINE

The aim of the National Progression Award in Human Resources and the Law is to provide you with the opportunity to develop knowledge and understanding of the fundamental legal aspects relevant to working in the context of Human Resources, to develop relevant core skills for Legal related occupations and for further study in law. Completion of the units will provide you with an understanding of the basic elements of both labour law and human rights which can be carried forward to a career, or alternatively further study, e.g. of Human Resource Management or Law.

### QUALIFICATION BREAKDOWN

NPA in Human Resources and the Law – SCQF level 6

#### Mandatory Units:

- Human Resources: Administration
- Law of Contract: An Introduction

### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Entry level employment opportunities within HR, Law or Marketing
- Other National Qualifications, National Certificates, Higher National Certificates, Higher National Diplomas and degrees in Legal Services, Business Management, Human Resource Management. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## HUMAN RESOURCE MANAGEMENT HIGHER NATIONAL CERTIFICATE SCQF LEVEL 7 – OPEN TO S6 PUPILS SOUTH LANARKSHIRE COLLEGE

### ENTRY REQUIREMENTS:

You must have:

- 2 passes at Higher
- 3 National 5's, 1 of which should be English

### ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm). The duration of the course is August to June.

**Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.**

### COURSE OUTLINE

The aim of the Higher National Certificate is to provide you with an opportunity to develop your knowledge, skills and understanding of the technical areas of Human Resource Management in preparation for employment. The HNC course content will enhance your employment prospects and offer you a range of core and transferable skills essential within Human Resource Management.

### QUALIFICATION BREAKDOWN

HNC Human Resource Management – SCQF Level 7

#### Mandatory Units:

- Human Resource Management: An Introduction
- Individual Employment Relations: Practice
- Individual Employment Relations: Law
- Interviewing

- Human Resource Management: The Business Context
- Continuing Professional Development: Introduction
- Recruitment, Selection and Induction
- Human Resource Management: Graded Unit 1

**A range of Optional units are available such as:**

- Human Resource Management: An Introduction to Finance
- Learning and Development: An Introduction
- Managing People and Organisations

### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Entry level employment opportunities within HR, Law or Marketing
- Other National Qualifications, National Certificates, Higher National Certificates, Higher National Diplomas and degrees in Legal Services, Business Management, Human Resource Management. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## ICT HARDWARE SYSTEM SUPPORT - FOUNDATION APPRENTICESHIP

SCQF LEVEL 6 – OPEN TO S5 PUPILS FOR 2 YEAR MODEL /  
S6 FOR 1 YEAR MODEL

**GLASGOW CLYDE COLLEGE, CITY OF GLASGOW OR  
GLASGOW KELVIN COLLEGE**

### ENTRY REQUIREMENTS:

Candidates intending to leave school at the end of S6 with minimum of one or more Highers in relevant subject areas and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher (A-C) in relevant subject areas – Information Technology, Maths, Computing Science etc. by end of S6
- Achieved or working towards Nat 5's (A-C)

### ATTENDANCE PATTERN

#### 2 Year Model – Glasgow Clyde College/ City of Glasgow College

Year 1: Tuesday and Thursday (pm)

Year 2: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### 1 Year Model – Glasgow Kelvin College

All day Tuesday at college/All day Thursday shared between college and work placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to introduce you to hardware/systems support roles within this sector and how hardware skills are utilised in the workplace.

### QUALIFICATION BREAKDOWN

Foundation Apprenticeship in ICT Hardware System Support SCQF Level 6 - GL55 46:

#### Diploma for IT & Telecommunications Professionals

- Personal Effectiveness 2
- Health and Safety in IT & Telecom
- IT & Telecom System Operation 2
- Testing IT & Telecom Systems 2
- Working with IT & Telecoms Hardware and Equipment 1

#### NPA in Professional Computer Fundamentals

- Security Fundamentals
- Network Fundamentals
- Server Administration Fundamentals

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

### PATHWAYS:

You might go on to do:

- Modern Apprenticeship • Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## ICT SOFTWARE DEVELOPMENT OPEN TO S5 PUPILS

### FOUNDATION APPRENTICESHIP HIGHER (SCQF LEVEL 6)

### GLASGOW CLYDE COLLEGE OR CITY OF GLASGOW

#### ENTRY REQUIREMENTS:

Candidates intending to leave school at the end of S6 with minimum of one or more Highers Essential criteria as follows:

- Achieved or working towards Higher Maths (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C)

#### ATTENDANCE PATTERN

Year 1: Tuesday and Thursday (pm) and 1 week in June

Year 2: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement at an employer's workplace and 1 week in June

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to introduce you to software development roles within this sector and how software skills are utilised in the workplace.

#### QUALIFICATION BREAKDOWN

**Foundation Apprenticeship in ICT Software - GL54 46**

**Diploma for IT & Telecommunications Professionals**

- Personal Effectiveness 2
- Health and Safety in IT & Telecom
- Investigating and Defining Customer Requirements for IT & Telecoms Systems 2
- Data Modelling 1

**One optional unit from:**

- Event Driven computer Programming 2
- Procedural Programming 2
- Object Oriented Computer Programming 2

**NPA in Software Development**

- Computing Applications: Development
- Computing: Authoring a Website
- Software Design and Development

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

#### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## INTRODUCTION TO BARISTA SKILLS OPEN TO S5/S6 PUPILS THE GREENHOUSE COMMUNITY BARRHEAD VOCATIONAL HUB

### ENTRY REQUIREMENTS:

You must:

- be interested in learning barista skills as this is a practical course where you will learn to learn to operate a coffee machine in a commercial kitchen

### ATTENDANCE PATTERN

Friday morning (9:15am to 11am).

The duration of the course is August to May

### COURSE OUTLINE

The Greenhouse Community will provide you with the opportunity to develop basic practical skills necessary to work in the coffee barista industry. Whether you intend to work as a barista, or are planning to run a cafe or coffee cart (or just are passionate about coffee), this is the course for you. You will participate in work experience and on successful completion of the course; you will have the opportunity to achieve your City & Guilds Level 2 VRQ Barista Skills award.

### VOCATIONAL OPTION BREAKDOWN

#### Barista Skills – The Greenhouse Café In House Certificate

You will participate in work experience and on successful completion of the course; you will have the opportunity to achieve your City & Guilds Level 2 VRQ Barista Skills award. Please note, this would require attending for 2.5 days in June 2019 to be assessed by a City & Guilds assessor.

The course covers:

- Coffee Roasting and blend selection
- Learning to operate a coffee machine
- Maintenance and cleaning of coffee machine
- Setting the coffee grinder
- Perfecting espresso extraction times
- Tamping and packing coffee for shots
- Assessing the qualities of the coffee
- Milk steaming and how to make silky micro foam for the milk based coffees
- Making the coffees including espressos, lattes, cappuccinos, flat whites etc
- Latte Art
- General Barista skills
- Smoothies

It will give you the basic skills required to be a barista

### PATHWAYS:

You might go on to do:

- Other National Qualifications in Events or other Hospitality related subjects

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## INTRODUCTION TO FOOD SERVICE SKILLS

SCQF LEVEL 3/4

CITY OF GLASGOW COLLEGE

### ENTRY REQUIREMENTS:

You must:

- Have a keen interest in Hospitality

### ATTENDANCE PATTERN

Thursday (9:30am to 2:45pm). The duration of the course is August to June.

### COURSE OUTLINE

The Introduction to Food Service course will give you an opportunity to develop a range of employability skills for the Hospitality Industry; including food and drink service skills, food hygiene skills and team working skills. You will build self-confidence and gain an awareness of the opportunities for employment within the Hospitality Industry.

### VOCATIONAL OPTION BREAKDOWN

- REHIS – Elementary Food Hygiene Certificate
- Introduction to Food Service Skills Certificate - City of Glasgow College Award – SCQF Level 4

**Please note, you will be studying 3 units at SCQF Level 4, this is not a Group Award:**

- Customer Care
- Local Tourist Attraction
- Introduction to Food Service Skills

**Please note, you will participate in one week work placement.**

### PATHWAYS:

You might go on to do:

- Other National Qualifications in Events, Professional Cookery or other Hospitality related subjects
- Employment and/or training in an accounting related industry

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## INTRODUCTION TO NURSING – SCQF LEVEL 5 GLASGOW CLYDE COLLEGE

### ENTRY REQUIREMENTS:

You must have:

- National 5 Maths and English

### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August until May.

### COURSE OUTLINE

The Introduction to Nursing programme will provide students with an introduction to the nursing profession which will allow them to examine a career in nursing or health care. The course consists of some practical sessions within the college skills lab carrying out basic nursing skills such as bed bathing and prevention of infection.

The roles available within nursing will be explored and the responsibilities of a health care professional will be addressed. Candidates will be introduced to speakers from the health care sector and will attend clinical placement visits to meet with different areas within nursing.

To support employment opportunities, certificates include Emergency First Aid, Health and Safety and an Introduction to Mental Health.

### VOCATIONAL OPTION BREAKDOWN

**Please note you will be studying 4 Units at SCQF level 5, this is not a Group Award:**

- Basic Health Care Needs
- Prevention of Infection
- The Human Body
- Roles and Responsibilities (Skills for Work)
- Emergency First Aid, Health & Safety and Introduction to Mental Health (in-house certificates)

### PATHWAYS:

You might go on to do:

- NC Level 6 Health Care (Pre Nursing course with clinical placement on average 1 day per week). Candidates require to have successfully completed the full Intro to Nursing course plus 3 credit passes at NAT 5 level.
- HNC Care and Administrative Practice (Equivalent to First Year Nursing). Candidates require to have successfully completed the Intro to Nursing plus have 2 additional Highers which must include English.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## INTRODUCTION TO TEACHER EDUCATION

### STRATHCLYDE UNIVERSITY OPEN TO S6 PUPILS

#### PUPIL ELIGIBILITY

You must have:

- A pass in Higher English at A or B level
- A pass in National 5 Maths at Grade C or above

#### ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to December

#### COURSE OUTLINE

The Introduction to Teacher Education will provide you with an introduction to the teaching profession – both primary and secondary. You will explore four themes, where you will be drawing on your previous experiences to highlight your own key strengths and examining how these attributes are desirable in Education. You will look at what you know about pupil engagement and success in learning and will experience different approaches. You will have the opportunity to consider the various components that contribute to effective learning and teaching and build skills in these areas. You will get the opportunity to plan, design deliver and evaluate lessons and learning opportunities. Links will be made to any work experience/ volunteering you are currently undertaking.

In addition, you will be review what you know about learning and teaching, and identifying what you have gained from the programme with a view to supporting you in generating your personal statements, assisting and preparing you for the application process.

#### VOCATIONAL OPTION BREAKDOWN

The course will support student wishing to consider teaching as a profession. The course will prepare attendees for making a UCAS application for Primary Teaching and for preparing personal statements for other subjects that will qualify candidates for PGDE courses. You will explore four themes:

- Getting to know your own skills
- How learning works
- Components of effective teaching
- Putting it altogether

#### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- BA/BEd with a Teaching Qualification
- Other university course to study a subject relevant to teaching followed by a PGDE
- BA Education Studies
- Joint honours programme with Education as a subject

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

**LEGAL SERVICES**      OPEN TO S5/S6 PUPILS  
 SCQF LEVEL 6  
**GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS**

**ENTRY REQUIREMENTS:**

You must have:

- 3 passes at National 5, 1 of which should be English

**ATTENDANCE PATTERN**

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

**COURSE OUTLINE**

The National Progression Award (NPA) in Legal Services has been developed with the purpose of providing you with knowledge and understanding of the role of the law; provide you with the opportunity to develop relevant skills for legal related occupations and further study and to prepare you for entry into related NC or HN programmes. This is a recognised and current Group Award in Legal Studies.

**QUALIFICATION BREAKDOWN**

National Progression Award in Legal Studies SCQF Level 6:

- Scots National Law: an Introduction
- Crime in Society
- Law of Contract: an Introduction

**PATHWAYS:**

You might go on to do:

- Administrative support within private legal practice, the Crown Office, the Fiscal Service, commercial legal teams
- General court administration
- Personal injury claim handler
- Administrative support within private legal practice
- Administrative support within the Crown Office General court administration
- Personal injury claim handler

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## MANDARIN – HSK      OPEN TO S6 PUPILS MEARNS CASTLE HIGH SCHOOL

The Hanyu Shuiping Kaoshi (HSK) is an international standardised examination that assesses non-native Chinese speakers' abilities in using Mandarin Chinese language in their daily, academic and professional lives. It is used by all Chinese universities to assess the enrolment of foreign students and by a number of Chinese companies looking for foreign workers.

There are six test levels and test takers who pass the six HSK exams will be able to progress from being able to master simple Chinese phrases to effectively express themselves both orally and on paper.

In HSK level 1: you will learn 150 words and will be able to understand and use very simple Chinese phrases to make simple conversations on self-introduction, expression of gratitude and apology, numbers, time and date, weather, etc. You will also learn to read and write pinyin.

Obtaining the HSK 1 certificate gives you an internationally recognised qualification of competency in Chinese.

Writing Test	Vocabulary	Speaking Test
HSK (Level VI)	Over 5,000	HSK (Advanced Level)
HSK (Level V)	2500	HSK (Advanced Level)
HSK (Level IV)	1200	HSK (Intermediate Level)
HSK (Level III)	600	HSK (Intermediate Level)
HSK (Level II)	300	HSK (Beginner Level)
HSK (Level I)	150	HSK (Beginner Level)

## MANDARIN – NATIONAL 5 MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with many other disciplines such as Business, Engineering, Accountancy and Law. The ability to communicate in another language opens up additional employment opportunities in most careers, while the process of learning a foreign language has proven cognitive benefits and helps young learners to become well-rounded, outward-looking citizens.

In Mandarin, we aim to enable learners to:

- read, listen, talk and write in Mandarin in more detail, with accuracy and on a broad range of topics
- understand and use Mandarin in real-life contexts
- apply grammatical knowledge and understanding of the Mandarin language
- further develop their understanding of other cultures through, for example, the study of media texts such as foreign language films

### COURSE STRUCTURE

Learners will develop their skills in Listening and Talking, Reading and Writing through the study of four themes:

- Society
- Culture
- Learning
- Employability

**Understanding Language:** Through the study of the themes above, learners will develop the Reading and Listening skills required to understand more detailed spoken and written texts. Texts are drawn from a wide range of sources: articles, media clips, audio recordings, websites and contemporary songs are all used to allow learners to develop their cultural awareness alongside their linguistic skills.

**Using Language:** Learners will develop their Talking and Writing skills by giving their own personal responses to what they have read, watched and listened to in class. They will communicate successfully with others on a variety of topics drawn from the four themes above and relevant to young people's everyday lives. They will also have the opportunity to explore aspects of Chinese culture.

Depending on pupils' previous experience of Mandarin and on their ability in the subject, they will be presented at either National 4 or National 5 level at the end of S6.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

Learning a foreign language enables learners to communicate, to be critical thinkers, to develop cultural awareness, and to be creative. By studying Mandarin learners will:

- enhance their communication skills through the consistent development of the skills of listening, talking, pronunciation, reading, and writing
- develop a knowledge of the structure of Mandarin and how it relates to their own language

- raise their awareness of other cultures and international citizenship
- develop generic skills such as working with others, research skills, skills in presenting information, and IT skills

National 4/5 Mandarin contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English.

### COURSE ASSESSMENT

#### Assignment Writing

Learners will produce a piece of writing of 150 - 250 Chinese characters, using detailed language.

#### Final examination:

**Reading, Writing and Listening** will be assessed via two examination papers at the end of the year.

**Talking** will be assessed toward the end of the year by class teachers, subject to verification by SQA. Candidates will make a short oral presentation on a theme of their choice followed by a discussion on some of the topics from the course.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

1. Literacy
  - 1.1 Reading
4. Employability, enterprise and citizenship
  - 4.6 Citizenship
5. Thinking skills
  - 5.3 Applying

## MANDARIN – HIGHER

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law. By studying Mandarin at Higher level, candidates not only attain a commendable level of proficiency in that language, but also develop the type of transferable communication skills valued by employers and universities alike.

In Higher Mandarin, learners build upon their existing knowledge of the language to achieve greater flexibility of expression and a considerably more sophisticated level. They further develop their ability to understand complex written and spoken language and to communicate successfully with others on a wide range of topics relevant to everyday life. They also have the opportunity to explore and understand aspects of Chinese culture.

*'Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.'*

Scottish Qualifications Authority, 2013

#### COURSE STRUCTURE

Learners will complete two Units: Understanding Language and Using Language. They will develop their skills in Listening, Talking, Reading and Writing through the study of four themes:

- Society
- Culture
- Learning
- Employability

##### UNIT 1: UNDERSTANDING LANGUAGE

Learners will develop the Reading and Listening skills required to understand more sophisticated and detailed spoken and written texts. By studying a wide range of texts drawn from the four themes above, they will significantly expand their vocabulary and their grammatical understanding of the language. Texts are drawn from a wide range of sources: articles, media clips, audio recordings, websites and contemporary songs are all used to allow learners to develop their cultural awareness alongside their linguistic skills.

##### UNIT 2: USING LANGUAGE

Learners will develop their Talking and Writing skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will talk and write about how the issues raised affect their own lives, using more complex and varied language to express their thoughts and opinions.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

The Higher Mandarin course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

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

#### COURSE ASSESSMENT

**Final examination:** Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by class teachers in March, subject to verification by the SQA. The talking exam will consist of a discussion with the class teacher on some of the themes studied in the course.

##### Assignment

Candidates will produce a piece of writing in Mandarin of 200-250 words, using detailed and complex language.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

##### 4 Employability, enterprise and citizenship

4.6 Citizenship

##### 5 Thinking skills

5.3 Applying

## MANDARIN – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law.

At Advanced Higher level, students of Mandarin develop a high level of confidence, accuracy and fluency in the language while also developing the type of transferable communication skills valued by employers and universities alike. As well as the ability to read, write, listen and talk in Mandarin at a sophisticated level, learners also gain a deeper understanding of cultural issues.

*'The ability to use language lies at the centre of thinking and learning... Learners use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills.'*

### COURSE STRUCTURE

Learners will complete three Units: Understanding Language, Using Language, and Specialist Study. They will develop advanced skills in Listening, Talking, Reading and Writing through the study of four themes:

- Society
- Culture
- Learning
- Employability

#### LANGUAGE UNIT 1: UNDERSTANDING LANGUAGE

Learners will develop the Reading and Listening skills required to understand complex spoken and written texts. Texts are drawn from a wide range of sources: broadsheet newspaper articles, media clips, audio recordings, websites and review magazines are all used to allow learners to develop their cultural awareness alongside their linguistic skills. Opportunities for discussion and debate of topical issues allows learners to develop their own views and arguments on contemporary issues relevant to young people.

#### LANGUAGE UNIT 2: USING LANGUAGE

Learners will develop their Talking and Writing skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will use complex and varied language to express their thoughts and opinions in discussions and in discursive essays.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

The advanced higher Mandarin course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

- advanced listening and talking, reading, and writing skills in Mandarin, in the contexts of society, learning, employability, and culture
- advanced knowledge and understanding required to understand and use Mandarin, in the contexts of society, learning, employability, and culture
- understanding an advanced range of grammatical knowledge when using Mandarin
- advanced knowledge and understanding required to apply the language skills of translation
- advanced knowledge and appreciation of literary and/or media texts in the modern language

### COURSE ASSESSMENT

**Unit 1: Understanding Language** learners will develop the Reading and Listening skills required to understand complex spoken and written texts. Texts are drawn from a wide range of sources: broadsheet newspaper articles, media clips, audio recordings, websites and review magazines are all used to allow learners to develop their cultural awareness alongside their linguistic skills. Opportunities for discussion and debate of topical issues allows learners to develop their own views and arguments on contemporary issues relevant to young people.

**Unit 2: Using Language** learners will develop their Talking and Writing skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will use complex and varied language to express their thoughts and opinions in discussions and in discursive essays

**Unit 3: Specialist Study** learners will study one literary text and one language film in the course of the year. They will develop analytical and evaluative skills by writing about these texts in both Mandarin and English.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on sQa's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

#### 4 Employability, enterprise and citizenship

4.6 Citizenship

#### 5 Thinking skills

5.3 Applying

## MARITIME SKILLS – SKILLS FOR WORK (SCQF LEVEL 5) CITY OF GLASGOW COLLEGE

### ENTRY REQUIREMENTS:

You must be working towards or have:

- National 5 in English, Maths and one other science

### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

### COURSE OUTLINE

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

City of Glasgow College will introduce you to the operation of boats and equipment, including: boat handling, the use of ropes, wires and chains and effective anchoring, mooring and securing a vessel are tackled in practical situations. There's an introduction to marine navigation, where you will learn how to use a marine chart to plot position using standard marine instruments, and how to take account of the weather.

### QUALIFICATION BREAKDOWN

Skills for Work: Maritime Skills SCQF Level 5:

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

### PATHWAYS:

You might go on to do:

- A full time higher education course, such as a National Certificate (NC), Higher National Certificate (HNC). The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)



## MATHEMATICS – NATIONAL 4

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

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

The course aims to:

- motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract terms and develop the idea of generalisation
- develop the learner's skills in using mathematical language and to explore straightforward mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

#### COURSE STRUCTURE

Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

There are three mandatory units:

##### Expressions and Formulae

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

##### Relationships

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving and equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

##### Numeracy

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

This course will develop the learner's ability to:

- understand and use straightforward mathematical concepts and relationships
- select and apply straightforward operational skills in algebra, geometry, trigonometry and statistics within familiar mathematical contexts
- select and apply straightforward skills in numeracy
- use straightforward mathematical models
- use mathematical reasoning skills to interpret information presented in straightforward ways, to select a strategy to solve a problem, and to communicate solutions

#### COURSE ASSESSMENT

To gain the award of the course, the learner must pass all three Units as well as the Added Value Unit. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge.

Breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strategies linked to straightforward mathematical expressions, formulae and relationships. This will include the application of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all aspects of the Course, and the ability to use these without the aid of a calculator. The award at National 4 is not graded.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

##### 2 Numeracy

- 2.1 Number Processes
- 2.2 Money, time and measurement
- 2.3 Information handling

##### 5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Numeracy skills shown in this National Course provide automatic certification of the Core Skill: Numeracy at SCQF level 5.

## MATHEMATICS – NATIONAL 5

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

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

The course aims to:

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

#### COURSE STRUCTURE

Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

##### Course Content

##### Expressions and Formulae

The general aim is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The course covers aspects of number, algebra, geometry and reasoning.

##### Relationships

The general aim is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The content covers aspects of algebra, geometry, trigonometry and reasoning.

##### Applications

The general aim is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The content covers aspects of these skills and also skills in reasoning.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

This course will develop the learner's ability to:

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

#### COURSE ASSESSMENT

To gain the award of the course, the learner must pass the Course assessment.

In the National 5 Mathematics Course, assessment will focus on:

- breadth
- challenge
- application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within two written question papers, requiring application of the breadth of knowledge and skills from across the content of the Course, sometimes in integrated ways. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper.

The Course assessment will provide the basis for grading attainment in the Course award.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

##### 2 Numeracy

- 2.1 Number Processes
- 2.2 Money, time and measurement
- 2.3 Information handling

##### 5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Numeracy skills shown in this National Course provide automatic certification of the Core Skill: Numeracy at SCQF level 5.

## MATHEMATICS – HIGHER

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

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

The course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow learners to interpret, communicate and manage information in mathematical form
- deepen the learner's skills in using mathematical language

#### COURSE STRUCTURE

This course will develop, deepen and extend mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

##### Course Content

##### Expressions and Functions

The general aim is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The content covers aspects of algebra, geometry trigonometry, and also skills in mathematical reasoning and modelling.

##### Relationships and Calculus

The general aim is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The content covers aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

##### Applications

The general aim is to develop skills that involve geometric applications, applications of sequences and applications of calculus. The content covers aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

This course will develop the learner's ability to:

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

#### COURSE ASSESSMENT

To gain the award of the course, the learner must pass the Course assessment.

In the Higher Mathematics Course, assessment will focus on:

- breadth
- challenge
- application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within two written question papers, requiring demonstration of the breadth of knowledge and skill acquired from across the content of the Course, sometimes in integrated ways. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper.

The Course assessment will provide the basis for grading attainment in the Course award.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

##### 2 Numeracy

- 2:1 Number Processes
- 2:2 Money, time and measurement
- 2:3 Information handling

##### 5 Thinking skills

- 5:3 Applying
- 5:4 Analysing and evaluating

Numeracy skills shown in this National Course provide automatic certification of the Core Skill Numeracy at SCQF level 6.

Numeracy skills shown in this National Course provide automatic certification of the Core Skill Communication at SCQF level 6.

## MATHEMATICS – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

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

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

### COURSE STRUCTURE

This course will develop, deepen and extend mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring more complex mathematical ideas. In addition, learners will develop mathematical reasoning skills and will gain experience in logical thinking and methods of proof. The Advanced Higher Mathematics Course, totaling 24 SCQF credit points, with an additional eight SCQF credit points to allow the use of an extended range of learning and teaching approaches, consolidation of learning, integration and preparation for external assessment.

#### Course Content

##### Expressions and Functions

The general aim is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The content covers aspects of algebra, geometry trigonometry, and also skills in mathematical reasoning and modelling.

##### Relationships and Calculus

The general aim is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The content covers aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

##### Applications

The general aim is to develop skills that involve geometric applications, applications of sequences and applications of calculus. The content covers aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

The Course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous, ranging from the solutions of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the course include:

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

### COURSE ASSESSMENT

To gain the award of the course, the learner must pass the Course assessment. In the Advanced Higher Mathematics Course, added value will be assessed in the Course assessment. The added value will focus on:

- breadth
- challenge
- application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within a written question paper, requiring demonstration of the knowledge, skills and understanding acquired and how they can be applied in unfamiliar contexts and/or integrated ways.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

#### 2 Numeracy

- 2-1 Number Processes
- 2-2 Money, time and measurement
- 2-3 Information handling

#### 5 Thinking skills

- 5-3 Applying
- 5-4 Analysing and evaluating

## MECHANICAL ENGINEERING FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) CITY OF GLASGOW COLLEGE

### ENTRY REQUIREMENTS:

Candidates intending to leave school at the end of S6 with minimum of one or more Highers and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher Maths (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

### ATTENDANCE PATTERN

Year 1: Tuesday and Thursday (pm).  
3 weeks in June (Mon - Fri 9.30am - 4.00pm)

Year 2 proposed attendance: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement. 3 weeks in June (Mon - Fri 9.30am - 4.00pm).

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to develop the skills and knowledge to enter into a career in Engineering and the Advanced Manufacturing sector. You will gain vocational qualifications that combine sector-specific skills alongside the knowledge that underpins these skills in a workplace setting.

### QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Mechanical Engineering SCQF Level 6 - GL7C 46:

- NC in Mechanical Engineering SCQF Level 6
- 4 units of SVQ in Performing Engineering Operations at SCQF Level 6

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree.

The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

**MECHANICAL ENGINEERING**

OPEN TO S6 PUPILS

SCQF LEVEL 7

**GLASGOW KELVIN COLLEGE****ENTRY REQUIREMENTS:**

You must have, or are studying:

- Pass in Higher Maths or Higher Physics

**ATTENDANCE PATTERN**

Monday & Tuesday all day. The duration of the course is August to June.

Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.

**COURSE OUTLINE**

The Higher National Certificate (HNC) in Mechanical Engineering is a unique opportunity to complete a recognised qualification within 1 year and providing you with the opportunity to progress to HND Level or University. This is an excellent course for learners in the Senior Phase of secondary school where learners can enhance their potential prospects for employment in engineering and creates unrivalled opportunities for aspiring engineers and technicians.

You will study the fundamental concepts of mechanical engineering including dynamics, statics, thermodynamics and fluid mechanics. You will gain skills in subjects such as CAD, engineering drawing and other industry essential subjects and you will learn within the classroom, CAD laboratory and a purpose built engineering laboratory.

**QUALIFICATION BREAKDOWN**

Higher National Certificate in Mechanical Engineering – SCQF level 7:

- Dynamics
- Thermofluids
- Pneumatics & Hydraulics
- Statics and Strength of Materials
- Materials Selection
- Engineering Mathematics 1
- Communication: Practical Skills
- Quality Management: An Introduction
- Engineering Principles
- Computer Aided Design
- Engineering Drawing
- Graded Unit 1

**PATHWAYS:**

You might go on to do:

- HND Mechanical Engineering
- University (Subject to university entry criteria)

Successful completion of the course will provide you with the knowledge and skills needed to seek employment as a junior technician or engineering apprentice.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## MEDIA – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the course is to provide learners with the opportunity to develop their media literacy skills through analysing and creating media content.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop:

- Communication skills
- Independent learning skills
- Critical literacy skills
- Personal and interpersonal skills
- Team-working skills
- Creative thinking skills

This course encourages learners to think critically about media and its role in everyday life, and develop an appreciation of media content in a cultural context as well as in the context of the media industry.

### COURSE STRUCTURE

This course is made up of two mandatory Units; both of the units allow the learner to develop their skills in relation to the key aspects of media literacy: categories, language, narrative, representation, audience and institution, and to integrate them. Additionally, as analysis and creation are inextricably linked, the two units taken together allow the learner to integrate media theory with production. Learners will also develop an understanding of the role of media, as well as how media texts reflect and comment on society. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

#### Analysing Media Content

The purpose of this unit is to provide learners with the opportunity to develop skills required to understand and analyse media content. Learners will demonstrate knowledge of the relevant media contexts, roles and key aspects of media literacy central to the detailed and complex analysis of media content.

#### Creating Media Content

The purpose of this unit is to provide learners with the opportunity to develop the skills and knowledge needed to plan and create media content, drawing on their theoretical knowledge, as well as evaluate production processes.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the course is given in this section.

The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.

- analysing and creating media content, as appropriate to purpose, audience and context
- knowledge and understanding of the key aspects of media literacy, as appropriate to content

- knowledge and understanding of the role of media within society
- knowledge of contextual factors, constraints and freedoms that affect producers of media content
- a wide range of evaluation skills

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

### COURSE ASSESSMENT

The higher course includes assessment of added value, which will be assessed in the course assessment. The added value for the course must address the key purposes and aims of the course as defined in the course rationale. It will do this by addressing one or more of breadth, challenge or application.

In the higher media course, added value will focus on:

- challenge
- application

Learners will provide evidence of the ability to analyse and create detailed media content. The course assessment will take the form of an assignment that focuses on planning and creating media content, and a question paper that focuses on analysing familiar media content.

Candidates will also be required to analyse the similarities and differences between different pieces of unfamiliar media content.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 1 Literacy

- 1.1 Reading
- 1.3 Talking and listening

#### 4 Employability, enterprise and citizenship

- 4.3 Working with others
- 4.4 Enterprise
- 4.6 Citizenship

#### 5 Thinking skills

- 5.5 Creating

## MODERN STUDIES – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

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

The main aims of Modern Studies are to enable learners to develop:

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

### COURSE STRUCTURE

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of contemporary society. Learners will acquire and apply relevant knowledge. By using a range of sources of information, they will develop investigating, evaluating and analysing skills in order to understand and explain political, social and international issues. This Course has three mandatory Units.

#### **Modern Studies: Democracy in Scotland and the United Kingdom (Higher)**

In this Unit, learners will use a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. Learners will draw on knowledge and understanding of democracy in Scotland and the United Kingdom. Course Unit: Democracy in the United Kingdom.

#### **Modern Studies: Social Issues in the United Kingdom (Higher)**

In this Unit, learners will use a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. Learners will draw on knowledge and understanding of social issues within the United Kingdom and Scotland.

Course Unit: Social Inequality in the United Kingdom

#### **Modern Studies: International Issues (Higher)**

In this Unit, learners will use a range of written, numerical and graphical sources of information in order to draw and support conclusions in international contexts. Learners will draw on knowledge and understanding of international issues.

Course Unit: World Powers: the USA.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be covered in the Course is given in this section.

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

- researching, analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions in social contexts which may be familiar or unfamiliar

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale.

In the Higher Modern Studies Course, added value will focus on:

- breadth
- challenge
- application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course.

This will be assessed through two question papers and an assignment. The question papers will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### **1 Literacy**

- 1.1 Reading
- 1.2 Writing

#### **2 Numeracy**

- 2.3 Information handling

#### **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

#### **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating



## MODERN STUDIES – ADVANCED HIGHER

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the political, social and economic issues they will encounter in their lives. This purpose will be achieved through successful study of the Course Units which focus on an in depth study of either political issues or social issues and which adopt an international comparative approach and develop a wide range of skills.

The main aims of this Course are to enable learners to:

The aims of the Course are for learners to:

- analyse the complex political and social processes in order to develop an understanding of contemporary society
- understand and analyse complex political or social issues in the United Kingdom and adopt an international comparative approach
- develop a range of independent practical research skills by carrying out research into a contemporary issue
- present complex ideas in a range of ways
- evaluating, analysing and synthesising a range of evidence relating to complex issues
- develop a knowledge and understanding of social science research methods
- apply a multidisciplinary approach drawing on analysis from a range of social sciences

#### COURSE STRUCTURE

This Course develops a range of cognitive skills while developing an understanding of contemporary society. Learners need to acquire and apply knowledge and develop their understanding of relevant concepts, theories, principles and terminology. By using a variety of sources of information, they will develop evaluating, analysing, synthesising and researching skills in order to understand and explain contemporary issues. This Course has two mandatory Units.

##### **Modern Studies: Contemporary Issues (Advanced Higher)**

In this Unit, learners will study one of two contexts: Political Issues and Research Methods or Social Issues and Research Methods. Whether the Political Issues or Social Issues context is chosen for study, learners should develop an in depth knowledge and understanding of issues in the United Kingdom and adopt an international comparative approach to their study. Learners should examine case studies related to the context studied to critically evaluate a range of social science research methods.

##### **Modern Studies: Researching Contemporary Issues (Advanced Higher)**

In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; organise, present and reference findings using appropriate conventions; and evaluate research methodology.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This covers:

- developing and applying skills, knowledge and understanding in complex political or social contexts from the United Kingdom and making international comparisons

- developing and applying factual and theoretical knowledge and understanding, giving detailed explanations and analysis of complex political or social issues
- evaluating, analysing and synthesising a wide range of evidence

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

#### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale.

In the Advanced Higher Modern Studies Course, added value will focus on:

- challenge
- application

The learner will draw on, extend and apply the knowledge and skills they have acquired during the Course. This will be assessed through a combination of a question paper and a project. The question paper will require demonstration of knowledge, understanding and skills from across the Course. The project will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

##### **1 Literacy**

- 1.1 Reading
- 1.2 Writing

##### **2 Numeracy**

- 2.3 Information handling

##### **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

##### **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

## MUSIC – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

Throughout this course, learners develop a breadth of knowledge and understanding of music concepts and musical literacy. They learn to recognise and distinguish level-specific music concepts, signs and symbols as they perform, create and listen to music.

The course allows learners to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening enables learners to build on and extend their knowledge and understanding of music and influences on music.

The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

The course aims to enable candidates to:

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

### COURSE STRUCTURE

The course has an integrated approach to learning and combines practical learning and understanding of music.

Learners draw upon their understanding of music styles and concepts when performing and creating music.

Candidates experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose original music and self-reflect on their creative choices.

Through listening, they develop knowledge and understanding of a variety of music styles, level-specific concepts, signs and symbols used in music notation.

Learners develop their performing skills on two selected instruments, or on one selected instrument and voice, through regular practice and self-reflection.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding developed in the course.

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in creating original music, incorporating harmony and using compositional methods
- reviewing the creative process and evaluating own composing

- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level.

### COURSE ASSESSMENT

#### Question paper 40 marks

The question paper assesses knowledge and understanding of music concepts and music literacy.

Learners demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles. A range of question types is used in the question paper.

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

- aural perception and discrimination
- knowledge and understanding of music literacy and a range of music styles and concepts

#### Assignment 30 marks

The assignment allows candidates to explore and develop musical ideas to create music. It has two parts:

- composing one piece of music
- reviewing the composing process

The Assignment is externally marked by SQA.

#### Performance – instrument 1 30 marks      Performance – instrument 2 30 marks

The performance allows learners to demonstrate skills on either two selected instruments, or on a selected instrument and voice.

The overall performance programme must be a minimum of 12 minutes at Grade 4 level.

Candidates must perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice.

Marks are awarded for:

- melodic accuracy and/or intonation
- rhythmic accuracy
- tempo and flow
- mood and character
- tone
- dynamics

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 3 Health and wellbeing

3.1 Personal learning

#### 5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

## MUSIC – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the course is to develop skills in performing, creating, understanding and analysing music. Learners will develop and extend their applied music skills in challenging contexts and develop a greater depth of understanding of music through listening.

Learners will acquire skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions. The Course also provides learners opportunities to develop composing skills in sophisticated and creative ways. The Course helps learners develop advanced aural skills and demonstrate their understanding and analysis of music through researching and analysing complete movements or works.

The aims of the Course are to enable learners to:

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

In the Course, learners will plan, organise and make decisions and take responsibility for managing their learning. They will apply their critical thinking skills when reflecting on their performing skills and their own music compositions. They will review and refine their music performances and compositions.

### COURSE STRUCTURE

To achieve the course, learners must successfully complete the three mandatory units, and the course assessment. Each of the component units of the course is designed to provide progression from the corresponding units at higher. It has an integrated approach to learning. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

#### Music: Performing Skills (Advanced Higher)

Learners will develop a range of advanced performing skills on two selected instruments, or on one selected instrument and voice. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

#### Music: Composing Skills (Advanced Higher)

Learners will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work, approaches and the creative process.

#### Understanding and Analysing Music (Advanced Higher)

Learners will develop their understanding of music styles, music concepts and musical literacy through listening. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works. To gain the award of the course, the learner must pass all of the units as well as the course assessment.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is detailed below.

- performing musically and technically demanding music in solo and/or group programmes
- using problem solving, planning and evaluation skills when developing and refining performing skills
- experimenting with and using a variety of compositional techniques in creating compositions and/or improvisations and/or arrangements
- in-depth knowledge of a range of music concepts, musical literacy and music styles

- analysis of musical works
- analysis of composers' use of music concepts and factors influencing the development of their music
- preparing and performing a recital of music of an appropriate level
- planning, developing and producing original music
- demonstrating aural perception and discrimination

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level.

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the course assessment. The added value for the course must address the key purposes and aims of the course as defined in the course rationale. It will do this by addressing one or more of breadth, challenge or application. In the Advanced Higher music course, added value will focus on:

- challenge
- application

Learners will draw on, extend and apply the skills they have learned during the course. They will be assessed through either a performance or a portfolio. All learners will also complete a common question paper.

**Performance:** learners will prepare and perform a programme of music on two selected instruments or on one selected instrument and voice. This activity will be underpinned by knowledge and understanding of music and will allow for personalisation and choice.

**Portfolio:** learners will produce a folio of original music. This will consist of compositions and/or arrangements and/or improvisations. This activity will be underpinned by knowledge and understanding of music and will allow for personalisation and choice.

**Question Paper:** The question paper will allow learners to demonstrate a depth of conceptual knowledge and understanding of music, music concepts, and musical literacy developed across the units and the course.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 3 Health and wellbeing

##### 3.1 Personal learning

#### 5. Thinking skills

##### 5.4 Analysing and evaluating

##### 5.5 Creating

## PAINTING AND DECORATING – NATIONAL PROGRESSION AWARD SCQF LEVEL 5 – OPEN TO S5/6 PUPILS SOUTH LANARKSHIRE COLLEGE

### ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, one of which should be Maths and English
- an interest in working in the construction industry

### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

### COURSE OUTLINE

The National Progression Award (NPA) in Painting and Decorating will help you gain an insight into the trade and make informed choices regarding a career in painting and decorating. Training will be provided by South Lanarkshire College. The course will also provide you with the opportunity to develop employability skills and attitudes, which will help to prepare you for the workplace.

### QUALIFICATION BREAKDOWN

National Progression Award in Painting and Decorating SCQF Level 5:

- Preparing and Painting Surfaces
- Decorative Painting
- Decorative Treatments
- Prepare and Hang Lining Paper
- Colour Practice: Painting and Decorating
- Paperhanging: Patterned Paper

### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A Modern Apprenticeship in painting and/or decorator. You would train on the job, on a building site or workshop, and off the job at a college or training centre.

Apprenticeships usually last for three years

- A one year full time course National Certificate (NC) or National Qualification (NQ) course, in a related area of study such as Construction Skills or Construction Crafts at a college of further education. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## PHOTOGRAPHY – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The Course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. They will also develop their appreciation of photographic work and practice.

The aims of the Course are for learners to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills in using photographic media, techniques and processes
- develop knowledge and understanding of a range of photography practice
- develop skills in problem solving, critical thinking and reflective practice
- analyse the impact of social and cultural influences on photographers and their work
- become critically self-reflective autonomous learners

### COURSE STRUCTURE

The Course has an integrated approach to learning. It includes experiential learning activities which are underpinned by knowledge and understanding of photography.

Candidates will develop skills in rudimentary camera operations and to be assessed on them. The functions of simple cameras are explained, utilising a mix of tutorials and practical demonstrations. Areas for learning include programme modes, camera care, camera handling. Importantly, there are learning activities in working with people in front of the camera, in terms of positioning and interaction. Simple concepts of lighting, lighting composition and framing are integrated within all practical projects.

Evidence will be required to show that the learner can analyse the factors influencing photographers and their work. Learners will also be required to evidence use of a range of camera skills and photographic processes for specific effect and their ability to produce effectively composed photographs, manage files and output images. Learners will compose images before producing and presenting a range of creative photographic work for specific purposes. They will also analyse and evaluate their own photographic work and skills.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course. This course will enable pupils to:

- applied knowledge and understanding of the properties of light and image formation
- applied use of camera controls and a range of photographic techniques and processes
- investigation and analysis of the major historical, scientific, social and cultural factors influencing photographers and their work
- the ability to produce investigative research for photography and to plan, shoot, print and develop photographs
- exploration and experimentation with a range of photographic media, manipulation techniques and processes
- producing and presenting creative and technically proficient photographs
- effective management and storage of photographic images
- critically self-reflecting and evaluating their own work and practice and the photographic work of others

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At Higher level the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

#### Course assessment structure

Component 1 – Question Paper	23% of the marks
Component 2 – Portfolio	77% of the marks
<b>Total – 130 marks</b>	<b>100% of the marks</b>

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad and generic skills. The skills that learners will be expected to improve on and develop are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

#### 3 Health and wellbeing

3.1 Personal learning

#### 5. Thinking skills

5.4 Analysing and evaluating

5.5 Creating

## PHYSICAL EDUCATION – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to develop a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, studying specifically the factors that impact on performance.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to:

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

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen, talk, read, and write in English.

### COURSE STRUCTURE

**Unit 1 Performance Skills.** During this unit learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities.

**Unit 2 Factors Impacting on Performance.** During this unit learners will develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities.

#### Physical Education: Performance Skills

The purpose of this Unit is to provide learners with the opportunity to develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities.

#### Physical Education: Factors Impacting on Performance

The purpose of this Unit is to provide learners with the opportunity to develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This includes:

- planning, developing, implementing and evaluating performance
- selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts

- decision making and problem solving in challenging contexts
- analysing factors that impact on performance
- explaining a range of approaches for developing performance

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Physical Education Course, added value will focus on:

- challenge
- application

Learners will be assessed by a performance and question paper. The purpose of the performance is to assess the learner's ability to plan, prepare for, perform and evaluate their own personal performance in one physical activity. The purpose of the question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below.

#### 1. Literacy

1.1 Listening and talking

#### 3. Health and Wellbeing

3.2 Emotional wellbeing

3.3 Physical wellbeing

#### 4. Employability, enterprise and citizenship

4.3 Working with others

#### 5. Thinking skills

5.4 Analysing and evaluating

## PHYSICAL EDUCATION – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to research and critically evaluate factors which underpin and impact on performance and use this knowledge to develop performance. Learners will develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to:

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

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen, talk, read, and write in English.

### COURSE STRUCTURE

This Course is made up of two mandatory Units.

Unit 1 is Performance Skills. During this unit learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities.

Unit 2 is Factors Impacting on Performance. During this unit learners will develop their independent research, analytical, and evaluative skills by investigating a range of factors which have an impact on performance in physical activities.

#### Physical Education: Performance Skills

The purpose of this Unit is to provide learners with the opportunity to develop consistency in the precision, control and fluency of movement; and their body management, particularly spatial awareness.

#### Physical Education: Factors Impacting on Performance

The purpose of this Unit is to provide learners with the opportunity to develop their knowledge and understanding of factors which underpin performance development, their awareness of these factors is consolidated through independent research.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This includes:

- demonstrating a range of approaches for developing or refining movement skills
- selecting and applying a range of complex movement and performance skills by making informed decisions during high level performance
- carrying out high level performance
- developing independent research and investigation skills
- analyzing and evaluating performance development

### COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher Physical Education Course, added value will focus on:

- challenge
- application

Learners will be assessed by a performance and a project. Together they will add challenge and application to the course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below.

#### 1. Literacy

1.1 Listening and talking

#### 3. Health and Wellbeing

3.2 Emotional wellbeing

3.3 Physical wellbeing

#### 4. Employability, enterprise and citizenship

4.3 Working with others

#### 5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

## PHYSICS – HIGHER

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

A wonderful opportunity for students to further develop their knowledge of physics. The Course gives learners a deeper insight into the structure of the subject, and aims to reinforce and extend the learner's knowledge and understanding of the concepts of physics. It also aims to develop the learner's skills in making critical and evaluative comment. Advances in physics mean that our view of what is possible is continually being updated. This Course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

The Course will therefore enable learners to become scientifically literate citizens who will recognise the impact physics makes on their lives, the environment and society, and be able to appreciate topical scientific debate.

#### COURSE STRUCTURE

##### Dynamic Universe (Higher)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of our dynamic universe. Learners will apply these skills when considering the applications of our dynamic universe on our lives, as well as the implications on society/the environment.

##### Physics: Particles and Waves (Higher)

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. Learners will apply these skills when considering the applications of particles and waves on our lives and the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

##### Physics: Electricity (Higher)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity. Learners will apply these skills when considering the applications of electricity on our lives and the implications on society/the environment. 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.

##### Researching Physics (Higher)

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.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

The main aims of this Course are for learners to:

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

#### COURSE ASSESSMENT

Course assessment will provide the basis for grading attainment in the Course award.

Unit passes no longer mandatory

Component 1 - 2 question papers. 1 Multiple Choice & 1 Extended Response

Component 2 - Assignment. 20 marks scaled to 30 - Worth 20% of final grade.

**Total marks 120 marks**

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

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

##### 1 Literacy

1.2 Writing

##### 2 Numeracy

2.1 Number processes 2.2 Money, time and measurement

2.3 Information handling

##### 5 Thinking skills

5.3 Applying 5.4 Analysing and evaluating 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course.



## PHYSICS – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

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.

The Course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts, and seeks to illustrate and emphasise situations where the principles of physics are used and applied, thus promoting the candidate's awareness that physics involves interaction between theory and practice. An opportunity for engaging in some independent research is provided.

### COURSE STRUCTURE

#### Physics: Rotational Motion and Astrophysics (Advanced Higher)

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.

#### Physics: Quanta and Waves (Advanced Higher)

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.

#### Physics: Electromagnetism (Advanced Higher)

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 (Advanced Higher)

In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

This includes:

- extending and applying knowledge of physics to new situations, interpreting and analysing information to solve more complex problems
- planning and designing physics experiments/investigations, using reference material and including risk assessments, to test a hypothesis or to illustrate particular effects
- carrying out complex experiments in physics safely, recording systematic detailed observations and collecting data
- selecting and presenting detailed information appropriately, in a variety of forms
- processing and analysing physics information (using calculations, significant figures and units, where appropriate)
- making reasoned predictions from a range of evidence/information
- drawing valid conclusions and giving explanations supported by evidence/justification

### COURSE ASSESSMENT

#### Course assessment structure

Component 1 — question paper 100 marks

Component 2 — project 30 marks

**Total marks 130 marks**

To gain the award of the Course, the learner must pass the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

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

A learner's overall grade will be determined by their performance across the Course assessment.

### SKILLS FOR LEARNING, LIFE AND WORK

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve these skills. Teachers and lecturers will ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

At Advanced Higher level it is expected that learners will be using a range of higher order thinking skills. They will also develop skills in independent and autonomous learning.

Learners are expected to develop broad generic skills as an integral part of their learning experience.

## POLICE STUDIES - HIGHER NATIONAL CERTIFICATE

### SCQF LEVEL 7/8 – OPEN TO S6 PUPILS

### SOUTH LANARKSHIRE COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- 2 passes at Higher
- 3 other subjects at National 5, 1 of which should be English

#### ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm). The duration of the course is August to June.

**Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.**

#### COURSE OUTLINE

The Higher National Certificate in Police Studies aims to equip you with appropriate communication skills to interact with all members of the community, to achieve a fitness standard for a career as a Police Officer, to promote lifelong fitness, health and wellbeing and equip you with the skills required to serve diverse communities. Emphasis throughout all units is provide you with understanding of the criminal justice system in Scotland.

#### QUALIFICATION BREAKDOWN

HNC in Police studies – SCQF Level 7/8

##### Mandatory Units:

- Scottish Legal System
- Sociology for Social Care Practice
- Personal Development Planning
- Exercise Principles and Programming
- Police Studies: Graded Unit 1
- I.T. in Business: Word Processing, Spreadsheets and Database: An Introduction
- Social Science: Research and Methodology

- Communication: Practical Skills
- Creating a Culture of Customer Care

##### A range of Optional units are available such as:

- Psychology for Social Care practice
- Scottish Criminal Law
- Interviewing

#### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to: Undertake further Academic Qualifications such as:

- HND in HRM, Business, Accounting or Legal Studies
- Progression to Higher Education with Universities recognising the HNC award as entry to first or second year Degree programmes in arrange of subjects such as: Law, Criminology. The level you might enter would depend on the level and relevance of your other qualifications

##### Employment Opportunities:

The HNC in Police Studies although designed with specific focus on the Police Service, develops generic skills and knowledge which can be applied to a number of other professional areas, such as:

- The Armed Forces
- Fire Service
- Prison Service
- Private Custodial Services
- Private Security Firms
- Social Services
- Leisure
- outh or Community Work
- Voluntary Work

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## PRACTICAL METALWORK – NATIONAL 5 (SCQF LEVEL 5)

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

The 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 aims of the Course are to enable learners to 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

#### COURSE STRUCTURE

This course develops skills in three main areas. Each area provides opportunities for candidates to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. Each area of study covers a different set of metalworking skills. All areas include skills and associated knowledge in measuring, marking out, cutting and joining techniques. The areas of study are:

- **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.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

There are a number of subject skills, knowledge and understanding that will be developed in the course. These include:

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

#### COURSE ASSESSMENT

The Course assessment will consist of two Components: a practical activity and a question paper.

##### Component 1 — Practical activity

The practical activity allows candidates to demonstrate the application of skills and knowledge developed during the course to produce a finished product, to a given standard and specification, as specified by the SQA. They will also have to complete a log book.

The practical activity carries 70 marks. This represents 70% of the overall marks for the course assessment.

##### Component 2 — question paper

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

The question paper will have 60 marks. This is scaled by SQA to represent 30% of the overall marks for the course assessment.

#### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners are expected to improve on and develop through the Course are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below.

##### 2 Numeracy

2.2 Money, time and measurement

##### 4 Employability, enterprise and citizenship

4.3 Working with others

##### 5 Thinking skills

5.3 Applying

5.5 Creating

## PROFESSIONAL COOKERY

### NATIONAL PROGRESSION AWARD (SCQF LEVEL 4)

## GLASGOW CLYDE COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- An interest in professional cookery as this is a practical course with participants learning to cook in a commercial kitchen
- National 4 English

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

The National Progression Award (NPA) in Professional Cookery will provide you with the opportunity to develop basic practical skills necessary to work in the catering industry. You will learn skills in professional cookery, whilst working in the training kitchens within the Hospitality department. You will be preparing and presenting food in a realistic working environment throughout the academic year.

#### QUALIFICATION BREAKDOWN

##### National Progression Award in Professional Cookery SCQF Level 4:

- Craft Baking: An Introduction
- Food Preparation Techniques: An Introduction
- Food Hygiene for the Hospitality Industry
- Cookery Processes: An Introduction
- Hospitality: Organisation of Practical Skills

**Please note: you will be handling meat.**

#### PATHWAYS:

You might go on to do:

- A full time National Certificate (NC) in Hospitality or Professional Cookery if you have other qualifications
- A Modern Apprenticeship, or Skillseeker training, in the hospitality industry, leading to a relevant Scottish Vocational Qualification (SVQ) Levels 2 and 3. You would normally train on the job or off the job at college, restaurant kitchen, professional catering kitchen or training centre. Apprenticeships usually last for two or three years

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## PROFESSIONAL THEATRE PREPARATION

### NATIONAL PROGRESSION AWARD (SCQF LEVEL 6)

### GLASGOW CLYDE COLLEGE

#### ENTRY REQUIREMENTS:

You must be working towards or have:

- Previous experience of drama, theatre groups, acting clubs, Higher Drama or equivalent
- English National 5

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

The National Progression Award (NPA) in Professional Theatre Preparation offers you the opportunity to develop your skills in acting. This course will provide the knowledge and skills and resources that may be called upon when preparing for interviews and auditions, for entry to drama courses and/or the theatre or performing arts profession. This course is designed to develop an appreciation of all aspects of preparing for a career in professional theatre.

It will encourage you to take a detailed, focused and professional approach to preparing for a variety of potential experiences that may lead to professional training and/or employment in the performing arts industry.

You will explore and develop performance skills and develop a deeper insight into the type of work available in the performing arts sector. The course will help prepare you to audition for courses at drama schools or colleges.

#### QUALIFICATION BREAKDOWN

National Progression Award in Professional Theatre Preparation SCQF Level 6

- Preparation for Audition
- Drama: Acting Skills

There is one mandatory unit, Preparation for Audition, which will prepare you for the audition process through developing a broad overview of the types of work available within the performing arts sector and preparing for, performing and evaluating your own audition performance. You will then work on the specific practical skill of acting. This course is highly practical in nature and there will be a balance of types of assessment, with an emphasis on practical assignments.

#### PATHWAYS:

You might go on to do:

- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree in Drama. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## PSYCHOLOGY – HIGHER (SCQF LEVEL 6) OPEN TO S6 PUPILS GLASGOW CLYDE COLLEGE

### ENTRY REQUIREMENTS:

You must have:

- A pass in Higher English at A or B level

### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August until May.

### COURSE OUTLINE

The central theme of the Higher Psychology course is to enable you to investigate psychological knowledge and research, which will promote your understanding of individual and social behaviour. You will analyse and evaluate concepts, theories and approaches, and will draw on research evidence to explain human behaviour.

### QUALIFICATION BREAKDOWN

Psychology SCQF Level 6:

- Psychology: Research
- Psychology: Individual Behaviour
- Psychology: Social Behaviour

This course is very demanding in terms of written work, study at home and group work.

### PATHWAYS:

- HNC/D courses in social science at college or university degree courses in psychology, neuropsychology, arts, social sciences, sciences, criminology or business studies. The level you might enter would depend on the level and relevance of your other qualifications

Further information on psychology and the prospects it offers can also be found at [www.bps.org.uk](http://www.bps.org.uk)

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

**QUANTITY SURVEYING - HIGHER NATIONAL CERTIFICATE**

SCQF LEVEL: 7

**SOUTH LANARKSHIRE COLLEGE****ENTRY REQUIREMENTS:**

You must have:

- 2 passes at Higher, 1 of which should be Maths or English
- An interest in working in the Building Service industry

**ATTENDANCE PATTERN**

Monday and Tuesday all day. The duration of the course is August to June.

**Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.**

**COURSE OUTLINE**

The Higher National Certificate in Quantity Surveying will provide you with the opportunity to develop knowledge and skills in areas such as building services in large buildings, construction technology: substructure and industrial/commercial superstructure, estimating, quantitative building studies: floors and roofs/ substructure and drainage and standard forms of construction contracts. South Lanarkshire College will prepare you with necessary academic skills to progress on to university degree pathway or to the workplace. The units cover many aspects within construction.

**QUALIFICATION BREAKDOWN**

Higher National Certificate in Quantity Surveying – SCQF Level: 7

**Mandatory Units:**

- Substructure H72A 34
- Industrial commercial superstructure
- Building services in large building
- Building services: an introduction
- Quantative building studies: floors and roofs
- Construction materials and specifications
- Estimating
- Standard form of construction contracts
- Domestic Construction
- CAD: 2D I
- Quantity Surveying: Graded Unit 1

**Optional Units**

- Domestic Construction
- Building services: an introduction

**WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?**

- You might go on to do:
- a full time higher education course, such as a Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications
- employment in quantity surveying, construction/ or building service engineering

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to develop the ability to understand analyse and evaluate through the study of religious, moral and philosophical issues.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular:

Learners will be able to:

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

### COURSE STRUCTURE

This Course is made up of three mandatory Units. The three Units include

- **World Religion**
- **Morality and Belief**
- **Religious and Philosophical Questions**

The Course provides the opportunity to integrate skills across the Units.

#### **World Religion: Christianity**

In this unit, learners will explore the key beliefs, values and traditions of one major world religion. They will develop skills in interpreting meaning and context of religious sources.

#### **Morality and Belief: Religion and Justice**

The aim of this unit is to explore religious and non-religious viewpoints and apply them to the moral issue of crime and punishment. Learners will develop evaluation skills and be able to express reasoned and wellstructured views on moral issues.

#### **Religious and Philosophical Questions: Christianity: Origins**

In this unit learners will explore Christian and scientific beliefs about the existence of the universe and human life. Learners will develop skills particularly in analysing and evaluating as well as discussion.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

The Course enables learners to communicate reasoned views and be critical thinkers. They will develop the following skills:

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

### COURSE ASSESSMENT

The course assessment will take the form of a written exam and coursework.

The exam is essay based and consists of 2 papers;

Paper 1: World Religions (30 marks)  
Morality and Justice (30 marks)

Paper 2 : Origins (20 marks)

The coursework is an assignment investigated by candidates then written up under exam conditions with a 250 word plan. (30 marks)

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### **1. Literacy**

- 1.1 Reading
- 1.2 Writing

#### **3 Health and wellbeing**

- 3.1 Personal learning

#### **4. Employability, enterprise and citizenship**

- 4.6 Citizenship

#### **5. Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating



## SCIENTIFIC TECHNOLOGIES - NATIONAL PROGRESSION AWARD

### SCQF LEVEL 6 – OPEN TO S5/6 PUPILS

### SOUTH LANARKSHIRE COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- a minimum of 4 National 5's (one of which should be a science)

#### ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1:30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

The National Progression Award in Scientific Technologies will provide you with the opportunity to gain knowledge and experience of the scientific sector. In Scotland there are many different career opportunities and career pathways, job roles in Life Sciences related operations include Laboratory Assistant, Technician trainee, Trainee Scientist, Technician, Scientist, and Technologist. These roles span across, industry, universities, schools, further education colleges and NHS.

#### QUALIFICATION BREAKDOWN

National Progression Award in Scientific Technologies – SCQF Level:6

- Laboratory Safety
- Mathematics for Science
- Fundamental Chemistry: An Introduction
- Experimental Procedures: Science

#### WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

- You might go on to do:
- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## SCIENTIFIC TECHNOLOGIES

FOUNDATION APPRENTICESHIP (SCQF LEVEL 6)  
OPEN TO S5 PUPILS FOR 2 YEAR MODEL/S6 FOR 1 YEAR MODEL  
GLASGOW CLYDE COLLEGE

### ENTRY REQUIREMENTS:

Candidates intending to leave school at the end of S6 with minimum of one or more Highers incl. Chemistry and Nat 5's. As a guide:

- Achieved or working towards Higher Chemistry (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C)

### ATTENDANCE PATTERN

#### 2 Year Delivery Model

Year 1: Tuesday and Thursday (pm) and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2 proposed attendance: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### 1 Year Model

All day Tuesday at college/All day Thursday shared between college and work placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

**Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to gain knowledge and experience of the scientific sector. In Scotland there are many different career opportunities and career pathways, job roles in Life Sciences related operations include Laboratory Assistant, Technician trainee, Trainee Scientist, Technician, Scientist, and Technologist. These roles span across, industry, universities, schools, further education colleges and NHS.

### QUALIFICATION BREAKDOWN

#### Foundation Apprenticeship in Scientific Technologies – GN14 46

#### NPA in Scientific Technologies SCQF Level 6

- Laboratory Safety
- Mathematics for Science
- Fundamental Chemistry: An Introduction
- Experimental Procedures: Science

#### SVQ 3 Laboratory and Associated Technical Activities

- Follow Health and Safety Procedures for Scientific or Technical Activities
- Carry Out Simple Scientific or Technical Tests Using Manual Equipment
- Prepare Compounds and Solutions for Scientific or Technical Use

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## **SHOESTRING COOKERY**

### **TRAINING PROVIDER TO BE CONFIRMED**

#### **ENTRY REQUIREMENTS:**

You must:

- be interested in cooking as this is a practical course where you will learn to cook in a commercial kitchen

#### **ATTENDANCE PATTERN**

Friday morning (9:15am to 11am). The duration of the course is August to May.

#### **COURSE OUTLINE**

Learn to budget, shop, prepare and present your own tasty meals on a shoestring budget. Working within a professional kitchen, you will learn the most economical and quick meals that you will be able to cook at home for fun. Great recipes, hints and professional tips to make the most of your food spending money. No more unhealthy take-aways or fast food – you will soon be able to prepare better, healthier and quicker meals than you ever thought possible!

#### **VOCATIONAL OPTION BREAKDOWN**

Covers key areas including basic knife skills, food preparation and presentation.

Subjects covered include cooking methods, making soups, stocks and sauces, presentation and menu planning.

#### **PATHWAYS:**

This qualification will compliment your school portfolio.

## SOCIAL SERVICES AND HEALTHCARE

OPEN TO S5 PUPILS FOR 2 YEAR MODEL /  
S6 FOR 1 YEAR MODEL

FOUNDATION APPRENTICESHIP (SCQF LEVEL 6)

**CITY OF GLASGOW COLLEGE, GLASGOW CLYDE COLLEGE  
OR WEST COLLEGE SCOTLAND**

### ENTRY REQUIREMENTS:

#### The City of Glasgow College and Glasgow Clyde College

Candidates intending to leave school at the end of S6 with minimum of one or more Highers incl. English and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher English (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C)

#### West College Scotland

You must have:

- A pass in Higher English by the end of S5

**Please note: all candidates are required to be vetted by Disclosure Scotland as part of the Protecting Vulnerable Groups Scheme (PVG Scheme).**

### ATTENDANCE PATTERN

#### 2 Year Model – Glasgow Clyde College

Year 1: Tuesday and Thursday (pm) and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2: Thursday all day shared between college and work experience placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

#### 2 Year Model - West College Scotland

Year 1: Tuesday and Thursday (pm). The duration of the course is August to June

Year 2 proposed attendance: Tuesday (1:30 to 4pm) at college. Thursday all day shared between college and work experience placement

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### 1 Year Model – South Lanarkshire College

August to December: Monday, Tuesday, Wednesday and Thursday (1.30pm to 4pm).

January to June: Tuesday (1.30pm to 4pm)/ 1 full day work experience placement - day to be negotiated

**Please note: This option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to gain skills and knowledge of the Social Services and Healthcare sector. Working in social services can be a challenging and rewarding career. Social service workers provide support and help to people who need it, helping them to live full and valued lives in the community.

### QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Social Services Children and Healthcare (Adult Services) - GL52 46:

#### National Progression Award (NPA) in Social Services and Healthcare

- Social Services in Scotland
- Safeguarding People
- Communication in Care Relationships
- Safe Practice and Wellbeing in Social Services
- Human Development and Social Influences

#### SVQ Level 2 in Social Services and Healthcare (not full award)

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of individuals

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## SOCIAL SERVICES CHILDREN AND YOUNG PEOPLE

OPEN TO S5 PUPILS FOR 2 YEAR MODEL /  
S6 FOR 1 YEAR MODEL

### FOUNDATION APPRENTICESHIP (SCQF LEVEL 6)

**GLASGOW CLYDE COLLEGE, SOUTH LANARKSHIRE COLLEGE  
OR WEST COLLEGE SCOTLAND**

#### ENTRY REQUIREMENTS:

##### 1 Year Model – South Lanarkshire College

You must have:

- National 5 English
- working towards Higher level
- an interest in working with children
- Voluntary experience working children, would be an advantage

##### 2 Year Model – Glasgow Clyde College

Candidates intending to leave school at the end of S6 with minimum of one or more Highers incl. English and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher English (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

##### 2 Year Model – West College Scotland

You must be working towards:

- National 5 English • Progression to Higher English by S6

**Please note: all candidates are required to be vetted by Disclosure Scotland as part of the Protecting Vulnerable Groups Scheme (PVG Scheme).**

#### ATTENDANCE PATTERN

##### 2 Year Model – Glasgow Clyde College

Year 1: Tuesday and Thursday (pm) and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2: Thursday all day shared between college and work experience placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

##### 2 Year Model - West College Scotland

Year 1: Tuesday and Thursday (pm). The duration of the course is August to June

Year 2 proposed attendance: Tuesday (1:30 to 4pm) at college. Thursday all day shared between college and work experience placement.

**Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

##### 1 Year Model – South Lanarkshire College

August to December: Monday, Tuesday, Wednesday and Thursday (1.30pm to 4pm).

January to June: Tuesday (1.30pm to 4pm)/ 1 full day work experience placement - day to be negotiated.

**Please note: This option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.**

#### COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to gain skills and knowledge of the Social Services and Children and Young People sector. This includes working in nurseries; children and family centres; holiday play schemes, out of school care and working. Other services include working with children with disabilities and working with parents and families

#### QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Social Services Children and Young People - GL7A 46:

##### SVQ Level 2 in Social Services (Children and Young People) (not full award)

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of children

##### NPA in Social Services (Children and Young People)

- Safeguarding of Children and Young People
- Play for Children and Young People
- Communication with Children and Young People
- Development of Children and Young People
- Promote the Wellbeing and Safety of Children and Young People

**A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.**

#### PATHWAYS:

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## SOUND PRODUCTION

### NATIONAL PROGRESSION AWARD (SCQF LEVEL 6)

### GLASGOW CLYDE COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- A genuine interest in music
- 2 subjects at National 5

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

The National Progression Award (NPA) in Sound Production will offer you the opportunity to develop confidence in using equipment and software and be given opportunities to apply and develop your creative skills, enterprise, employability and planning whilst focusing on the music industry. You will also have the option to develop wider skills in a related area of the recorded music industry depending on your specific area of interest.

#### QUALIFICATION BREAKDOWN

National Progression Award in Sound Production SCQF level 6:

- Sound Engineering and Production
- Sound: Understanding the Signal Path
- Sound: Music Remixing

#### PATHWAYS:

You might go on to do:

- SCQF Level 6 National Certificate (NC) Sound Production or directly to Higher National Diploma (HND) Sound Production Year 1

Employment Routes

- Live/Theatre Sound Engineer/Technician
- Studio Engineer
- Sound Technician
- Audiology
- Games Development
- TV/Film Soundtrack and Foley engineers/technicians

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## SPANISH – HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law. By studying Spanish at Higher level, candidates not only attain a commendable level of proficiency in that language, but also develop the type of transferable communication skills valued by employers and universities alike.

In Higher Spanish, learners build upon their existing knowledge of the language to achieve greater flexibility of expression and a considerably more sophisticated level. They further develop their ability to understand complex written and spoken language and to communicate successfully with others on a wide range of topics relevant to everyday life. They also have the opportunity to explore and understand the cultures of Spain and Latin America, for example by studying foreign-language films.

*'Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.'*

*Scottish Qualifications Authority, 2013*

### COURSE STRUCTURE

Learners will develop their skills in Listening, Talking, Reading and Writing through the study of four themes:

- Society
- Culture
- Learning
- Employability

#### UNDERSTANDING LANGUAGE

Learners will develop the **Reading and Listening** skills required to understand more sophisticated and detailed spoken and written texts. By studying a wide range of texts drawn from the four themes above, they will significantly expand their vocabulary and their grammatical understanding of the language. Texts are drawn from a wide range of sources: articles, media clips, audio recordings, websites and contemporary songs are all used to allow learners to develop their cultural awareness alongside their linguistic skills

#### CAPITALS

Learners will develop their **Talking and Writing** skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will talk and write about how the issues raised affect their own lives, using more complex and varied language to express their thoughts and opinions. A native Spanish Foreign Language Assistant works with Higher pupils regularly to further support them as they develop their spoken Spanish.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

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

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

### COURSE ASSESSMENT

**Final examination:** Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by class teachers in March, subject to verification by the SQA. The talking exam will consist of a discussion with the class teacher on some of the themes studied in the course.

#### Assignment

Candidates will produce a piece of writing in Spanish of 200-250 words, using detailed and complex language.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

#### 4 Employability, enterprise and citizenship

4.6 Citizenship

#### 5 Thinking skills

5.3 Applying

## SPANISH – ADVANCED HIGHER MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law.

At Advanced Higher level, students of Spanish develop a high level of confidence, accuracy and fluency in the language while also developing the type of transferable communication skills valued by employers and universities alike. As well as the ability to read, write, listen and talk in Spanish at a sophisticated level, learners also gain a deeper understanding of cultural issues and current affairs affecting young people in Spain, Europe, Latin America and beyond.

*'The ability to use language lies at the centre of thinking and learning... Learners use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills.'*

Scottish Qualifications Authority, 2013

### COURSE STRUCTURE

Learners will complete three Units: Understanding Language, Using Language, and Specialist Study. They will develop advanced skills in Listening, Talking, Reading and Writing through the study of four themes:

- Society
- Learning
- Employability
- Culture

#### LANGUAGE UNIT 1: UNDERSTANDING LANGUAGE

Learners will develop the **Reading and Listening** skills required to understand complex spoken and written texts. Texts are drawn from a wide range of sources: Spanish broadsheet newspaper articles, media clips, audio recordings, websites and review magazines are all used to allow learners to develop their cultural awareness alongside their linguistic skills. Opportunities for discussion and debate of topical issues allows learners to develop their own views and arguments on contemporary issues relevant to young people.

#### LANGUAGE UNIT 2: USING LANGUAGE

Learners will develop their **Talking and Writing** skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will use complex and varied language to express their thoughts and opinions in discussions and in discursive essays. A native Spanish Foreign Language Assistant works with Advanced Higher pupils regularly to further support them as they develop their spoken Spanish.

#### SPECIALIST STUDY:

Learners will study one Spanish literary text and one Spanish-language film in the course of the year. They will develop analytical and evaluative skills by writing about these texts in both Spanish and English.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

The Advanced Higher Spanish course offers learners opportunities to develop and extend a wide range of skills: communication, critical

thinking, cultural awareness and creativity. In particular, learners will develop:

- advanced listening and talking, reading, and writing skills in Spanish, in the contexts of society, learning, employability, and culture

- advanced knowledge and understanding required to understand and use Spanish, in the contexts of society, learning, employability, and culture
- understanding an advanced range of grammatical knowledge when using Spanish
- advanced knowledge and understanding required to apply the language skills of translation
- advanced knowledge and appreciation of literary and/or media texts in the modern language

### COURSE ASSESSMENT

**Unit 1: Understanding Language** will be attained by passing one assessment in Reading and one in Listening, undertaken in class.

**Unit 2: Using Language** will be attained by passing one assessment in Talking and one in Writing, undertaken in class.

**Unit 3: Specialist Study** will be attained by producing a detailed plan for the Portfolio assignment.

**Final examination:** Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by a visiting examiner in March.

**Portfolio:** An essay of 1200-1500 written in English on the literary and media texts studied will be submitted to the SQA in April and will contribute to the final examination mark.

### SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

**4 Employability, enterprise and citizenship**  
4.6 Citizenship

**5 Thinking skills**  
5.3 Applying



## SPORT AND RECREATION – (SCQF LEVEL 5) GLASGOW CLYDE COLLEGE

### ENTRY REQUIREMENTS:

You must:

- Be actively involved in sports or fitness
- 3 passes at National 5

### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

### COURSE OUTLINE

Are you interested in working within the sports sector and studying National 5 level? The main aim of the Skills for Work Sport and Recreation option is to develop skills that enable progression towards becoming a sports coach, fitness instructor, personal trainer, outdoor activities instructor and sports development officer? Glasgow Clyde College will provide you with the opportunity to improve your knowledge of exercise, fitness, health

and wellbeing along with first aid skills.

You will assist a qualified fitness instructor in teaching exercise and fitness sessions, understand the body and its response to exercise, understand the principles of training, recognise and be able to correct poor technique and plan and perform your own exercise programme.

### QUALIFICATION BREAKDOWN

Skills for work Sport and Recreation SCQF level 5:

- Assist with a component of activity sessions
- Employment opportunities in the sport and recreation industry
- Assist with fitness programming
- Assist with daily centre duties

### PATHWAYS:

You might go on to do:

- Successful completion of National 5 will benefit students wishing to gain entry to full time courses at NQ and HND level in Sport Coaching with the Development of Sport or Fitness, Health & Exercise

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## TELEVISION PRODUCTION

### NATIONAL PROGRESSION AWARD (SCQF LEVEL 5)

### GLASGOW CLYDE COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- English National 5
- 3 other subjects at National 5
- A genuine interest in television industry

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

The National Progression Award (NPA) in Television Production will provide you with the techniques to plan and produce a short film. Using industry standard practices and high end equipment the course will offer you the knowledge and practical skills needed to gain an understanding of what is required within the television industry.

#### QUALIFICATION BREAKDOWN

National Progression Award in Television Production SCQF level 5:

- Media: Directing a Single Camera Production
- Media: Basic Video Camera Operations
- Media: Sound Recording for Single Camera
- Media: Basic Video Editing

#### PATHWAYS:

You might go on to do:

- A one-year full time NQ Television with Photography course at a Glasgow Clyde College. Combined with higher qualifications, you could progress to HND Creative Industries: Television

Further information on Television Production and the prospects it offers can also be found at Skillset. <http://creativeskillset.org>

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## TRANSITIONS PROGRAMME – (SCQF LEVEL 3/4) CITY OF GLASGOW COLLEGE

### ENTRY REQUIREMENTS:

You must be working towards or have:

- A diagnosis of ASD
- working towards level 3-4 in English and Numeracy
- want to continue your studies in further education

**Please note: Interested pupils will attend a taster session and observed as part of a selection process.**

### ATTENDANCE PATTERN

Thursday 9:30am to 12 Noon. The duration of the course is August to May.

### COURSE OUTLINE

To assist pupils with Asperger's Syndrome to make a successful transition from school to Further Education and training. The City of Glasgow Transition programme will give you an opportunity to develop your communication skills, social skills, negotiation skills and confidence.

### VOCATIONAL OPTION BREAKDOWN

City of Glasgow College Award – SCFQ Level 3/4:

- Core Skills
- Communication
- Personal and Social Development
- Skills for Life and Work

### PATHWAYS:

You might go on to do:

This course will allow a taste of what to expect in further education. It will give you knowledge which could assist in getting employment or alternatively a full time position on a further education course.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## TRAVEL AND TOURISM – NATIONAL 5

### MEARNS CASTLE HIGH SCHOOL

#### PURPOSE AND AIMS OF THE COURSE

This Course is designed to provide introductory qualification in travel and tourism. This Course will build on the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

##### The general aims of this Course are to:

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

#### COURSE STRUCTURE

This course is designed to enable a learner who has little or no experience of Travel and Tourism to gain the basic Skills for Work as an introduction to employment in the industry. Specific employability skills are experienced in the Employability Unit. All other Units have been designed to include skills which are essential for employment in the Travel and Tourism industry. Customer care and enterprise skills related to selling are included in a second Unit. Product knowledge relating to dealing with customer enquiries feature in the remaining two Units: Travel Tourism: Scotland and Travel and Tourism: UK and Worldwide. The four Travel and Tourism units are:

##### Travel and Tourism: Employability

The general aim of this Unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry.

##### Travel and Tourism: Customer Service

The general aim of this Unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers.

##### Travel and Tourism: Scotland

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.

##### Travel and Tourism: UK and Worldwide

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers.

#### SKILLS, KNOWLEDGE AND UNDERSTANDING

Further information about skills, knowledge and understanding for the Course can be found in the Unit Specifications. A broad overview of the mandatory skills, knowledge and understanding is shown below:

- Understanding of the workplace and the employee's responsibilities, for example good time keeping, attendance, awareness of importance of personal appearance, health and safety, customer care
- Self-evaluation skills
- Develop customer care and problem-solving skills
- Develop Skills in relation to promoting products and services
- Develop Skills to become effective job-seekers and employees in the Travel and Tourism Industry.
- Demonstrate a positive and responsible attitude to work and an understanding of the workplace

#### COURSE ASSESSMENT

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

All Units are internally assessed and will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

#### SKILLS FOR LEARNING, LIFE AND WORK

In addition to the agreed employability skills it is expected that learners will also develop broad, generic skills through this Course. The main skills areas listed below.

##### 1 Literacy:

1.1 Reading 1.2 Writing 1.3 Listening and talking

##### 2 Numeracy

2.1 Number Processes 2.2 Money, time and measurement  
2.3 Information Handling

##### 3 Health and Wellbeing

3.1 Personal Learning

##### 4 Employability, enterprise and citizenship

4.1 Employability  
4.2 Information and communication technology  
4.3 Working with others  
4.4 Enterprise

##### 5 Thinking skills

5.2 Understanding 5.3 Applying 5.4 Analysing

## UNIFORMED AND EMERGENCY SERVICES

### SKILLS FOR WORK 4 (SCQF LEVEL 4)

### GLASGOW KELVIN COLLEGE

#### ENTRY REQUIREMENTS:

You must:

- Be interested in Uniformed Services

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

The Uniformed and Emergency Services Course has been designed to provide you with opportunities to develop generic employability skills in the context of the uniformed and emergency services. The relevant uniformed services for this Course are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines.

The relevant emergency services for this Course are: the Ambulance Service, Coastguard, Fire and Rescue and Police. The course will provide different learning environments and experiences that include visits, visiting speakers, role play and other practical activities. The skills acquired by learners will prepare them to work within the context of the uniformed and emergency services within Scotland.

#### QUALIFICATION BREAKDOWN

Skills for Work: Uniformed & Emergency Services SCQF Level 4:

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

#### PATHWAYS:

You might go on to do:

- Employment, Uniformed Services or other NC Programmes.
- This can also lead to entry level employment, training & volunteering opportunities within the health & social care industry.

Further information on psychology and the prospects it offers can also be found:

[www.scotland.police.uk/recruitment/](http://www.scotland.police.uk/recruitment/)

[www.apprenticeships.org.uk/...](http://www.apprenticeships.org.uk/...)  
[apprenticeships/...](http://www.apprenticeships.org.uk/...)

[services.../emergency-fire-service](http://www.apprenticeships.org.uk/...)

[www.Army apprenticeships](http://www.Army.apprenticeships) - British Army

[www.Apprenticeships-Military](http://www.Apprenticeships-Military) Air & Information – BAE Systems

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## UP IN THE AIR AND ON THE GROUND

(SCQF LEVEL 4/5)

### CITY OF GLASGOW COLLEGE

#### ENTRY REQUIREMENTS:

- 3 passes at National 4, which should include English and Maths

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

#### COURSE OUTLINE

This course brings together the world of travel, events and hospitality in an innovative and inspirational way. A practical course which will focus on developing a range of skills within the City of Glasgow College CITYAIR resource which is a simulated airline cabin and purpose built Airline Check in desks. You will develop a range of food and drink service skills from counter service to Barista training, plan and participate in events within a realistic live restaurant environment. To further enhance learning, visits are included to Tourist destinations within the city and Glasgow Airport.

#### QUALIFICATION BREAKDOWN

**Please note, you will be studying 5 units at SCQF Level 4/5, this is not a Group Award:**

- Service of Food and Drink
- Introduction to Beveridge's
- Assist with an Event
- Event Theming
- Working as Air Cabin Crew
- Resort Representation: An Introduction

#### PATHWAYS:

You might go on to do:

- Employment and/or training in the hospitality, events and tourism related industry.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## YOUTH WORK

### NATIONAL PROGRESSION AWARD (SCQF LEVEL 6)

### GLASGOW KELVIN COLLEGE

#### ENTRY REQUIREMENTS:

You must have:

- English National 5
- Have a strong interest in working with young people
- Good verbal and written communication skills are essential
- Experience of working with young people, either in a paid or voluntary capacity

#### ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August until May.

#### COURSE OUTLINE

This National Progression Award (NPA) in Theory and Approaches to Youth Work is a combination of Units taken from the NC: Working with Communities and the PDA: Youth Work programmes. It will provide you with an overview of how youth work evolved into its present format, along with practical classroom based group-work activities. Additionally, you will develop an understanding of communication and group work skills necessary to engage with young people in a range of settings.

#### QUALIFICATION BREAKDOWN

National Progression Award in Theory and Approaches to Youth Work – SCQF Level 6

- Youth Work -Engaging with Young People
- Working with Communities - Youth Work

#### PATHWAYS:

- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or PDA. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Planit at [www.planitplus.net](http://www.planitplus.net)
- Workit at [www.workit.info](http://www.workit.info)

## WEB DESIGN – SCQF LEVEL 5 MEARNS CASTLE HIGH SCHOOL

### PURPOSE AND AIMS OF THE COURSE

The aims of this course are:

- To provide well-qualified and competent junior designers in the specialist area of web design
- To provide students with the specialist skills required to access career opportunities in current and future markets
- To ensure that advances in software skills are matched by advances in employability skills such as working with clients, receiving feedback and responding to change
- To promote and maintain the importance of the iterative design process in the design and development of websites and web based content
- To provide students a new pathway to higher level studies in web design and related subjects, through short-course provision
- To develop an understanding of the legal and design issues related to website design and development
- To provide students access to industry standard software and principles

### COURSE STRUCTURE

This Course is made up of 3 Units.

#### Computing: Website Graphics

#### Computing: Web Design and Development

#### Computing: Interactive Multimedia

The units will cover computer animation, video editing and creation of multimedia websites. Pupils will capture both still and moving images, create graphics and animations. They will also create audio content for web pages and build websites.

The work will be mainly project based where pupils design and build solutions using a variety of computer software packages. Both practical skills in using software and theoretical understanding of how digital media is captured and presented will be assessed.

### SKILLS, KNOWLEDGE AND UNDERSTANDING

At the end of the award you should be able to:

- Demonstrate knowledge and understanding of the main technical and design considerations in designing a website.
- Produce and optimise graphics for the World Wide Web to a given brief
- Create a webpage for use on a web-server using basic HTML features
- Plan an animation for inclusion on a website
- Create an animation and incorporate it in a website
- Plan and design a digital narrative for inclusion on a website
- Create a digital narrative for inclusion on a website
- Test and evaluate a digital narrative
- Produce a plan for the design and creation of a website to a client's requirements
- Design a website to a client's requirements
- Construct and upload a website which includes text and graphics
- Test and evaluate a website

### COURSE ASSESSMENT

**Please note that this is not an SQA course leading to a final examination. It is a number of stand-alone SQA units that lead to certification for each unit.**

Assessment is mainly in the form of practical assignments in designing, developing and testing websites. There are some written assessments, mostly relating to the design and testing of a website, and one formal written assessment conducted under closed-book conditions.

### SKILLS FOR LEARNING, LIFE AND WORK

Successful candidates will have gained the knowledge and skills suitable for entry-level employment in web design and related industries or for progression to a higher level qualification.





## ADDITIONAL HELP

### **Pupil Support**

Your Pupil Support Teacher will be able to advise you about the balance of the subjects you are considering, and their appropriateness in the light of your progress, over the past two years and any career ideas you may already have.

### **Subject Teacher**

The teachers of the subjects you are studying now will be able to tell you whether you have a realistic chance of success if you take that subject to a more advanced level. Ask them!

If you are thinking of starting a new subject be sure you really understand what will be involved - how much practical work, how much written work, how much homework - the best person to ask is the Principal Teacher of that department.

### **Careers Interviews**

Pupils are able to access individual support from our SDS (Skills Development Scotland) Careers Adviser. However it is important that all pupils take responsibility to do initial personal research on the SDS website My World of Work ([www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)). All pupils should register on the website as a way to inform and support their future plans then ask for an interview via their Pupil Support teacher or arrange an appointment directly with the careers advisor Chris Doyle.

### **Other sources**

The main source of information on Further and Higher Education courses now is the database [www.planitplus.net](http://www.planitplus.net). This provides details of courses in schools and colleges, as well as full documentation on courses available at Universities and Colleges. Access to this facility is via any computer at home or in school. Young people leaving school who have not been able to find suitable work, training or a place at college should register with their local Skills Development Scotland Centre where they can access help and support in their job search.

### **School Website and Twitter feed**

Pupils can access part time and full time vacancies and information about Colleges, Universities, Apprenticeships and employment opportunities. Universities through the Careers page on the school website and on Twitter.



## MEARNS CASTLE HIGH SCHOOL

### **USEFUL WEBSITES:**

#### **Careers information**

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

[www.planitplus.net](http://www.planitplus.net)

[www.apprenticeships.scot](http://www.apprenticeships.scot)

[www.workeastren.co.uk](http://www.workeastren.co.uk)

[www.workit.info](http://www.workit.info)

Skills  
Development  
Scotland

### **OTHER WEBSITES:**

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

[www.myjobscotland.gov.uk](http://www.myjobscotland.gov.uk)

## LEVELS AND COURSES OFFERED BY MEARNS CASTLE HIGH SCHOOL

2019-2020

Courses in the subjects listed in the table below (numbers permitting) will be offered at the levels as indicated. If a pupil is interested in AH in other subjects, this should be noted on the back of Option Form. It may be possible to offer other AHs dependent on demand and staffing constraints.

SUBJECT	AH	HIGHER	NATIONAL 5	COMMENTS
Access to Primary Education		✓		
Accounting		✓		Foundation Apprenticeship - SCQF Level 6
Administration and IT		✓	✓	
Art & Design	✓	✓		
Automotive Skills – Green power				Skills for Work 4 - SCQF Level 4
Barbering				SVQ Level 2 - SCQF Level 5
Beauty and Complimentary Skills				NPA - SCQF Level 4
Biology	✓	✓		Human – SCQF Level 6
Building Services Engineering				NPA - SCQF Level 5, NC - SCQF Level 6, HNC
Business				Higher National Certificate - SCQF Level 7/8
Business & Marketing				National Progression Award – SCQF Level 5
Business Management		✓		
Business Skills				Foundation Apprenticeship - SCQF Level 6
Chemistry	✓	✓		
Civil Engineering				Foundation Apprenticeship - SCQF Level 6
Commercial Ventures				SCQF Level 3/4
Computer Aided Design				PDA - SCQF Level 7
Computer Games Development				NPA - SCQF Level 5
Computing Science		✓		
Construction Crafts				Skills for Work 4 & 5
Construction Management				HNC - SCQF Level 7
Construction Skills Certificate Scheme (CSCS)				CSCS - SCQF Level 4
Creative & Digital Media				Foundation Apprenticeship - SCQF Level 6
Creative Beauty Skills with Hair Styling				NPA - SCQF Level 4
Cyber Security				NPA - SCQF level 6:
Digital Future Homes				SCQF Level 4
Drama		✓		
Early Education And Childcare				Skills for Work 4 - SCQF Level 4
Engineering Systems				Foundation Apprenticeship - SCQF Level 6
English	✓	✓	✓	& National 4 - SCQF Level 4
ESOL				SQA Units - SCQF Level 2/3
Fantasy Make Up				SQA Units - SCQF Level 4
Fashion Brand Retailing				University Level 1 Units - SCQF Level 7
Finance & Numeracy				SCQF Level 4 and N5 Lifeskills Unit
Financial Services				Foundation Apprenticeship - SCQF Level 6
Food & Drink Operations				Foundation Apprenticeship - SCQF Level 6
French	✓	✓		
Geography	✓	✓		
Graphic Communication	✓	✓		
Grow, Cook And Eat				National 1 - SCQF Level 1
Hair, Beauty And Make-Up				SQA Units - SCQF level 5

SUBJECT	AH	HIGHER	NATIONAL 5	COMMENTS
Hairdressing		✓		Skills for Work Level 4 (SCQF Level 4)
Health and Food Technology		✓		
Health Sector				Skills for Work Level 5 (SCQF Level 5)
History	✓	✓		
Hospitality - Practical Cake Craft			✓	
Hospitality - Practical Cookery			✓	
Human Body Structure & Function				University Level 2 Units - SCQF Level 8
Human Resources & Law				NPA - SCQF Level 6
Human Resource Management				Higher National Certificate – SCQF Level 7
ICT Hardware Systems Support				Foundation Apprenticeship - SCQF Level 6
ICT Software				Foundation Apprenticeship - SCQF Level 6
Introduction to Barista Skills				No Accreditation
Introduction to Food Service Skills				SQA Units - SCQF Level 4
Introduction to Nursing				SQA Units - SCQF level 5
Introduction to Teacher Education				No accreditation
Legal Studies				NPA - SCQF level 6
Mandarin	✓	✓	✓	HSK Qualification
Maritime Skills				Skills for Work - SCQF Level 5
Mathematics	✓	✓	✓	
Mechanical Engineering				Foundation Apprentices - SCQF level 6 & HNC – SCQF level 7
Media		✓		
Modern Studies	✓	✓		
Music	✓	✓		
Painting and Decoration				National Progression Award SCQF Level 5
Photography		✓		Higher & SCQF Level 5
Police Studies				Higher National Certificate - SCQF Level 7/8
Physical Education	✓	✓		
Physics	✓	✓		
Practical Metalwork			✓	National 5 (SCQF level 5)
Professional Cookery				NPA - SCQF Level 4
Professional Theatre Preparation				NPA - SCQF Level 6
Psychology		✓		
Quantity Surveying				Higher National Certificate - SCQF Level 7
RMPS		✓		
Scientific Technologies (Laboratory Skills)				National Progression Award - SCQF Level 6 / Foundation Apprenticeship - SCQF Level 6
Shoestring Cookery				No Accreditation
Social Services and Healthcare				Foundation Apprenticeship – SCQF Level 6
Social Services Children and Young people				Foundation Apprenticeship - SCQF Level 6
Sound Production				NPA - SCQF Level 6
Spanish	✓	✓		
Sport & Recreation				Skills for Work - SCQF Level 5
Television Production				NPA - SCQF Level 5
Transitions Programmes				City of Glasgow College Award - SCQF Level 3/4
Travel and Tourism			✓	
Uniformed and Armed Services				Skills for Work - SCQF Level 4
Up in the Air and on the Ground				SQA Units - SCQF Level 4/5
Youthwork				National Progression Award - SCQF Level 6
Web Design				SQA Units – SCQF Level 5

Name: \_\_\_\_\_ **Exemplar** \_\_\_\_\_ Registration Group: \_\_\_\_\_

Tick this box if you intend to leave school before the next school year.

We need to know your planned destination on leaving school. Please tick the relevant box below. Note details and your intended leaving date alongside.

University

College

Other e.g. Art School

**Choosing your 5th and 6th year courses**

This is a list of the subjects and levels which you are taking this year.

In your fifth year you will be studying 5 curricular subjects.

In your sixth year you will be studying up to 4 curricular courses. Following discussion with your PT Pupil Support choose at least 3 subjects that you want to study next session. Your 4th choice may be another curricular subject or wider school involvement that will be decided in June/August. If you are interested in the Vocational Programme note the relevant course under the subject list.

Subject	Level			Other
	AH	H	Nat 5	
Maths - Higher				
French - Higher				
English - Higher				
Biology - Higher				
Geography - Higher				

Proposed career/area of interest \_\_\_\_\_

If you have any special requests or concerns please note them overleaf.

Student's signature: \_\_\_\_\_ Interviewing Teacher: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

## NOTES

## NOTES



MEARNS CASTLE HIGH SCHOOL

# **THE WAY AHEAD**

For Senior pupils  
moving to S5 and S6