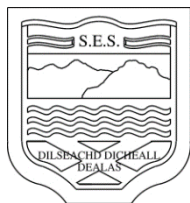


# Sir E Scott School



## Senior Phase Information Booklet 2020 – 2021



## S4-S6 SUBJECT INFORMATION BOOKLET

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## **INTRODUCTION**

This information booklet will help you to plan your next steps as you move into, or further through, the Senior Phase. We hope you will find the information on the following pages helpful. Please take time to read the booklet carefully.

As you will know from the work you have been doing in PSE, you will soon be making important decisions about which courses you would like to do in S4, S5 and S6. The qualifications that you obtain during the Senior Phase of your school education will guide your career plans and/or your route into further or higher education.

This booklet contains information and guidance on arrangements for Senior Phase students and on each of the subject courses that you choose to follow. You can also find out more about the individual subject courses by contacting the appropriate subject teacher or by looking at the SQA website.

## **THE SENIOR PHASE**

Schools across Scotland are working towards a combined Senior Phase, viewing S4-6 as a block of time during which qualifications are achieved. It is important that you think about your own Senior Phase carefully and consider which qualifications you would like to gain between S4–S6.

The work in the senior classes builds on what has been studied previously during your Broad General Education in S1-3 but the Senior Phase courses are stand-alone options leading usually to a qualification at the end of the year. Each candidate will follow their own individual(ised?) pathway through the Senior Phase. Candidates are given the opportunity to study a broad range of subject areas at the level that best meets their needs. We offer subjects at National and Higher level alongside work experience and college placements. Candidates are encouraged to progress through the Senior Phase achieving breadth and depth of qualifications.

By the school leaving point for every individual we aim to provide the opportunity to gain a broad range of relevant qualifications that help them to the next stage in their lives.

### **What will I do in S4?**

Most pupils in S4 will follow National courses. Candidates who attain an National 5 pass in a subject in S4 will likely progress on to studying that subject at Higher level in S5 or S6. In S4 pupils generally study six subjects. Maths and English are core (not optional). In addition, there are other core courses that all pupils take as part of their timetable. At the end of S4 you have the choice of returning to school for fifth year or leaving. Depending on your age however, you may be a Christmas leaver and will then make choices for that period.

## **What will I do in S5 and S6?**

If you make the decision to return to school in S5 you may study further National courses, either building on what you have studied previously or choosing to take some new subjects. As a senior student in S5 and S6 you are asked to undertake a commitment to a minimum of 5 courses.

You might be studying Higher level subjects only or may take a mix of Nationals and Highers. Those in S6 can progress from Higher to Advanced Higher in many subjects or take a range of National or Higher courses. S6 students may also consider taking an open learning course through the college or through another school e.g. in session 2019-20 sixth year pupils studied Modern Studies through e-Sgoil. There are a few subjects offered only to S5 and S6 students.

We are pleased to be increasing the options for applied learning courses at Sir E Scott School, which remains a priority as we take forward school improvements in light of the publication Developing the Young Workforce (Scotland's Youth Employment Strategy).

There are a number of applied learning courses delivered by class teachers, some of which are delivered with support from the Lews Castle College, CNES training section and local expertise within the community e.g. Harris Tweed NPA, Modern Languages for Life & Work, Maritime, Travel & Tourism, Energy NPA, Sport & Recreation, Foundation Apprenticeships - Health & Child Care, Engineering and Creative & Digital Media(Gàidhlig).

It is strongly recommended that all pupils study at least one applied learning course during their Senior Phase years. Applied learning courses are relevant to all pupils, regardless of their intended career pathway as they provide an excellent means of developing pupils' skills for work.

## **MAKING YOUR COURSE CHOICES**

When you are making your choices there are many factors for you to consider. You should ask yourself the following questions:

- **Do I plan to stay on for the whole year, until Christmas or for two more years?**
- **What job, course or career am I aiming for?**
- **What qualifications do I aim to achieve during my Senior Phase?**
- **What advice have I been given by teachers, the career advisor and my parents/carers?**
- **Am I being realistic about my plans?**

There is a great deal of advice, help and support available for you in the school. Make sure you use it!

In addition, it is important that you also take the time to do some research into the qualifications and skills you may need for the careers or further/higher education courses that interest you.

The decisions about your courses are largely your responsibility. It is important therefore to make sure you do some research so that you are well informed to help you make these decisions.

## COURSE CHOICE PROCEDURE

This booklet contains information about the courses offered by each department. Please study this information carefully. It is really important that you realise what each course you may choose involves.

During the early part of 2020 you will be discussing subject choices and your “Learning Journey” with Miss Donnelly, DHT or Mr Johnson; PT Pupil Support during your guidance interviews. You should also discuss it at home with your parents/carers and with your other teachers. The Careers Adviser from Skills Development Scotland is also available to help you.

You will be issued with a “Learning Journey” form which you should complete and return to the school by the date stipulated for each year group.

All S4-S6 pupils will have an interview with Senior Management and PT Pupil Support to consider their subject choices. Commitment to the senior school will also be an important part of this discussion if you are choosing to stay on for S5 or S6. These interviews will take place during the month of March 2020.

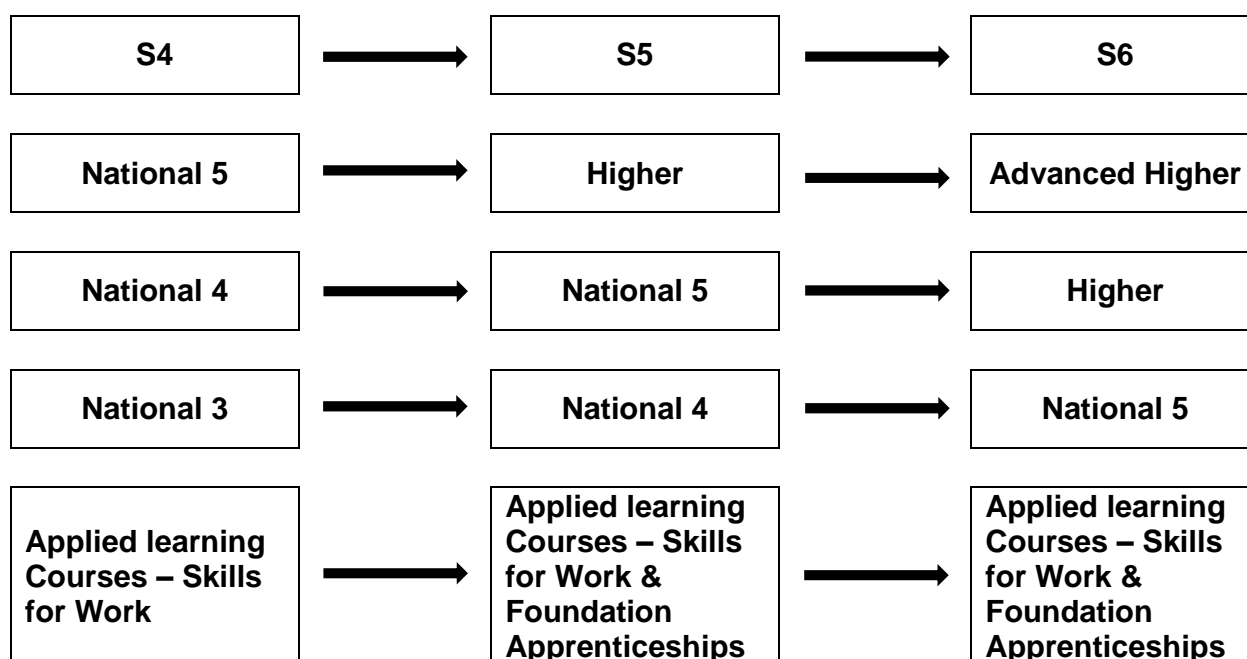
A diagram summarising the course choice procedure is given on page 6.

## SUPPORT AND GUIDANCE

Throughout S4-6 Senior Management and Mr Johnson, PT Pupil Support teacher will provide you with support and advice as you make your subject choices and will review your progress with you throughout the session. You will discuss topics such as career pathways, progress with subjects, subject choice as well as any personal issues. Parents can also contact Senior Management or PT Pupil Support teacher if they wish to discuss any aspect of your time in the Senior Phase.

## WHICH LEVEL OF COURSE SHOULD I DO?

The diagram below shows you the pathways which you might wish to consider when selecting your courses. It may be important to consider whether you will decide to leave at the end of fourth year or stay on at school for both fifth and sixth year, as this may help your decisions



## **HOW WILL I BE ASSESSED?**

Depending on the level being studied, National courses have elements of both internal and external assessment which are set by the Scottish Qualifications Authority (SQA). Course assessments may include Unit Assessments, Folios, Assignments or Investigations. Your teacher will outline the assessment criteria for the course and level that you are studying for each of the subjects that you choose. For most courses there will also be a prelim exam in January/February as well as a full SQA exam in May.

If the course that you are studying is assessed through internal Unit Assessments, your SQA certificate will list all the units you have achieved. If you pass all units you will be given a Course Award.

It may be possible to pick up some subjects in S5 or S6 which you have not done before. This may depend on what related experience you have and how the course is structured. You will be able to discuss this with individual subject teachers for further advice.

Your teachers will be advising you on the level of course they think best meets your needs, which you should then share with parents/carers and Senior Management/PT Pupil Support teacher before making your final decision.

It is likely that some classes will contain students studying at more than one level e.g. National 4 and National 5, or National 5 and Higher. Class groupings will not be confirmed until the final school timetable is produced.

## **MAKING THE MOST OF YOUR TIME IN S5/6**

The results you achieve in S4-6 will probably have a very significant effect on your future. Give yourself the best chance by giving your studies the highest priority. Courses usually last for one year. The work is more intensive so it is important to be prepared and well organised.

The information below gives some practical advice to help you do this.

### **MAKE TIME FOR STUDY**

Much of the work simply has to be covered at home, particularly for Higher and Advanced Higher courses. The amount of time required to consolidate and revise for each course will vary but when you add it all together you will quickly realise that there are no short cuts if you want to do well.

### **THINK ABOUT PRIORITIES**

When you total up all the study time you realise the need to prioritise. To find the time for work you will need to plan your life carefully. It is important to have sports, hobbies and interests. If you are working hard it is important to find the time to relax. However, you may have to curtail or reconsider some other activities. Fifth year is not a good time to be taking on a part time job or other commitments that take up the equivalent of two or more evenings per week.

## **STUDY TIME**

There is likely to be some study time on your timetable, particularly on 6<sup>th</sup> Year. It is essential that you use this wisely. When you are in a private study room make sure that you are not the person who chats and distracts others. You will be given support on developing your learning and study skills by your PSE and class teachers.

## **ORGANISE YOURSELF**

Plan your time carefully. Use your planner to write down dates when assignments are due and to help you prepare for unit assessments. Make sure you don't leave everything till the last minute or you will not be able to give of your best.

Organise your notes and other class work materials. You should be able to find information quickly and easily and save yourself a great deal of time and effort in the long run.

Plan your revision. Even if there is not set homework there is always the need to revise. Check over your notes and textbooks; expand your background reading on the subject to supplement the information you already have.

## **ASK QUESTIONS**

If you are concerned or feel you need help to clarify your understanding, make sure you ask your teacher for assistance.

## **EDUCATION MAINTENANCE ALLOWANCES (EMA)**

An EMA may be available to you in S5 or S6. This is a weekly allowance payable to post 16 pupils depending on personal circumstances.

The details and conditions of these and how to apply for one will be provided to you when you enter S5 or S6.

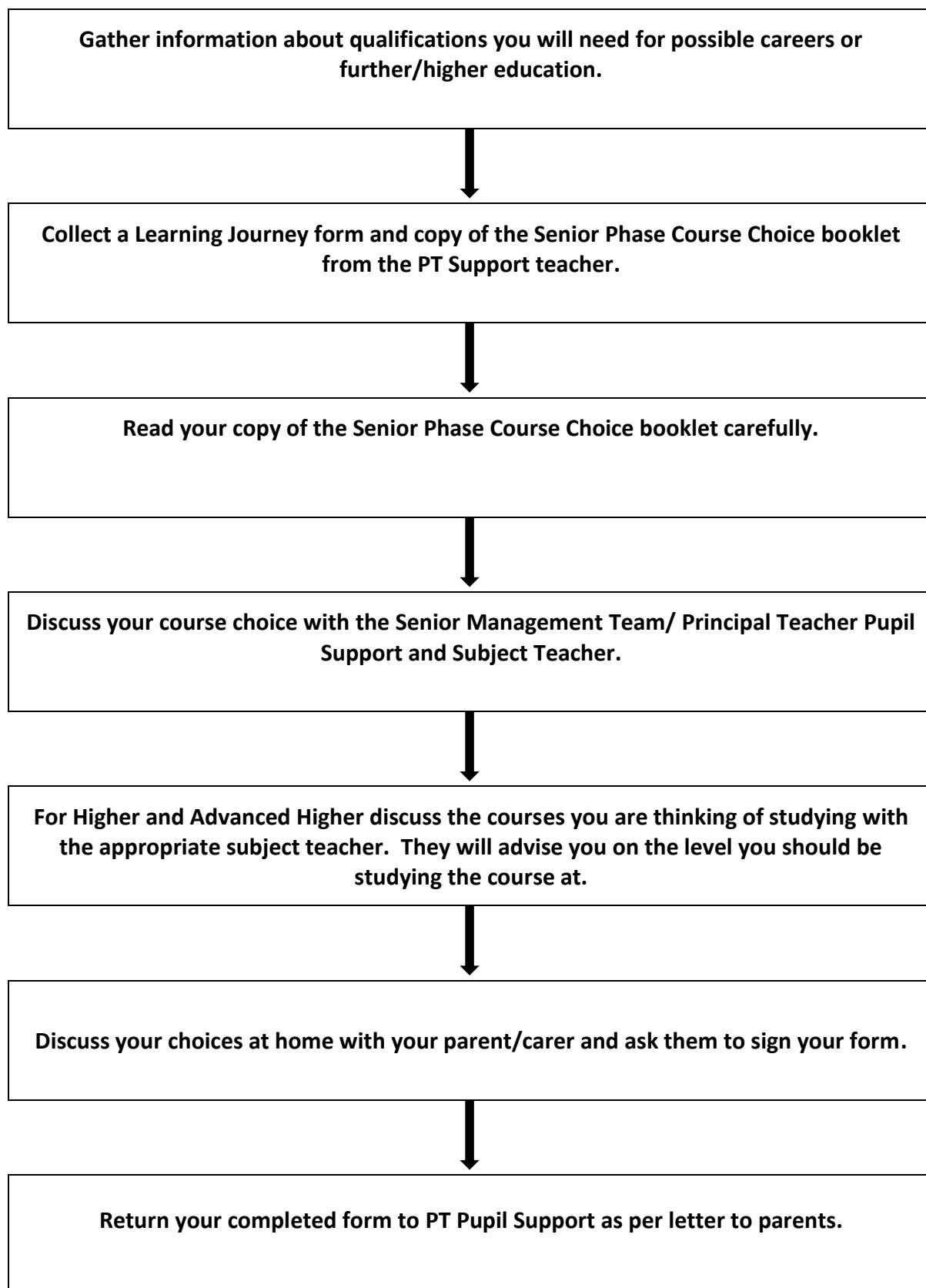
## **LEWS CASTLE COLLEGE**

Skills for Work and related courses at LCC College will be available and for some these may be a useful and relevant qualification. Please discuss with the PT Pupil Support Teacher if this is of interest.

## **WORK EXPERIENCE AND COMMUNITY INVOLVEMENT**

For many courses or careers this can be very useful and help with applications and references. If you are interested in the possibility of work experience or community involvement, please discuss this with Senior Management or PT Pupil Support teacher. It may be possible to arrange work experience for you but it is essential to plan ahead for this and make arrangements early in the year. For example, it is important not to be out of school at times when you may have unit assessments or exams.

## **Course Choice Process for Senior Pupils 2020/2021**



**Pease note that whilst we try to accommodate all choices some combinations may not be possible in a particular session due to staffing and timetable constraints.**

# My Learning Journey



**Name:**

## S4 Senior Phase

## S5 Senior Phase

## S6 Senior Phase

## Post School Destination



### Extra Curricular:

Please discuss with your daughter/son what their learning journey might look like as they go through the Senior Phase.

**Pupil Signature** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

**I wish to attend my child's  
Option Choice meeting  
(please tick box)**

## ADMINISTRATION AND IT

Administration and IT courses teach you the skills required to process and transmit office related activities, using Microsoft Office 2016, email and cloud based software.

Every business requires administrative support to ensure its smooth running.



### ENTRANCE REQUIREMENTS

An interest in Administration and IT is essential and most candidates would have taken the subject as an option in S3 and S4.

### National 3 level (SCQF Level 3)

This course consists of three units, all of which are IT based.

You will learn how to use the basic functions of word processing, spreadsheets and databases to create and edit business documents.

You will use the internet to gather information and communicate this information using email, ediyary, and powerpoint presentations.

### National 4 and 5 levels (SCQF Levels 4 and 5)

There are 3 units of work.

#### **1: IT Solutions for Administrators**

- developing skills using word processing, spreadsheets and databases
- problem solving, organising and managing information

#### **2: Communication in Administration**

- gathering information from the internet and intranet
- preparing information, using multimedia and desktop publishing
- communicating professionally using electronic methods eg email, ediarries

#### **3: Administrative Practices (theory)**

- skills/qualities required of good administrators
- customer care
- security of information, people and property in the workplace
- Health and Safety legislation affecting organisations (N5)/ employees (N4)
- Corporate image and its benefits
- File management



## ASSESSMENT

- To pass National 3 you must the 3 unit assessments. These are marked as pass or fail by the school.
  - To pass National 4, you must pass 3 Unit Assessments and a 'Value Added' project. These are marked as Pass or Fail by the school. There is no end of course exam.
  - To pass National 5, pupils must pass the Course Assignment and Course Exam.
- 1) Course Exam – 2 hours – 50 marks (42%). Taken during SQA exams. Spreadsheets (20 marks), Databases (20 marks), Theory (10 marks)
  - 2) Course Assignment – 3 hours – 70 marks (58%). Taken in March. No reference materials. WP (30 marks), Electronic Communication (30 marks), Theory (10 marks)

### Higher level (SCQF Level 6)

Theory - administration in the workplace and its importance (40% of course)

- ~ Time and task management
- ~ Effective teams
- ~ Workplace legislation
- ~ The impact of IT on working practices
- ~ Customer care
- ~ Meetings
- ~ Barriers to communication



Advanced IT skills (60% of course)

- ~ Word processing
- ~ Spreadsheets
- ~ Relational Databases
- ~ Presentations
- ~ Electronic communication – email, e-diaries

## ASSESSMENT

- ~ The Course Exam is marked by the SQA and consists of 2 parts:
  - ~ IT Assignment - 2 hours – 70 marks. Undertaken in March
  - ~ Written Paper – 1 hour – 30 marks. Undertaken during main SQA exam timetable
- ~ The Higher results are graded from A to D.

## PROGRESSION

Further Education Colleges / Universities offering Business Administration related courses.

## EMPLOYMENT

Experience in Administration provides wide ranging job opportunities in, for example, finance, travel & tourism, event management, customer service, office management.

The study of Administration will provide you with useful and valuable skills which will prepare you for further education or employment whichever career path you choose.

## **ART AND DESIGN**

The National 3, 4, 5 and Higher courses offer pupils opportunities to study design and expressive art in greater depth and with more account taken of personal interests and enthusiasms.

Two areas are studied – Design  
– Expressive

There is also study of styles and schools in design and movements and genres in Fine Art. A new challenge for pupils studying National 4 to Higher is the need to understand and reflect on the wider world and the impact different periods in history and cultural changes have on the work of designers and artists – and the pupils' own work!

Pupils at different levels will study together in the class and an individual's level of presentation is decided based on assessment of the quality of their folios and the pupils' attitude and responses to targets set in class.

### **NATIONAL 3 (SCQF Level 3)**

The National 3 Art and Design Course enables learners to produce expressive and design work using basic techniques and/or technology, and to develop a basic knowledge and understanding of the works of an artist and a designer

### **NATIONAL 4 (SCQF Level 4)**

Pupils studying art and design at National 4 level follow the same process as pupils at National 5, detailed below, but at a less demanding level. There is no external exam for art and design at National 4.



## EXPRESSIVE UNIT

Pupils choose between the Still Life, Built Environment, Landscape or Portraiture genres and explore a theme to produce drawings and paintings in various styles and media. The work should demonstrate a disciplined and thoughtful approach to picture development and should show a clear progression from initial exploratory drawings to finished pieces.

At the same time pupils study their chosen genre – Still Life, Landscape, Built Environment or Portraiture – by looking at movements in Fine Art, e.g.,



Impressionism  
Post Impressionism  
Cubism  
Scottish Colourists

We also study examples of contemporary painting and drawing as well as work in electronic and photographic media. For this we have been fortunate to have annual visits from the Art Bus travelling gallery and we also take part in activities organised by an Lanntair, the arts centre in Stornoway .

These studies will influence and inform the practical work and pupils will gain a deeper knowledge of the ways that visual artists think and work.

The best of your expressive work is selected and compiled into a folio which is sent to the SQA to be marked.

## DESIGN UNIT

This unit is in product design and pupils choose from design briefs for –



lighting  
furniture  
jewellery  
packaging  
textile and pattern

Pupils undertake thorough research into the market and devise a number of possible outcomes before refining these into one final piece of design.

At the same time we study the history of product design in some depth.  
The schools of design that we study are:

Arts and Crafts Movement  
Art Nouveau  
Art Deco  
Bauhaus  
1980s Post-modern to contemporary

We will also look at design issues like aesthetics and ergonomics.

As in the expressive unit these studies will enhance practical folio work as pupils will gain insight into design issues and methodology and apply these findings to their own work.

The best work from the Design folio is sent to the SQA for assessment.

## HOW YOUR WORK IS ASSESSED...

### ...AT NATIONAL 3 (SCQF Level 3)

Pupils complete a folio of work which is assessed in school on a pass / fail basis. Pupils should demonstrate a basic range of skills in Expressive work and Design work. There is no Art and design Studies Exam at National 3.

### ...AT NATIONAL 4 (SCQF Level 4)

Pupils complete a folio of work which is internally assessed on a pass / fail basis and verified by colleagues in another art and design department.

There is no Art and Design Studies exam; pupils will complete a folder of written notes in class and as homework.

### ...AT NATIONAL 5 (SCQF Level 5)

Folios of selected coursework are assessed by the SQA. (200 marks)

You sit a 90 minute Art and Design Studies exam. (50 marks)

### ...at Higher (SCQF Level 6)

Folios of selected coursework are assessed by the SQA (200 marks)

You sit a 2 hour Art and Design studies exam. (60 marks)

## PROGRESSION

In S6 you can progress from National 5 to Higher or from Higher to Advanced Higher.

## ADVANCED HIGHER (SCQF Level 7)

This course recognises that you have studied art and design in some depth through National 5 and Higher. You set the agenda for what you want to study in either an expressive theme or an area of design.

Past students of Advanced Higher in this school have worked in the following fields:

painting  
sculpture  
printmaking  
textile  
batik  
Interior design  
jewellery  
lighting  
furniture design

It is important that you find a theme that will sustain your interest over the year as the course is pupil led, i.e., you have to keep yourself motivated and working. The teacher's role is more an advisory one rather than leading the pupil.

You will have to undertake a written study into your theme – perhaps looking at the work of a particular artist or designer, but the main emphasis is on your progress through your theme.

## **HOW YOUR WORK IS ASSESSED**

Your folio of work is sent to the SQA for assessment. This consists of a selection of pieces leading up to your final design or expressive outcome. You send a maximum of 15 A1 sheets and a 1500 word essay for marking.

There is no exam at Advanced Higher.

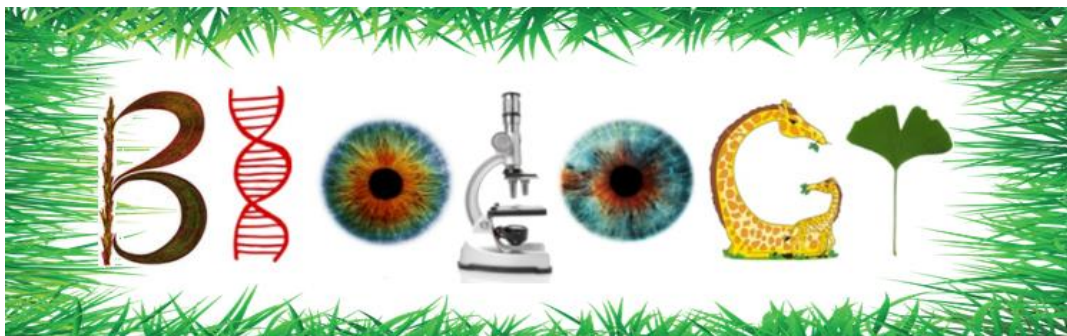
## **CAREER PATHWAYS FOLLOWING ART AND DESIGN COURSES**

When you have successfully completed your studies in Art and Design you have the option to study art and design at Lewis Castle College at HNC level in Stornoway or Degree level in Benbecula.

Opportunities are also available to study Art and Design in Glasgow, Edinburgh, Aberdeen and Dundee at one of the specialist art schools. Further Education colleges across the country offer a wide range of courses with an Art and Design basis.

Careers where study in Art in Design is desirable include:

- Fine Art - Drawing and Painting, Sculpture, Printmaking, Environmental/Public Art.
- Design - Product, Fashion, Textiles, Interior, Jewellery, Ceramics, Theatre.
- Areas of multi-media - Graphic Design, Illustration, Web-Design, Computer Game Design, Animation, Interactive Media Design, Video work, Photography, Architecture (Art and Design is recommended for the majority of courses in this area), Town Planning.
- Product Design, Engineering.
- Teaching - Art and Design Secondary Education, Primary Education. Art & Design History, Gallery/Exhibition work.



## **NATIONAL 5 BIOLOGY (SCQF Level 5)**

The Course covers major areas of biology ranging from cellular to whole organism and up to ecosystems. The focus in the Cell Biology unit will lead to an understanding of the importance and roles of the cell. In the Multicellular Organisms unit, learners investigate increasing levels of complexity in animals and plants. In Life on Earth, the key areas of biodiversity and interdependence are covered, along with the processes leading to evolution as well as conservation and ethical issues.

### **ENTRY REQUIREMENTS**

This course is offered to all pupils in S4, S5 or S6. Pupils are expected to have completed the S3 Biology course. Good Maths skills are essential as there is a strong emphasis on data analysis and developing problem solving skills throughout the course.

### **COURSE CONTENT**

The course consists of three units of approximately the same length:

- Life on Earth
- Cell Biology
- Multicellular Organisms

Each unit builds upon and extends the fundamental concepts of Biology introduced in S3 Biology.

**ASSESSMENT:** Pupils are required to complete:

- An end of unit assessment for each unit studied.
- A practical investigation and a written report, which is internally assessed.
- An externally assessed research assignment. This counts as 20% of the final grade awarded.
- The SQA's written external exam is 2.5 hours long. This counts as 80% of the final grade awarded

Candidates must pass all internal assessments (written and practical) and the SQA exam to be awarded a National 5 Biology pass.

### **PROGRESSION: NEXT STEPS**

A pass at Grade A or an upper B in National 5 Biology will provide opportunity for progression into Higher Biology.



## **HIGHER BIOLOGY (SCQF Level 6)**

The course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the Units, the scale of topics ranges from the molecular to whole organisms and beyond. In addition, to increase the relevance of the Course, the most relevant applications of biological understanding are highlighted.

### **ENTRY REQUIREMENTS:**

This course is offered to S5 and S6 Pupils who have a pass in National 5 Biology at either Grade A or an upper Grade B, and also a pass in National 5 Mathematics at either grade A or B.

### **COURSE CONTENT:**

The Higher Biology course consists of 3 units of approximately the same length:

- DNA and the Genome
- Metabolism and Survival
- Sustainability and Interdependence

Each unit builds upon and extends the fundamental concepts of Biology introduced at National 5.

There is a strong emphasis on data analysis and developing problem solving skills throughout the course.

### **ASSESSMENT:**

#### *Internal Assessment*

- For each Unit a written assessment will be given. These are important as the candidate must pass each, in addition to the external exam at the end of the course.
- Students must also complete a practical investigation and produce a written report, which is internally assessed.

#### *External Assessment*

- Research Assignment: The purpose of the assignment is to assess the application of skills of scientific inquiry and related biology knowledge and understanding.
- Exam: The SQA's written external exam is 3 hours long. It is split into two sections: a multiple choice paper and a written response paper.

Candidates must pass all internal assessments (written and practical) and the SQA exam to be awarded a Higher Biology pass.

### **PROGRESSION: (NEXT STEPS)**

A Higher Biology pass at grade A allows entry to Advanced Higher Biology.



### **ADVANCED HIGHER BIOLOGY (SCQF Level 7)**

This course provides an integrated study of a range of topics which build on the concepts developed in Higher Biology. The content of the course reflects the importance of cell and molecular biology and environmental biology in the world today. It provides opportunities for the students to develop their knowledge and understanding of biology, their skills in problem solving and their practical abilities.

#### **ENTRY REQUIREMENTS:**

This course is offered to S6 Pupils who have a Grade A pass in Higher Biology with either Grade A or B and a pass in Higher Mathematics.

#### **COURSE CONTENT:**

The course consists of 3 mandatory units:

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology

Each unit builds upon and extends the fundamental concepts of Biology introduced in Higher Biology.

#### **ASSESSMENT:**

##### *Internal*

- Each unit has a written assessment at the end of it.
- Practical Abilities will be formally assessed by testing the students' competence at carrying out and writing a report of a set experimental investigation.

##### *External*

- Research Investigation and Report: As far as is practicable, the investigation is of the candidate's choosing and design.
- Exam Paper
- The grade awarded for the course will depend on the total marks obtained for the question paper (total 100 marks) and for the investigation (total 20 marks).

# BUSINESS MANAGEMENT

NATIONAL 5 (SCQF Level 5) / HIGHER (SCQF Level 6)

## CONTENT

The study of Business Management will help you understand the responsibility of businesses in society as well as the key areas of activity within businesses. The National 5 course focuses on small business organisations, whereas the Higher course focuses on large businesses, being defined as a business with more than 250 employees.

The Business Management courses are mainly theory based.

## DIFFERENCE BETWEEN NATIONAL 5 AND HIGHER

- ~ The depth of understanding is great at Higher. Therefore more detail is required in Higher written answers.
- ~ The Higher course also has an extended content.

## ENTRANCE

Pupils wishing to take National 5 or Higher Business Management will be expected to be studying or already passed National 5 English.

## CONTENT

### Unit 1 - Understanding Business

- ~ Sectors of the Economy
- ~ Objectives
- ~ Types of businesses
- ~ External and Internal Influences
- ~ Stakeholders
- ~ Structures (Higher)
- ~ Decision Making (Higher)

### Unit 2 - Management of People and Finance

- ~ Recruitment & Selection
- ~ Training & Development
- ~ Motivation and Leadership
- ~ Legislation
- ~ Employee Relations (Higher)
- ~ Financial accounts
- ~ Sources of Finance
- ~ Ratio Analysis (Higher)

### Unit 3 - Management of Marketing and Operations

- ~ Market Research
- ~ Marketing Mix
- ~ Stock Management
- ~ Production methods
- ~ Quality assurance and quality standards
- ~ Ethical and environmental Issues
- ~ Technology in marketing and operations



## **ASSESSMENT**

Assessment consists of:

- 1) Assignment 30 marks (25%). This involves studying and analysing a business, drawing conclusions and presenting findings in a report. Submitted to SQA for marking in April. 8 hours recommended.
- 2) Question Paper – 2 hours 45 minutes – 90 marks (75%). Undertaken during main exam diet in May.

Both National 5 and Higher are graded from A to D or as No Award.

## **CAREER PATHWAYS**

Pupils from Sir E Scott who studied Business Management have gone on to study courses at university in marketing, human resources, economics, hospitality management and other general business courses.

Careers in business management include marketing, accounting, banking, hospitality management and many others.



## Business Skills Foundation Apprenticeship (SCQF Level 6)

### What's the qualification?

The Foundation Apprenticeship in Business Skills is at SCQF6 (same level as SQA 'Higher') and includes industry-standard, employer recognised qualifications, core skills and work experience:

- A National Progression Award (NPA) in Business Skills at SCQF level 6
- A Contemporary Business Issues unit
- Core units of an SVQ in Business and Administration at SCQF level 6

### What will I learn?

Your NPA in Business Skills comprises SQA Units in:

- 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

Candidates complete SVQ Units in Business and Administration mainly in the workplace on placement:

- Plan, manage and improve your own performance in a business environment
- Communicate in a business environment
- Support other people to work in a business environment
- Design and produce documents in a business environment

A Foundation Apprenticeship also helps to develop core skills valued by employers, particularly:

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

These transferable skills are necessary and desirable for working in a range of other related jobs.

### Where could it take me?

A Foundation Apprenticeship is widely recognised and contributes to many options: it's up to you where you go next.

- **A Modern Apprenticeship:** On completing your Foundation Apprenticeship, you'll have achieved core units of the Modern Apprenticeship in Business Administration.
- **Further Education:** Continue your studies at college, with an SVQ 4 in Business & Administration or another cross-sector area such as Management, business related HNCs and HNDs. Your workplace experience will support your college application.
- **University:** Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- **Straight to a job:** Use your qualification and work experience to find a job in business. Your Foundation Apprenticeship in Business Skills will also give you a good insight into other business-related subjects, such as digital marketing, procurement, supply chain management and enterprise.

### Entry Requirements

Based upon performance in S2 and S3 (possibly S4), Business Skills Foundation Apprenticeship is available to all pupils in S4 and S5 (FA is a two year course). Candidates must have the capacity (with support if required) to work at SCQF 6 level.

**Work as a business administrator or budding manager,** require a highly transferable set of knowledge and skills that can be developed through a Foundation Apprenticeship

A qualification in Business Skills could lead to jobs like: administrative assistant, purchasing manager, management consultant, company secretary, human resources officer, local government officer, receptionist and project manager.

The Foundation Apprenticeship is rooted in the highly respected profession of business administration and candidates will get the opportunity to learn about other management and business priorities, such as: digital marketing, procurement, supply chain management and enterprise.

# CHEMISTRY

## NATIONAL 4 CHEMISTRY (SCQF Level 4)

The Course gives opportunities for learners to develop the ability to think analytically, creatively and independently, and to make evaluations. The Course covers a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. The Course allows flexibility and personalisation by offering choice in the contexts studied. The key areas of atomic structure, bonding and chemical equations are integrated throughout the Course. It offers a broad, versatile and adaptable skill set which is valued in the workplace, and forms the basis for study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences.



### ENTRY REQUIREMENTS:

This course is offered to all pupils in S4, S5 or S6 based on performance S3.

### COURSE CONTENT:

The course consists of three units of approximately the same length:

- Chemistry in Society
- Nature's Chemistry
- Chemical Changes and Structure

### ASSESSMENT:

Pupils are required to complete:

- An end of unit assessment for each unit studied.
- A short report relating to one of the units covered, describing the application of Chemistry in a particular area and its effect on Society.
- A practical investigation and a written report, which is internally assessed.
- A research assignment based on application of Chemistry to society.

Candidates must pass all assessments (written & practical) to be awarded a National 4 Chemistry pass.

### PROGRESSION: NEXT STEPS

A pass in this course will allow progression into other Science subjects at National 4 level. A pass in National 4 Chemistry may provide opportunity for progression into National 5 Chemistry.

## **NATIONAL 5 CHEMISTRY (SCQF Level 5)**

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and 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. The Course covers a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. The Course allows flexibility and personalisation by offering choice in the contexts studied. The key areas of bonding, the mole and balanced chemical equations are integrated throughout the Course.

### **ENTRY REQUIREMENTS:**

This course is offered to all pupils in S4, S5 or S6 with teacher discretion. Pupils are expected to have completed the S3 or National 4 Chemistry course as well as a minimum of a National 4 Math award.

### **COURSE CONTENT:**

The course consists of three units of approximately the same length. Please note that currently National 5 does not have the traditional stand-alone units or end of unit assessment and the same is planned for Higher and Advanced Higher over the next two school sessions. Currently the course award for N5 is based solely on the externally assessed assignment and exam:

- Chemistry in Society
- Nature's Chemistry
- Chemical Changes and Structure



### **ASSESSMENT:**

Pupils are required to complete:

- An externally assessed research assignment with practical. Written under exam conditions with a 1.5 hour time limit worth 20 marks and scaled to 25 marks by SQA. This will count as 20% of the final grade awarded.
- The SQA's written external exam is 2.5 hours long worth 100 marks. This counts as 80% of the final grade awarded.

### **PROGRESSION: NEXT STEPS**

A pass at Grade A or B in National 5 Chemistry will provide opportunity for progression into Higher Chemistry.

## **HIGHER CHEMISTRY (SCQF Level 6)**

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. 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 the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations.

### **ENTRY REQUIREMENTS:**

This course is offered to S5 and S6 Pupils who have a pass in National 5 Chemistry at either Grade A or Grade B and also a pass in National 5 Mathematics at either Grade A or Grade B.

### **COURSE CONTENT:**

The Higher Chemistry course has content units. For the 2018-2019 session and beyond the SQA has announced these units will no longer be free-standing with no internal assessment. These are now just for guidance on course content.

- Chemistry in Society
- Nature's Chemistry
- Chemical Changes and Structure
- Researching Chemistry

**ASSESSMENT:** *will change based upon SQA updates available in late spring 2018*

Pupils are required to complete:

- A practical investigation and a written report (internally assessed)
- An externally assessed research practical and assignment. SQA plans to make changes to this similar to the N5 assignment. At this writing, the assignment is worth 20 marks and will be scaled to 30 marks by SQA.
- The SQA written external exam will be two papers worth 120 marks combined. The exam length will now be 3 hours.

### **PROGRESSION: NEXT STEPS**

A Higher Chemistry pass at grade A or B along with a grade A or B in Higher Math allows entry to Advanced Higher Chemistry.

## ADVANCED HIGHER CHEMISTRY (SCQF Level 7)

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

### ENTRY REQUIREMENTS:

This course may be offered to S6 Pupils who have a pass in Higher Chemistry with either Grade A or Grade B as well as Higher Mathematics. Pupils must be very motivated and able to work independently as most of the class time scheduled is for practical work. *Teacher discretion for both course offering and pupil placement.*

### COURSE CONTENT:

The course consists of three mandatory units. Changes to these units will occur in the 2019-2020 session.

- Inorganic and Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

### ASSESSMENT:

#### *Internal*

- Each unit has a written assessment at the end of it.
- Practical Abilities will be formally assessed by testing the students' competence at carrying out and writing a report of a set experimental investigation.

#### *External*

- Research Investigation and Report: As far as is practicable, the investigation is of the candidate's choosing and design.
- Exam Paper

The grade awarded for the course will depend on the total marks obtained for the question paper (total 100 marks) and for the investigation (total 30 marks).



## **Computer Games: Media Assets (SCQF level 4 SQA Unit HX9W 45)**

### **Why choose this subject?**

The computer games industry is one of the fastest growing sectors in the digital content field and has grown by 20% in Scotland since 2016. As the sector is relatively young and still evolving, many companies work across the different areas, and people with the same job title may have very different jobs.

### **Entry Requirements**

No previous qualifications are required.

### **Course Overview**

The purpose of this unit is to provide learners with an understanding of the different types of media assets required for developing a computer game. Learners will develop basic knowledge and skills that will allow them to identify legitimate methods for acquiring media assets and learn how to plan and produce media assets for use in a game development environment.

This is a non-specialist unit, intended for a wider range of learners. It is particularly suitable for learners who wish to develop skills in the production of media assets for computer games. The unit covers the following knowledge and skills:

- Awareness of issues of copyright and intellectual property
- Ability to identify media assets for a computer game
- Ability to identify an online source of media assets
- Ability to select an appropriate software tool for creating and/or editing media assets
- Ability to produce different types of media asset

On successful completion of the unit, the learner will be able to:

- Identify sources of media assets.
- Plan the production of assets for a computer game.
- Produce media assets (such as characters and sound effects) for a computer game.

### **Assessment**

This unit is internally assessed. Assessment will be based on

- Candidate folios
- Case study scenarios
- Question and Answer

### **Progression: next steps**

Successful learners may progress to:

- Computer Games: Design
- Computer Games: Development
- National Progression Award in Computer Games Development at SCQF level 4

# NPA Contemporary Gaelic Songwriting and Production

## Why study this course?

The NPA in Contemporary Gaelic Songwriting at SCQF level 5 offers current, fit for purpose, bite-sized chunks of learning that are straightforward for centres to adopt and for learners to study.

- Perform and record two songs in different styles.
- Learners will be introduced to the roots of Gaelic music making, the focus will be on the transition to contemporary Gaelic music and the application of Gaelic to contemporary genres.
- Create an original Gaelic song using compositional methods.

## Entry Requirements

The NPA is suitable for any candidate who is at the start of a Gaelic learning journey. It is suitable for a range of possible candidates, from those of school age who are looking to progress to a career in arts or media sectors, to adults who wish to enhance their Gaelic language skills through the creativity of music and song.

While entry is at the discretion of the centre, an interest in and a basic knowledge of Gaelic would be useful and this may be evidenced by attainment in Gaelic in SCQF level 4 or equivalent skills. It would also be helpful if candidates had obtained a Music qualification at SCQF level 4 or had an equivalent skill level.

## Course Structure

### Contemporary Gaelic Language and Culture:

The purpose of this Unit is to provide learners with the knowledge and skills to enable them to understand development issues relating to the Gaelic language; understand contemporary Gaelic media, performing arts and literature; and provide the opportunity to enhance the four language skills of speaking, listening, reading and writing.

### Contemporary Gaelic Music and Song

This Unit is designed to introduce students to the roots of Gaelic music making and singing, to the transition to contemporary Gaelic music making and singing, and to the application of Gaelic to contemporary music genres and parallels in other Celtic cultures.

### Performing with Technology

This Unit is intended to enable learners to develop their skills in performing on a musical instrument or voice, and in the use of music technology.

### Gaelic Songwriting

This Unit is designed to introduce candidates to the basic building blocks that constitute a song and to the way in which these can be combined. Candidates will have the opportunity to learn the way lyrics and melody can be combined to create a successful song, and will also have the opportunity to develop their own songwriting skills. Learners will be encouraged to use the skills and knowledge acquired in the preceding Units to create an original Gaelic song in contemporary style.

## Course Assessment

Assessment of this award will be a combination of practical and knowledge assessments under closed and open-book assessment conditions. It is recommended that centres refer to the assessment and Evidence Requirements for each Unit. A variety of assessment techniques will be required, including compilation of folios of evidence, written or oral tests.

## Progression

The level 5 award could provide progression to:

- SCQF levels 6 to 9
- FE Traditional Music in Gaelic
- an HNC/HND in Music
- BA in Gaelic and Traditional Music, BA Gaelic Language and Culture
- employment in the creative industries sector

## Creative and Digital Media Foundation Apprenticeship (SCQF Level 6)

### What's the qualification?

Foundation Apprenticeship in Creative and Digital Media, which is the same level of learning as SQA Highers (SCQF level 6) and includes industry-standard, employer recognised qualifications, core skills and work experience:

- A National Progression Award (NPA) in Creative and digital media at SCQF level 6
- Core units of a Diploma in Creative Digital Media at SCQF level 7
- A media project unit at SCQF level 6

### What will I learn?

As part of the National Progression Award, SQA Units in:

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

SQA Diploma units, assessed as part of your industry/work placement(s):

- Work effectively with others in the Creative Industries
- Ensure your own actions reduce risks to health and safety
- Communicate using digital marketing/sales channels
- Use digital and social media in marketing campaigns

A Foundation Apprenticeship also helps to develop core skills valued by employers, particularly:

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

These transferable skills are necessary and desirable for working in a range of other related jobs.

### Where could it take me?

A Foundation Apprenticeship is widely recognised and contributes to many options: it's up to you where you go next.

- **A Modern Apprenticeship:** On completing your Foundation Apprenticeship, you'll have already achieved core units of the Modern Apprenticeship in Creative and Digital Media. You'll have the right skills and experience to choose to progress to a related Modern Apprenticeship, such as Creative and Cultural or Digital Applications.
- **Further Education:** Continue your studies at college, with an HNC or HND in a creative or digital subject. Your workplace experience will support your college application.
- **University:** Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- **Straight to a job:** Use your qualification and work experience to find a job in the creative industries.

### Entry Requirements

Based upon performance in S2 and S3 (possibly S4), Creative and Digital Media Foundation Apprenticeships are available to all pupils in S4 and S5 (FA is a two year course). Candidates must have the capacity (with support if required) to work at SCQF 6 level.

### Storyteller, techie, designer, creative thinkers? - a Foundation Apprenticeship can let you bring your ideas to life.

There are careers for you in Scotland's thriving creative industry – whatever your interests. It's one of Scotland's most diverse sectors, covering architecture, TV, radio, film (all with Gaelic medium options), fashion and textiles, cultural heritage, design, journalism, publishing, music, visual arts, gaming and more.

You could become a broadcast journalist, TV or film producer, lighting technician, dance teacher, actor, fashion designer, graphic designer or photographer.

# Energy National 5 (Skills for Work)

## (SCQF Level 5)



The course is designed to improve employability skills. There is an emphasis on students to take responsibility for their own learning, supported by the teaching staff. Students will undertake a range of activities: IT research, Practical engineering skills, Self-evaluation, Industrial visits

### Entry Requirements

A pass in a Science or Technical subject at National 4 or National 5.

### Course content

The course consists of 5 units:

- **Energy: An Introduction:** Investigation of our energy sources and how we transform the source for the domestic and industrial market
- **Domestic Solar Hot Water Systems:** This Unit gives candidates the practical skills to manufacture some of the parts and assemble a small solar hot water panel
- **Domestic Wind Turbines Systems:** This Unit gives candidates the ability to wire up an electrical circuit, manufacture parts, assemble and test a small scale wind turbine.
- **Employability and Careers:** Candidates will review their performance in the employability skills. This Unit will also involve students investigating careers within the energy sector.
- **Energy and the individual:** Candidates will review their energy use with regard to home, appliances and vehicles. They will give a presentation on how their energy consumption can be reduced.

### Assessment

This Course and its Units are internally assessed by centres. Assessment will be based on both:

Performance evidence:

- Candidates performing a range of practical activities supported by assessor observation checklists

Written and/or oral evidence

- Candidate folios
- Case study scenarios
- Question and Answer

Candidates will also carry out self-review and evaluation of their progress in employability skills. Where possible, assessment should reflect current workplace practice, whether demonstrated through work placement, or simulated environments.

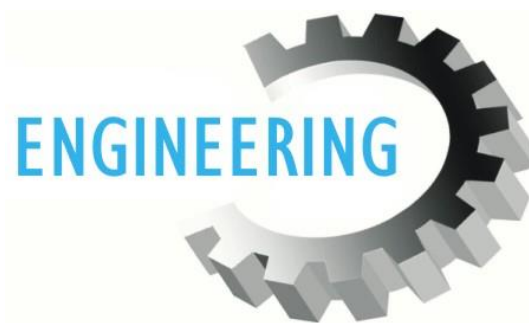
### Progression: next steps

Successful learners may progress

- A National Progression Award
- A National Certificate programme in further education
- Vocational training
- Employment with training in the energy sector

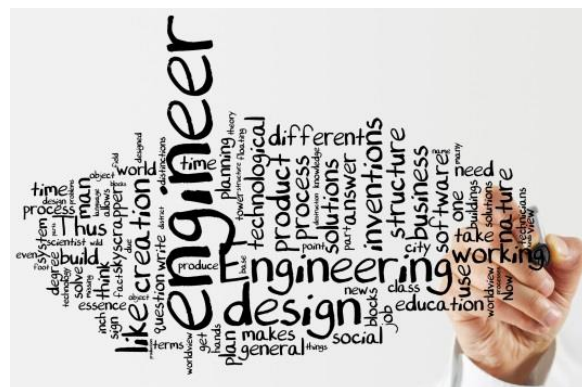
# Engineering Science

Engineering is the most important activity which modern humans undertake. Every aspect of modern life is related to engineering and engineers. Engineers are involved from the design, development and manufacture of massive structures such as skyscrapers, to the miniscule, for example, nano-technology. Engineering Science offers the foundation for further study at college or university. It marries practical engineering principles to underlying scientific and mathematical principles.



The main areas of study are:

- **Systems Analysis**
- **Engineering Contexts & Challenges**
- **Energy and Efficiency**
- **Analogue and Digital Electronics**
- **Robotics – Programmable Systems**
- **Mechanisms and Pneumatics**
- **Structures and Materials**
- **Society, the economy and the environment**



The course is wide-ranging. Each unit is taught individually and then brought together by solving practical problems. Engineering Knowledge and Understanding is developed by the scientific analysis of underlying principles, supported by the application of mathematics.

## Entry Requirements

Based upon your performance in S2 and S3, Engineering Science is available to all pupils in S4, S5 and S6 to National 4 and 5, and Higher levels. Advanced Higher provision is considered each year. **You must be mathematically competent.** To follow N5 Engineering Science, you must be at least a strong National 4 Mathematics candidate. To follow Higher Grade, you must have passed Mathematics at N5 level.



## Course Content

The course consists of learning the engineering principles of each of the above units to solving practical problems. You will learn to describe common everyday engineered products by applying **The Systems Approach**, i.e., breaking the device or system into **Input, Process and Output** sections. Mathematical analysis of input **energy** and output **work** will enable you to calculate a system's **efficiency**.



A series of short practical problems, leading to a final project allows individual units to be used in conjunction with others to offer integrated engineering solutions.

## Assessment

The course is assessed using a combination of **continuous assessment tasks and/or examinations**. At N4 you will do an **Added Value Unit assignment** but no examination. At N5, Higher and Advanced Higher levels, **the assignment is worth 30% or more of the course mark**. The final examination makes up the balance.

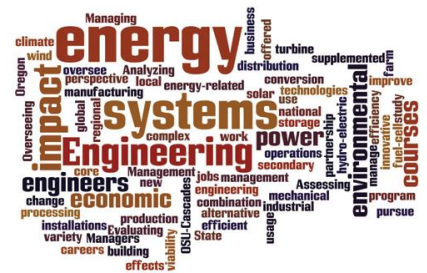


### Assessment tasks include:

**N4: An end of unit assessment for each unit studied and**

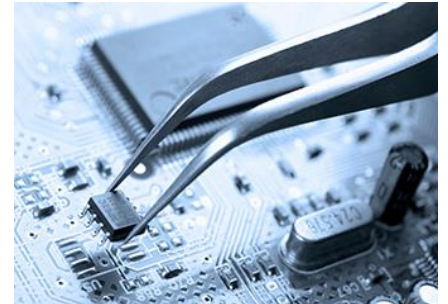
- **An Added Value Unit assignment.**
- **N5 and Higher: A Course Assignment done under examination conditions.**
- **N5 and Higher: A final examination.**

Assessment exercises are a combination of practical and written tasks. In order to gain a course award, you must pass all of the internal assessment tasks. At N5, Higher and Advanced Higher levels, a final examination covers the Knowledge & Understanding of individual areas of study and their application to extended, integrated, questions.



## Progression: Next Steps

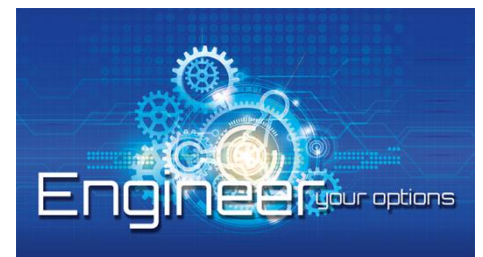
Engineering is critical to every country's prosperity and Development and the wellbeing of its inhabitants. There is a severe shortage of qualified engineers in the UK. Engineers are in great demand. Progression from Higher and Advanced Higher grades usually leads to a degree qualification. A National 5 qualification allows entrance to a college education at HND level and, possibly, to degree level.



## Careers Relevance

Engineers are among the highest paid professionals. There is a vast range of specialist engineering disciplines. They include:

- **Civil Engineering**
- **Nautical Engineering**
- **Structural Engineering**
- **Mechanical Engineering**
- **Aerospace Engineering**
- **Electrical and Electronic Engineering**
- **Hybrid Engineering**
- **Environmental Engineering**
- **Mechatronics (Robotics)**
- **Nano Technology**
- **Medical Engineering**



# ENGINEERING SKILLS

## Skills for Work



If you are interested in the hands on approach to Engineering then this subject is for you. The broad general education you will gain in Engineering will develop your practical skills and give you knowledge in the following areas:

- Mechanical
- Electrical Electronics
- Fabrication
- Design Engineering
- Maintenance
- Manufacture

You will also start to develop employability skills and an understanding of the workplace.

### Nationals (SCQF Level 4 and 5)

In this course you will develop skills in:

1. **Mechanical and Fabrication** – In the engineering workshop learn to select and use tools, equipment, machinery and materials required to manufacture artefacts in metal. Learn to read and understand engineering drawings.
2. **Electrical and Electronic** – Learn to select and use the correct tools and components required to construct low voltage electrical and electronic circuits from circuit diagrams.
3. **Maintenance** – Select tools and equipment required to test, disassemble, repair and assemble engineering parts.
4. **Design and Manufacture** – Develop Computer Aided Draughting (CAD) skills, select and use the correct tools and materials required to design, manufacture, test and evaluate an engineering project.

Employability Skills will be developed throughout all of the above tasks.

### Possible Career Paths

The engineering sector includes careers in the following:

- Mechanical
- Energy Generation
- Foundry
- Transport
- Manufacture
- Welding
- Marine
- Aeronautical
- Oil/Gas
- Electrical
- Automotive
- Water
- Fabrication
- Electronic
- Maintenance

## Engineering Foundation Apprenticeship (SCQF Level 6)

### What's the qualification?

The Engineering Foundation Apprenticeship is at SCQF 6 (same level as an SQA 'Higher') and includes two industry-standard, employer recognised qualifications, core skills and work experience.

- A National Certificate (NC) in Engineering Systems at SCQF level 6
- SVQ Level 2 core in 'Performing Engineering Operations' at SCQF level 5
- Work placement experience/industry challenge

### What will I learn?

The topics within the National Certificate Engineering Systems will prepare candidates for a wide variety of engineering employment contexts. These include:

- Engineering Systems (options include Industrial CNC, CAD, Graph Comm, Welding processes..)

To achieve work-based SVQ units, you'll be assessed as part of your work placement. You'll learn how to:

- Comply with statutory regulations and organisational safety requirements
- Use and interpret engineering data and documentation
- Work efficiently and effectively in engineering

Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:

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

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

### Where could it take me?

A Foundation Apprenticeship is widely recognised and contributes to many options: it's up to you where you go next.

- **A Modern Apprenticeship:** On completing your Foundation Apprenticeship, you'll have already achieved core units of the Modern Apprenticeship in Engineering at SCQF level 6/7. You'll have the right skills and experience to choose to progress to a related engineering Modern Apprenticeship.
- **A Graduate Apprenticeship:** You'll have the right skills and experience to choose to progress to a Graduate Apprenticeship in an engineering subject.
- **Further Education:** Continue your studies at college, with an HNC or HND in an engineering subject. Your workplace experience will support your college application.
- **University:** Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- **Straight to a job:** Use your qualification and work experience to find a job in the engineering industry.

### Entry Requirements

Based upon your performance in S2 and S3, Engineering Foundation Apprenticeship is available to all pupils in S4, S5 (FA is a two year course). Candidates must be mathematically competent/have the capacity with support of achieving N5 Maths.

**Engineers** bring ideas to life. They design, create, test and improve all sorts of products and processes. From James Watt's steam engine to Andy Scott's Kelpies, Scotland is great at engineering. It's an industry offering careers in range of sectors including space, aviation, transport, medicine, technology and fashion. You could become an aerospace engineer, chemical engineer, electrical engineer, mechanical engineer or naval architect. You won't always be sitting at a desk and could be working in a laboratory, at sea, underground or a recording studio.

And, there's a huge demand for new engineers. Companies are projected to need 182,000 people with engineering skills each year to 2022 in the UK. There's never been a better time to start your engineering career.

## ENGLISH

### WHY DOES ENGLISH MATTER?

Being able to read, speak and write in clear English can be a key to success in many aspects of life and work. Skills in English are important in many school, college and university subjects and are essential in many occupations. English teachers provide pupils with meaningful reading, writing, talking and listening opportunities. These activities enable pupils to develop and improve communication skills and help you to enjoy and further appreciate the English language in prose, poetry and drama.

### THE NATIONAL 4 ENGLISH COURSE (SCQF Level 4)

National 4 English will give you the opportunity to develop your skills in the four key areas of English: writing, talking, reading and listening. It will also give you the chance to work with literature, language and the media.

Four units make up the National 4 English course. You must pass each unit in order to pass the course. They are:

1. Creation and Production Unit (Writing and Talking)
2. Literacy Unit (Writing, Talking, Reading and Listening)
3. Added Value Unit

### CREATION AND PRODUCTION UNIT

The Creation and Production Unit will help you develop your skills in writing and talking. To assess you on these skills, this unit requires you to produce straightforward texts in writing and talking. These texts should be clearly understandable at first reading or hearing. In writing they must be technically accurate, which means having correct spelling, punctuation and grammar. In both writing and talking you are also expected to consider ideas, content, structure, audience and purpose.

### ANALYSIS AND EVALUATION UNIT

The Analysis and Evaluation Unit will help you develop your skills in reading and listening. To assess you on these skills, this unit requires you to work with straightforward texts. It requires you to have a clear grasp of certain key ideas in relation to the texts you will meet.

These ideas are to do with:

purpose: identifying what the text is for, or why it was produced

audience: identifying who the text is for, or aimed at

main ideas and supporting details: understanding and identifying the main ideas in a text and the details given to explain or illustrate or tell us more about these main ideas.

meaning and effect of language: commenting on the techniques a writer or speaker has used to help him or her communicate with their audience.

### LITERACY UNIT

If you are a National 4 student, you must pass a unit on Literacy. The assessments for this again cover writing, talking, reading and listening. These assessments can be combined with the work you do on the other units. Your teacher will guide you on this. The literacy unit can also be completed as a stand-alone unit for those who wish to pass it without undertaking the National 4 course.

### ADDED VALUE UNIT

This unit is designed to challenge you and to get you to apply your English skills to investigate a topic you have chosen for yourself. You can choose to study literature, language, media or a mixture of these. This unit gives you the opportunity to make your own choices about what to study and about how to present your findings

**Sir E Scott School**  
**CfE National 5 English (SCQF Level 5) 2019-2020**  
**Course Outline**

**Assessment**

The National 5 English course is now assessed through the following components:

Reading for Understanding, Analysis and Evaluation	30 marks
Critical Reading	40 marks
Portfolio – Writing	30 marks
Performance – Spoken Language	achieved/not achieved
Total:	100 marks

**Component 1 – question paper: Reading for Understanding, Analysis and Evaluation (30 marks)**

This question paper has one section and is completed in one hour. It will be set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA.

30 marks will be awarded for answering questions demonstrating the application of reading skills in understanding, analysis, evaluation, inference-making and summarising to one unseen non-fiction text.

**Component 2 – question paper: Critical Reading (40 marks)**

The question paper has two sections: one titled 'Scottish Texts' and one titled 'Critical Essay' and is completed in one hour and 30 minutes. It will be set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA.

40 marks will be awarded for applying critical reading, knowledge and understanding. Thus, 20 marks will be available for each of the two sections.

**Section 1 - Scottish Texts (20 marks of the 40 marks for critical reading)**

Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list. These texts will be both contemporary, 20th century and pre-20th century and will cover the genres of drama, prose and poetry.

The exam paper will include an extract from each of the selected Scottish texts (across all the genres) and candidates will be able to answer a question on the text of their choice.

Candidates will be asked questions about the extract and also about their wider understanding of the text or author.

The list will be refreshed as required and has been updated for session 2018-19.

The Scottish text/s we will study in our class will be selected after a review of the full range of texts on offer and a whole class consultation on the choices available to us.



**Section 2 - Critical Essay (20 marks of the 40 marks for critical reading)**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the contexts of: drama, prose, poetry, film and TV, or language by selecting one question and writing one critical essay.

The text/s for study for critical essay will be selected after a review of the range of texts on offer and a whole class consultation on the choices available to us.

### **Component 3 – Portfolio of Writing (30 marks)**

This portfolio has one section worth 30 marks.

The portfolio is set by centres within SQA guidelines and conducted under some supervision and control.

The portfolio will comprise two written texts and address two of the main language purposes, namely creative and discursive writing. Up to 15 marks will be awarded for each piece chosen for the portfolio.

Pupils must keep a log of their folio production noting such things as drafts, feedback and deadlines. Assessed piece should be redrafted no more than twice.

The portfolio will be submitted to SQA for external marking.

### **Component 4 -- Performance – Spoken Language**

The performance-spoken language component is internally assessed by teachers on an achieved/not achieved basis. Assessment is conducted under some supervision and control within SQA guidelines.

In this assessment candidates have to do at least one of the following spoken language activities:

- Take part in a group discussion, or discussion-based activity, to which they contribute relevant ideas, opinions, or information, using detailed language. Candidates must take account of the contributions of others and stay focused on the topic or task.
- Prepare and present a presentation. The presentation must be detailed in content, and must be structured in a clear and relevant way. Candidates must answer questions from the audience at some point in the presentation.

### **Homework**

English courses at all levels are challenging and require learners to do a lot of reading and a lot of writing through the course of the session. With all this work to get through, the session - from mid August to mid April – can soon begin to seem very short and sometimes seems like a race against time. For this reason you can expect to be given regular and substantial, though not unreasonable, homework assignments. We give you homework to ensure you get through the coursework and to give you the best chance of achieving all that you can in your English course. It is important you do your homework, complete it, and hand it in on time. We expect you to meet this requirement. Homework is an unfortunate but very real fact of life for those wishing to achieve the very best they can in English at National 5 and beyond.

### **Study Skills - The Internet**

The internet is a great resource for supporting learners. There are countless sites dedicated to all aspects of work in English. Of course, some are better than others, some are more appealing than others and some are more relevant than others - but there are plenty of them offering revision notes, sample essays, practice papers, examples, advice, tips, exercises, commentaries...

Some of the websites we find most useful and use regularly are:

SQA for students and parents which offers detailed specifications for all aspects of the National 5 English course.

BBC Bitesize which has sections dedicated to the National 5 English course.

Education Scotland which offers a range of resources for study and revision.

### **Welcome**

We look forward to working with you at National 5 in the English Department. It will be a year of hard work for all of us. But it will also be a year of meeting new writers, new texts, new ideas and new challenges and will, we believe, be a rewarding course for everyone.

**Sir E Scott School**  
**CfE Higher English (SCQF Level 6) 2018-19**  
**Course Outline**

**Assessment**

The Higher English course is now assessed through the following components:

Reading for Understanding, Analysis and Evaluation	30 marks
Critical Reading	40 marks
Portfolio – Writing	30 marks
Performance – Spoken Language	achieved/not achieved
Total:	100 marks

**Component 1 – question paper: Reading for Understanding, Analysis and Evaluation (30 marks)**

This question paper has one section and is completed in one hour and 30 minutes. It will be set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA.

30 marks will be awarded for answering questions demonstrating the application of reading skills in understanding, analysis, evaluation, inference-making and summarising to two unseen non-fiction texts.

**Component 2 – question paper: Critical Reading (40 marks)**

The question paper has two sections: one titled 'Scottish Texts' and one titled 'Critical Essay' and is completed in one hour and 30 minutes. It will be set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA.



40 marks will be awarded for applying critical reading, knowledge and understanding. Thus, 20 marks will be available for each of the two sections.

**Section 1 - Scottish Texts (20 marks of the 40 marks for critical reading)**

Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list. These texts will be both contemporary, 20th century and pre-20th century and will cover the genres of drama, prose and poetry. The list will be refreshed as required and was most recently updated in session 2018-19.

The exam paper will include an extract from each of the selected Scottish texts (across all the genres) and candidates will be able to answer a question on the text of their choice.

Candidates will be asked questions about the extract and also about their wider understanding of the text or author.

**Section 2 - Critical Essay (20 marks of the 40 marks for critical reading)**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the contexts of: drama, prose, poetry, film and TV, or language by selecting one question and writing one critical essay.

**Component 3 – Portfolio of Writing (30 marks)**

This portfolio has one section worth 30 marks.

The portfolio is set by centres within SQA guidelines and conducted under some supervision and control.

The portfolio will comprise two written texts and address two of the main language purposes, namely creative and discursive writing. Up to 15 marks will be awarded for each piece chosen for the portfolio.

Pupils must keep a log of their folio production noting such things as drafts, feedback and deadlines. Assessed piece should be redrafted no more than twice.

The portfolio will be submitted to SQA for external marking.

#### **Component 4 -- Performance – Spoken Language**

The performance–spoken language component is internally assessed by teachers on an achieved/not achieved basis. Assessment is conducted under some supervision and control and within SQA guidelines.

In this assessment candidates have to meet the success criteria for at least one of the following spoken language activities:

- Take part in a group discussion, or discussion-based activity, to which they contribute relevant ideas, opinions, or information, using detailed language. Candidates must take account of the contributions of others and stay focused on the topic or task.
- Prepare and present a presentation. The presentation must be detailed in content, and must be structured in a clear and relevant way. Candidates must answer questions from the audience at some point in the presentation.

#### **Homework**

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# ENVIRONMENTAL SCIENCE



## NATIONAL 4, 5 AND HIGHER ENVIRONMENTAL SCIENCE (SCQF Levels, 4, 5 & 6)

The Course gives opportunities for learners to develop the ability to think analytically, creatively and independently, and to make evaluations. The Course covers a variety of contexts relevant to environmental science's role in scientific issues as well as the relevant application. The Course allows flexibility and personalisation by offering choice in the contexts studied. The key areas of living environment, Earth's resources and sustainability are integrated throughout the Course. It offers a broad, versatile and adaptable skill set which is valued in the workplace, while also providing a knowledge base useful in the study of all of the sciences.

### ENTRY REQUIREMENTS

- **N4:** Experience in S3 environmental science, biology or geography along with strong math problem solving skills.
- **N5:** Experience in S3 science (biology or environmental science preferred), very strong math and problem solving skills. Requires pursuit or completion of a minimum of a N4 math qualification.
- **Higher:** Passes in a national 5 science (biology or environmental science preferred), very strong math and problem solving skills with a minimum of a completed N4 math qualification and pursuit or completion of N5 math award. Possible acceptance into course with N5 Geography award in addition to the N5 math award. *Teacher discretion of placement in Higher Environmental Science based on individual pupils.*

### COURSE CONTENT

The course consists of three units of approximately the same length. Please note that currently National 5 does not have the traditional stand alone units or end of unit assessment and the same is planned for Higher. Currently the course award for N5 is based solely on the externally assessed assignment and exam:

- Living Environment
- Earth's Resources
- Sustainability

### NATIONAL 4 ASSESSMENT

Pupils are required to complete:

- An end of unit assessment for each unit studied.
- A practical investigation and a written report, which is internally assessed.
- A research assignment based on application of environmental science to society.

Candidates must pass all assessments (written & practical) to be certificated.

### NATIONAL 5 ASSESSMENT

Pupils are required to complete:

- A practical investigation and a written report (internally assessed.)
- An externally assessed research assignment with practical. Written under exam conditions with a 1.5 hour time limit worth 20 marks and scaled to 25 marks by SQA. This will count as 20% of the final grade awarded.
- The SQA's written external exam is 2.5 hours long worth 100 marks. This counts as 80% of the final grade awarded

### HIGHER ENVIRONMENTAL SCIENCE

Pupils are required to complete:

- A practical investigation and a written report (internally assessed)
- An externally assessed research practical and assignment. SQA plans to make changes to this similar to the N5 assignment. At this writing, the assignment is worth 20 marks
- The SQA written external exam is currently 2.5 hours long worth 100 marks. Changes may occur but have yet to be published by SQA.



### PROGRESSION: NEXT STEPS

At this time progression beyond Higher is not available and no plans have been noted for this course to be developed by SQA.

## Food and Drink Technologies Foundation Apprenticeship (SCQF Level 6)

### What's the qualification?

The Foundation Apprenticeship in Food and Drink Technologies is at SCQF6 (same level as SQA Highers) and includes industry-standard, employer recognised qualifications, core skills and work experience:

- A National Progression Award (NPA) in Food Manufacturing at SCQF level 6
- Awards in Health & Safety and Food Hygiene at SCQF level 5
- Core units of an SVQ in Food and Drink Operations at SCQF level 6
- A substantial work placement

### What will I learn?

The National Progression Award (NPA) incorporates SQA Units in:

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

The Foundation Apprenticeship involves hands-on learning, reflecting the practical nature of food manufacturing and the SVQ units will be assessed during work placement(s) in the industry. During this time candidates will learn/practice skills:

- Develop a new product in a food business
- Improve food safety in manufacture
- Develop working relationships with colleagues
- Promote and support creative thinking in a food business

A Foundation Apprenticeship also help to develop core skills valued by employers, particularly:

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

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

### Where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- **A Modern Apprenticeship:** On completing your Foundation Apprenticeship, you'll already have achieved five units of the Food and Drink Operations Modern Apprenticeship at SCQF level 6. If you choose this route, you'll have a head start in your career.
- **Further Education:** Continue your studies and complete a Higher National Certificate/Diploma in Food Science and Technology, or related subjects. Your workplace experience will support your college application.
- **University:** Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- **Straight to a job:** Use your qualification and work experience to find a job in the food and drink industry. Typical roles include: baker, confectioner, quality assurance operative, productivity technician and production control operative.

### Entry Requirements

Based upon your performance in S2 and S3 (possibly S4), Business Skills Foundation Apprenticeship is available to all pupils in S4 and S5 (FA is a two year course). Candidates must have the capacity (with support if required) to work at SCQF 6 level.

### Working in the Food and Drink industry

For anyone looking to pursue a career as a scientist, technologist or engineer, the Food and Drink sector offers a great range of challenging and rewarding opportunities which include speedy pathways to promotion. As a **food scientist**, a **food technologist** or **product designer**, you could help create the products of the future. And, there's a growing demand for engineering roles like **agricultural engineer**, **electrical engineer** and **mechanical engineer** within the industry.

There continues to be significant career opportunities across all occupations within the Food and Drink sector, the biggest in Scotland. We'll always need food, so there will always be jobs! The sector will need **19,000** bright and highly trained new recruits by 2024 to meet skills needs, and by working towards the Foundation Apprenticeship in Food and Drink Technologies, you can be part of it.



## Modern Languages

### FRENCH

French is available at National 4, 5, Higher and Advanced Higher levels. In S4 you are most likely to sit either National 4 or 5, progressing to National or Higher in S5/6. Advanced Higher is also available in S6. In addition, the department offers the Modern Languages for Life and Work Award in French and Gaelic.

Learning French helps to develop your awareness of different cultures and people in French speaking countries as well as giving you more opportunities in the world of work. You develop a greater understanding of global and active citizenship.

#### NATIONAL 4 (SCQF Level 4)

##### REQUIREMENTS

All students can join the French course provided they have studied French in previous years. At National 4 Level, you will work on three Units.

1. Understanding Language  
This is about your ability to READ AND LISTEN to written and spoken French. You will need to pass TWO assessments in this unit
2. Using Language  
This is about your ability to TALK and WRITE in French. You will need to pass TWO assessments in this unit.
3. Added value  
This is about your ability to READ AND LISTEN to the language while **researching** a topic and then to WRITE AND TALK about the topic in a **presentation**.

All of the assessments for these Units will be carried out and marked by the teacher and internally verified in the school. They will be externally verified by SQA. Your teacher will build up a bank of EVIDENCE to show that you have passed the units.

#### NATIONAL 5 (SCQF Level 5)

##### REQUIREMENTS

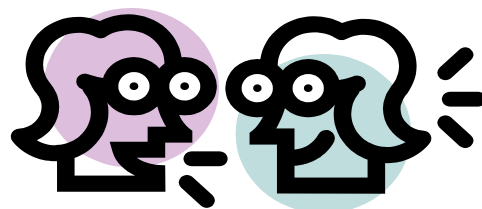
Entry is flexible but a pass at National 4 or a discussion with your teacher is advised.

At National 5 Level, you will work on two aspects of language learning:

1. Understanding Language  
This is about your ability to READ AND LISTEN to written and spoken French.
2. Using Language  
This is about your ability to TALK and WRITE in French.

## TALKING

Success in talking is an important aspect of learning any language. Throughout the session you will have continuous opportunities to improve your speaking skills.



Your teacher will have to formally assess your ability in talking in French which is worth 30 marks

You will have to give a Presentation worth 10 marks which will be mainly related to one context.

You will take part in a follow-up Conversation worth 20 marks which will be mainly related to another context.

These will be assessed by your teacher and will be recorded for moderation purposes.

These might appear to be two very difficult tasks but there will be plenty opportunity to prepare for them at home and in class to make sure that you get the best possible mark.

## ASSIGNMENT WRITING

During the session you will improve your writing skills as you are introduced to more new contexts and topics.

You will be required to complete a writing assignment of 120-200 words which will be worth 20 marks. The assignment will be based on one of these contexts: Society, Learning or Culture.

You will complete the assignment under exam conditions and the class and it will be externally marked by SQA. You will be given two attempts to complete your assignment, using support materials which can include a dictionary, word lists, grammar notes and a writing improvement code.

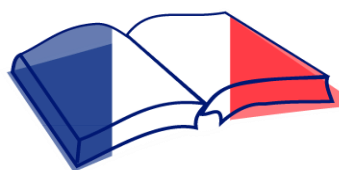
## SQA EXAMS

At National 5 level students you will also sit EXTERNAL EXAMS and these will assess READING, LISTENING and WRITING

### EXTERNAL EXAMS

#### Paper 1: Reading and Writing

This question paper will be worth 50 marks  
Duration: 1 hour 30 minutes



This question paper has two Sections.

Section one, Reading, will be worth 30 marks.

You will read three texts in the modern language. You will respond to questions in English. You may use a bilingual dictionary.

Reading



Section two, Writing, will be worth 20 marks.

You will produce one written text in response to a stimulus related to the Employability Context and supported by six bullet points which you must address. You may use a dictionary.

Writing



#### Paper 2: Listening

This question paper will be worth 20 marks.

Duration: 25 minutes

You will listen to one monologue (one person speaking) and one conversation, in French. You will hear each item three times. You will have time to answer questions in English.

Listening



## HOMEWORK

You will have regular homework which will help you to consolidate the work you have done in class.

### NATIONAL 4 & 5 – CONTEXTS AND TOPICS STUDENTS WILL COVER

<b>Society</b>	Family and Friends	Saying how you get on with family members/who has influenced you in your life. Arguments Ideal parents Different types of friends. Peer pressure
	Lifestyle	Lifestyle-related illnesses Advantages and disadvantages of healthy/unhealthy lifestyle.
	Media	Impact of TV reality shows. Advantages/disadvantages of new technology, e.g. internet, mobile phones.
	Global Languages	Language-learning and relevance
	Citizenship	Description of local area as a tourist centre. Comparison of town and country life. Being environmentally friendly in the home.
<b>Learning</b>	Learning in Context	Talk about what learning activities you like/dislike in Modern Languages/in each subject. Preparing for exams.
	Education	Comparing education systems. Improving own education system. Learner responsibilities.
<b>Employability</b>	Jobs	Part-time jobs and studying. Qualities for present/future jobs/future plans.
	Work and CVs	Planning, reporting back on work experience. Reviewing achievements/ambitions.
<b>Culture</b>	Planning a trip	Importance of travel and learning a foreign language. Describing your best holiday/trip/attitudes to travel.
	Other countries	Aspects of other countries including educational, social, historical, political aspects.
	Celebrating a Special Event	Comparing special occasions/traditions/celebrations/events in another country Importance of customs/traditions.
	Literature of Another Country	Literary fiction, eg short stories — understanding and analysis.
	Film and Television	Studying films in the Modern Language. Studying television in other countries.



## FRENCH: HIGHER (SCQF Level 6)



### WHY FRENCH?

The purpose of this course is to enable you to develop your ability to use the French language in useful and relevant contexts. The four skill areas are listening, speaking, reading and writing. In addition, the course provides you with knowledge of French speaking countries and the customs and way of life of people who live in these countries.

For work purposes, many companies find it beneficial to recruit employees who are fluent in one or more European language. Higher French is therefore an extremely useful course for a variety of career paths. It is also valuable for your general education and personal development.

### Entry to the course

This is at the discretion of the school but you would normally be expected to achieve:

## NATIONAL 5 FRENCH (SCQF Level 5)

### Course Outline

This course aims to help you develop your reading, listening, talking and writing skills in French, in a variety of contexts. You will encounter a wide range of different types of texts in different media and you will be able to use different kinds of technology such as apps and mobile phones to help you with your learning.

The course develops your language skills at Higher level through the familiar for contexts of society, learning, employability and culture.

You will be assessed in a number of ways.



### **Course assessment structure**

The external exams in May

Two question papers:

#### **Reading and Directed Writing (50 marks)**

##### **Reading (30 marks)**

##### **25% of the total mark for the course assessment**

20 marks for identifying main points, supporting detail and overall purpose.

10 marks for translating part of the text into English.

##### **Directed Writing (20 marks scaled to 15 marks)**

##### **12.5% of the total mark for the course assessment**

You must choose one scenario from two.

Each scenario has six bullet points.

The directed writing assesses your ability to use past tenses and at least one other tense.

##### **Listening (20 marks scaled to represent**

##### **25% of the overall mark for the course assessment)**

You will listen to one monologue and respond to questions worth 8 marks.

You will listen to one dialogue and respond to questions worth 12 marks.

You will not be allowed to use a dictionary.

The two texts will be linked thematically.

**The question papers will be set and marked by SQA.**

##### **Assignment – writing (20 marks scaled to represent**

##### **12.5% of the overall mark for the course assessment)**

You will produce a piece of writing of 200 – 250 words on one of the contexts, **using detailed and complex language.**

As with the N5 assignment, this will be completed over a period of time in the classroom, under controlled conditions.

The assignment-writing is externally marked by SQA.

It is important for you to develop your writing skills at Higher level as you work through the contexts and themes.

##### **Performance - talking (30 marks)**

##### **25% of the overall mark for the course assessment**

The **performance** consists of a discussion using detailed and complex language with your teacher on at least two different contexts. You need to respond to questions relating to each of the contexts. Your answers will be mainly factual but will also include ideas and opinions.

The performance-talking will be marked and internally verified by your teacher and may be externally verified by SQA. It will also be recorded.

The discussion will last about 10 minutes and will be normally take place in February/ March.

It is important for you to develop your speaking skills at Higher level as you work through the contexts and themes.

## Progression

Successful completion of this course may lead to:

Advanced Higher/Interdisciplinary project

## Further Education

Further study, training or employment in:

- Administration & Management
- Arts, Social Science & Religion
- Hospitality, Catering & Tourism
- Languages
- Law



## Useful Resources

There are many books and websites that you can use to help consolidate the work done in class and assist you with your grammar learning

These include:

SCHOLAR (for which you have your own personal login)

Leckie and Leckie Higher French

Hodder Gibson Higher French

SQA website and past papers

A variety of grammar books and notes

Ma France

Tex online grammar resource

## Languages online

1jour1actu



## Context development for Higher

Society	Family and friends	Becoming an adult/new family structure/marriage/partnership/gang culture/bullying/social influences and pressures
	Lifestyle	Teenage problems e.g. smoking, drugs, alcohol
	Media	Impact of the digital age
	Global languages	Minority languages and their importance/association with culture
	Citizenship	Global citizenship/democracy/politics/power
Learning	Learning in context	Understanding self as a learner e.g. learning styles/importance of language learning
	Education	Advantages/disadvantages of higher or further education, choosing a university/college, lifelong learning
Employability	Jobs	Getting a summer job, planning for future jobs/higher education, gap year, career path, equality in the workplace
Employability	Work & CVs	Preparing for a job interview/importance of language in global contexts, job opportunities
Culture	Planning a trip	Taking a gap year Working abroad Travel
	Other countries	Living in a multicultural society/stereotypes/prejudice and racism
	Celebrating a special event	Social influences on/importance of traditions, customs and beliefs in another country
	Literature of another country	Literature – analysis and evaluation
	Film and television	Studying the media of another country

## Gaelic (Learners)

### National 4 / National 5 (SCQF Level 4 & 5)

Learning a new language enables you to make connections with different people and their cultures, and to play a fuller part as global citizens. The study of Gaelic has a unique contribution to make to the development of cultural awareness. You gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.



In S3 and S4, you will either be working towards National 4 or National 5 in S4.

Gaelic courses at National 4 and 5 will:

- promote the values, principles and purposes of Curriculum for Excellence.
- help you acquire and develop the four capacities of Curriculum for Excellence as well as skills for learning, skills for life and skills for work.
- help you to read, listen, talk and write in Gaelic.
- help you to understand and use Gaelic.
- enable you to apply knowledge of Gaelic.
- enable you to plan, research and apply language skills.
- develop your literacy skills.
- develop your knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

### National 4

Unit	Outcomes	Evidence Required
<b>Understanding Language</b>	<p><b>Outcome 1:</b> Understand straightforward written Gaelic by identifying overall purpose and main points and applying knowledge of Gaelic.</p> <p><b>Outcome 2:</b> Understand straightforward spoken Gaelic by identifying overall purpose and main points and applying knowledge of Gaelic.</p>	<p><b>Reading:</b> showing understanding of at least two straightforward written texts in Gaelic.</p> <p><b>Listening:</b> showing understanding of at least two straightforward spoken texts in Gaelic.</p>
<b>Using Language</b>	<p><b>Outcome 1:</b> Use straightforward spoken Gaelic in conversations by using relevant ideas and content, applying knowledge of straightforward language and conveying meaning to a sympathetic listener.</p> <p><b>Outcome 2:</b> Use straightforward written Gaelic by using relevant ideas and content, applying knowledge of straightforward language and communicating with sufficient accuracy.</p>	<p><b>Talking:</b> using straightforward spoken Gaelic in at least two conversations.</p> <p><b>Writing:</b> using straightforward written Gaelic in at least two activities.</p>
<b>Added Value Unit: Assessment</b>	Apply language skills to investigate and report on a chosen topic in Gaelic.	<p>1) Reading straightforward texts in Gaelic</p> <p>2) Selecting relevant information from the texts</p> <p>3) Presenting their findings orally, in Gaelic, to convey meaning</p> <p>4) Responding to questions in Gaelic relevant to the chosen topic.</p>

## National 5

Unit	Outcomes	Evidence Required
<b>Understanding Language</b>	<p><b>Outcome 1:</b> Understand detailed written language by identifying overall purpose and main points and applying knowledge and understanding of Gaelic.</p> <p><b>Outcome 2:</b> Understand detailed spoken language by identifying overall purpose and main points and applying knowledge and understanding of Gaelic.</p>	<p><b>Reading:</b> showing understanding of at least one detailed written text.</p> <p><b>Listening:</b> showing understanding of at least one detailed spoken text.</p>
<b>Using Language</b>	<p><b>Outcome 1:</b> Use detailed spoken language in conversations by using relevant ideas and content, applying knowledge and understanding of detailed language and conveying meaning to a sympathetic listener.</p> <p><b>Outcome 2:</b> Use detailed written language by using relevant ideas and content, applying knowledge and understanding of detailed language and communicating with accuracy.</p>	<p><b>Talking:</b> using detailed spoken language in at least one conversation.</p> <p><b>Writing:</b> using detailed written language in at least one activity.</p>
<b>Course Assessment</b>	Apply language skills to investigate and report on a chosen topic in Gaelic. You will be graded A-D.	<p><b>Component 1</b> - A performance through which you will demonstrate your talking skills (30 marks).</p> <p><b>Component 2</b> - Question Paper - Reading and Writing (50 marks).</p> <p><b>Component 3</b> – Question Paper - Listening (20 marks).</p>

## Topics

All pupils will continue to work through the *Ceumannan* course for Gaelic learners, where every task is linked to the Curriculum for Excellence outcomes. Pupils will follow the course and engage with the following contexts and topics:

<b>Society</b>	<p>Family and Friends:</p> <ul style="list-style-type: none"> <li>Describing your family and friends</li> <li>How you get on with your family and friends</li> <li>Ideal parents</li> <li>Different types of friends</li> </ul> <p>Lifestyle:</p> <ul style="list-style-type: none"> <li>Hobbies and activities</li> <li>Food and drink</li> <li>Lifestyle-related illnesses</li> <li>Advantages and disadvantages of a healthy/unhealthy lifestyle</li> </ul> <p>Media:</p> <ul style="list-style-type: none"> <li>Impact of Gaelic media</li> <li>Advantages and disadvantages of new technology (e.g. mobile phones, internet)</li> </ul> <p>Global languages:</p> <ul style="list-style-type: none"> <li>Language learning and relevance</li> </ul> <p>Citizenship:</p> <ul style="list-style-type: none"> <li>Description of local area as a tourist destination</li> <li>The home</li> </ul>
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<b>Learning</b>	Learning and Education: <ul style="list-style-type: none"> <li>• School and opinions</li> </ul>
<b>Employability</b>	Jobs: <ul style="list-style-type: none"> <li>• Jobs and places of work</li> <li>• Part-time jobs and studying</li> <li>• Personal skills and qualities</li> </ul> Work and CVs: <ul style="list-style-type: none"> <li>• Work experience</li> <li>• Reviewing achievements and ambitions</li> <li>• Employment opportunities for Gaelic speakers</li> </ul>
<b>Culture</b>	Planning a trip: <ul style="list-style-type: none"> <li>• Countries and places</li> <li>• Describing your best holiday</li> <li>• Describing weather, places, people, travel, etc.</li> </ul> Celtic/Minority Languages: <ul style="list-style-type: none"> <li>• Aspects of other countries/regions where Celtic or other minority languages are spoken (e.g. social, historical, political)</li> </ul> Customs and Traditions: <ul style="list-style-type: none"> <li>• Importance of customs and traditions in Gaelic-speaking communities</li> </ul> Gaelic Literature: <ul style="list-style-type: none"> <li>• Using and analysing literary fiction (e.g. short stories, poems)</li> </ul> Film and Television: <ul style="list-style-type: none"> <li>• Studying Gaelic television programmes and films</li> </ul>

**Homework** will be given regularly. Learning new vocabulary should be done at home as a matter of course. You should prepare well at home for class tests.

**Parents** can help you by testing you on vocabulary, listening to you preparing for talk tests and allowing you access to Gaelic websites.

**Progression following success at National 4 or 5:**

- other SQA qualifications such as Higher and Advanced Higher.

## **GAELIC (LEARNERS) HIGHER (SCQF Level 6)**

SQA's Gaelic (Learners) qualifications develop the skills of reading, listening, talking and writing in order to understand and use Gaelic. These Courses develop literacy skills by giving learners opportunities to read, listen, talk and write in Gaelic, and to reflect on how this relates to English, in the contexts of society, learning, employability and culture. Learners also understand and evaluate Gaelic literary texts, and develop the language skills of translation.

### **COURSE ASSESSMENT**

The external assessment of the Higher course consists of the following three components:

#### **Component 1 — question paper 1: Reading and Directed Writing**

The purpose of this question paper is to allow candidates to demonstrate challenge and application in the skills of reading and writing.

#### **Component 2 — question paper 2: Listening and Literature**

The purpose of this question paper is to allow candidates to demonstrate challenge and application in the skills of listening and writing.

#### **Component 3 — performance: Talking**

Candidates will:

- deliver a spoken presentation
- take part in a follow-up conversation

The presentation will be based on one context from the following: society, learning, culture and employability. The conversation will follow on from this context and must develop into at least one other context.

## **UNIT ASSESSMENT**

### **Outcome 1**

- 1 Understand detailed and complex written language by:
  - 1.1 Identifying and explaining overall purpose
  - 1.2 Identifying main points and supporting detail
  - 1.3 Applying knowledge and understanding of Gaelic

### **Outcome 2**

- 2 Understand detailed and complex spoken language by:
  - 2.1 Identifying overall purpose
  - 2.2 Identifying main points and supporting detail
  - 2.3 Applying knowledge and understanding of Gaelic

### **Outcome 3**

- 3 Understand written Gaelic literary texts by:
  - 3.1 Explaining the effectiveness of the texts
  - 3.2 Giving a personal appreciation of the texts

## **HELPFUL RESOURCES**

There are many resources and websites which pupils may use to help them when they are learning Gaelic in school.

<http://www.storlann.co.uk/ceumannan/>

There are many resources and websites which pupils may use to help them when they are learning Gaelic in school.

<http://www.storlann.co.uk/ceumannan/>

<http://www.bbc.co.uk/alba/foghlam/learngaelic/>

<http://www.sqa.org.uk/sqa/2837.html>

More information about Gaelic related matters can be found on these sites:

<http://www.gaidhlig.org.uk/>

<http://www.bbc.co.uk/alba/>

<http://www.cnag.org.uk/>

<http://www.storlann.co.uk/>

## **OPPORTUNITIES**

Pupils are given many opportunities to develop their skills in different contexts both in and outwith the classroom. These activities help pupils to develop their Gaelic but also allow them to gain skills which they will use in their adult lives and careers. The Gaelic Department encourages all pupils to participate in these activities.

### RECENT OPPORTUNITIES HAVE INCLUDED:

**Co-Fharpais ChLAS** The Gaelic teachers' Association set writing competitions for S1 & 2 pupils.

**FilmG** Pupils create a short film and submit it to the national FilmG competition. [www.filmg.co.uk/](http://www.filmg.co.uk/)

**Trips to Pobalscoil Ghaoth Dobhair** Our link school in the Irish Gaeltacht in County Donegal

**Visits to Sabhal Mòr Ostaig** Scotland's Gaelic college in Sleat in the Isle of Skye

**Deasbad Nàiseanta** The annual Gaelic Debate for schools

**The Local Mòd & National Mòd** Students may participate in e.g. bardachd and Sgeulachd competitions. [www.acgmod.org](http://www.acgmod.org)



### REASONS TO STUDY HIGHER GAELIC (LEARNERS):

- Learning languages helps you develop a range of skills and abilities which are useful in your future life & work.
- Gaelic is part of our Scottish heritage. Learning Gaelic will allow you to appreciate Scotland's past and understand how this impacts on the present.
- It helps you to understand the local culture of the Highlands.
- Learning Gaelic will allow you to talk to Gaelic speakers in their native language.
- You can enjoy participating in Gaelic cultural activities.
- You can enjoy watching Gaelic programmes & listening to Gaelic radio.
- By learning Gaelic we are helping to reverse the language decline which has taken place over previous centuries.
- There are many career opportunities open to Gaelic speakers. Increasingly there are opportunities for Gaelic speakers in occupations such as the media, education, government, community development and the arts.



## **NATIONAL 4 GÀIDHLIG (SCQF Level 4) 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, reading, talking and writing in order to understand and use Gaelic 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, read, talk and write in Gaelic, as appropriate to purpose, audience and context
- ◆ the ability to understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language, media and culture
- ◆ the ability to create and produce texts, as appropriate to purpose, audience and context
- ◆ the ability to plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- ◆ the ability to apply knowledge of language
- ◆ knowledge of Gaelic cultural heritage and the cultural heritage of others

### **NATIONAL 4 COURSE STRUCTURE**

The National 4 Course provides learners with the opportunity to develop their listening, reading, talking and writing skills in order to understand and use language. The four Units include the four language skills of listening, reading, talking and writing.

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

#### **Gàidhlig: Analysis and Evaluation (National 4)**

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

#### **Gàidhlig: Creation and Production (National 4)**

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in familiar contexts. Learners develop the skills needed to create and produce straightforward texts in both oral and written forms.

#### **Gàidhlig: Literacy (National 4)**

The purpose of this Unit is to develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand straightforward ideas and information presented orally and in writing. Learners develop the ability to communicate ideas and information orally and in writing with technical accuracy.

#### **Added Value Unit: Gàidhlig: Assignment (National 4)**

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. This assignment will allow the learner to demonstrate challenge and application.

#### **Conditions of award**

To achieve the National 4 Gàidhlig Course, learners must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded.

#### **CAREER PATHWAYS**

BBC/MG ALBA, Care workers, Youth Workers, Hospitality, Tourism, Health workers, Actors/Presenters



## **NATIONAL 5 GÀIDHLIG** **(SCQF Level 5)** **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, reading, talking and writing in order to understand and use Gaelic 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, read, talk and write in Gaelic, as appropriate to purpose, audience and context
- ◆ the ability to understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language, media and culture
- ◆ the ability to create and produce texts, as appropriate to purpose, audience and context
- ◆ the ability to plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- ◆ the ability to apply knowledge of language
- ◆ knowledge of Gaelic cultural heritage and the cultural heritage of others

### **NATIONAL 5 COURSE STRUCTURE**

The National 5 Course provides learners with the opportunity to develop their listening, reading, talking and writing skills in order to understand and use Gaelic language.

The course is designed to be accessible. The Units are organised by the receptive (listening and reading) and productive (talking and writing) skills of language.

#### **Gàidhlig: Analysis and Evaluation (National 5)**

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

#### **Gàidhlig: Creation and Production (National 5)**

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

### **COURSE ASSESSMENT**

The Course assessment will take the form of a Speaking performance, through which learners will demonstrate their talking skills. The performance will be recorded for SQA purposes. They will also produce a Writing assignment, which can be either creative or discursive. To gain the award of the Course, the learner must pass the Units, as well as the Course assessment.

### **CAREER PATHWAYS**

Journalism and the Media, BBC/MG ALBA, Teaching, Local and National Government, Lecturing, Nursing, Care workers, Development Officers, Youth Workers, Hospitality, Tourism, Secretary, Translators, Research, Civil Service, Health workers, Actors/Presenters



## **HIGHER GÀIDHLIG** **(SCQF Level 6)** **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, reading, talking and writing in order to understand and use Gaelic 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, read, talk and write in Gaelic, as appropriate to purpose, audience and context
- the ability to understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language, media and culture
- the ability to create and produce texts, as appropriate to purpose, audience and context
- the ability to apply knowledge of language
- knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others

### **COURSE STRUCTURE**

Higher Gàidhlig offers learners the opportunity to develop detailed and complex language skills in the contexts of literature, language, media and culture.

The course is designed to be accessible. The Units are organised by the receptive (listening and reading) and productive (talking and writing) skills of language.

### **GÀIDHLIG: ANALYSIS AND EVALUATION (HIGHER)**

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

### **GÀIDHLIG: CREATION AND PRODUCTION (HIGHER)**

The purpose of this Unit 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 oral and written forms.

### **COURSE ASSESSMENT**

The Course assessment will take the form of a Speaking performance, through which learners will demonstrate their talking skills. The performance will be recorded for SQA purposes. They will also produce a Writing assignment, which can be either creative or discursive. To gain the award of the Course, the learner must pass the Units, as well as the Course assessment.

### **CAREER PATHWAYS**

Journalism and the Media, BBC/MG ALBA, Teaching, Local and National Government, Lecturing, Nursing, Care workers, Development Officers, Youth Workers, Hospitality, Tourism, Secretary, Translators, Research, Civil Service, Health workers, Actors/Presenters



## **ADVANCED HIGHER GÀIDHLIG** **(SCQF Level 7)** **PURPOSE AND AIMS OF THE COURSE**



The main purpose of Advanced Higher Gàidhlig is to provide learners with the opportunity to develop and apply at an advanced level the language skills of translation and interpretation through an in-depth study of Gaelic language and literature. Learners will demonstrate their knowledge, skills and understanding through the production of a Specialist Study. Advanced Higher Gàidhlig aims to enable learners to:

- develop the ability to express and communicate meaning at a high level of sophistication, both orally and in writing, with respect to audience, context and purpose
- develop the ability to analyse and evaluate texts from different genres
- develop awareness of translating from written English to written Gaelic and interpreting from spoken Gaelic to spoken or written English
- interact with an individual or group on Gaelic-related issues and engage in individual and group study of topics of a historical or cultural nature
- develop advanced critical literacy
- learn independently
- plan and research, integrating and applying language skills, for a range of purposes including independent study

### **COURSE STRUCTURE**

The Course provides learners with the opportunity to develop their listening and talking, reading and writing skills in order to understand and use language to express and understand complex ideas with a sophisticated level of language.

### **GÀIDHLIG: TRANSLATING AND INTERPRETING SKILLS**

The purpose of this Unit is to provide learners with opportunities to develop skills in translating from written English to written Gaelic and skills in interpreting from spoken Gaelic to spoken or written English.

### **GÀIDHLIG: WRITING AND LITERARY CRITICISM SKILLS**

The purpose of this Unit is to provide learners with opportunities to develop skills to produce complex and sophisticated writing in Gaelic and to evaluate previously seen complex and sophisticated literary texts.

### **GÀIDHLIG: SPECIALIST STUDY OF LANGUAGE AND CULTURE**

This Unit will provide learners with opportunities to develop analysis and evaluation skills by carrying out an individual study linked to an aspect of Gaelic literature and/or language and/or culture.

### **COURSE ASSESSMENT**

The Course assessment will take the form of a Speaking performance, through which learners will demonstrate their talking skills, and two question papers, through which learners will demonstrate their reading, writing, and translation skills and knowledge of literature. To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.

### **CAREER PATHWAYS**

Journalism and the Media, BBC/MG ALBA, Teaching, Local and National Government, Lecturing, Nursing, Care workers, Development Officers, Youth Workers, Hospitality, Tourism, Secretary, Translators, Research, Civil Service, Health workers, Actors/Presenters

# GEOGRAPHY

## National 4 & National 5 Courses (SCQF Levels 4 & 5)

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

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography develops positive attitudes towards environmental stewardship, sustainability and global citizenship. This qualification will provide learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

The contexts for study are local, national, international, and global. Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

### ***The main aims of Geography are to enable learners to develop:***

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

### **UNITS STUDIED**

#### *Physical Environments*

- Glaciation
- Coasts
- Weather
- Land Use

#### *Human Environments*

- Population & Development
- Urban
- Rural

#### *Global Issues*

- Health
- Hazards

### **COURSE ASSESSMENT**

<b>National 4</b>	<b>National 5</b>
The three units are assessed internally by the class teacher with external verification by the SQA. An added value investigation is also completed and assessed by the class teacher	Pupils will be assessed by examination (80% of final mark) with questions sampling from the topics studied. Pupils will also be assessed by completing an investigation into a geographic topic of their choice (20% of final mark)

### **POSSIBLE CAREERS**

Search: “**RGS careers in geography**” for more information.

## Higher Course (SCQF Level 6)

Higher Geography builds on the knowledge and skills developed during the Nationals course.

### ***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

### **UNITS STUDIED**

#### Physical Environments

- Glaciation
- Coasts
- Soils
- Atmosphere
- Hydrosphere

#### Human Environments

- Population
- Urban
- Rural Land Degradation

#### Global Issues

- Development & Health
- Global Climate Change

### **COURSE ASSESSMENT**

Pupils will be assessed by examination (70% of final mark) with questions sampling from the topics studied. Pupils will also be assessed by completing an investigation into a geographic topic of their choice (30% of final mark).

### **ENTRY REQUIREMENTS**

Pupils intending to study Higher Geography should have a suitable pass at National 5 level.

### **NEXT STEPS**

Pupils from Sir E Scott who have studied geography have progressed onto courses such as:

- Sustainable Development at UHI (through Lews Castle College)
- Geography at UHI (through Lews Castle College)
- Environmental Geography at Stirling University

### **POSSIBLE CAREERS**

Geography is a bridge subject between the arts and the sciences which means it covers a huge range of skills and experiences to help you in a lot of different jobs. Geography is a valuable subject when considering life after school whether it is a job, apprentice, college or a university place. Search: “**RGS careers in geography**” for more information.

# Graphic Communication

Graphic Communication is the universal language of the World. It is used extensively by people in every country on Earth. In Technical Education the Graphic Communication course is based upon Product Design. Product Designers develop a new product from the concept to final production and promotional stages. At each stage a range of different graphics techniques is used.

The stages are broken into three main areas:

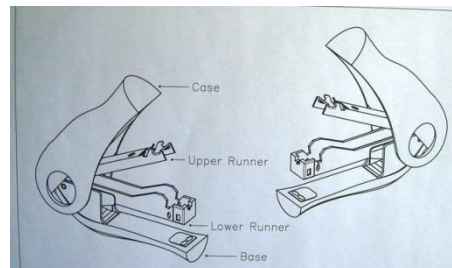
- **Planning**
- **Production and**
- **Promotional**

Graphics techniques range from simple freehand sketches, through coloured manual sketches and drawings to fully-realised 3D Computer Aided Drawing (CAD) models. Powerful, professional, CAD software is used throughout the course.



## Entry Requirements

Based upon your performance in S3, Graphic Communication is available to all pupils in S4, S5 and S6 to National 4 and 5, Higher and Advanced Higher levels.



## Course Content

There are **two units** in the course:

- **2D Graphics and**
- **3D Graphics**

**2D Graphics** deals mainly with Technical Drawings, i.e. elevations, plans, etc. **3D Graphics** offers a wide range of sketches and drawings, including Isometric, Perspective and Planometric views. Each contains manual and CAD drawings.



## Technical Graphics:

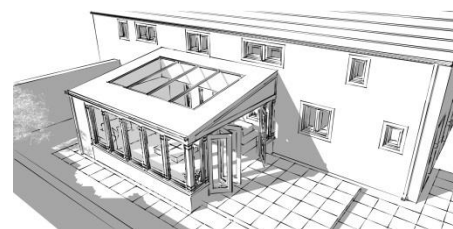
Course tasks are based upon a range of manual **technical drawings**, and integrated related CAD tutorials. Technical Drawing covers **engineering and building drawings**. Traditional manual draughting techniques include learning to sketch and draw a wide range of **orthographic and pictorial views, including elevations, plans, sections, Isometric, oblique and perspective views**.



## Graphics Design:

A main part of the course is learning to use **Desktop Publishing (DTP)** software to produce a range of promotional graphics. These include the design and production of posters and flyers, magazine pages, web-pages and specialist promotional design tasks such as mobile advertisements. Designs are based upon a thorough knowledge and understanding of formal **Graphics Design Principles and Elements**. These include the application of colour theory, layout techniques and the application of design principles and elements. Professional printing practices are covered.

**Knowledge & Understanding (K&U)** covers a wide range of topics, including British Standards techniques for engineering and architectural drawing; **colour theory; graphics design principles; computer graphics and the effects of graphics on society, the economy and the environment**. You will cover the K&U of every sketching and drawing technique you cover.



## Assessment

The course is assessed using a combination of **an examination and a main assignment**. At N4 level you will do an **Added Value Unit (AVU)**, but no examination. At N5, Higher and Advanced Higher levels, **the assignment is worth 40%, or more, of the overall course mark**. The final examination makes up the balance.

### Assessment tasks include:

- **The N5 Course Assignment, done under examination conditions.**
- **An ‘Added Value Unit’ (N4).**
- **A series of N4 Unit Assessment tasks.**

In order to gain a course award, you must pass all of the internal assessment tasks.

At N5, Higher and Advanced Higher levels, a final examination covers questions on K&U, sketching, Technical Drawing and 3D Solid Modelling.

Some assessment tasks allow you to choose your preferred method of drawing; either by using manual or CAD techniques.

### Progression: next steps

Graphic Communication courses from National 4 to Advanced Higher, follow the same basic course structure. Success at one level will allow you attempt the next one up. As the courses progress from National 4 to Advanced Higher, greater emphasis is placed upon the use of advanced Computer Graphics techniques. These include sophisticated 3D Solid Modelling and animation. Web-page design may also be chosen as an alternative to traditional National and Higher topics.

### Career Relevance

It is to your general advantage to do Graphic Communication. It is very useful in everyday life to be able to interpret drawings and design ideas and to develop them by producing your own graphics. The course will also improve your general computing abilities and will develop specialized ones. Many careers depend upon, or are aided by, an understanding of graphics techniques and the ability to sketch and draw. These include:

- **Engineering**
- **Science**
- **Architecture**
- **Product Design**
- **Construction**
- **Desktop Publishing**
- **Advertising**
- **Set Design**
- **Navigation**

Engineering in particular requires a command of the subject. There is a wide range of specialist engineering disciplines, all of which utilize Graphic Communication. These include:

- **Civil Engineering**
- **Nautical Engineering**
- **Structural Engineering**
- **Mechanical Engineering**
- **Aerospace Engineering**
- **Electrical and Electronic Engineering**
- **Hybrid Engineering**
- **Environmental Engineering**

Any career or activity which uses plans, diagrams, charts, graphs, etc. benefits from the practitioner's expertise in Graphic Communication.

## NATIONAL PROGRESSION AWARD IN HARRIS TWEED



This unique National Qualification in Harris Tweed was developed and approved by the Scottish Qualifications Authority. The award is at Level 5 on the Scottish Credit and Qualifications Framework, equivalent to National 5.

This course provides students with an introduction to aspects of the Harris Tweed industry including social context, manufacture, weaving, design and promotion. It is structured into 4 units:

Unit 1 is titled **An Introduction to the Harris Tweed Industry**, and gives students information about the origins of the industry and about how Harris Tweed is produced and used.

Unit 2 is titled **An Introduction to Weaving and Production to Techniques**. It explains the manufacturing process, enables students to design a Harris Tweed pattern and requires students to produce a piece of woven Harris Tweed material.

Unit 3 is titled **An Introduction to Product Design**. It requires students to make a product using Harris Tweed to a given specification and to design another product which could be marketed.

Unit 4 is titled **An Introduction to Marketing and Promotional Methods**. It requires students to investigate the promotion and sale of Harris Tweed products, and to produce promotional material.

The course is cross-curricular and features contributions from several subject departments (Art and Design, Business Studies, Home Economics, History) together with input from partners in local industry. It will provide students with an understanding of the development of the Harris Tweed industry and its place in the local economy and an appreciation of the various employment opportunities which exist within it today.

### *Pupil Comment*

*In Harris Tweed we learn about the history of the tweed, how it is made, different aspects of designing process and the sales of marketing of Harris Tweed. Harris Tweed is a good course because you get to learn about the heritage of Harris. You also get to make your own product out of Harris Tweed. It is good to get an insight into our heritage and the world of work.*

# HIGHER HEALTH AND FOOD TECHNOLOGY

## (SCQF Level 6)

### AIMS OF THE COURSE:

This course has the following broad and inter-related aims that will enable you 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 to a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

Nutrition Matters

The Course uses a practical and problem-solving learning approach to develop knowledge, understanding and skills, and promotes independence in learning. The Course uses real-life situations, and where appropriate, takes account of local, cultural and media influences and technological innovations.



**DESCRIPTION OF THE COURSE:** The course is made up of three units and a course assessment:

**FOOD FOR HEALTH:** The general aim of this unit is to develop your knowledge, understanding and skills to analyse the relationship between health, food and nutrition. You will also analyse dietary needs for individuals at various stages of life and explain current dietary advice.

**FOOD PRODUCT DEVELOPMENT:** The general aim of this unit is to allow you to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. You will gain an understanding of the stages involved in developing a food product.

### CONTEMPORARY FOOD ISSUES:

In this unit, you will investigate a range of contemporary food issues and analyse how these issues influence decisions taken by consumers when making food choices.



**COURSE ASSESSMENT:** You will be assessed by an assignment and a question paper.

The assignment will require application of skills, knowledge and understanding from across the units. Students will develop a product to meet a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. The question paper will require integration of knowledge and understanding from across the units.

### POSSIBLE CAREER PATHS

Home Economics Teacher, Nutritionist, Hotel & Catering, Retail Food Industry



# History

*"The only subject where blood and guts is part of every conversation!"*



## Why History?

Myth Buster- History is **not** about remembering dates! History, in its broadest sense, is about the people of the past and their thoughts, actions and feelings. If you choose to take on a National or Higher level course, you will be embarking on a course that will demand a great deal of time and effort on your part to master the skills needed to succeed.

In return, you will have the opportunity to explore some of the most important moments in the history of mankind and engage with a wide range of viewpoints, beliefs and motives. Your skills in critical thinking and evaluation will be challenged to their limit as you learn to form intricate and compelling arguments to assess how these motives and beliefs inspired historical figures to change the course of history, for better or for worse.

## What Qualifications are offered at Sir E Scott?

History is available at National 3, 4, 5 Higher and Advanced Higher levels. Students in S4 are most likely to sit either National 4 or 5 History, progressing to National 5 or Higher in S5/6.

## What is involved in the Course?

### National 3 and 4 History (SCQF Level 3 & 4)

#### Requirements:

Coverage of relevant Experiences and Outcomes in the Broad General Phase (S1 – S3) will provide an appropriate basis for undertaking this course.

#### Course content:

All National and Higher courses are broken down into three common areas of study- a Scottish topic, a British topic and a European topic.

#### Scottish Topic

The Era of the Great War, 1910-1928

This topic looks at the First World War and the impact it had on Scotland. You will explore the actions of young Scots no older than yourself on the Western Front; as well as consider the impact of the war on society, culture and industry.

#### British Topic

Changing Britain, 1760-1900

This topic looks at one of the most important moments in the history of mankind- the Industrial Revolution. You will explore the development of cities and the increase of population; as well as considering the development of industries such as coal mining and textile factories. Finally, you will investigate the political changes that were brought about by the all-consuming impact of the Industrial Revolution.

#### European and World Topic

Hitler and Nazi Germany, 1919-1939

This topic looks at the rise of Adolf Hitler and the Nazi Party. You will start by exploring Germany after the First World War, during the period known as Weimar Germany. You will have to navigate through revolutions, violence, invasions and bankruptcy to reach Hitler's first introduction. From here, we will continue to explore another uncertain time in Germany's history and consider how Hitler was allowed to rise to power.

**Assessment:**

National 3/4 History will be assessed through Unit Assessments and an Added Value Unit. Unit assessments will require candidates to produce evidence of their Historical Skills and will be internally assessed on a pass or fail basis. The Added Value Unit requires candidates to apply knowledge and understanding and use sources of information to address a chosen historical theme or event. The Added Value Unit will be internally assessed.

**Progression:**

History may be continued to National 4/5, Higher and Advanced Higher level. Studying History is particularly beneficial to pupils considering careers in law, primary teaching, secondary teaching, journalism, the Arts and business sectors like Human Resources.

**Why is History so well respected in the world of work?**

The skills used in History require you to gather evidence from a wide range of sources; compare that evidence for similarities and contradictions; form lines of argument from this evidence and present them in a strong and coherent manner. This is a very attractive skill for careers that stretch beyond the typically assumed restraints of a History qualification. This is particularly the case in professions that require a sound understanding of working with evidence and presenting arguments, i.e. Law, journalism and business.

**NATIONAL 5 HISTORY (SCQF Level 5)****Requirements:**

A National 4 History course award, or coverage of relevant Experiences and Outcomes in the Broad General Phase (S1 – S3) will provide an appropriate basis for undertaking this course.

**Course content:**

All National and Higher courses are broken down into three common areas of study- a Scottish topic, a British topic and a European topic.

**Scottish Topic**

The Era of the Great War, 1910-1928

This topic looks at the First World War and the impact it had on Scotland. You will explore the actions of young Scots no older than yourself on the Western Front; as well as consider the impact of the war on society, culture and industry.

**British Topic**

Changing Britain, 1760-1900

This topic looks at one of the most important moments in the history of mankind- the Industrial Revolution. You will explore the development of cities and the increase of population; as well as considering the development of industries such as coal mining and textile factories. Finally, you will investigate the political changes that were brought about by the all-consuming impact of the Industrial Revolution.

**European and World Topic**

Hitler and Nazi Germany, 1919-1939

This topic looks at the rise of Adolf Hitler and the Nazi Party. You will start by exploring Germany after the First World War, during the period known as Weimar Germany. You will have to navigate through revolutions, violence, invasions and bankruptcy to reach Hitler's first introduction. From here, we will continue to explore another uncertain time in Germany's history and consider how Hitler was allowed to rise to power.

**Assessment:**

To gain the course award in National 5 History, candidates must pass all of the Unit Assessments as well as the Course Assessment. Unit assessments will require candidates to produce evidence of their Historical Skills and will be internally assessed on a pass or fail basis.

The Course assessment will consist of two components: **a Question Paper and an Assignment**, and will provide the basis for grading attainment. The Assignment (**worth 25% of the overall Course Award**) requires candidates to apply knowledge and understanding and use sources of information to address a chosen historical theme or event.

The Question Paper (**worth 75% of the overall Course Award**) will assess the breadth of the candidates' Knowledge and Understanding across all three units as well as their Skills. The Assignment and the Question Paper will be externally assessed.

**Progression:**

History may be continued to Higher and Advanced Higher level.

Studying History is particularly beneficial to pupils considering careers in law, primary teaching, secondary teaching, journalism, the Arts and business sectors like Human Resources.

**Why is History so well respected in the world of work?**

The skills used in History require you to gather evidence from a wide range of sources; compare that evidence for similarities and contradictions; form lines of argument from this evidence and present them in a strong and coherent manner. This is a very attractive skill for careers that stretch beyond the typically assumed restraints of a History qualification. This is particularly the case in professions that require a sound understanding of working with evidence and presenting arguments, i.e. Law, journalism and business.

**HIGHER HISTORY (SCQF Level 6)****Entry requirements for Higher**

Grade A – B in National 5 History, or a strong B pass in another Social Subject and English.

**Course content:**

All National and Higher courses are broken down into three common areas of study- a Scottish topic, a British topic and a European topic.

**Scottish Topic**

The Impact of the Great War, 1914-1928

This topic looks at the First World War and the impact it had on Scotland. Although a similar topic to National 5, this topic looks to challenge you to consider alternative angles and perceptions of different events and to analyse the extent of the impact they had. You will explore the actions of young Scots no older than yourself on the Western Front; as well as consider the impact of the war on society, culture and industry.

**British Topic**

Britain, 1851-1951

This topic looks at one of the most important moments in the history of mankind- the Industrial Revolution. At Higher, this course focuses primarily on the political impact of the Revolution. You will explore the rise of the middle and working class identities and how they carved out a new age of politics. Secondly, you will explore the heated political battles between figures like Churchill and Disraeli as they tried to steer the direction of British politics. Finally, you will consider the rise of both the Liberals and the Labour Party and assess their impact on the development of politics in Britain.

## **European and World Topic**

Appeasement and the Road to War, to 1939.

This topic looks at the international perspective of Hitler's rise to power. Where in National 5 you will have explored the circumstances that allowed Hitler the opportunity to take power; Higher focuses on the international reaction to ascent and how they looked to appease Hitler's ambitions. This course takes you through a journey of agreements, pacts, alliances and betrayal as you consider to what extent the allied powers could have done more to prevent the rise of the most infamous figure in the history of mankind.

### **Assessment:**

To gain the course award in Higher History, candidates must pass all of the Unit Assessments as well as the Course Assessment

Unit Assessments will require candidates to produce evidence of their Historical Skills and will be internally assessed on a pass or fail basis.

The Course Assessment will consist of two components: **a Question Paper and an Assignment**, and will provide the basis for grading attainment. The Assignment requires candidates to research and apply knowledge and understanding and use sources of information to address a chosen historical theme. The Question Paper (**worth 66% of the overall Course Award**) will assess the breadth of candidates' Knowledge and Understanding across all three units, as well as their Skills. The Assignment and the Question Paper will be externally assessed.

### **Progression:**

History may possibly be continued to Advanced Higher level upon request, and to degree level at University.

Studying History is particularly beneficial to pupils considering careers in law, primary teaching, secondary teaching, journalism, the Arts and business sectors like Human Resources.

### **Why is History so well respected in the world of work?**

The skills used in History require you to gather evidence from a wide range of sources; compare that evidence for similarities and contradictions; form lines of argument from this evidence and present them in a strong and coherent manner. This is a very attractive skill for careers that stretch beyond the typically assumed restraints of a History qualification. This is particularly the case in professions that require a sound understanding of working with evidence and presenting arguments, i.e. Law, journalism and business.



## HOSPITALITY PRACTICAL COOKERY

The main purpose of the Hospitality course is to develop a range of cookery skills and food preparation skills. There is an emphasis on safety and hygiene in all contexts of Hospitality. The course provides a set of foundation skills which will help in your home situation and also for those who wish to progress to professional Hospitality courses or work in the Food Industry. Whether you wish to make it a full time career, or to find a part time job to help finance you through college or university, this course has something for everyone. It is primarily a practical course supported by related theory topics.

### AIMS

The most common reason for pupils to express an interest in hospitality is that they enjoy preparing, cooking and eating food. This course helps you to:

- develop a wide range of practical cookery skills associated with the hospitality industry
- develop an awareness of how to adapt recipes to make them healthier
- produce dishes to a commercial standard.

### NATIONAL 3, 4 AND 5 PRACTICAL COOKERY (SCQF Levels 3, 4 & 5)

There are three units of work

#### COOKERY SKILLS, TECHNIQUES & PROCESSES

If you complete this unit you will be able to:

- use cookery skills to prepare ingredients
- follow cookery processes to produce dishes

#### UNDERSTANDING AND USING INGREDIENTS

If you complete this unit you will be able to:

- apply an understanding of ingredients from a range of categories
- use ingredients in the preparation of dishes

#### ORGANISATIONAL SKILLS FOR COOKING

If you complete this unit you will be able to:

- select and follow recipes to produce a two course meal
- Implement a time plan to produce a two course meal



You will be assessed at the end of each unit of work. If you don't meet the required standard the first time, you will be able to try again.

### **NATIONAL 3 (SCQF Level 3)**

To achieve the National 3 Hospitality Cookery Course, you must pass all of the three units of work.

### **NATIONAL 4 (SCQF Level 4)**

At the end of the year, and if you have passed all three units of work, you will also have to complete the Added Value Unit.

The general aim of this unit is to enable you to provide evidence of added value for the National 4 Hospitality Practical Cookery Course through the successful completion of a practical activity. This will allow you to demonstrate challenge and application. For this you will have to produce a two-course meal, safely and hygienically. You will be given the recipes you have to follow.



### **NATIONAL 5 (SCQF Level 5)**

At the end of the year, and if you have passed all three units of work, you will be presented for the final examination for National 5 candidates. This is a practical activity and you will plan, prepare and present a three course meal for a given number of people to a given brief. The brief will specify the three dishes to be produced. There is also a written exam worth 30 marks.

### **ENTRANCE REQUIREMENTS**

An interest in Hospitality is essential.

### **PROGRESSION**

Further Education Colleges / Universities offering Catering and Hospitality courses.

### **EMPLOYMENT**

Hotels, Leisure Clubs, B&B, Self-Employment, Restaurants

This is a qualification often sought after by employers. It is of great value and helps in the initial stages of your career.

The Forces - Royal Navy, Royal Air Force, Army and also the Merchant Navy  
Entrants to the forces are offered the opportunity to learn a variety of food related trades.

This qualification will provide you with the confidence to develop your skills in an environment such as : Social Services, Caring Professions, Care assistants



## Skills for Work Hospitality at National 5 (SCQF level 5)

This course provides an introduction to the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer.

Candidates will also learn about the organisational aims of hospitality establishments and the products and services they provide.

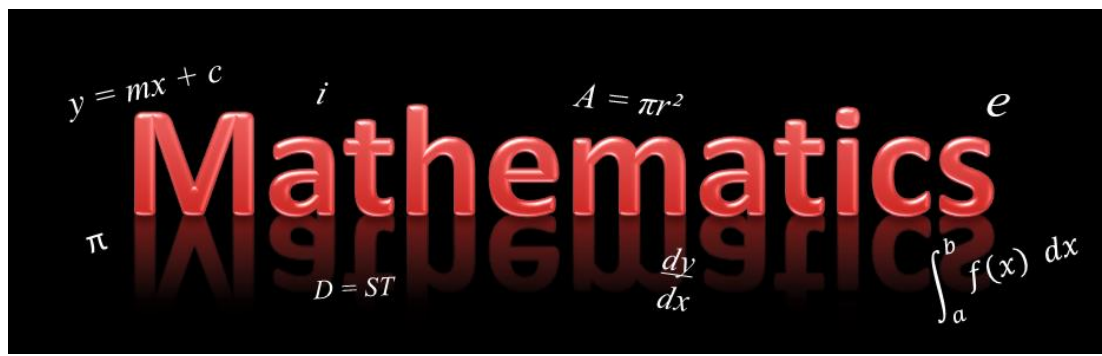
Candidates will develop vocational skills and knowledge and gain practical experience in: menu planning; preparing, cooking and presenting a range of foods in a professional kitchen; serving food and drinks; undertaking reception duties and customer care; and planning, organising and running a small hospitality event.

The units covered are:

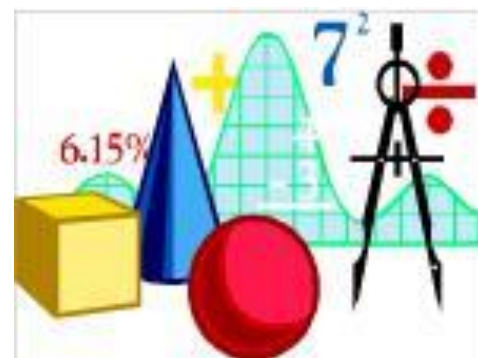
- Developing Skills for Working in Hospitality.
- Developing Skills for Working in the Professional Kitchen
- Front of House Operations
- Hospitality Events.



To achieve the course award the candidate must successfully achieve all the units which make up the course.



Mathematics is important in everyday life. It allows us to make sense of the world around us and to manage our lives. Using Mathematics allows us to model real-life situations and equips us with the skills we need to interpret and analyse information, simplify and solve problems and make informed decisions. The learning of Mathematics also develops logical reasoning, analysis and the ability to think in abstract ways.



Maths was easy for the Romans because ~~X~~ was always equal to 10.



Within the Mathematics department, we offer **Lifeskills Mathematics**, **Applications of Mathematics** and **Mathematics** courses at various levels. These courses are designed to build upon and extend students' mathematical knowledge from the Broad General Education in S1-S3 and to offer mathematical progression within the National Qualifications Framework. In S4, pupils will follow a Mathematics course as a continuation of the course

they followed in S3, preparing them and leading into either the National 3, National 4 or National 5 courses certificated at the end of S4. During S3 pupils will have already studied work from some of the component units.



The development of mathematical skills and application of mathematical techniques in context will be furthered by exploiting the power of calculators and computer software where appropriate.

The nature of the new curriculum and qualifications is such that pupils use a variety of different resources such as textbooks, worksheets, websites, etc. As such, it is no longer the case that a pupil completes the vast majority of their course using a single textbook. We do however aim to ensure that most pupils are issued with a textbook to have available at home for homework and revision, as well as to work from in class. All pupils are issued with folders for their classwork and a jotter in which they complete homework exercises.

# 1. APPLICATIONS of MATHEMATICS

The Lifeskills and Applications of Mathematics courses are designed to motivate and challenge students by enabling them to think through real-life situations involving Mathematics and to form and communicate a plan of action based on logic. The courses cover the operational skills involved in finance, measurement, statistics and patterns and formulae. They also aid the development of reasoning (investigation, problem-solving, analysis and modelling) and numeracy skills (number process and information handling).

Lifeskills Mathematics is available at National 2.

Applications of Mathematics is available at National 3, National 4 and National 5 levels.

Further information on the Lifeskills Mathematics courses can be found on the SQA website

<http://www.sqa.org.uk/sqa/48102.html>

## NATIONAL 3 APPLICATIONS of MATHEMATICS (SCQF Level 3)

Students following this course are expected to have attained CfE Mathematics at Level 2 or equivalent.

The course comprises three Units of study:

- Manage Money and Data
- Shape, Space and Measures
- Numeracy

The Units are assessed internally. To achieve the National 3 course, students must pass all of the required Units

Progression from National 3 Applications of Mathematics would be to National 4 Applications of Mathematics or to National 4 Mathematics.

## NATIONAL 4 APPLICATIONS of MATHEMATICS (SCQF Level 4)

Students following this course are expected to have attained CfE Mathematics at Level 3, National 3 Applications of Mathematics or equivalent.

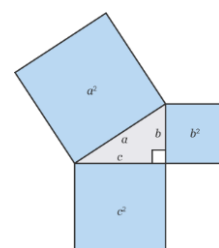
The course comprises three Units of study:

- Manage Finance and Statistics
- Geometry and Measures
- Numeracy

There is also an additional **Added Value Unit** in the form of a test which will sample the skills, knowledge and understanding of the course.

The units are assessed internally. To achieve the National 4 course, students must pass all of the required Units, including the Added Value Unit.

Progression from National 4 Applications of Mathematics would be to National 5 Applications of Mathematics or to National 4 Mathematics.



## NATIONAL 5 APPLICATIONS of MATHEMATICS (SCQF Level 5)

Students following this course are expected to have attained CfE Mathematics at Level 4, National 4 Applications of Mathematics, National 4 Mathematics or equivalent.

The course comprises three Units of study:

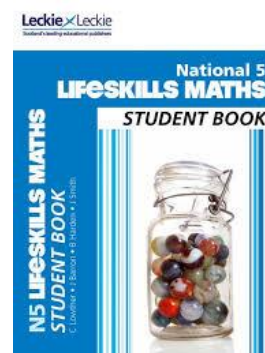
- Manage Finance and Statistics
- Geometry and Measures
- Numeracy

There is an externally assessed Course Assessment which will sample the skills, knowledge and understanding of the course.

The external Course Assessment consists of two papers:

Paper 1 - 1 hour 5 mins (non-calculator)

Paper 2 - 2 hours (calculator allowed)



To achieve the National 5 course, students must pass the Course Assessment. The Course Assessment will provide the basis for grading attainment (A-D) in the Course Award.

## 2. MATHEMATICS

The Mathematics courses are designed to motivate and challenge students by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. The courses cover the operational skills involved in algebra, geometry, trigonometry and statistics. They also aid the development of reasoning (investigation, problem-solving, analysis and modelling) and numeracy skills (number process and information handling).

Mathematics is available at National 4, National 5, Higher and Advanced Higher levels.

Further information on the Mathematics courses can be found on the SQA website

<http://www.sqa.org.uk/sqa/45750.html>

## NATIONAL 4 MATHEMATICS (SCQF Level 4)

Students following this course are expected to have attained CfE Mathematics at Level 3, National 3 Applications of Mathematics or equivalent.

The course comprises three Units of study:

- Expressions and Formulae
- Relationships
- Numeracy

There is also an additional **Added Value Unit** in the form of a test which will sample the skills, knowledge and understanding of the course.

The Units are assessed internally. To achieve the National 4 course, students must pass all of the required Units, including the Added Value Unit.

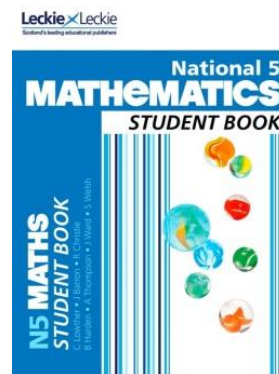
Progression from National 4 Mathematics would be to National 5 Mathematics or to National 5 Lifeskills Mathematics.

## NATIONAL 5 MATHEMATICS (SCQF Level 5)

Students following this course are expected to have made very good progress with CfE Mathematics at Level 4, National 4 Mathematics or equivalent.

The course comprises three Units of study:

- Expressions and Formulae
- Relationships
- Applications




FOR OFFICIAL USE

<b>N5</b>	National Qualifications 2015	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 30px;"></td> <td style="width: 25%; height: 30px;"></td> <td style="width: 25%; height: 30px;"></td> <td style="width: 25%; height: 30px;"></td> </tr> </table>				

Mark

**X747/7/5/01**

**Mathematics**  
**Paper 1**  
**(Non-Calculator)**

  
 X747/7/5/01

**TUESDAY, 19 MAY**  
**9:00 AM – 10:30 AM**

**Fill in these boxes and read what is printed below.**

Full name of centre	Town


Forename(s)	Surname	Number of seat

Date of birth	Month	Year	Scottish candidate number
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**Total marks – 40**

**Attempt ALL questions.**  
**You may NOT use a calculator.**  
**Full credit will be given only to solutions which contain appropriate working.**  
**State the units for your answer where appropriate.**  
**Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.**  
**Use blue or black ink.**

**Before leaving the examination room you must give this booklet to the Invigilator. If you do not, you may lose all the marks for this paper.**



There is an externally assessed Course Assessment which will sample the skills, knowledge and understanding of the course.

The external Course Assessment consists of two papers:

Paper 1 - 1 hour 15 mins (non-calculator)

**Paper 2 - 1 hour 50 minutes (calculator allowed)**

To achieve the National 5 course, students must pass all of the required Units and the Course Assessment. The Course Assessment will provide the basis for grading attainment (A-D) in the Course Award.

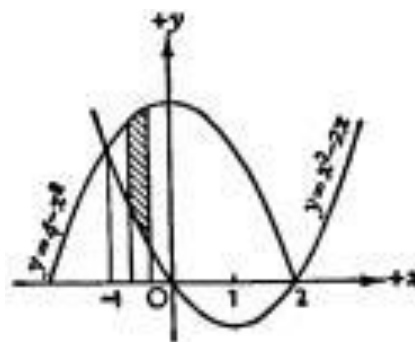
Progression from National 5 Mathematics would be to Higher Mathematics.

## HIGHER MATHEMATICS (SCQF Level 6)

Students following this course are expected to have attained National 5 Mathematics at Grade A-C or equivalent.

The course comprises three Units of study:

- Expressions and Functions
- Relationships and Calculus
- Applications



To achieve the Higher course, students must pass an externally assessed Course Assessment which will sample the skills, knowledge and understanding of the course. The Course Assessment will provide the basis for grading attainment (A-D) in the Course Award.

The external Course Assessment consists of two papers:

Paper 1 – 1 hour 30 minutes (non-calculator)

Paper 2 – 1 hour 45 minutes (calculator allowed)

Progression from Higher Mathematics would be to Advanced Higher Mathematics.

## **ADVANCED HIGHER MATHEMATICS (SCQF Level 7)**

Students following this course are expected to have attained Higher Mathematics at Grade A or B or equivalent.

The course comprises three Units of study:

- Methods in Geometry and Measure
- Methods in Algebra and Calculus
- Applications of Algebra and Calculus

The Units are assessed internally. To achieve the Advanced Higher course, students must pass all of the required Units and an additional externally assessed Course Assessment which will sample the skills, knowledge and understanding of the course.

The Course Assessment (one paper, 3 hours, calculator permitted) will provide the basis for grading attainment (A-D) in the Course Award.

## **Career Pathways**

Lifeskills Mathematics and Applications of Mathematics provide a good basis for any course, or job, which requires good numeracy skills.

### **Mathematics**

National 4 and National 5 level Mathematics may be required for college courses and further study at National Certificate level.

National 4 is a recommended qualification for services like the police, armed forces and for many apprenticeships and technicians although many employers offer their own assessments as a means of entry.

National 5 level Mathematics is usually a requirement for degrees e.g. nursing, teaching and further study at Higher National Certificate level or above.

CfE Higher Mathematics is a necessary requirement for further study in mathematics, physics, chemistry, applied sciences, all kinds of engineering and technology, medicine, veterinary studies, computing, financial services, business and marketing.

# MUSIC

## NATIONAL 3, 4, 5 & HIGHER Music (SCQF Level 3, 4, 5, & 6)

The National 3, 4, 5 and Higher courses have the same structure



### UNITS



**Composing Skills:** In this unit you will explore and experiment with a range of compositional techniques and apply your understanding of musical styles.

**Understanding Music:** You will develop knowledge and understanding of music, musical concepts and basic musical literacy. You will also gain an understanding of social and cultural factors in music.

**Performance:** You will develop performing skills in two instruments or one instrument and voice. This unit will help you communicate thoughts, meaning and ideas through performance. You will develop and identify personal musical strengths and be able to make improvements

**Technology Skills:** You will use music technology including software for notation and recording to help develop your creativity.

### SKILLS

- Instrumental, vocal and performance skills
- Appreciation and appraisal of different genres of music
- Composing techniques
- Use of technology

### KNOWLEDGE

- Knowledge and understanding of music, its constituent concepts in a range of genres
- Self-knowledge in relation to music in order to fulfil your potential
- Knowledge of the social and cultural importance of music locally, nationally and internationally.

### POSSIBLE CAREER PATHS

Music offers many job opportunities including solo and group performing, teaching or instrumental instructor, music therapy, sound engineering, recording and broadcast, motion picture industry, music librarianship, marketing or concert promoter, record retail or record label.



## **SKILLS FOR WORK: CREATIVE INDUSTRIES NATIONAL 5 (SCQF Level 5)**

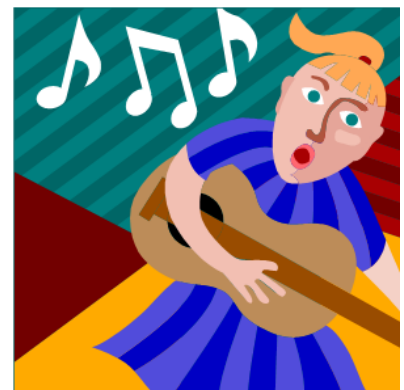
Candidates will undertake a music project related to their interests. The project is chosen by the students themselves and they have to work both independently and in different groups to put this together. The creative project could be based on a wide variety of themes such as production of a Music CD, Burns supper performance, Battle of the bands, Fashion Show etc. It is recommended that students have or are working towards National 5 level English or above due to the standard and amount of written work required for this course.

The Creative Industries Course is designed to:

- raise awareness of the Creative Industries in Scotland and the UK and the opportunities regarding job roles and career paths
- develop specific and generic skills and attitudes which will enhance employability
- develop practical skills
- develop communication skills

### **UNITS**

1. Creative Industries : An Introduction
2. Skills development
3. The Creative Process
4. Creative Project



### **EXPERIENCE OF THE WORKPLACE**

Use will be made of links with employers and industry practitioners, and part of the course will involve visits to relevant places of interest.

### **PROGRESSION**

This course may provide candidates with opportunities to progress to:

- National courses or units
- Relevant programmes in higher/further education
- Training/employment

### **LEARNING**

Learning takes place through a variety of active learning, co-operative learning and self evaluation. There is no exam at the end and students are awarded a pass for each unit they successfully complete. Assessment takes place continuously throughout the year.

## ADDITIONAL MUSIC COURSES

Free standing unit: **Performing music on one instrument or voice** SCQF levels 2 to 6

You will develop your performance skills by

- Carrying out an effective music practice routine.
- Describing music chosen for performance.
- Performing music in contrasting styles.

There is no examination for this unit. Instead written, oral and performance evidence and checklist is produced for assessment.

This performance unit is suitable for students who would like to study one instrument or voice alone or as an addition to a National 3, 4, 5 or Higher course. It can also be put towards a National progression award in music

### **BAGPIPES NPA award** SCQF levels 2 to 6

The National Progression Award for bagpipes is an award available for suitable candidates who are learning the bagpipes.



### **NATIONAL PROGRESSION AWARD IN MUSIC PERFORMING**

The National progression award in music performing is an alternative award to Higher music and may be suitable for some candidates. The award is made up of 3 units, 2 mandatory, 1 optional

Mandatory units

1. Live performance
2. performing music on one instrument or voice

Optional units

1. performing music on one instrument or voice
2. creative project
3. technical support
4. promotion in the music industry



The focus of the award is performance and candidates will give a live performance as part of their assessment

## **LEARNING**

Learning takes place through active learning, co-operative learning and self evaluation. There is no exam at the end and students are awarded a pass for each unit they successfully complete.

### **POSSIBLE CAREER PATHS**

Music offers many job opportunities including solo and group performing, teaching or instrumental instructor, music therapy, sound engineering, recording and broadcast, motion picture industry, music librarianship, marketing or concert promoter, record retail or record label.

## SCOTTISH STUDIES AWARD

The Scottish Studies Award, at SCQF levels 2 to 6, provides opportunities for learners to develop their skills, knowledge and understanding of Scotland — in terms of its people, languages (for example Scots and Gaelic), society, culture, natural environment and heritage — and to make connections across the curriculum. It provides recognition for learners who choose to make these connections by studying aspects of three subject areas in a Scottish context.



## PURPOSE AND AIMS OF THE AWARD

The main aims of the Award are to give learners the opportunity to:

- develop and apply skills, knowledge and understanding in their chosen subject areas
- make connections across these areas by studying them in a Scottish context
- develop an understanding of the contribution that Scotland and its people, past and/or present, have made and continue to make in these areas
- reflect on the place of Scotland within the UK, Europe and/or the rest of the world
- explore an aspect of Scottish Studies that is of particular interest to them
- develop the skills of planning, researching, selecting and using information, and skills of reflection
- develop, with minimum support, their abilities to become independent learners

## AWARD STRUCTURE

Learners must complete a total of four Units.

All learners must complete the mandatory unit *Scottish Studies: Scotland in Focus*

They will also complete three Units from at least two of the following groups:

Group 1 Language and Literature

Group 2 Society and Environment

Group 3 Arts and Culture

Group 4 Business, Industry and Employment

Students can take the Scottish studies course if they are already taking units across subject areas, e.g. if they are taking National 5 or Higher Gaelic, English and Music. They would also need to take the mandatory unit *Scottish Studies: Scotland in Focus*, which is a project chosen by the student, focusing on an aspect of Scotland.

# MUSIC TECHNOLOGY



## NATIONAL 3, 4, 5 & HIGHER Music Technology (SCQF Level 3, 4, 5, & 6)

The National 3, 4, 5 and Higher courses have the same structure



### Course content

#### Developing an understanding of 20th and 21st century music

Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and how music technology has influenced and been influenced by developments in 20th and 21st century music. They learn about the music industry, including intellectual property rights. They also develop listening skills, enabling them to identify a range of genres and styles in the context of 20th and 21st century music.

#### Developing music technology skills

Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. These skills include using audio input devices, applying microphone techniques, using multiple inputs, setting input gain and monitoring levels, editing tracks, using effects, and mixing techniques.

#### Music technology contexts

Candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

### POSSIBLE CAREER PATHS

Music technology offers many job opportunities including sound engineering, recording and broadcast, motion picture industry, computer gaming industry, or sound technician.



# PHYSICAL EDUCATION N4/5 & HIGHER

(SCQF Level 4 & 5)



Pupils undertaking a National Qualification at Level 4/5 and Higher can expect to gain the following skills from the course:

- Develop approaches to enhance physical performance in a range of skills across a number of activities
- Develop knowledge and understanding of factors that impact on performance
- Develop the capacity to monitor, record and evaluate their own performance development

## Experiences that the pupils will encounter:

Pupils will develop and refine their performance within a number of activities. Within these activities pupils will also have the opportunity to identify their own performance development requirements. Throughout this process pupils will be responsible for investigating, enhancing and reviewing their progress, developing key skills in observation, analysis and evaluation.

Pupils will continue to enhance their movement competencies and physical fitness within all activities, working both co-operatively and competitively within more challenging settings. They will build on skills acquired through the BGE in S1-S3 in order to promote confident, successful, responsible and effective contributors as well as skills for learning, life and work.



## Skills that the pupils need:

Pupils should have a keen interest in sport and physical activity as the course is practically based. Their ability to work in groups and give constructive feedback should be well developed as pupils will regularly be required to complete peer/self-observations. Pupils should also be able to write extended descriptive and explanatory answers and be prepared to invest time at home in order to complete their Portfolio work.

## Career Options:

*Physical Education Teaching*  
*Sports Leadership*  
*Sports Science*  
*Sports Psychology*

*Sports Coaching*  
*Sports Development*  
*Health and Fitness*  
*Physiotherapy*

*Sports Management*  
*Uniformed Services*  
*Elite Performers*

## N4/5 Assessments

### Performance:

The candidates will develop their ability to plan, prepare for, effectively perform and evaluate personal performance in **two physical activities**. This performance will constitute 50% of the total mark.

### Graded Portfolio:

The portfolio will assess the pupil's ability to integrate and apply knowledge, understanding and skills from across the units. Evidence will be collated by the pupil on an ongoing basis during the course. **At National 5** the portfolio will carry 50% of the total mark.

### Added Value:

**At National 4** candidates will complete a value added unit where they must prepare for carry out and review a performance in a physical activity.

## PHYSICAL EDUCATION HIGHER (SCQF Level 6)

### CONTENT AND ASSESSMENT

The course is split into two units:

#### Performance Skills (50%)

You will complete two 'one off' performance events worth 50% of your course. The activities chosen must provide them with the opportunity to display a significantly different range of movement of performance skills

You can choose from one of the following course activities -Football, Volleyball, Rugby, Hockey, Badminton, Basketball, Gymnastics, Swimming.



#### Factors which Impact on your personal Performance (50%)

You will complete a final external SQA exam worth 50% of your course and it will be based on factors that affect your performance, planning and evaluation of performance and the Performance Personal Development Plan:

- Mental – concentration, motivation, decision making
- Social – group dynamics, working in a team, cultural factors
- Emotional – happiness, fear, anger, aggression
- Physical – fitness, skills, strategies and tactics

The course **will have a significant amount of classroom based theory** to allow performers to understand what makes their own performances significantly better.

### HOMEWORK

Homework of around 30 minutes will be set weekly.

### ENTRY REQUIREMENTS

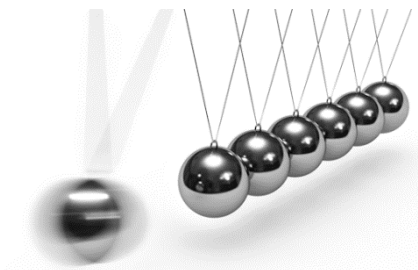
- ❖ An A or B pass at National 5 PE
- ❖ An A-C pass at National 5 English
- ❖ A track record of participation, bringing your kit and being enthusiastic in PE
- ❖ **Actively involved in sport on a regular basis out with school**



## NATIONAL 4 PHYSICS (SCQF Level 4)

Science is vital to everyday life, and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required. It is also important that everyone has an informed view of science.

The Course is practical and experiential, and develops scientific understanding of issues relating to physics. It aims to generate interest and enthusiasm in physics, and to enable learners to develop confidence in recognising and communicating ideas on scientific phenomena. Learners will develop the ability to solve problems and establish relationships in physics by acquiring a broad knowledge base, practical skills and basic mathematical skills.



### Entry Requirements

This course is offered to all pupils in S4, S5 or S6, based on performance in S3.

### Course content

The course consists of three units of approximately the same length:

- Waves and Radiation
- Dynamics and Space
- Energy and Electricity

### Assessment

Pupils are required to complete:

- An end of unit assessment for each unit studied.
- A short report relating to one of the units covered, describing the application of Physics in a particular area and its effect on Society.
- A practical investigation and a written report, which is internally assessed.
- A research assignment.

Candidates must pass all internal assessments (written and practical) to be awarded a National 4 Physics pass.

### Progression: next steps

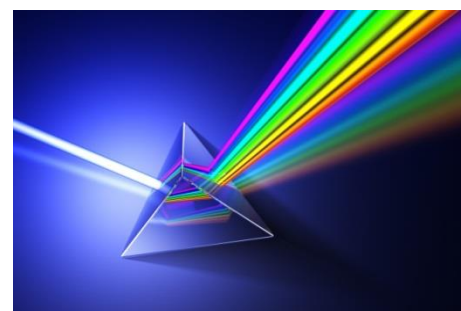
A pass in this course will allow progression into other Science subjects at National 4 level. A pass in National 4 Physics will provide opportunity for progression into National 5 Physics.

## NATIONAL 5 PHYSICS (SCQF Level 5)

The purpose of the Course is to develop learners' interest and enthusiasm for physics in a range of contexts.

The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of physics. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts.



## Entry Requirements

This course is offered to all pupils in S4, S5 or S6. Pupils are expected to have completed the S3 Physics course.

## Course Content

The course consists of six units of approximately the same length:

Dynamics	Space
Electricity	Properties of Matter
Waves	Radiation

Each unit builds upon and extends the fundamental concepts of Physics introduced in Physics

## Assessment

Pupils are required to complete:

- An externally assessed research assignment. This counts as 20% of the final grade awarded.
- The SQA's written external exam is 2½ hours long. This counts as 80% of the final grade awarded

Candidates must pass all internal assessments (written and practical) and the SQA exam to be awarded a National 5 Physics pass.

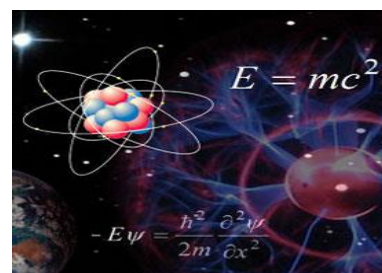
## Progression: next steps

A pass at Grade A or B in National 5 Physics will provide opportunity for progression into Higher Physics.

## HIGHER PHYSICS (SCQF Level 6)

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

Due to the interdisciplinary nature of science, learners benefit from studying Physics along with other subjects from the sciences, technologies, and mathematics curriculum areas. The Course develops scientific understanding of issues relating to physics. It will enable learners to gain an in-depth knowledge of concepts in physics, and to develop confidence in the skills of scientific inquiry. Learners will develop ability in describing and interpreting physical phenomena using mathematical skills, and will practice scientific methods of investigation from which general relationships are derived and explored.



## Entry Requirements

This course is offered to S5 and S6 Pupils who have a pass in National 5 Physics at either Grade A or Grade B and also a pass in National 5 Mathematics at either Grade A or Grade B.

## Course content

The Higher Physics course consists of four mandatory units:

- Our Dynamic Universe
- Electricity
- Particles and Waves
- Researching Physics

Each unit builds upon and extends the fundamental concepts of Physics introduced at National 5.

## Assessment

### *Internal Assessment*

Throughout each Unit written tests will be given. These are important as the candidate must pass each, in addition to the external exam at the end of the course. Candidates who fail to pass a Unit test are given one resit opportunity. Students must also complete a practical investigation and produce a written report, which is internally assessed.

### *External Assessment*

Research Assignment: The purpose of the assignment is to assess the application of skills of scientific inquiry and related physics knowledge and understanding. This counts as 17% of the final exam.

Exam: The SQA's written external exam is 2 1/2 hours long. Candidates must pass all internal assessments (written and practical) and the SQA exam to be awarded a Higher Physics pass.

## Progression: next steps

A Higher Physics pass at grade A or B allows entry to Advanced Higher Physics.

## Advanced Higher Physics (SCQF Level 7)

The Advanced Higher Physics Course has been designed to articulate with and provide progression from the Higher Physics Course.



Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of physics and developing the candidate's skills in investigative practical work.

## Entry Requirements

This course is offered to S6 Pupils who have a pass in Higher Physics with either Grade A or Grade B and also a pass in Higher Mathematics at either Grade A or Grade B.

## Course content

The Higher Physics course consists of four mandatory units:

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics

Each unit builds upon and extends the fundamental concepts of Physics introduced in Higher Physics.

## Assessment

### *Internal*

Each unit has a written assessment at the end of it. As in Higher Physics, a pupil must pass these, as well as the external written assessment, before they are awarded a grade in the subject.

Practical Abilities will be formally assessed within each unit by testing the students' competence at carrying out and writing a report of a set experimental investigation.

### *External*

Research Investigation and Report: An investigation will be marked externally. The investigation report will be required to contain the presentation and analysis of results obtained during the investigation, details of procedure, a conclusion and a critical evaluation. As far as is practicable, the investigation is of the candidate's choosing and design.

Exam: The grade awarded for the course will depend on the total marks obtained for the question paper (total 100 marks) and for the investigation (total 20 marks).

# **PRACTICAL METALWORKING NATIONAL 4/5**

## **(SCQF Level 4 & 5)**

### **WHY CHOOSE THE SUBJECT?**

There is a national shortage of qualified Engineers. Practical Metalworking will develop practical engineering skills.

### **ENTRY REQUIREMENTS**

No previous qualifications are required.

## **THE STRUCTURE OF THE COURSE**

### **COURSE UNITS**

#### **Bench Skills**

This introductory unit covers a range of metal work hand skills, including bench fitting work, basic sheet-metal work, measuring and marking-out. The general ability to read and interpret drawings and diagrams is developed in this unit. Each candidate will produce two small artefacts, one from sheet-metal and one utilising fitting and assembly skills.

#### **Machine Processes**

The purpose of this unit is to extend knowledge of measuring and marking-out and to gain experience of common machines, equipment and related processes. Knowledge is gained of the key features and functions of machines and other items of equipment commonly found in workshops. This includes metalworking lathes and pedestal drills. Candidates are expected to manufacture artefacts from given drawings.

#### **Fabrication & Thermal Joining**

Fabrication means the forming and joining of components. Thermal joining (welding) techniques employed are those such as manual metal arc (MMA) and metal inert gas (MIG). These techniques are prescribed to allow an insight into methods commonly used in heavy fabrication work. Other thermal processes for joining metals, for example brazing or soldering, may also be covered.

### **COURSE ASSESSMENT**

A project combining all skills learnt is produced and assessed. There is no written exam, the final grade depends upon all the units being completed to and then the quality of the final project gives the final grade.

### **HIGHER EDUCATION AND CAREERS**

This course gives grounding for a career in hands on engineering. For those who plan to study engineering at university the course would give a practical grounding to some of the process they may cover.

# **PRACTICAL WOODWORKING NATIONAL 5**

## **(SCQF Level 5)**

### **WHY CHOOSE THE SUBJECT?**

There is a national shortage of qualified Tradesmen. You have a keen interest in further developing your practical skills.

This course will contribute to the knowledge, understanding and practical experience of candidates whose aspirations and abilities are towards practical work, or who are considering a career in an industry which involves practical activity in any capacity.

The skills taught will help give confidence to carry out repairs and make artefacts out of wood.

### **ENTRY REQUIREMENTS**

No previous qualifications are required.

## **THE STRUCTURE OF THE COURSE**

### **COURSE UNITS**

#### **Practical Woodworking: Flat-Frame**

This unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Learners will also be able to read and use drawings and diagrams.

#### **Practical Woodworking: Carcase Construction**

This unit helps learners to develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

#### **Practical Woodworking: Machining and Finishing**

This unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

### **COURSE ASSESSMENT**

A project combining all skills learnt is produced and assessed. There is no written exam, the final grade depends upon all the units being completed to and then the quality of the final project gives the final grade.

### **HIGHER EDUCATION AND CAREERS**

This Course gives an excellent grounding for a career in the engineering industry. It is suitable for all types of practical training/ skills development.

# **RURAL SKILLS**

## **SKILLS FOR WORK**

### **NATIONAL 4 (SCQF Level 4)**

#### **UNIT 1**

##### **Land-based Industries: an introduction**

Investigate the nature of various land-based industries and examine job opportunities within the sector.

#### **UNIT 2**

##### **Employability Skills in the Land-based industries**

Develop employability skills considered important in the land-based sector: good time-keeping, attendance, good team working and safety awareness. Evidence for this unit should be generated through practical activities carried out in the rest of the course.

#### **UNIT 3**

##### **Animal Husbandry: an introduction**

Learn basic skills required for maintaining the health and well-being of one species of animal (e.g. horses, sheep, cattle) in a commercial setting.

#### **UNIT 4**

##### **Animal Handling: an introduction**

Learn basic skills required for handling and restraining one species of animal in commercial setting.

### **POSSIBLE CAREER PATHS**

Crofter, Farmer, Handyman, Fencer, Land based engineer, Stockman, Shearer

*"This course gives you the opportunity to learn skills which are needed in the local community."*

*"It's great to get the chance to work outside and I have enjoyed the course very much."*

## **Social Services – Children and Young People Foundation Apprenticeship (SCQF level 6)**

### **What's the qualification?**

Foundation Apprenticeship in Social Services (Children and Young People), which is the same level of learning as SQA Highers (SCQF level 6) and includes industry-standard, employer recognised qualifications, core skills and work experience:

- A National Progression Award (NPA) in Social Services (Children and Young People) at SCQF level 6
- Core units of an SVQ in Social Services (Children and Young People) at SCQF level 6
- A work placement

### **What will I learn?**

The National Progression Award, incorporates SQA Units at SCQF6 in:

- 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

Candidates can achieve industry-standard SVQ Units (SCQF6) in the workplace while on placement:

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of children

A Foundation Apprenticeship also help develop core skills valued by employers, particularly:

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

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

### **Where could it take me?**

A Foundation Apprenticeship is widely recognised and contributes to many options: it's up to you where you go next.

- A Modern Apprenticeship: On completing your Foundation Apprenticeship, you'll have already achieved core units which can help you progress to the Modern Apprenticeship in Social Services (Children and Young People) giving you a head start.
- Further Education: Continue your studies at college, with an HNC or HND in a social services or childcare subject. Your workplace experience will support your college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- Straight to a job: Use your qualification and work experience to find a job in the social services industry.

### **Entry Requirements**

Based upon performance in S2 and S3, Social Services – Children and Young People Foundation Apprenticeship is available to all pupils in S4 and S5 (FA is a two year course). Candidates must have the capacity (with support if required) to work at SCQF 6 level.

### **Working in the children and young people sector:**

Every child deserves the best start in life to grow up happy, healthy and confident. You can help make sure this happens.

With this Foundation Apprenticeship, you'll be prepared for a wide range of different childcare roles. Look after young children as a nanny, nursery worker or childminder. Organise fun activities which help young people build their self-esteem as a playworker. Give children and their families vital support as a social worker.

In Scotland, over 203,000 people work in social services. The number of jobs in the Outer Hebrides and nationally is growing and there are great opportunities for progression, too.

## Social Services and Healthcare Foundation Apprenticeship (SCQF Level 6)

### What's the qualification?

Foundation Apprenticeship in Social Services and Healthcare, which is the same level of learning as an SQA Higher (SCQF level 6) and includes industry-standard, employer recognised qualifications, core skills and work experience:

- A National Progression Award (NPA) in Social Services and Healthcare at SCQF level 6
- Core units of an SVQ in Social Services and Healthcare at SCQF level 6
- A work placement

### What will I learn?

The National Progression Award incorporates SQA Units at SCQF6 in:

- Social Services in Scotland
- Safeguarding People
- Communication in Care Relationships
- Safe Practice and Wellbeing in Social Services
- Human Development and Social Influences

Candidates can achieve the full SVQ\* Level 2 (SCQF6) in the workplace while on placement:

- 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 also helps develop core skills valued by employers, particularly:

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

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

### Where could it take me?

A Foundation Apprenticeship is widely recognised and contributes to many options: it's up to you where you go next.

- **A Modern Apprenticeship:** On completing your Foundation Apprenticeship, you'll have already achieved core units which can support your progression to the higher level Modern Apprenticeship in Social Services and Healthcare, giving you a head start.
- **Further Education:** Continue your studies at college, with an HNC or HND in a social services or healthcare subject. Your workplace experience will support your college application.
- **University:** Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- **Straight to a job:** Use your qualification and work experience to find a job in the social services and healthcare industry.
- \*The SVQ is recognised for employability registration by the Scottish Social Services Council SSSC.

### Entry Requirements

Based upon performance in S2 and S3, Social Services – Children and Young People Foundation Apprenticeship is available to all pupils in S4 and S5 (FA is a two year course). Candidates must have the capacity (with support if required) to work at SCQF 6 level.

**Working with people** is at the heart of healthcare and social services. If you have a passion for improving lives and helping others, a career in this rewarding field could be for you.

Care for sick, injured or disabled people as an adult nurse or children's nurse. Look after people at home or in residential homes as a care home manager, care assistant or residential support worker. Give advice and support to families to help them improve their lives as a social worker. A Foundation Apprenticeship in Social Services and Healthcare helps you prepare for a wide range of different care roles. Over 161,000 people are currently employed by NHS Scotland. The number of jobs are still growing, locally on the islands and nationally and there are great opportunities for progression, too.



# Skills For Work

National 5

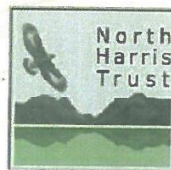
SPORTHARRIS

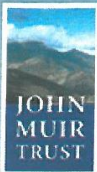
wild land - wildlife - education - adventure

## Sport and Recreation

- Sea Kayaking
- Coasteering
- Orienteering
- Rock Climbing
- Mountain Biking
- Hill Walking
- Archery

Develop relevant Vocational and Employability Skills,  
in the context of an Adventure Sport  
and Recreation setting





# Skills For Work

National 5

SPORT HARRIS

wild land - wildlife - education - adventure

## Course Content

### Assist with a component of Activity Sessions:

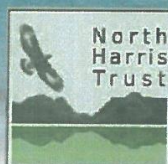
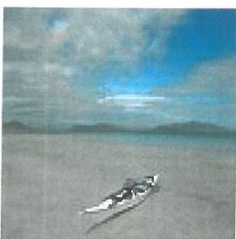
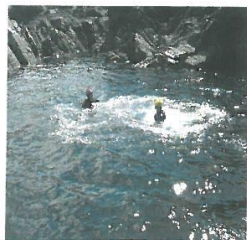
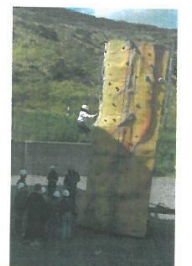
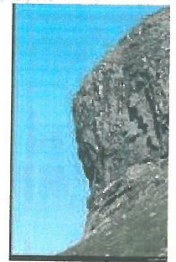
Candidates will assist in the planning and delivery of a component within activity sessions for both a group and a single client. They will use appropriate resources and be able to carry out risk assessments and health and safety procedures.

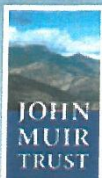
### Employment Opportunities in the Sport & Recreation Industry:

Candidates will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. They will be able to identify areas where further training is required and produce a career plan.

**Assist with Fitness Programming:** Candidates will learn how to develop and organise a physical training plan for a client. Candidates will assist in establishing a clients fitness baseline. They will monitor the clients progress and review the results, making modifications to the training plan as required

**Assist with Daily Centre Duties:** Candidates will gain experience in setting up and dismantling and storing equipment. They will learn how to: move and handle equipment and check for any faults and know how to deal with them





# Skills For Work

National 5

SPORTHARRIS

wild land - wildlife - education - adventure



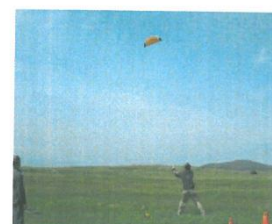
## Experience of the workplace

A key aspect of the Sport and Recreation National 5 Course is the need for candidates to gain experience of a real or simulated workplace environment. We will be working closely with local organisations and facilities, e.g. the Isle of Harris Sport Centre, the Scaladale Centre and the North Harris Trust.



## Resources

Throughout the course pupils will learn through participating in a variety of exciting and challenging outdoor activities both in and around the stunning environment of Harris. Pupils will have access to the latest outdoor equipment and all staff who are delivering the course are qualified to National Governing Body Standards.



## Progression

This Course may provide candidates with opportunities to progress to:

- Scottish Progression Award in Sport and Recreation
- National Outdoor Certificates/Degrees at University Highlands and Islands
- SVQs in Sport and Recreation
- Training/employment

"It is only in adventure that some people succeed in knowing themselves."

André Gide



## ***Travel & Tourism (National 4 &5) : Skills for Work: (SCQF Level 4 & 5)***

Skills for Work courses are different from other vocational provision because they focus on employability skills needed for success in the workplace. The courses offer opportunities for learners to acquire these critical generic employability skills through a variety of practical experiences.



### ***Course Content***

This Course is the base level vocational course in Travel and Tourism. It 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 aims of the course:***

- 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

### ***The mandatory units of the course are:***

Employability

Customer Service

Scotland

UK and Wider World



### ***Learners who undertake this course could expect to progress to:***

- SQA Travel and Tourism Courses or Units at SCQF level 6 or levels above.
- NC Travel and Tourism (SCQF level 6)
- Other Travel and Tourism Units and/or Courses
- Employment
- Further education or training

### ***Achieving the course***

Upon successful completion of the Units which make up the Course a course award will be achieved. Units are assessed internally by the Centre delivering the Course and externally verified by SQA. Assessment involves a range of different tasks, including practical assignments, short tests and keeping personal records. There is no final exam and the Courses are not graded.



## Childcare and Development - Higher (SCQF level 6)

The Higher Childcare and Development Course enables candidates to understand child development from pre-birth to 16 and the roles and responsibilities of those who contribute to the development of children and young people. Candidates learn to recognise that each child or young person has a unique blend of abilities and needs. They gain an understanding of the rights that entitle children and young people to play, protection, education, and their own identity.

### Why choose this course?

The course is suitable for candidates who have an interest in childcare and development. They will be interested in the role of professionals and others involved in partnership working along with strategies and initiatives that underpin professional childcare practice. Candidates develop the skills, knowledge and understanding needed to recognise the factors that influence children's wellbeing and shape childcare and development priorities and practice.

### Entry requirements

- Core Skill English at National 5
- Courses in any relevant subject at National 5
- Ability to work at SCQF Level 6
- A keen interest in the subject

### Course Structure

The course consists of three areas of study:

#### *Child development*

Candidates investigate child development from pre-birth to 16. They develop an understanding of the holistic needs of children and young people and explore how these needs interrelate. Candidates evaluate methods for assessing the development of children and they have the opportunity to identify and analyse factors that influence child development.

#### *Child development: theory*

Candidates develop an understanding of theories of development and analyse these in relation to working with children and young people.

#### *Services for children and young people*

Candidates explore current services and the role of professionals and others working in partnership to support the development of children and young people. Candidates develop an understanding of the ways in which legislation influences professional working relationships. They also analyse initiatives and strategies used to inform current practice.

### Course Assessment

To gain the course award, candidates must pass the course external assessments, which consist of an exam paper worth 40 marks and a project worth 90 marks.

### Attendance

The course will be taught by VC by lecturing staff from the Health Department at Lews Castle College UHI.

### Progression

Successful learners may progress to:

- Degree level study in, for example, Health and Welfare, Child and Youth Studies.
- Higher National programmes (SCQF7) for example HNC Childhood Practice
- Further or Higher Education Courses leading to careers in Health, Social and Child Care.
- Further study, employment or training.



## **NPA Enterprise and Employability SCQF Level 5**

The National Progression Award (NPA) in Enterprise and Employability equips candidates with relevant and transferable skills which can be used in any employment setting, including self-employment.

### **Why choose this course?**

This NPA includes Units that allow candidates to improve their employability and entrepreneurial skills.

### **Entry requirements**

Access is at the discretion of the college. Candidates should be able to work at SCQF level 5.

### **Course Structure**

This qualification offers opportunities to learners to develop knowledge and understanding of enterprise and employability.

A total of four credits are required to achieve the NPA at level 5. The Units will cover knowledge of a wide range of employability skills and explore areas for personal development. In addition, candidates will all take part in a practical enterprise activity with enhanced learning opportunities to allow them to develop greater knowledge and understanding of self-employment.

### **Course Assessment**

The use of a wide range of assessment methods is included within the Units, including multiple choice questions, short reports, portfolios and the observation of practical tasks.

### **Attendance**

The course will be taught by VC by lecturing staff from the Business section at Lews Castle College UHI. at the campus.

### **Progression**

The NPA in Enterprise and Employability at SCQF level 5 provides a progression route to employment, relevant locally devised FE programmes and, potentially, higher education.

## Introduction to Global Environmental Issues

### WHY CHOOSE THE SUBJECT?

This is a unique opportunity to experience university-level study by choosing a 1<sup>st</sup> year online module with the University of the Highlands and Islands.

The module **Introduction to Global Environmental Issues** examines a wide range of issues where human impact on the environment is of global concern. It examines the interaction of earth's systems and human systems and looks at frameworks for studying the environmental impacts of human beings. In this context the module considers such topics as climate change, deforestation, resource depletion, mass travel and tourism, "free" and "fair" trade, constantly relating world issues to local circumstances and vice versa.

### ENTRY REQUIREMENTS

Candidates should have attained 2 Higher Grades at Grade C or above.

### THE STRUCTURE OF THE COURSE

This is an SCQF Level 7 module:

☐ Introduction to Global Environmental Issues      20 SCOTCAT Credits (200 hrs)

### ONLINE STUDY

Face to Face	%	___ hours
Video-conference	%	___ hours
Online	50%	100 hours
Audio conference	%	___ hours
Self-directed study	50%	100 hours
Other...	%	___ hours
<b>TOTAL</b>	<b>100%</b>	<b>200 hours</b>

Online study requires weekly interaction online in a Discussion Forum and each fortnight there will be a tutorial (instant messaging) chat session discussing the topical issues related to the course content.

### ASSESSMENT

Essay (1800 words) (65%)

Continual Assessment, (900 words) (35%)

All elements of assessment require a minimum 30% pass mark in order to achieve a pass on the module overall.

### HIGHER EDUCATION AND CAREERS

This module provides 20 SCOTCAT credits at SCQF Level 7 which may be transferable to any Higher Education College or University degree in the Geography or Environmental or Modern Studies areas.



## **NPA Maritime SCQF Level 5**

This course gives learners seeking a vocational programme the opportunity to enrich their school education, providing an insight into the maritime industry and enabling them to confirm their interest in the sector as a career or pathway to further study.

### **Why choose this course?**

This NPA includes mandatory Units that provide an insight into the maritime industry and the nautical environment. In addition, candidates undertake a range of theoretical maritime subjects, and the knowledge and experience gained provides them with the opportunity to make well informed career choices.

### **Entry requirements**

Access is at the discretion of the college. A genuine interest in a Maritime career is highly desirable. Pupils should be able to work at SCQF level 5.

### **Course Structure**

This qualification offers opportunities to learners to develop knowledge and understanding in all aspects of the maritime industry.

In the mandatory Units pupils will develop an understanding of basic navigational watchkeeping, an overview of the maritime sector, the theory behind vessel construction and stability, and vessel ropework, anchoring and mooring

The optional Unit allow pupils to develop more specialised knowledge of the health and safety aspects involved in securing a vessel for safe passage.

### **Course Assessment**

The use of a wide range of assessment methods is included within the Units, including multiple choice questions, short reports, portfolios and the observation of practical ropework.

### **Attendance**

The course will be taught by VC by lecturing staff from the Maritime section at Lews Castle College.

### **Progression**

The NPA Maritime, at SCQF level 5, provides a progression route to the employment in the Maritime and Aquaculture sectors, relevant locally devised FE programmes and, potentially, higher education. For example, with the appropriate educational profile, candidates could progress to a seagoing modern apprenticeship.

## PERSONAL EFFECTIVENESS AND STUDY SKILLS

### WHY CHOOSE THE SUBJECT?

This is a unique opportunity to experience university-level study by choosing a 1<sup>st</sup> year online degree module with the University of the Highlands and Islands.

**Personal Effectiveness and Study Skills** will prepare you to study at University or College. The strategies and skills required for academic writing will be developed; you will be introduced to the processes of planning, implementing and evaluating the improvement of your effectiveness as a student. You will also develop effectiveness in the areas of: Learning and Study Skills; Planning and Reflection; Communication Skills and Team Working Skills.

### ENTRY REQUIREMENTS

Candidates should have attained 2 Higher Grades at Grade C or above.

### THE STRUCTURE OF THE COURSE

This is an SCQF Level 7 module.

Personal Effectiveness and Study Skills      20 SCOTCAT Credits (200 hrs)

### ONLINE STUDY

Face to Face	%	___ hours
Video-conference	%	___ hours
Online	50%	100 hours
Audio conference	%	___ hours
Self-directed study	50%	100 hours
Other...	%	___ hours
<b>TOTAL</b>	<b>100%</b>	<b>200 hours</b>

Online study requires regular interaction in discussion forums. Chat sessions with your tutor and with each other are a key feature of the module.

### ASSESSMENT

Assessment 1: 500 word essay and action plan (500 words)

Assessment 2: 1500 word group generated report on a topic agreed with tutor. (Of this 50% will be an individual mark and 50% a group mark)

Assessment 3: submission of reflective log (via e-portfolio) and 500 word essay.

### HIGHER EDUCATION AND CAREERS

This module helps prepare students for the rigours of Higher Education.

The generic transferrable skills of online collaboration, reflective practice and team working are of value in all academic settings and in the workplace.

The 20 credits at SCQF level 7 may be transferrable to degree and other programmes at that level.



<b>Course</b>	<b>PSYCHOLOGY</b>
<b>Level</b>	Higher (SCQF 6)
<b>Duration</b>	Delivered over one year
<b>Units</b>	<ul style="list-style-type: none"><li>Psychology: Understanding the Individual</li><li>Psychology: Investigating Behaviour</li><li>Psychology: The Individual in the Social Context</li></ul>
<b>Description</b>	<p>You will gain an understanding of topics such as: early socialisation, the effects of early attachments, theories behind stress, approaches used to help explain atypical/abnormal behaviour and research studies, which help to explain reasons for conformity and obedience. You will also gain practical experience of conducting research with methods used by psychologists when testing hypothesis and developing theories.</p> <p>The aims of Higher Psychology are to:</p> <ul style="list-style-type: none"><li>stimulate candidates' initial interest in psychology, by providing both a broad overview of the discipline, and the opportunity to study a selection of topics in some depth</li><li>develop an understanding of psychological theories, concepts, research studies, research methods, terminology and applications</li><li>develop knowledge of psychology within its historical context, and thus develop an appreciation of the dynamic nature of the discipline, including the importance of both classic and contemporary research and theory</li><li>promote a critical approach to the discipline as a science, emphasising empirical methodology, evidence-based theory and applications, continual updating of knowledge and the importance of ethical considerations</li></ul> <p>The course will be delivered through the College VLE, with tutor support by email and VC</p>
<b>Progression</b>	Academic: This course can be considered towards entry into a higher level of study such as Higher National Certificate (HNC)/Higher National Diploma (HND) or BSc (Hons) Psychology courses, the latter degree is available at UHI.
<b>Employment prospects</b>	Employment/Career: Achieving this Higher can be used as a stepping stone into various career paths such as sports, educational and clinical psychology or to further study in higher education.