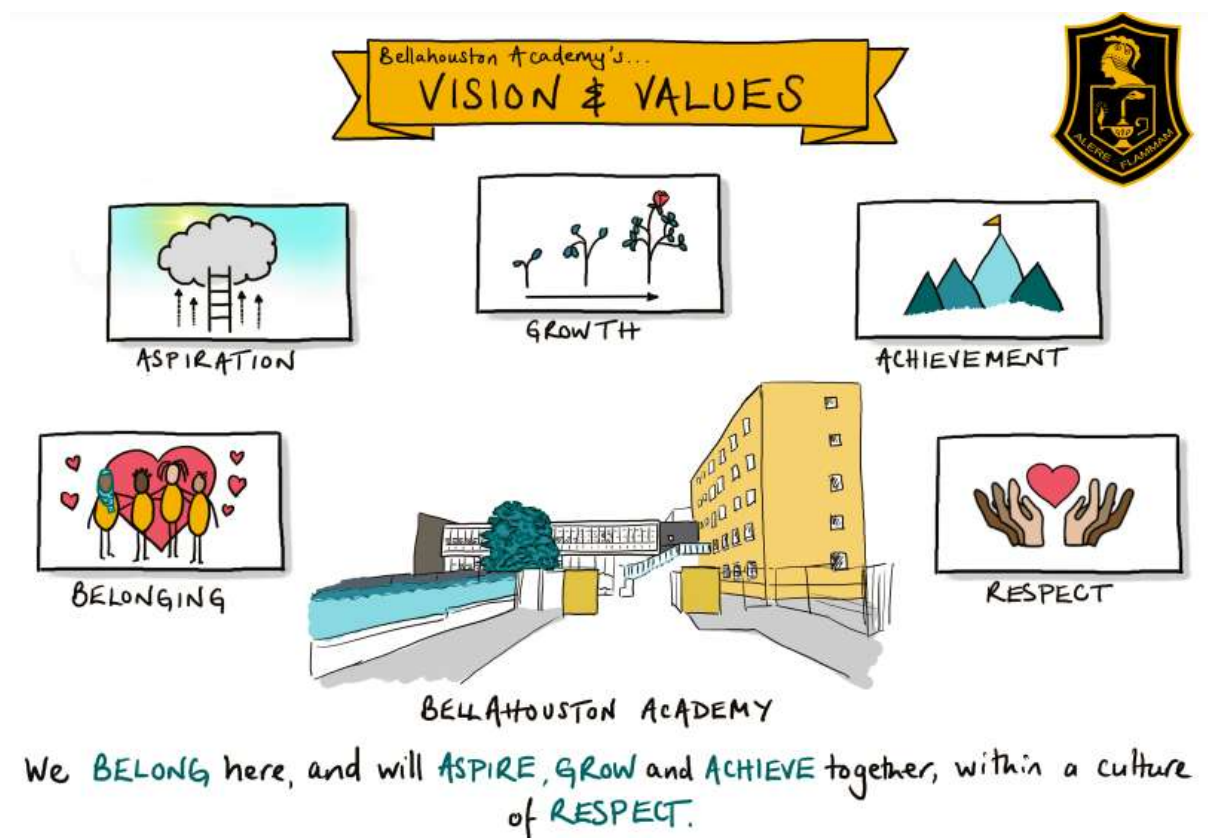


# Bellahouston Academy



## Senior Options Booklet 2026-2027

## **Introduction**

You have been following SQA National Qualifications and you have learned many skills and now have the opportunity to reflect on the following:

- your strengths
- your interests
- the importance of keeping an open mind about possible career choices
- how to find and use career resources in the school
- equal opportunities

## **What now?**

- Read the subject information in the booklet. This has been written by members of staff. Go and speak to the departments if you are unsure or have questions.
- Discuss and complete your option form with your parent/carer. Explain your ideas to them and ask them to help you think it through.
- Bring the completed form to your one-to-one interview.

**You will have a one-to-one interview with your House Team Pastoral Care Teacher or Depute Head Teacher leading to a final decision about your options in S5/6.**

**Your options will be agreed upon by you, your parent/carer and the school.**

## **Choices**

Your choices should allow you increasing specialisation whilst ensuring the right level of challenge and support.

You will study five subjects over a one-year course at either National 3, National 4, National 5, Higher or Advanced Higher Level.

## **Balance**

Don't choose what looks like the 'best' subject from each column but think of a group of subjects which will be useful for the type of career you have in mind. The Option Form is coloured according to broad subject areas and your choices should include a selection or 'rainbow' of colours.

## **Be realistic**

Choose a course of study that will be challenging but not too difficult for you. Your subject teachers can advise you on how you are likely to cope in the subjects they teach. If you really enjoy a subject and work hard at it, you can achieve the best you can. Drive and determination will help you succeed.

## **The Options Form**

- There are 5 columns for Main School and 3/4 columns (A to C/D) for Glasgow School of Sport pupils.
- All students will study Core PE, PSHE, Core RME together with a daily tutor class.
- It is likely you will continue with an English qualification in S5.
- The form is split into levels to help you choose the next level of progression.
- Write 1 and 2 for your first and second choice in the box at the bottom of each column — 3/4 for GSOS pupils and 5 for everyone else.
- You CANNOT choose the same subject in two columns.
- Subjects appear in more than one column to give you flexibility and help avoid any clashes.

*The Option form and Booklet will be available online and Pastoral Care staff will be able to help you with your choices.*

## **And remember:**

- Our school library has a special careers section which contains a lot of information which may help you decide.
- Your PSHE teacher can help you access online careers advice.
- Mr Ruiseil, Mrs Summers, Ms Dadgostar, Mrs Rashid, Mrs Davies and Miss Kennedy will be happy to answer any questions which you may have at this time.

## **Useful Web Links for Pupils and Parents:**

[www.bellahoustonacademy.glasgow.sch.uk](http://www.bellahoustonacademy.glasgow.sch.uk)

www.youngscot.org (learners)

www.parentzonescotland.gov.uk (parents and carers)

www.employersandyoungpeople.co.uk (employers)

www.sqa.org.uk (information on qualifications)

www.hmie.gov.uk (standards, inspections)

www.ltscotland.org.uk (teaching practice and support)

www.engageforeducation.org (share ideas and questions about education issues)

www.scotland.gov.uk/cfeinaction (examples of CfE in action and signposts to further information)



# Art & Design

People who have an art and design education have a broad range of capabilities and a curiosity to discover the world we live in today and the beautiful culture that surrounds us.

Art and Design encourages self-expression and creativity and can build confidence as well as a sense of individual identity.

Creativity can also help with well-being and improving health and happiness – many pupils advocate that art and design acts as an outlet for releasing the pressures of studying as well as those of everyday life. Studying this subject also helps to develop critical thinking and the ability to interpret the world around us.

## Higher

The Higher course is divided into 3 separate elements:

- Expressive Portfolio (100 marks)
- Design Portfolio (100 marks)
- Question Paper (60 marks)

This course consists of 260 marks in total to achieve.



The course offers multiple opportunities for personalisation and individuality in both the expressive and design folio elements. In your expressive portfolio you have the option to explore still life, portraiture, built environment (buildings, architecture) or natural environment.



# Advanced Higher

For the Advanced Higher course you have the choice of producing either a design or an expressive practical portfolio of work. This will be your major unit of work. The major unit of work will be accompanied by a study report and also a statement of intent.

The Advanced Higher Art and Design course takes the form of a personal enquiry. It is important that when selecting your theme you choose a strong area of study that you are enthusiastic about and will sustain your work throughout the whole year.

You will negotiate your theme with your class teacher then undertake a work schedule where you will be required to meet a series of deadline dates. It is crucial that you take responsibility for your own work schedule and endeavour to meet all deadline dates set.



## Assessment Breakdown

Units	Unit Requirements	Assessment %
Major Unit (Practical Portfolio)	Expressive or Design Folio (Minimum 10 to maximum 18 sheets)	60%
Minor Unit (Report)	1500 - 2000 words	30%
Statement of Intent	Final Statement of Intent & Evaluation	10%





# Art and Design Career Options

The skills and experiences you develop within this subject enable continued progression to further education or employment. Some of the possibilities are listed below.



- Digital Art - Concept artist for games and films (think of the beautiful work by concept artist Shaddy Safadi responsible for inspiring the Last of Us video game), Animator, Videographer, Cinematographer, Visual Effects Supervisor, UX Designer.



- Sculptor (Ever seen the amazing work by artist Andy Scott who is responsible for the famous Kelpies sculpture. He also happens to be a previous pupil of Bellahouston Academy)

- Art and design lecturer for college and/or university, Art and Design teacher.

- Fashion Designer, Jewellery Designer.

- Interior Designer



- Model Maker (Think of the fantastic work created by the stop motion artists responsible for Wallace and Gromit)

- Architect, Product Designer

- Graphic Designer, Sign Painter, Art Director for a studio

- Illustrator

- Art Conservationist (The dedicated individuals responsible for preserving the most famous artworks in the world), Curator for a Gallery/Museum



# NPA Photography

This National Progression Award (NPA) allows pupils to develop knowledge and understanding in photography. There will be opportunity to complete written work also however this is limited.

It covers areas such as:

- Understanding different photography genres and concepts
- Practical skills in photographing people and places
- Organising and working with photographic images

It would be beneficial if learners had a keen interest in photography or creative digital media. Ideally, learners should either have already completed NPA Photography in S3 and S4 or have some degree of aptitude for, and a genuine interest in, photography, that can be nurtured and developed.





# NPA Painting

The aim of this National Progression Award in Painting at level 5 is to provide an award that creates opportunities to investigate, develop and refine painting skills as well as to gain a basic understanding of colour theory.

The focus of this course is learning how to paint, how to handle a paintbrush correctly and how to create successful paintings. This course does not primarily focus on drawing skills however you can sketch if confident but at all opportunities each project has to include painting at some stage.



Pupils can have the opportunity to utilise different paints in their work from acrylic, watercolour and tempera paste. Experimentation with various paint tools is also another fun aspect such as painting with natural materials (leaves, tree branches), cotton buds, palette knife painting, etc.

Pupils are required to:

- Research and investigate work in painting.
- Produce and present a finished painting to a given brief.
- Progressively develop skills and ideas towards the production of a finished painting to a chosen theme.
- Demonstrate a basic understanding of colour, theory, terminology, mixing, harmonies, and colours in nature.

This course could provide a stepping stone towards selecting National 5 Art and Design or a HNC course at college at a later date if pupils have felt their skills and abilities have improved and feel more confident.





## PHYSICAL EDUCATION National 5 (Level 5)

This course is suitable for pupils who would like to begin studying PE as an SQA qualification. Pupils will enhance their performance skills and develop a deeper understanding of factors that positively and negatively impact performance development in sport.

### Course Outline:

- Analyse the impact of mental, emotional, physical and social barriers, and learn the skills you need to overcome them.
- Understand how skills, techniques and strategies combine to produce an effective sports performance.
- Develop a broad repertoire of complex skills across a range of sports.
- Develop language skills and the ability to identify, describe, explain, evaluate and justify.

### Homework:

Issued at certain times of the year in relation to assessment windows.

### Assessment:

#### Portfolio Project **60 marks**

The 3 sections of this project are produced over a number of months and worth 50% of pupils' overall grade.

Section 1: Understanding factors that impact performance

Section 2: Planning, developing and implementing approaches to develop personal performance

Section 3: Monitoring, recording and evaluating improvements in performance.

#### Performance **60 marks**

Pupils select 2 activities to be assessed in, each marked out of 30. They are then combined and will make up the remaining 50% of their overall grade.

### Career opportunities or further study:

Learners can access the SQA Higher course next year or school leavers may access entry at college or apprenticeships.

**Critical Thinking**

- Deconstruction
- Logical Thinking
- Judgement
- Computational Thinking



**Focusing**

- Sorting
- Attention
- Filtering







## PHYSICAL EDUCATION Higher (Level 6)

This course is suitable for candidates who have secured their National 5 PE award or are in GSOS. Pupils will enhance their performance skills and develop a deeper understanding of factors that positively and negatively impact performance development in sport.

### Course Outline:

- Analyse the impacts of mental, emotional, social and physical barriers and develop skills to overcome them.
- Understand how skills, techniques and strategies are combined to produce a consistently high level of performance.
- Develop a depth of performance ability in 3 sports.
- Learn literacy skills in evaluating, justifying and analysing to ensure readiness for SQA exam.

### Homework:

Issued on a weekly basis. Designed to develop critical understanding of the course, develop an ability to study independently and undertake exam practice questions.

### Assessment:

#### SQA Question Paper **50 marks**

This paper takes place in the SQA exam diet. Pupils answer 3 sections totalling 50 marks. This is worth 50% of their overall course award.

#### Performance **60 marks**

Pupils select 2 activities to be assessed in, each marked out of 30. They are then combined and scaled by the SQA to make up the remaining 50% of their overall course award.

### Career opportunities & further study:

Learners may pursue further education at University, College or Apprenticeship. The level you enter depends on your result. Many former pupils have gone onto study degrees in Primary Education, PE teaching, Sports Coaching, Events Management, Sports Science, Physiotherapy etc.

**Critical Thinking**

- Deconstruction
- Logical Thinking
- Judgement
- Computational Thinking





## SPORTS LEADERSHIP (Level 5&6)

This course is for any pupil who has a passion for sport, and wants to develop their leadership skills. It is most suited for those interested in Sports Coaching and Community Sports Initiatives. Sports Leaders **MUST** commit to assisting at one lunchtime club each week.

### Course Outline:

Five key units include:

- Leadership in Sport: understanding leadership principles and practices
- Communication Skills: developing coaching for motivation and team management
- Planning and Delivering Sports Sessions
- Health and Safety: Ensuring a safe and inclusive environment for participation
- Primary Placement (level 5)
- Primary and ASN placement (Level 6)

### Assessment:

- Online Leadership Learning Log marked by Sports Leader UK
- Practical Sports Sessions demonstrating active leadership skills
- Written reflections on theories, sports development and personal planning
- Observations and feedback from Primary school Placement.

### Homework:

Homework assignments are in the form of session plans, coaching theories and coaching reflections. All are in preparation for Primary Coaching Placement at our local feeder primary schools.

Leading

- Inspiring Others
- Influencing
- Motivating Others
- Developing Others
- Change Catalyst







## SPORT & RECREATION National 5 (Level 5)

This course is aimed at senior pupils who are interested in developing their sports skills, employability skills, customer service skills and knowledge in the Sport and Recreation Industry.

### Course Outline:

- Unit 1: Employability Opportunities in the Sport and Recreation Industry (sourcing information about career pathways and skill set)
- Unit 2: Assisting with Fitness Programming (planning, identifying and reviewing fitness goals)
- Unit 3: Assisting with Sports Centre Duties (setting up, dismantling and checking equipment, accident and emergency procedures, dealing effectively and courteously with clients, staff and others)
- Unit 4: Assisting with coaching sessions (Planning, setting up and delivering activity sessions)

### Assessment:

Each unit is assessed with a combination of log books, reports, customer service reviews and observations of practical sessions.

### Career opportunities:

On successful completion of the course, learners can transfer their employability skills across a range of professions and interview scenarios. This qualification is particularly attractive for part time and full time work at local Sports Centres



### Homework:

No homework requirements for this course



## SPORTS BUNDLE (SQF Level 5&6)

This course is aimed at any senior pupil who would like to develop their performance in a range of sports whilst also gaining additional qualifications in Sport and Fitness, Officiating & Events Management.

### Course Outline:

Opportunities to secure the following awards:

- Introduction to First Aid - Level 5
- NPA Sport & Fitness - Level 5
- Saltire Community Volunteering Awards
- PE Performance Unit Awards - Nat 5/Higher/Adv. Higher
- Events Organisation – Level 6
- National Governing Bodies – Officiating Awards

Pupils will also experience coaching sessions from visiting International/Olympic coaches

### Assessment:

Assessments of the units in the award will almost always be practical in nature. You will be asked to keep log books, reports and observations being gathered throughout.

### Career opportunities or further study:

On successful completion of the course, some learners may pursue further study/career options related to Education, Physical Activity, Events Management, Sports Journalism, Officiating, Sport and Exercise Science, Physiotherapy etc

### Homework:

No written homework requirement.



## Hospitality: Practical Cookery National 5

### Entry Requirements:

A qualification in Hospitality National 4 is recommended although not necessary. An interest in food, cooking and an enjoying being creative would be useful.



### Course Outline and Homework Expectations

There will be a lot of practical cooking using a variety of ingredients and some writing along the way. The aim of this course is to enable learners to:-

- use a range of cookery skills, food preparation techniques and cookery processes.
- develop an understanding of ingredients from a variety of different sources, as well as responsible sourcing and sustainability.
- select and use ingredients to produce and garnish or decorate dishes.
- develop an understanding of the impact of the choice of ingredients on health and wellbeing.
- work in a safe and hygienic manner.

### Course assessment

There are 3 Practical Units (with some written elements) and one final summative assessment (with some written work)

The units are

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

The knowledge gained from the above units will be tested in the added value unit which is a practical assessment. You will be required to plan and cook a 3 course meal for 4 people.

### Possible Career/Progressions

The skills gained will be relevant to many careers including:



Teaching  
 Professional Cookery  
 Hotel Management  
 Events Management  
 Baking and Confectionery  
 Food Preparation



Catering  
 Food Manufacturing  
 Food Service  
 Health Promotion  
 Hospitality  
 Food Technology





## Hospitality: Practical Cake Craft National 5

### Entry Requirements:

Pupils must have completed the National 5 Hospitality- Practical Cookery Award

### Course Outline and Homework Expectations

The course is made up of 2 units:

- Cake Baking
- Cake Finishing

Cake baking consists of demonstrating specialist skills in order to create a range of cakes and other baked items.

Cake finishing involves the decoration of cakes using specialist skills including colouring, crimping, embossing, modelling and piping.

### Course assessment

Your work will be assessed throughout. You will also use photographic evidence and a Final Task in which you need to design and make a cake for a special occasion to complete the award. You will enhance your grade by practising the skills at home regularly.



### Possible Career/Progressions

The skills gained will be relevant to many careers including:

Teaching  
Professional Cookery  
Hotel Management  
Events Management  
Baking and Confectionery  
Food Preparation

Catering  
Food Manufacturing  
Food Service  
Health Promotion  
Hospitality  
Food Technology

## Faculty of Humanities

You can find the following subjects in the Humanities Faculty

- Volunteering Skills
- Geography
- History
- Modern Studies
- Politics
- Religious, Moral and Philosophical Studies,
- Religious and Moral Education (Core)
- Travel and Tourism
- Criminology
- Philosophy

Humanities subjects are valid for University entrance and are very well respected by employers.

### Minimum entrance qualifications

#### Geography

- Higher** C at National 5 Geography or a Higher/N5 in another Humanities Faculty subject. It is recommended that pupils are sitting or have sat Higher English.
- Nat 5** Pass at National 4 Geography or a National 4 pass in another Humanities subject.
- Nat 4** Pass at National 3 or a National 3 pass in another Humanities subject

#### History

- Higher** C at National 5 History or a Higher/N5 in another Humanities Faculty subject. It is recommended that pupils are sitting or have sat Higher English.
- Nat 5** Pass at National 4 History or a National 4 pass in another Humanities subject.
- Nat 4** Pass at National 3 History or a National 3 pass in another Humanities subject

#### Modern Studies

- Higher** C at National 5 Modern Studies or a Higher/N5 in another Humanities Faculty subject. It is recommended that pupils are sitting or have sat Higher English.
- Nat 5** Pass at National 4 Modern Studies or a National 4 pass in another Humanities subject.
- Nat 4** Pass at National 3 Modern Studies or a National 3 pass in another Humanities subject



## Faculty of Humanities

### Religious, Moral and Philosophical Studies

<b>Higher</b>	C at National 5 RMPS or a Higher/N5 in another Humanities Faculty subject. It is <i>recommended</i> that pupils are sitting or have sat Higher English.
<b>Nat 5</b>	National 4 RMPS pass or a National 4 pass in another Humanities subject.
<b>Nat 4</b>	Pass at National 3 RMPS or a National 3 pass in another Humanities subject

### Higher Politics

<b>Higher</b>	C at National 5 Modern Studies or a Higher/N5 in another Humanities Faculty subject. It is <i>recommended</i> that pupils are sitting or have sat Higher English.
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### Skills for work : National 4/5 Travel and Tourism

There is no specific entry requirement for this course.

### Philosophy

Pass in National 5 RMPS or a Social Subject (Higher) or an National 4 in RMPS or another Social Subject (National 5). A pass in Higher English is also valid, and recommended, as an entry to Higher Philosophy.

### Religious and Moral Education (Core)

There is no entry requirement for this course.  
All S5/6 pupils attend RME (Core) once a week

### Criminology

N4 in another Humanities subject

Typically, you need an N5 pass in a Humanities subject do a Humanities subject at Higher (preferably the same subject).

Exceptions will be made for 'crash' Highers who have a good qualification in English.



Faculty of Humanities

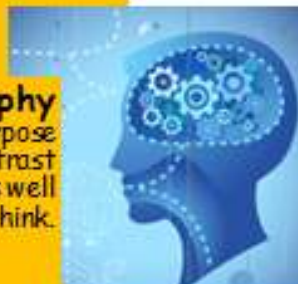
## Higher/Nat5/Nat4 Religious, Moral & Philosophical Studies

### World Religion

We take an in-depth look at Buddhism, learning about its fascinating key concepts and practices. Buddhism is growing in popularity, particularly in the west, and through our study of it, we develop skills of analysis and evaluation. We will visit Samye Ling Buddhist Centre, the biggest Buddhist temple in Europe, participating in workshops, asking questions and having discussions as well as experiencing life in a Buddhist Monastery.

### Philosophy

We explore ideas about how the universe began and if humans have a purpose on earth, if God exists or if we are here by chance. We compare and contrast the answers offered by science and religion. We discuss our own ideas as well as what some of the great philosophers and scientists think.



### Morality

The world isn't always a safe place to live! Crime affects us all in one way or another. What makes people commit crime? Are criminals born or made? What can we do to stop crime happening? Should we be tackling the causes of crime or handing out more severe sentences? Capital Punishment is still used in many countries around the world. Can it ever be right to take a person's life away as punishment for a crime? Everyone has an opinion on what is right and wrong. Be part of the debate!



### The Assignment

This is your chance to investigate and report on a topic or an issue that fascinates you. Anything from human trafficking to issues with technology, poverty and sharing the world's resources. It is your choice and your investigation. This process will develop your analytical skills and your ability to write a balanced essay.



### Assessment

At both Higher and National 5 assessment will form part of your course work and there will be a final exam. This exam will consist of the 3 sections studied in class.

### What career might studying RMPS lead to?

Social Care and Social Work	Youth Work	Counselling
Psychology	Law	Health Care
Politics	Broadcasting	Civil Service
Leadership	Teaching	Charity Work
Sales	Fundraising	Community Work
		Personnel Religious Retail and





## RME Core

### Award in Religion, Belief and Values Levels 4-6

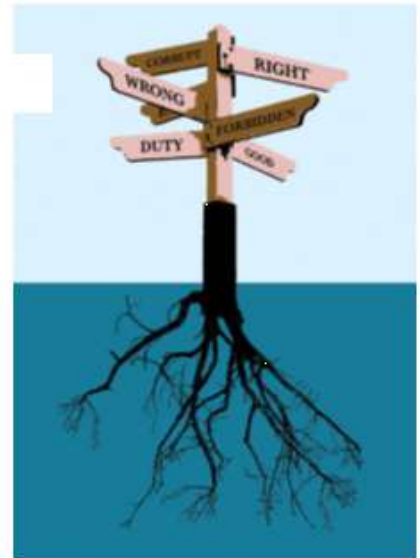
Pupils have to achieve 2 units to gain this award.

#### Investigating Religion and Belief

Pupils choose an issue to explore either on their own or as a group. With such personalisation and choice, pupils are able to investigate whatever it is that currently interests and engages them. Often they choose topics which they feel strongly about e.g. religion and science, FGM, privacy laws, same sex marriage, body image. As well as showing evidence of knowledge and understanding of different viewpoints, pupils have to express their own opinions and show what effect their new learning has had on their thinking and actions.

#### Values in Action

This unit gives pupils the opportunity to reflect on what it means to put their values into action. They have to volunteer to do something which helps others in some way, e.g. fundraising, organising a Time for Reflection Assembly, helping at a senior citizens' club or residential home, awareness raising or campaigning. They then consider what values they have demonstrated in this voluntary work, e.g. respect, kindness, service, tolerance, commitment and they work out how the activity has affected other people and themselves.



## **HISTORY**

### **COURSE OUTLINE**

**In Higher History, pupils will learn about:**

**Paper 1:** Britain 1851 - 1951 & USA 1918-1965

**Paper 2:** Migration & Empire 1830-1939

**Course Assessment**

Pupils must pass three unit assessments and complete an Extended Essay. There will be a final exam in May.

**National 4/5 History, pupils will learn about:**

USA 1918-1968

The Making of Modern Britain 1850-1951

Migration and Empire 1830-1939

**Course Assessment**

Pupils must pass three unit assessments and complete an Assignment.

There will be a final exam in May. There is no exam at National 4 History.



**Pupils who study History have the opportunity to take part in lots of different events:**



**Host events such as the Holocaust Memorial Day in Glasgow City Chambers.**



**Visit World War One trenches in Belgium & France.**



**Participate in 'The Lessons from Auschwitz' programme**

**POSSIBLE CAREER PROGRESSION**

Law, Politics, Tourism, Teaching, Sociology, Journalism, Archaeology and many, many more! Former History pupils are currently studying at the University of Glasgow, the University of Strathclyde and working in countries such as Italy. Studying History provides you with the opportunity to do many different things!

**Universities and employers highly value History as a qualification!**



## MODERN STUDIES

Faculty of Humanities



Modern Studies is an interesting and highly relevant subject that provides many opportunities to actively participate. Students who undertake this subject go on to become employed in many different fields including: Law, Journalism, Teaching, Police and Social Work.

In Modern Studies, you will examine contemporary society and the world around you. You will become equipped with many transferable skills which will enable you to effectively contribute in a variety of events and activities throughout your life.

All our courses seek to encourage the formation of open, enquiring and tolerant attitudes. Students develop skills in critical-thinking, research, analysis and communication which allow them to participate in social and political issues as truly global citizens. At all times, the department aims to develop the full potential of each and every pupil, ultimately producing high quality performances in external examinations.

Modern Studies will be offered at the following levels: Higher, National 5 and National 4.

### Modern Studies Higher:

A one year course for students wishing to continue their study of Modern Studies beyond National 5. It is advantageous if pupils are attempting or already have a Higher English qualification. The Higher Modern Studies course extends the development of contemporary issues as well as developing the skills of analysis and exemplification.

**Course Content:** The course is made up of three units and the units students will study are:

Democracy in Scotland and the UK  
Social Issues in the UK  
International Issues

### Progression:

The skills taught in Higher Modern Studies provide a firm platform for pupils who wish to progress forwards to any Further or Higher Education courses.



## GEOGRAPHY

### **COURSE OUTLINE**

In Geography, you will learn about Physical environments, Human environments and Global issues.

### **COURSE ASSESSMENT**

This course is available at a variety of levels from Nat 4 to Higher. Each contains an assignment which is worth up to 27% of the final award.

### **POSSIBLE CAREER PROGRESSION**

With further qualifications or training you could become an urban designer or become a oil engineer. Other options include:

Geologist, Development Analyst, Teacher, Rural Planner, Environmental Consultant, Cartographer, Weather Analyst, GIS Analyst, Park Ranger, Travel Agent, Soil Conservationist, Landscape Architect.

If none of these options appeal to you, there are plenty of other things you can do. The following celebrities all have Geography degrees: Prince William, Michael Jordan, Nick Hodgson (drummer for the Kaiser Chiefs) rowers James Cracknell and Matthew Pinsent and wrestler Kurt Angle.

Geography is not only up to date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. A qualification in Geography is recognised for its academic 'robustness' and most importantly, it also helps young people into the world of work. I would encourage your child to choose Geography. It meant a lot to me and it could mean a lot to them.

**Michael Palin CBE**

**President—Royal Geographical Society**



A handwritten signature in black ink, which appears to read 'Michael Palin', enclosed within a thin yellow rectangular border.

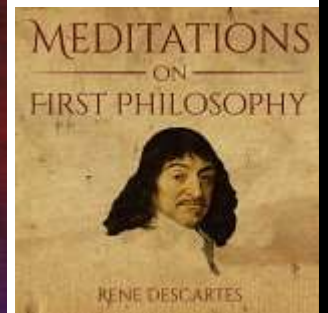
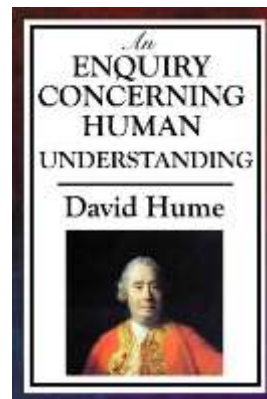
Studying philosophy will develop your ability to think logically, to evaluate arguments critically, and to challenge your own ideas and those of other people. You will study central philosophical principles, concepts, problems, texts and key figures. You will learn to challenge assumptions and to apply your knowledge and understanding of different positions and theories in philosophy. Philosophy helps you develop critical thinking, analytical and evaluative skills. These skills are important in education and employment. The course has three areas of study.



**Arguments in action** - This part of the course develops your ability to analyse and evaluate arguments. You will develop knowledge and understanding of argument structure, philosophical techniques and errors in reasoning.

**Knowledge and doubt** - This area develops your ability to explain, analyse and evaluate two theories of knowledge.

You will study two philosophical texts. René Descartes' *Meditations on First Philosophy* and David Hume's *An Enquiry Concerning Human Understanding*.



**Moral philosophy** - This part of the course will develop your ability to explain, analyse and evaluate two moral theories. You will gain an in-depth knowledge and understanding of utilitarianism and Kantian ethics and their application to given situations or issues.

**Assessment** - Higher philosophy is assessed by final exam only which will be marked by the SQA. National 5 philosophy is assessed by final exam plus an assignment. N5 Candidates are required to investigate a philosophical question or claim. Then produce an essay outlining your findings in exam conditions.

### Philosophy Entry Requirements

Higher or National 5 RMPS or another Humanities Faculty subject. It is *recommended* that pupils are sitting or have sat Higher English.

# NPA CRIMINOLOGY



**This National Progression Award (NPA) allows learners to study criminology, including the complex nature of crime and the problems of measuring crime.**

**It develops an understanding of the criminal justice system and provides bite-sized chunks of learning**

**It covers areas such as the nature and extent of crime, and forensic psychology.**

***There is no exam, but you will gain a qualification equivalent to Higher ! It is useful for, in particular, careers in the police, social work, law and criminal justice.***

**Mandatory unit: Criminology: Nature and Extent of Crime**

Entry requirement: At least a National 4 pass in another social subject.





In our age there is no such thing as 'keeping out of politics.' All issues are political issues....

George Orwell

## HIGHER POLITICS

A one year course for students to develop pupil's knowledge and understanding of how differing political theories and ideologies, systems and parties resolve the timeless pursuit of power, authority and legitimacy. It enables learners to identify, explore and analyse political issues in order to develop their own views and perspectives.

### Entrance requirement

C at National 5 Modern Studies or a Higher/N5 in another Humanities Faculty subject. It is recommended that pupils are sitting or have sat Higher English.

### Course Content

Pupils will develop investigating, analysing and evaluating skills to help learners to interpret and understand political issues.

The course is made up of three units :

**Political Theory:** Using a wide range of sources of information to draw detailed and balanced conclusions about political ideologies.

**Political Systems:** Comparing and contrasting different political systems, making generalisations, where appropriate on the process.

**Political Parties and Elections:** Interpreting and evaluating a range of complex electoral data.

### Progression

This course provides progression to other social subjects or social sciences in school, university and further education contexts as well as a range of careers.

## Faculty of Literacy and Communication English

The course allows students to fully demonstrate the skills they have acquired through their study of the subject.

### Unit Assessment

Unit assessments in Reading, Writing, Talking and Listening must be passed to allow for presentation at any level.

A Folio of Writing is submitted to the SQA for grading. This accounts for 30% of the overall award and offers students an excellent opportunity to boost their final grade.



### Final examination

The examination allows pupils to demonstrate their knowledge of language in Reading for Understanding, Analysis and Evaluation. This accounts for 30% of their overall grade.

The Critical Reading Paper gives pupils the opportunity to reflect on the literature they have studied. A prescribed Scottish text is read to allow pupils to complete a set of Textual Analysis questions. One other text, of a different genre, can be written about to answer a Critical Essay question. Combined, this accounts for 40% of the student's overall grade.

### Entry requirements

Advanced Higher\* Minimum B pass at Higher English

Higher: Minimum B pass

85% of all pupils who attempted Higher with a C pass or less at National 5 failed.

National 5: National 4 pass



## English for Speakers of Other Languages (ESOL)

Is English your first language?

"No?" ESOL may be for you. Come and speak to us.

Who teaches it?

It's taught by the EAL (Responsibility for English as an Additional Language) Department. The EAL teachers who teach ESOL are all experienced English teachers who work with the bilingual learners in the school.

Why would I want to do it?

A Higher in ESOL is accepted as a qualification by all major universities as an alternative to Higher English.

What does it involve?

You will improve your skills in all four modes of English.  
ESOL does not involve the study of literature (poetry, novels, plays etc)

In the **Everyday Communication Unit**, you learn more about yourself, your strengths and skills. You will:

- Read a variety of texts eg, quality newspaper articles about a wide range of subjects, current affairs, the speeches and ideals of prominent humanitarian thinkers and activists; learn about psychology, personality and types of intelligence.
- Watch & Listen to speeches, videos and talks and discuss them.
- Speak in formal and informal situations and refine your skills of persuasion, debate and conversation.
- Write about issues of personal identity, hone your letter-writing skills and learn the difference between formal and informal styles of writing.

In the **Study Unit**, you practise skills for higher education. You will:

- Read articles and texts on the subject of education, prominent thinkers/artists/writers; find out your preferred learning styles.
- Watch & Listen to talks or videos on the subjects of education, current affairs, environment and factual presentation of information.
- Become confident enough to give a formal presentation on an academic subject of your choice.
- Write and reflect on your own experiences and your needs as regards further education; learn to use academic referencing in a report or essay; learn how to discuss statistics.



# Personal Finance Awards at SCQF level 4 & 5



The Personal Finance Awards at SCQF level 4 & 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From **student loans**, to **pensions**, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Awards cover a range of topics, including

- **calculating and comparing costs**
- **household budgeting**
- **different forms of borrowing**
- **tax and National Insurance**
- **credit cards**
- **bank accounts**
- **exchange rates**
- **interest and inflation rates.**



## Personal Finance Award (SCQF level 4)

The Personal Finance Award at SCQF level 4 consists of two mandatory Units (12 SCQF credit points). The Unit titles and codes are:

- **Money Management**
- **The Principles of Money**

## Personal Finance Award (SCQF level 5)

The Personal Finance Award at SCQF level 5 consists of two mandatory Units (12 SCQF credit points). The Unit titles and codes are:

- **Money Management**
- **Understanding Money**



## Applications of Mathematics

Applications of Mathematics brings mathematics into the real world with personal finances, statistics and measurement. Learners develop knowledge, understanding and skills that will enable them to apply mathematical ideas and strategies in real-life situations. These include managing finances, statistics, data and probability, geometry and measurement.

The courses equip learners with mathematical and statistical skills that support a range of curricular areas, including humanities, social sciences, health care, and business.

### **National 5 Applications of Mathematics**

#### Skills assessed

- Numeracy
- Financial
- Statistical
- Measurement
- Geometric
- Graphical, Data & Probability

### **Higher Applications of Mathematics**

#### Skills Assessed

- Mathematical Modelling
- Statistics & Probability
- Finance
- Planning & Decision Making



**Note:** Assessment includes:

- Question Paper – 65 marks
- Project - 30 marks

**R-software** is used to model and analyse statistical, mathematical, and financial problems



Mathematics Course	Minimum Entry Requirements
Advanced Higher Maths <b>Note: Choose Column C</b>	Higher – Grade A/B
Higher Maths	National 5 - Grades A/B/C
Higher Applications of Maths	National 5 Maths/Applications – Grades A/B/C
National 5 Maths	National 4 - Pass
National 5 Applications of Maths	National 4 - Pass
National 4	National 3 - Pass
Personal Finance	National 4 - Pass

Progression Pathways				
Achieved in S4		Choice in S5	Leading to S6	
N5 Maths & N5 Apps		Higher Maths	Advanced Higher	
N5 Maths			Higher Applications	
N5 Maths		Higher Applications	Higher Maths	
N4	Bridging to N5 Maths	N5 Maths	Higher Applications	
	N5 Num	N5 Applications	Higher Maths	
N3	N4 Num	N4 & N5 Num	Personal Finance (SCQF Level 4 & 5) with N5 Numeracy	



## Entry Requirements

### Course Outline and Homework Expectations

Qualification	Entry requirements		
Modern languages for Life and Work award (levels 4/5 and 6)	no prior knowledge of the language is necessary		
National 3	no prior knowledge of the language is necessary		
National 4	no prior knowledge of the language is necessary		
National 5	Preferably BGE 4th level but no prior knowledge of the language is necessary		
Higher	Preferably a qualification at National 5 level but it is possible to crash with additional support		
Advanced Higher	Higher (B)	AND	Higher English

National 3/ 4 / 5 and Higher will cover the contexts of

- Society: including family relationships, healthy lifestyle, impact of the digital age, citizenship
- Learning: including different school systems and further education
- Employability: including part time jobs and employability skills
- Culture: including holidays, working abroad, films in the foreign language, cultural aspects and traditions.

### Course Assessment

#### National 5 and Higher

To obtain the full Qualification you will need to complete a Writing Assignment (externally assessed) pass the Course assessment (external exam) and prepare for the Performance (Talking assessment, internally assessed).

#### Advanced Higher (French only) will cover the contexts of

- Society: Family structure, marriage, gender equality, social influences and social issues, environmental issues, impact of the digital age ,
- Learning: Importance of languages, advantages and disadvantages of further education, lifelong learning
- Employability: preparing for a job interview, importance of languages in global contexts, open borders for workers, career path, taking a gap year
- Culture: Social influences on/importance of traditions and beliefs in another country, minority languages and their importance/association with culture

You will be given reading and written homework on a regular basis and will be expected to meet the deadlines set by your teacher. Learning of any new vocabulary and grammatical structures should be done after every language lesson.

To obtain the full Qualification you will need to prepare for the Talking assessment, which will be assessed by an external examiner. You will also be required to complete a portfolio in English (1,200–1,500 words) based on 2 texts in the Target Language.

## Spanish and German

(Modern Languages for Life and Work Award levels 5 or 6 /  
National 3/ 4 / National 5 and Higher)

### Entry Requirements

You do not need to have any previous knowledge of the language.

Depending on your ability you will be working towards Modern Languages for life and work award levels 5 or 6/ National 3,4, 5 or Higher.

So you have decided that you would like to continue with or pick up a second language as well as French / Urdu or that you would like to change and start a new language. Well some good news! As you will have already developed the skills necessary to learn a language, opting to take on a second language is not as challenging as you might think.

Know a second language? Great, you're hired! If you have proven yourself to be a capable employee with just the right job skills **AND** you speak a foreign language such as Spanish and / or German, you are much more likely to land that job of your dreams than if you are monolingual. In fact, many jobs today require a minimum of basic proficiency in another language.

### Course Outline and Homework Expectations

#### Modern Languages for Life and Work Award levels 5 or 6

You will be assessed on your understanding of both written and spoken texts related to society, culture and employability as well as your ability to carry out research, report on your findings and reflect on and evaluate your own leadership skills.

#### National 4

National 4 will cover the contexts of

- Society: including topics on family, healthy lifestyle, home area, media and citizenship
- Learning: including topics on school subjects and likes and dislikes
- Employability: including topics on pocket money, part time jobs and employability skills
- Culture: including topics on holidays, cultural aspects and traditions.

### Course Assessment guideline

To obtain the full Qualification you will need to pass 1 unit assessment in each language skill as well as prepare for the Added Value Unit, in which you will present a talk on a topic of your choice and respond to questions in the foreign language.

**Please refer to the previous page for the course outline and assessment guidelines for National 5 and Higher.**

As with French and Urdu, you will be given reading and written homework on a very regular basis and you will be expected to meet the deadlines set by your teacher. Learning of any new vocabulary should be done as a matter of course after every language lesson.

## Spanish and German

### Spanish

Many of you spend your holidays in a Spanish speaking country, so why not show off your language skills in real meaningful situations, by choosing to do Spanish. If you have already studied French, then Spanish has many similarities and you will be able to use your knowledge about language to help you learn new vocabulary and new structures. The classes are lively and fun - Barcelona here we come!



#### Some facts

- Spanish is becoming more and more important with regards to business.
- Learning Spanish will enable you to better communicate with Spanish speaking employees or co-workers.
- In Europe, Spanish is the second most popular second language, after English.
- Spanish is the fourth most commonly spoken language in the world.
- It is an official language on 4 continents and the mother tongue in 21 countries.

### German

German is definitely the way to go if you want easier pronunciation as many of the words and structures are very similar to English. Many of you will take part in German taster sessions in March and hopefully these workshops will show you the importance of studying German and the benefits this language can bring to both your personal and professional lives. Trips to the Christmas markets in Berlin will also allow you to try out your German with the locals.

#### Some facts

- German is the most widely spoken language in Europe
- German is the second most commonly used scientific language
- Germany is the economic powerhouse of the European Union
- A wide range of important websites are in German
- Companies like BMW, Daimler, Siemens, Lufthansa, SAP, Bosch, Infineon, BASF, and many others need international partners
- The Japanese, who have the 2nd most powerful economy in the world, understand the business advantages that a knowledge of German will bring them: 68% of Japanese students study German





## So why choose to study one or more Languages?

### Benefits for YOU

- Makes you more tolerant and open to other cultures
- Helps you make new friends all over the world
- Allows you to find out more about other people and cultures
- Increases your knowledge about your own language

### Skills development

- Develops skills for life, learning and work purposes
- Improves literacy skills and promotes health and well-being
- Develops skills which are transferrable into other curricular areas

### Further education

- Makes you stand out from the crowd when applying for university or college
- Opens up opportunities for you to study abroad

### Possible Career / Progressions

You may think that the only jobs available using languages are in tourism and teaching. This isn't true. Languages are useful in any job and many employers reward people with language skills by giving higher salaries. Here is a list of some other careers, in which languages are sought.

**And remember with a language you can work ALL OVER THE WORLD.**

If you are not yet convinced about the importance of learning a Language then take a wee look at the statistics.

- 94% of the world's population **does not** speak English as their first language
- 75% of the world's population **does not** speak English at all

Law Air hostess / steward Journalism Marketing	Engineer Sales representative Computer games designer Interpreting / translator	Catering industry Business Construction work Medicine
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**Finally! It's great Fun.**



# HIGHER DRAMA

## LEVEL 6



### Course Outline

Higher Drama is a creative and challenging course that offers plenty of choice and practical learning. You'll have the chance to explore a wide range of scripts, devise your own work, and take on roles both on stage and behind the scenes. Whether you're passionate about acting, directing or production skills, you'll shape the course to match your interests and grow as a confident, expressive performer.

It's a lively, collaborative subject that develops communication, critical thinking and creativity – all while having fun and putting on great work.

### Previous Experience

Pupils should have successfully completed National 5 Drama or have equivalent experience in school productions or youth theatre. A strong work ethic, creativity and willingness to take part in both practical and written work are essential. You should be working towards or have achieved Higher English as the written element of this course is comparable.

If you're confident performing, enjoy working in groups and are ready to take your drama skills further, Higher Drama is a natural next step.

### Who should pick it

- Higher Drama is ideal for pupils who love performing and want to explore theatre in more depth. It's also great for those interested in directing, design or analysing drama. If you're enthusiastic, open-minded and enjoy working creatively with others, this course will give you the chance to express yourself and build key life skills.
- Whether you're considering a future in the arts or just enjoy drama as part of a balanced timetable, it's a rewarding and engaging subject.

### Exams & Assessment

Assessment is a mix of practical performance and written work:

- **Performance Exam (60%)** – You'll perform two contrasting acting pieces, or take on a production role, in front of a visiting SQA examiner.
- **Written Exam (40%)** – You'll complete two papers: one on drama skills in performance and another analysing a play you've studied.

Throughout the course, you'll also take part in practical workshops, group discussions, rehearsals and teacher-led feedback sessions to help you prepare.

### What other people say

- "Higher Drama helped me grow in confidence. It's creative, supportive and never boring!"
- "I chose a directing role for my final exam and it was the most challenging and rewarding thing I've done in school. You really get to take ownership of your ideas."
- "The written exam sounds scary at first, but you learn how to talk about drama and get to go to the Edinburgh Fringe. It helped me think more deeply about the plays we saw and performed."
- "There's something for everyone – acting, production, design – and you get to work with people who are just as passionate as you. It's hard work but totally worth it."





# N3-5 DRAMA

## LEVEL 3-5



### Course Outline

National Drama is an exciting and practical course that puts you at the centre of the creative process. You'll work in groups to explore character, voice, movement and stagecraft – devising scenes, rehearsing scripts, and performing for an audience. There's also the chance to develop production skills like lighting, sound, costume or set design. With lots of opportunities for personalisation, this course helps you build confidence, communication and teamwork skills in a fun, supportive environment. If you enjoy being creative and working with others, National Drama is a brilliant choice.

### Previous Experience

You don't need to have studied Drama before to take this course. An interest in performing, storytelling or backstage roles is a great place to start. Whether you've been in a school show, drama club, or just enjoy performing in S1/S2 class, you'll build on that experience here.

If you've already achieved CfE Level 3 in Drama, English or expressive arts, this course is a natural next step.

### Who should pick it

- This course is perfect for anyone who enjoys performing, working as part of a team and being creative.
- If you like acting, telling stories, exploring characters or trying out different roles behind the scenes, Drama offers a chance to build those skills in a supportive and hands-on way.
- It suits confident performers as well as those looking to build self-esteem, communication skills and creative thinking.

### Exams & Assessment

Assessment is a mix of practical and written work. You'll be assessed on your ability to create and present drama, reflect on your work and understand drama techniques. This includes performances you devise as a group, script work, and production roles.

- At National 3, all work is internally assessed.
- At National 4, you'll complete an Added Value Unit, usually a final group performance, which is also assessed in school.
- At National 5, assessment includes a final performance exam (acting or production) marked by an SQA visiting examiner, and a written exam that explores your understanding of drama and production skills.

### What other people say

- "Drama really helped me come out of my shell. I was nervous at first, but working in groups made it easier. Performing gave me a huge confidence boost."
- "I liked that you could choose a production role if acting wasn't your thing. I did lighting design and got to do lighting for my final exam. It was brilliant."
- "We did a mix of scripts and our own scenes, so it always felt fun. It's definitely not just for people who want to be on stage."
- "The course was fun but also helped with real-life stuff like working with others and speaking up. It was way more than just acting."

# NPA TECHNICAL THEATRE

## WHAT YOU WILL DO ON THE COURSE

You will begin by learning about the different backstage roles in the theatre. This includes a trip out of school for a backstage theatre visit. After this, you will choose a role based on your interests and experience. If you're more creative or artistic, you might consider costume or props design. If you enjoy construction, set design could be for you. If you're interested in music or computing, you might prefer sound or lighting design.

In your chosen role, you will help design and create the final production for the staff pantomime. This is a practical, hands-on project involving building and painting sets, making costumes and props, and designing and rigging lighting and sound.

We will then attend the King's Theatre pantomime and evaluate the differences between a professional production and our own.



## PREVIOUS EXPERIENCE & QUALIFICATIONS

This is the perfect progression if you have studied:

- Music, Drama, Art or Photography
- Metalwork, woodwork, craft and design, graphic design
- ICT, Computing, Video Games Design

## ASSESSMENT

There is no final exam. This level 6 qualification is assessed through in class continued assessment, a portfolio and observation of the practical application of your technical role (lighting, set, costume, props etc).





## NPA (LEVEL 6) MUSICAL THEATRE

The NPA in Musical Theatre is a practical course that lets you explore your creative side through Music and Drama.

This course is the same level as Higher and has no exam - just continued assessment of your learning! This is perfect for anybody who likes Music and Drama or has been in one of our school shows.

### **There are three units in the Musical Theatre NPA:**

- Acting Through Song
- Audition Skills
- Group Singing

**This course is a great and practical way to develop your skills in Music and Drama while having the opportunity to work with others in a group work setting.**

# N3-5 MUSIC

## LEVEL 3-5



### Course Outline

National Music is a highly practical and creative course that lets you shape your own musical journey. Whether you love performing, composing or listening, this course gives you the freedom to focus on your strengths and develop new skills along the way. You'll choose two instruments (or one instrument and voice) to perform on, explore different styles of music, and create your own compositions. It's a fun, hands-on course that builds confidence, musicality and creativity – perfect for anyone who loves music and wants to take it further.

### Previous Experience

You don't need to have formal grades or have studied Music before, but some experience on at least one instrument or voice is recommended. If you've enjoyed music in S1/2, taken part in school concerts, or have instrumental lessons in or out of school, this course will build on that. Students working around Grade 2 standard or above tend to progress well, but we welcome learners at all levels and support your development throughout.

### Who should pick it

- This course is ideal for anyone who enjoys making music and wants to develop their skills further. If you play an instrument, sing, like writing your own music or simply love listening and discovering new sounds, Music is a great choice.
- It suits a wide range of learners – from confident performers to creative composers or those who enjoy learning by doing. It's also a great option if you're thinking about a future in music, teaching, sound production or the wider creative industries.

### Exams & Assessment

Assessment includes performing, composing and understanding music:

- At National 3, all work is assessed internally.
- At National 4, you complete an Added Value Unit, where you prepare and perform two contrasting pieces.
- At National 5, you complete:
  - A **Performance Exam (50%)** on two instruments (or voice and one instrument), marked by an external SQA examiner.
  - A **Question Paper (35%)** testing your listening and music literacy skills.
  - A **Composition Assignment (15%)**, where you create your own piece and reflect on your process.

### What other people say

- "I loved getting to perform music I chose myself. The performance exam felt more like a gig than a test!"
- "Before this course I didn't know anything about composing, but now I've written and recorded my own music. It's amazing hearing something you made from scratch."
- "Music helped me with confidence and focus. Playing in front of people used to be scary, but now it's something I enjoy."
- "Even if you're not the best player, the teachers help you get better. I picked music because it's fun and different from other subjects."



# HIGHER MUSIC

## LEVEL 6



### Course Outline

Higher Music is a dynamic and rewarding course that allows you to personalise your learning and build on your strengths. You'll perform regularly on two instruments or voice, develop your listening and analysis skills, and compose your own music. With a wide choice of musical styles and genres, you'll deepen your understanding of music while continuing to grow as a performer and creative thinker.

The course is practical, flexible and full of opportunities to showcase your talents – perfect preparation for further study or simply for enjoying music at a higher level.

### Previous Experience

Pupils should have achieved National 5 Music or be working at a similar level of musical ability. You'll need to be confident on two instruments (or one instrument and voice), ideally around Grade 3 standard or above.

A willingness to practise, explore new music and engage in both practical and written elements is essential for success at this level.

### Who should pick it

- This course is ideal for pupils who are passionate about music and want to take their skills further. If you enjoy performing, composing, listening to a wide range of music or want to understand how music works, Higher Music is a brilliant next step. It suits independent learners, creative thinkers and anyone looking to challenge themselves while doing something they love.
- Whether you're aiming for a career in music or simply want to enjoy and improve your musicianship, this course offers something for everyone.

### Exams & Assessment

Assessment includes performance, composition and listening:

- **Performance Exam (50%)** – You'll perform a programme of music (12 minutes total) across two instruments or voice, assessed by a visiting SQA examiner.
- **Question Paper (35%)** – You'll demonstrate your knowledge of music concepts and literacy through listening and analysis.
- **Composition Assignment (15%)** – You'll create your own piece of music and write a short commentary explaining your creative decisions.

Throughout the course, you'll take part in rehearsals, class performances, music theory work and composition tasks to build your confidence and skills.

### What other people say

- "Higher Drama helped me grow in confidence. It's creative, supportive and never boring!"
- "I chose a directing role for my final exam and it was the most challenging and rewarding thing I've done in school. You really get to take ownership of your ideas."
- "The written exam sounds scary at first, but you learn how to talk about drama and get to go to the Edinburgh Fringe. It helped me think more deeply about the plays we saw and performed."
- "There's something for everyone – acting, production, design – and you get to work with people who are just as passionate as you. It's hard work but totally worth it."

## Higher Human Biology

Biology is unique within the discrete Science subjects because there are 2 different Higher courses available.

### Entry Requirements\*

S5; a minimum of a B pass at National 5 Biology

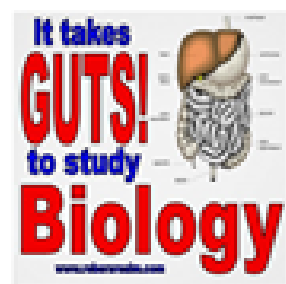
S6; a minimum of a B pass at National 5 Biology or if no prior Biology a minimum of a B pass in any other Higher Science subject.

### Course Outline and Homework Expectations

Students will be expected to undertake homework daily. All formal homework must be dutifully completed, but on those occasions that no formal homework is given then students should familiarise themselves with that day's learning. The following Units are in ~~the course~~:

Human Cells
Physiology & Health
Neurobiology & Communication
Immunology & Public Health

Course



### Assessment

The course assessed internally (Unit assessments) and externally (SQA exam).

### Possible Career/Progressions

Biology is a fascinating subject to study and can lead on to a variety of rewarding career paths. Human Biology is the 'science of human life' and as such involves the study of areas such as Physiology, Psychology and Cell Biology. The subject is therefore essential for those who wish to pursue a career in the medical or in veterinary professions. However, you do not have to follow one of these traditional career paths; indeed, the skills you will learn and develop whilst studying biology will also be beneficial to you when you enter the world of work in any field. These valuable skills include: research skills, investigative skills and critical analysis. All of these are much sort after qualities in both biology related careers and in the world of business.

As for any subject, the main reason that should lead you to studying biology is that you enjoy it. If you enjoy a subject you will be more inclined to apply yourself and should therefore achieve good results.



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## Advanced Higher Biology

Biology, the study of living organisms, plays a crucial role in our everyday life, and is an increasingly important subject in the modern world. The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

The course provides candidates with the opportunity to:

- Deepen understanding of the cell by studying the key roles of proteins.
- Understand how cellular processes are related to physiological function.
- Explore sexual reproduction and parasitism, major drivers of evolution.
- Deepen understanding of laboratory and fieldwork techniques.

Through this Course, learners will develop important skills, attitudes and attributes related to biology, including: developing scientific and analytical thinking skills in a biological context; developing understanding of biological issues; and acquiring and applying knowledge and understanding of biology. These skills enable learners to develop an informed and ethical view of complex issues.

### Entry requirements

The course is suitable for pupils who enjoyed and passed a Higher Biology and are keen to further explore the science of Biology. Advanced Higher Biology also provides a thorough exploration of the vast subject, fully preparing pupils for Biology at University.

### Career Progression

Biology should be studied if pupils wish a career in:

- Medicine
- Healthcare
- Dentistry
- Veterinary Science
- Biotechnology
- Marine biology/Zoology
- Nanotechnology

You do not have to follow one of these traditional career paths; indeed, the skills you will learn and develop whilst studying biology will also be beneficial to you when you enter the world of work in any field. The course has plenty of practical and experiential learning opportunities, a strong skills-based approach to learning.

It takes account of the needs of all candidates, and provides sufficient flexibility to enable candidates to achieve in different ways.



with

## Advanced Higher Chemistry

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level.

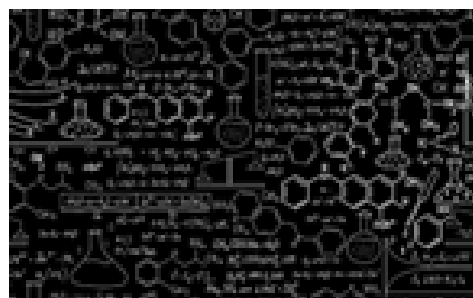
The Course develops the skills of independent study and thought that are essential in a wide range of occupations. The Course also serves to equip all learners with an understanding of the impact of chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific publications and media reports concerning chemistry. By using the broad skills base and knowledge and understanding of detailed chemistry key areas, learners will become scientifically literate citizens and be able to review the science-based claims they will meet and to communicate in an evidence-based manner. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

The Advanced Higher Chemistry Course aims to enable learners to:

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

### Information about typical learners who might do the Course

The Course is designed for all learners who can respond to a level of challenge, especially those considering further study or a career in chemistry and related disciplines. It takes account of the needs of all learners, and provides sufficient flexibility to enable learners to achieve in different ways. The Course is suitable for learners who are secure in their learning of Higher Chemistry or an equivalent qualification. This Course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning.



## Advanced Higher Physics

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

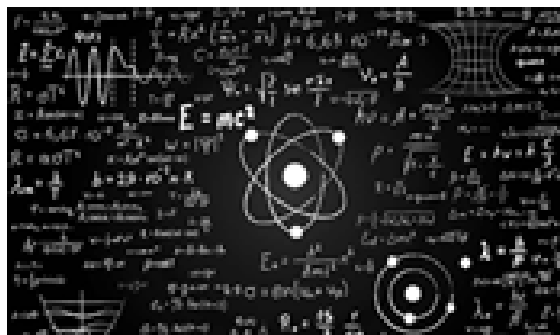
The study of Advanced Higher Physics should foster an interest in current developments in and applications of physics, the willingness to make critical and evaluative comment, and the acceptance that physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted.

The aims of the Course are to enable learners to:

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

### Information about typical learners who might do the Course

The Course is suitable for learners who are secure in their learning in Higher Physics and Higher Mathematics or equivalent qualifications. Learners will describe and interpret physical phenomena using mathematical modelling skills including trigonometry and calculus, and will practise scientific methods of investigation from which general relationships are derived and explored.





## National 5 Biology

### Entry Requirements

National 4 students must have demonstrated a diligent work ethic and all N4 internal assessments.

Students who sit the National 5 exam in S4 and fail will be allowed to reapply.

S6 students who want to improve on a prior N5 biology qualification can apply.

Students who have achieved a B or A pass in another National 5 Science subject may apply.

### Course Outline and Homework Expectations

There are 3 distinct Units in National 5 Biology:

Students will be expected to undertake homework daily. All formal homework must be dutifully completed, but on those occasions that no formal homework is given then students should familiarise themselves with that day's learning.

Cell Biology	Cell structure, Transport across cell membranes, Producing new cells, DNA and protein production, Proteins and enzymes, Genetic engineering, Photosynthesis, Respiration.
Multicellular Organisms	Cells, tissues and organs, Stem cells and meristems, Control and communication, Reproduction, variation and inheritance, The need for transport, Effects of lifestyle choices.
Life on Earth	Biodiversity and the distribution of life, Energy in ecosystems, Sampling techniques, and biotic and abiotic factors, Adaptation, Natural selection and evolution, Human impact on the environment.

### Course Assessment

The course is assessed both internally (Unit assessments) and externally (SQA exam).

### Possible Career/Progressions

Biology is a fascinating subject to study and can lead on to a variety of rewarding career paths. Biology is the 'science of life' and as such involves the study of areas such as animals, people and plant life. The subject is therefore essential for those who wish to pursue a career in the medical or in veterinary professions. However, you do not have to follow one of these traditional career paths; indeed, the skills you will learn and develop whilst studying biology will also be beneficial to you when you enter the world of work in any field. These valuable skills include; research skills, investigative skills and critical analysis. All of these are much sort after qualities in both biology related careers and in the world of business.

As for any subject, the main reason that should lead you to studying biology is that you enjoy it. If you enjoy a subject you will be more inclined to apply yourself and should therefore achieve good results.



## Chemistry

Chemistry will be offered at 2 levels next session: Higher and National 5.

### Entry Requirements

For Higher Chemistry: Students must have a B band or better at National 5 Chemistry to gain entry. S6 students who have undertaken a Higher in another Science subject, a B pass is the minimum requirement.

### For National 5 Chemistry

National 4 students must have demonstrated a diligent work ethic and passed all N4 internal assessments. Students who sit the National 5 exam in S4 and fail will be allowed to reapply. Students who have achieved a B or A pass in another National 5 subject may apply. S6 students who want to improve on their previous N5 qualification may apply too.

### Homework Expectations

Students will be expected to undertake homework daily. All formal homework must be dutifully completed, but on those occasions that no formal homework is given then students should familiarise themselves with that days learning.

### Course Assessment

The course is assessed internally (Unit assessments) and externally (SQA exam).

### Possible Career/Progressions

Chemistry has been converted from a quest to make gold into a big business with hundreds of thousands of chemists working worldwide. However, the quest to make valuable materials continues to be the driving force for modern chemistry.

One of the largest areas of chemical research today is the development of new pharmaceuticals. Due to antibiotic resistance being a growing problem when treating many diseases, new drugs are continually being developed. The treatment of the HIV virus has been revolutionised by the use of protease-inhibiting medications. Organ transplants are made possible by the use of anti-rejection medications. Modern medicine simply wouldn't be possible without chemistry. In fact, most of the stuff around your house benefits in one way or another from the practice of modern chemistry. The food you eat is coloured, flavoured, and preserved by various chemical additives. The cleaning supplies you use to keep your house from being closed by the health department are manufactured in industrial lots by large chemical firms. Modern life simply wouldn't be possible without the use of chemistry.



## Physics

Physics will be offered at 2 levels next session: Higher and National 5.

### Entry Requirements

For Higher Physics: Students must have a B band or better at National 5 Physics to gain entry. S6 students who have undertaken a Higher in another Science subject, a B pass is the minimum requirement.

For National 5 Physics: National 4 students must have demonstrated a diligent work ethic and passed all N4 internal assessments.

Students who sit the National 5 exam in S4 and fail will be allowed to reapply.

Students who have achieved a B or A pass in another National 5 subject may apply.

S6 students who want to improve on their previous N5 qualification may apply too.

### Homework Expectations

Students will be expected to undertake homework daily. All formal homework must be dutifully completed, but on those occasions that no formal homework is given then students should familiarise themselves with that days learning.

### Course Assessment

The course is assessed internally (Unit assessments) and externally (SQA exam).

### Possible Career/Progressions

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science.

Physics challenges imagination and can lead to great discoveries that change our lives— from healing joints, to curing cancer, to developing sustainable energy solutions.

Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable so they work in interesting places. This inventive thinking makes physicists desirable in any field. Studying physics can lead to a degree or career in:

- Journalism
- Law
- Finance
- Medicine
- Engineering
- Computer Science
- Astronomy
- Biology

### DOCTOR FUN



Things theoretical physicists do

## National 5 Skills for Work Health Sector

### Entry Requirements

Any student who has passed any National 4 Science subject or above may apply.

### Course Outline

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

This Course focuses on developing generic employability skills needed for success in the workplace through a variety of practical experiences in the health sector. Pupils will have access to real or simulated health sector environments and visiting industry speakers or visits to people working in the health sector.

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

At SCQF level 5, learners work alone or with others on straightforward tasks with support.

### Course Assessment

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

### Possible Career/Progressions

Successful learners may progress to:

- SVQs in Health and Social Care
- National Courses or Units
- Further/higher education
- vocational training
- employment



## National 5 Skills for Work-Lab Skills

Any student who has passed any National 4 Science subject or above may apply but particularly useful for AH science candidates to enhance their practical skills.

### Course Outline

Lab Science is a Skills for Work course that is structured to provide candidates with practical and theoretical knowledge of the skills required to work in a laboratory. The course places emphasis on developing employability skills used in a laboratory. There is an emphasis on students to take responsibility for their own learning, supported by the teaching staff. The course is Portfolio based, meaning candidates must successfully complete a series of practical and written assignments spread across the 4 units to achieve the qualification. Students will undertake a range of activities IT research, Practical laboratory skills, Self evaluation, Industrial visits/visiting speakers.

Unit 1 (Careers using Laboratory Science) introduces candidates to the wide range of industries and services which use scientific knowledge and laboratory skills. Candidates will develop a research portfolio looking at various local and international businesses and gain some experience in the job application process through developing a CV.

Unit 2 (Working in a Laboratory) provides candidates with the opportunity to gain practical experience in measuring and weighing quantities, writing detailed risk assessments, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work. Candidates will be expected to successfully manipulate mathematical formulae to calculate specific chemical volumes and masses.

Unit 3 (Practical Skills) provides candidates with the opportunity to learn and develop the skills most commonly used in laboratories. This unit covers material from all scientific disciplines and aims to give candidates a flavour of the type of work carried out in a working laboratory. Candidates will work with microorganisms, radioactive sources and also carry out chemical titrations.

Unit 4 (Practical Investigation) candidates will work with others to produce a plan to investigate a scientific topic using practical procedures. This unit will be carried out over several weeks with candidates being expected to plan practical work to a high standard, justifying choices they make. Candidates will generate data from their investigation which will be processed and written into a full scientific report to complete their portfolio.

**Course Assessment** There is no external assessment for this Course. Learners must complete each Unit to achieve the N5 course award.

### Possible Career/Progressions

Successful completion of the course prepares candidates for practical Science courses at HNC / HND or University level.









# PRACTICAL WOODWORKING

## Why study this subject?

Practical Woodworking Skills develops the skills, knowledge and understanding required to construct wooden products. This is a very rewarding subject and introduces learners to safe working practices in a practical workshop environment, and gives them an awareness of sustainability issues.



## What will you study?

The course is of broad educational benefit and is distinct in value in that it allows learners to develop manual dexterity and control in a universally popular practical craft. It helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly. It also allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing wood. The course teaches them to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this course will be valuable for life and for the world of work.



## How will you be taught?

The Course is largely workshop-based where pupils develop skills in three main areas; flat-frame construction, carcass construction and machining and finishing. The course assessment is split into two main sections, the question paper and the practical activity. The question paper represents 30% of the overall marks for the course assessment, with the practical activity having the remaining 70%.

## Qualification Levels:

**National 5 and National 4**

## What career opportunities does it provide?



Pupils studying this course may wish to pursue a career in a trade such as joinery, carpentry, or other construction based careers. Pupils leaving school with this qualification will find a wide range of progression routes at College to further develop their skills. It is not only an ideal preparation for an apprenticeship in one of the construction trades but also for entry into other practically based vocations such as shop fitting as well as theatrical and film set production. It can also be a useful subject if you intend following a career where good levels of manual dexterity are required like dentistry etc.



# Practical Metalwork

## Why study this subject?

Practical metalwork is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical metalworking and those wanting to progress to higher levels of study or a related career. The course combines elements of practical metalworking techniques and standard practice with elements of creativity using metal. You will also learn about the impact of design and manufacturing technologies on our society and environment.



## What will you study?

The Course is of broad educational benefit and is distinct in value in that it allows learners to develop manual dexterity and control in a universally popular practical craft. Pupils will develop skills in a variety of metalworking techniques including measuring and marking out metal sections and sheet materials, safe working practices in workshop environments as well as practical creativity and problem-solving skills. The course also allows the pupil to attain a knowledge of sustainability issues in a practical metalworking context and gives learners the opportunity to develop thinking, numeracy, employability, enterprise and citizenship skills.



## How will you be taught?

The Course is largely workshop-based where pupils will cover 3 areas; Bench Skills, Machine Processes and Fabrication. The course assessment is split into two main sections, the question paper and the practical activity. The question paper represents 30% of the overall marks for the course assessment, with the practical activity having the remaining 70%.



**Qualification Levels: National 5 and National 4**

## What career opportunities does it provide?

Pupils studying this course may wish to pursue a career in a trade such as welding, plumbing, or any engineering based jobs. The course gives hands on practical understanding of the physical properties of metals that will help in all engineering fields. Pupils with this qualification will find a wide range of progression routes. It is ideal preparation to an apprenticeship in one of the engineering trades and for entry into other practical based vocations such as jewellery maker, mechanic, metal fabricator, blacksmith and set production. It is also a useful subject if you intend following a career where good levels of manual dexterity are required like dentistry.





# COMPUTING SCIENCE



**Computing Science** has wide-ranging social implications. The course is not only about learning to use current hardware and software. It is designed to provide students with both the necessary knowledge and understanding and the practical problem solving skills and the computational thinking required to enable them to become the ICT tool designers of the future.

Bellahouston Academy has been awarded the Status of **Lead School of Computing Science** by the British Computing Society.

## Entry Requirements

Level	Requirements
Advanced Higher	Higher Computing Science at grade <b>A</b> or <b>B</b> .
Higher	A " <b>C</b> " pass or above at N5 Computing Science.
National 5	A " <b>D</b> " at N5 Computing Science, a pass of all units at N4 level.

## Course Outline, Assessment and Homework Expectations

The course consists of four topics — **Software Design and Development**, **Database Design and Development**, **Web Design and Development**, and **Computer Systems**. The course is assessed by both a written exam to be worth 69% of the marks available and a practical exam completed in class under SQA conditions worth 31% of the available marks. Homework for the course is issued on a regular basis.

**Qualification Levels:** Higher, National 5 and National 4

## What career opportunities does it provide?

A pass at Higher Computing Science is an accepted entrance qualification for all university and college Computing Science and IT related courses, as well as Sciences, Engineering, Electronics, Maths, Product Design and many other courses. In the workplace, computer literacy is now a requirement for almost all careers and professions. In addition, organisations such as the Confederation of British Industries and the European Commission have identified a growing shortfall in the number of skilled Computing professionals capable of filling IT sector jobs currently available, and demand is only set to increase. Well paid work opportunities are plentiful!





# COMPUTER GAMES DEVELOPMENT

**Entry Requirements** — Students are required to have an interest in computer systems and a firm grounding in computer programming.

Level	Requirements
<b>6 (Higher)</b>	A pass in Computer Games Development at Level 5 A pass in Computing Science at National 5
<b>5 (National 5)</b>	A pass in Computer Games Development at Level 4 A pass in Computing Science at National 4

**Computer Games: Design** - The aim of this unit is for candidates to gain an understanding of underlying concepts and fundamental principles involved in computer game planning and design. Candidates will learn how to recognise and distinguish differences between gaming platforms, environments and genres.

**Computer Games: Media Asset** - The aim of this unit is for candidates to analyse different media assets in computer games. Candidates will acquire an understanding of the different types of media assets required for developing a computer game. Candidates will identify current legislation relating to the acquisition of media assets and analyse its impact on the computer games industry.

**Computer Games: Development** – Pupils gain an understanding of processes involved in the final stages of computer game development. Candidates will learn how to use their chosen game development environment to assemble all the elements and produce a working game. Candidates will acquire an understanding of the evaluation process, plan and deliver an activity to promote a computer game.

**Qualification Levels:** Level 6 (Higher) , Level 5 (National 5) and Level 4 (National 4)

**What career opportunities does it provide?**



Game Programmer, Game Designer, Level Designer, Game Producer, Game Artist, Game Tester, Project Manager, 2D Animator/Illustrator, 3D Animator / Illustrator, Video Effects Animator, Engine Programmers, Flash Game Developer, Systems Administrator, Web Developer, Quality Assurance Tester.

Skills in design, animation, project management and creativity are transferable across many other disciplines. Pupils will also develop essential employability skills in Problem Solving, Information Technology, Working with Others, Numeracy and Communication.



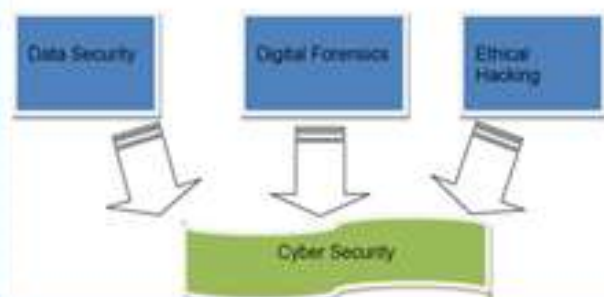
# CYBER SECURITY

THIS IS THE FIRST SCHOOL-BASED NATIONAL QUALIFICATION IN CYBER SECURITY TO BE DEVELOPED AND WILL PREPARE LEARNERS FOR FURTHER STUDIES AND FUTURE EMPLOYMENT IN THIS GROWTH AREA.

THERE IS A CURRENT SKILLS SHORTAGE IN THE FIELD OF CYBER SECURITY TO DEFEND AGAINST CYBER-ATTACKS. IT IS BELIEVED THAT EDUCATION IS THE KEY TO ADDRESSING THE SKILLS GAP. THE CYBER SECURITY COURSE CONSISTS OF THREE UNITS AT NATIONAL LEVELS 4, 5 & 6.

Cyber Security is a course which will provide foundation knowledge and skills in data security, digital forensics and ethical hacking — and provide a skills pipeline into the cyber security industry. This course is designed to raise awareness of cyber security and fill the current skills gap in this field. They will encourage learners to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically. They will also help learners to contribute more safely to virtual communities.

Ethics and the law are fundamental aspects of these awards. Ethical considerations are included in every component Unit, and legislative considerations are included in all appropriate Units. The aim of the awards is to produce knowledgeable and skilled individuals who are aware of the potential misuses of, and unauthorized access to, computer systems but who use these competences for legal and ethical purposes. The internet and digital technologies are transforming our society by driving economic growth, connecting people and providing new ways to communicate and co-operate with one another. However, the rise of the internet has led to the rise of cybercrime, such as identity theft, fraud, and blackmail within our communities.



The 3 units of study are:

DATA SECURITY  
DIGITAL FORENSICS  
ETHICAL HACKING

**OWN YOUR SECURITY — DON'T LET THE HACKERS OWN YOU.**

digital media

**Digital Media** is a National Progression Award for those who require an introduction to techniques that are important in the digital media sector, such as **audio**, **still images** and **moving images**. Set at SCQF levels 4, 5 and 6, (*National 4 / National 5 / Higher equivalents*) it provides a foundation in the knowledge and skills of media editing, copyright law and digital literacy. All of the Digital Media course components are internally assessed with no formal exam. The majority of the course is open book and project-based, with some closed-book assessments on media topics.

**Digital Media** enables pupils to become competent in selecting and using photography and videography hardware as well as understanding audio recording techniques, and to edit media. Pupils are expected to be able to successfully document their progress and important project management processes as they attain the award.



Those who select **Digital Media** will gain the skills to progress to further study in IT subjects or for current and future employment. This qualification could open up employment in the Computing and IT sector, in areas such as Multi-Media, Network Design and Business IT. All candidates will develop skills relevant for the mode

Qualification Levels:	Level 44 (National 4 equivalent),
	Level 45 (National 5 equivalent) Level 46
(Higher equivalent)	

### What career opportunities does it provide?

Level Designer, Project Manager, 2D Animator / Illustrator, 3D Animator/Illustrator, Video Effects Animator, Sound Designer, Sound Technician.

tion, project management and creativity are transferable across many other disciplines. Pupils will develop essential employability skills in Problem Solving, Information Technology, Working with others, Numeracy and Communication.





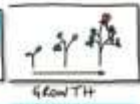
# Administration AND IT



ACHIEVEMENT



ASPIRATION



GROWTH

WHY STUDY

THIS SUBJECT?

Strong IT skills are as important to employers as skills in literacy & numeracy, and employers emphasise the importance of having IT literacy. Succeeding in Admin & IT can enable you to demonstrate this ability, and can have a hugely positive effect on job prospects. You will also learn valuable skills that can be applied to all school subjects, as well as courses of further study and in the world of work. Being able to use computers and IT is an essential skill for all young people as the key to make you employable in any field. All jobs require different types and levels of IT and digital skills.

## What you will STUDY?

You will learn about the important role of Admin & IT in any organisation and you will continue to enhance your own IT skills. Being a practical subject, Admin & IT will give you opportunities to demonstrate the skills you have learned by organising and supporting events.

## How will you STUDY?

You will be encouraged to develop your skills in IT by carrying out administrative tasks such as creating and maintaining Spread sheets and Databases, Internet Research, using Multimedia Applications, using Desk Top Publishing software, and producing a variety of business documents using Word Processing.

You will become competent in the use of various business software packages and build upon your transferable skills

## Qualification LEVELS

Higher  
National 5  
National 4  
National 3

## Career OPPORTUNITIES

Project Management  
Retail Management  
Events Management  
Marketing  
Digital Marketing  
Operations Production & Distribution  
Financial Management  
Human Resource Management  
Accounting  
Quantity Surveying  
Entrepreneurship  
& much more

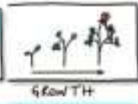
# Business MANAGEMENT



ACHIEVEMENT



ASPIRATION



GROWTH

WHY STUDY

THIS SUBJECT?

Business plays a vital role in our society. We all rely on businesses to create wealth and well-being, prosperity, jobs and choices; so it is essential that society has effective businesses and business managers. The subject includes lots of decision making and problem solving activities based on real businesses and the current economic environment. You will also learn vital skills for work.

## What you will STUDY?

We focus on following key areas:

- Understanding Business
- Marketing and Operations
- Finance and Human Resources

## How will you STUDY?

You will be encouraged to develop your descriptive and analytical skills by considering a wide variety of business problems and providing correct solutions.

You will be asked to assess business situations by using real and simulated case study materials.

The assignment segment of the course will require you to collect, analyse and evaluate business information to reach conclusions and produce a report relating to your chosen context .

## Qualification LEVELS

Higher  
National 5  
National 4  
National 3

## Career OPPORTUNITIES

Project Management  
Retail Management  
Events Management  
Marketing  
Digital Marketing  
Operations Production &  
Distribution  
Financial Management  
Human Resource Management  
Accounting  
Quantity Surveying  
Entrepreneurship  
& much more





ACHIEVEMENT



ASPIRATION



GROWTH

# Accounting

**WHY STUDY****THIS SUBJECT?**

Without highly qualified accountants to provide information to management, organisations may perform less successfully than they otherwise would. The course may be of greatest appeal to those learners who enjoy, or wish to take advantage of, numeracy-based learning opportunities. The course allows learners the opportunity to use software packages to complete simulated business assignments. The focus is on developing problem-solving skills.

## What you will STUDY?

- Preparation of Income Statements to determine whether businesses have made a profit/ loss
- Statements of Financial Position to value how much a business is worth
- Preparation of Sales, Production and Cash Budgets to ensure the best use of business resources
- Preparation of Cost Statements to determine the best decision with regard to selling prices, production levels and profit;
- Analysis of a business's financial performance over time using investment ratios.

## How will you STUDY?

As this is a Higher qualification it is a highly demanding and challenging course and best suited to those pupils who both enjoy and have high attainment in Business Management and Mathematics.

## Qualification LEVELS

Higher  
National 5

## Career OPPORTUNITIES

Chartered Accountant  
Auditors  
Bank Clerks  
Insurance Clerks  
Accounts  
Stockroom Clerk  
Cost Accountant  
Forensic Accountant  
Book-Keeper  
Accounts Assistant  
Business Analyst  
Credit Control Manager  
Auditor