

Hillhead High School



Moving to Senior Phase: Information on Options Choice

December 2025/January 2026



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Moving to Senior Phase: Personalisation and Choice

2025/26

Dear Parent/Carer,

Your child is about to decide which areas of learning they will focus on through S4 and S5. In our school we see these decisions as amongst the most significant throughout our pupils' time with us. The **learning pathways** they will embark on will last through their first two years of Senior Phase (S4, S5 & S6 of Curriculum for Excellence).

Senior Phase Learning Pathways

At the end of S3, pupils will embark upon their Senior Phase pathways, which for almost all means **two-year senior phase learning Pathway (SPLPs) in S4 and S5** in six different areas. This includes English and Mathematics, bypassing SQA exams in fourth year (S4) and sitting SQA exams in May of S5. In some SPLPs work is focused on achieving an award in a single SQA course, at the highest possible level of attainment for the student (for Example Higher Biology). In an increasing number SPLPs, students will cover learning that will also result in them gaining additional awards and qualifications (for example Higher/N5 Maths while achieving units in SCQF level 6 Engineering Maths.)

During S4 Pupils also choose a Wider Achievement activity (e.g., Young STEM Leaders awards, Duke of Edinburgh Award – and many more) which takes place on Monday afternoons.

As well as offering the ability to comprehensively shape their own curriculum ahead of moving to the senior phase, we also continue to timetable all students in core subjects. We believe that our school's balance between core and elective areas of study offers an outstanding degree of personalisation and choice while ensuring that all students cover areas of learning recognised as essential for success in future life, learning and employment.

Why do we provide this as part of our core experience?

The Framework that we work within in Scottish Education makes it mandatory that pupils are provided in core experiences such as PE, RE & PSE. We are committed to ensure that these provide quality educational experiences that prepare young people well to cope with life as they move into adulthood. As well as making this commitment, we recognise that the time spent in these subjects can be used to achieve qualifications that recognise young people's learning and achievement. Any additional qualifications gained by young people



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can only ever be beneficial to them once they reach the point of moving to a future pathway (for example an employer, college or university).

The qualifications gained through the core experience are recognised on the same SCQF scale as all other subjects (see next page). This approach links with a message that we constantly emphasise to pupils in the Senior Phase (S4-S6); Every piece of work has value.

Overall, the experience offered to learners through the first two years of the senior phase (S4 & S5) is as set out in the table below:

Core/ Choice?	Area of Study:	Duration	Achievement/Accredited outcomes:
Core	English	Two-year learning pathway	Higher/ National 5 + additional SCQF* awards
Core	Maths	Two-year learning pathway	Higher/ National 5 + additional SCQF* awards
Choice	SPLP Option 1	Two-year learning pathway	Higher/ National 5 + additional SCQF* awards
Choice	SPLP Option 2	Two-year learning pathway	Higher/ National 5 + additional SCQF* awards
Choice	SPLP Option 3	Two-year learning pathway	Higher/ National 5 + additional SCQF* awards
Choice	SPLP Option 4	Two-year learning pathway	Higher/ National 5 + additional SCQF* awards
Choice	Wider Achievement	One-year learning pathway	Range of SCQF* awards or awards from other awarding bodies (for example Duke of Edinburgh Award)
Core	Personal & Social Education (PSE)	Ongoing S1 to S6 Award achieved end of S5	Mental Health & Wellbeing Award SCQF* Level 4 & 5
Core	Core Physical Education (PE)	Ongoing S1 to S6 Award achieved end of S5	Wellbeing Award SCQF* Level 4 & 5
Core	Religious Moral & Philosophical Education (RMPS)	Ongoing – work to achieve SCQF award concludes in S4	National Qualification (N4) through work in S3/S4

* Scottish Credit and Qualifications Framework. Further explained on page 4.



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Why do pupils embark upon two-year learning pathways in S4 and S5 at Hillhead?

- Spending two years on National 4, National 5 and Higher courses in S4 and S5 allows more time for learning and teaching. It also allows coverage of related or complimentary content – and the achievement of additional accredited awards.
- Our aim is to raise attainment by increasing the number of passes and the quality of passes at each level – e.g. If a pupil has more time to study a subject before sitting an SQA exam s/he should do better.
- Our approach cuts down the amount of internal assessments (UASPs) that need to be completed by pupils throughout the subjects and also prevents the “two term dash” that happens with one-year courses.
- Since 2014 we have offered the option of a one-year S4 curricular pathway to pupils and parents. To date, no pupil has begun S4 with the intention of leaving after one year and so this pathway has not been taken up. We have the highest stay-on rate in Glasgow as a result. Educational research, as well as national local and school statistics demonstrate a clear relationship between the length of time learners remain in school and their eventual levels of success and achievement.

What do other schools do?

- At the moment, most other schools in Scotland continue to offer one-year courses in S4, S5 and S6 – although many have changed their approach or are looking to do so in the near future. There are variations in terms of the number of courses at each level but typically a pupil in S4 may study 6-8 subjects and then go on to study 5 subjects in S5 – i.e. a pupil can complete 5 Highers by the end of S5. Our model means pupils are studying six subjects in S5 and so can complete 6 Highers if appropriate.
- We have worked closely with Education Scotland and other schools across Scotland to share information on our approach to the Senior Phase and the benefits of our curricular pathway.



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Qualification Levels & Terminology

Undoubtedly, since the time when parents of current pupils were at school themselves there have been significant changes in schooling, education and qualifications. Although many subject names and qualifications may sound familiar there are many significant differences throughout the entire school experience, and not least throughout the range of qualifications offered in Hillhead High School. Parents and family members are very often the most supporting and influential voices for young people when they are considering options or future pathways. We really value the role that parents and family members play in supporting pupils during options choice. However, there can be times when advice offered is based on historical experiences or knowledge that is now out of date. With so many changes in Scottish Education happening through the last 10 years this is totally understandable.

Common misconceptions include:

- Misconceptions that certain subjects are essential for certain pathways
 - Some subjects will always be linked with certain careers/university courses however many things have changed
 - It is essential entrance qualifications are checked
- Misconceptions that certain other subjects carry less 'value'
 - Qualifications in Scotland are recognised on the Scottish Credit and Qualifications Framework (SCQF)
 - This means that many qualifications, and often those with names that parents may be less familiar with (for example 'National Certificates' or 'National Progression Awards') carry the same value as traditional qualifications such as 'Higher'

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12				Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10				Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma		Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher				Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5				Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3				
2	National 2, Awards				
1	National 1, Awards				



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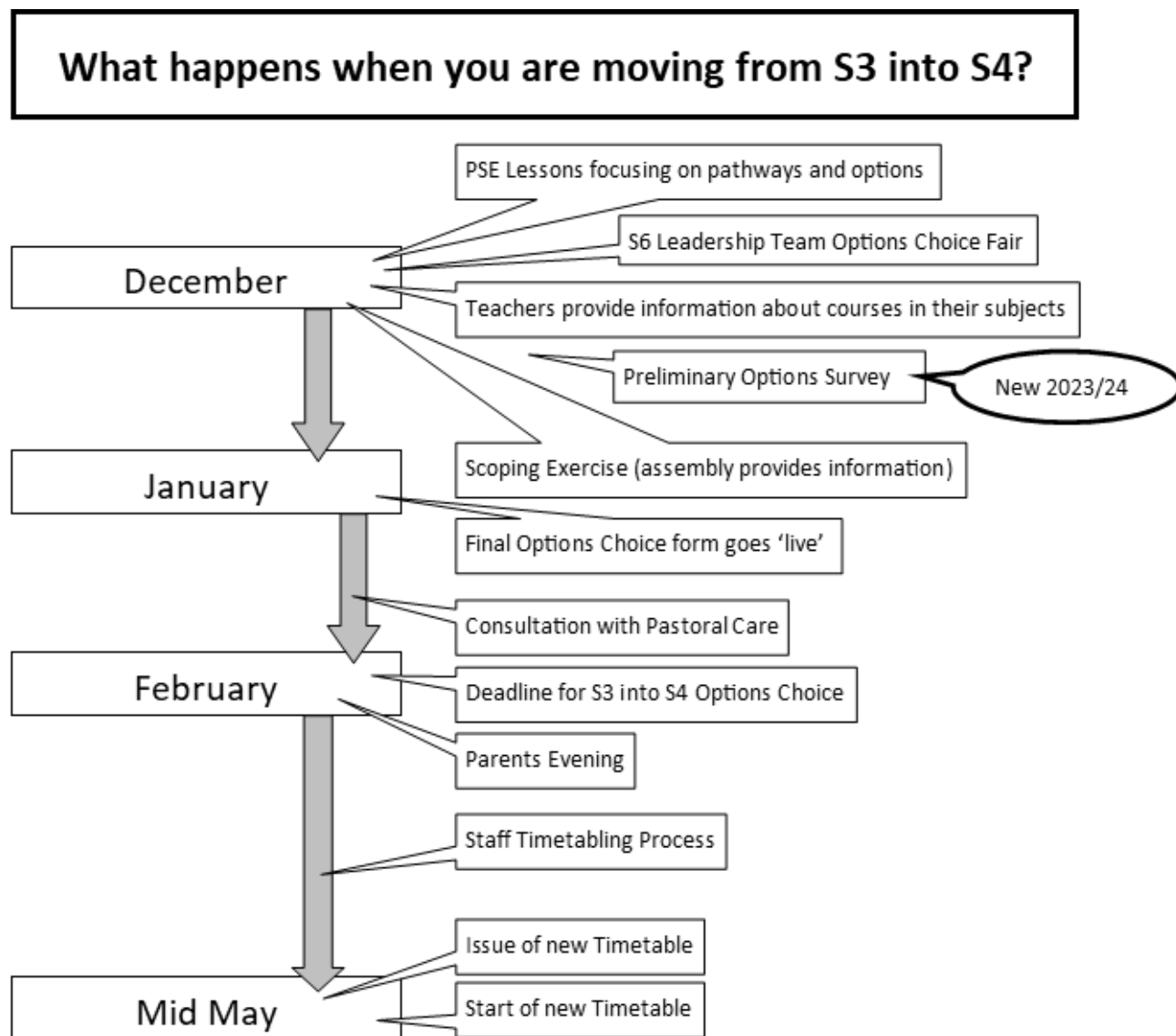
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Options Choice Timeline – what to expect:

We understand that children and family members can feel anxious about any transition and recognise will often feel uncertain about what to expect. We have a well-established process in the school with different things happening at particular times, with appropriate support and guidance along the way:



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Pupil Milestones & Deadlines

December

1st Introductory Assembly & Launch of “Preliminary Options Survey” A period will be set aside to explain the start of the options process and have pupils begin to complete a preliminary survey. The survey is used to make decisions on which subject areas will be offered for selection by pupils at the later stages of the options process.

12th Options Assembly & Launch of “Scoping Exercise” We will explain things more fully and issue an individual letter to all pupils. This offers a further opportunity to see how the options process works and gives pupils the chance to ask any questions. The scoping exercise allows the school to see *what each individual pupil would like to do*. It also allows the school to survey the demand for different subjects and the patterns evident from pupil choice.

January

11th: Scoping Exercise Deadline By this point all pupils must have participated in the scoping exercise so that they have identified to the school their own personal set of choices. If pupils do not participate staff may make decisions on their behalf.

February

3rd S3 Parents Night. This will give you and pupils and their parents/carers an opportunity to discuss the different options available to you so that you can make the most informed choices possible

5th: S3 Online Options Information Session. This is intended to summarise the options process so far and give details of what follows. It also offers an opportunity for questions to be asked.

13th: “Next Steps” (final selection of options) begins. Consultations with Pastoral Care commence.

March

1st: “Next Steps” (final selection of options) deadline. All final options should be selected and agreed by this point.

Where can I find more information?

- More information on our curricular model can be found on our school website

To help you and your son/daughter take these decisions, the following support is available:

1. The S3 Tracking Reports
2. This **Personalisation and Choice Booklet** that will allow you to think in more detail about the subjects on offer.
3. **Parents' Evening 3rd February 2024 - 6.45pm.** Departmental teachers will be available to discuss subject progress in detail.
4. **The school website.** A direct link to the relevant section can be accessed here:
<https://blogs.glowscotland.org.uk/gc/hillheadhigh/curriculum/curriculum-architecture/option-choice-explained-s3-into-senior-phase/s3-into-senior-phase-options-portal/>

There is a draft **Personalisation and Choice Form** included in this booklet for information. This is an illustration only. Please note that, following successful work through previous years, all options choice selection **will be undertaken by pupils using an online form**. The paper form will continue to exist for the purposes of taking notes and improving understanding of the process.



The final choices will be made in January/February once you have had time to discuss with your child and also with Pastoral Care staff or the Head of Year (Depute Head Teacher).

I hope that all of the above will be of real help to you and the pupils as you make these important choices. Please do not hesitate to ask for any information on, or clarification of any aspect of this process at any time, by contacting myself, Mr Brown (Depute Head Teacher who in charge of the year group and responsible for the school timetable and Options Choice operations) or the relevant member of the Pastoral Care staff.

Yours sincerely

K. McAlaney – Head Teacher

Careers

The subjects you select now for S4 and S5 will influence the further study and career opportunities that are available to you when you leave school. Some University courses have mandatory subjects/grades that you must achieve before you will be admitted. You can find a list of common career paths and the required/desired subjects that you need to study them at the bottom of this page. To help you make these selections you will have at least one meeting with Larissa or Fiona from Skills Development Scotland, they will help to guide you onto your most suitable pathway. You can find out more about Skills Development Scotland by visiting their website at;

www.skillsdevelopmentscotland.co.uk

Course/Career	Required	Desired
Engineering	Physics and Maths	
Medicine/Vet Medicine/Dentistry	Biology, Chemistry, Maths	
Social Science	English plus two from Modern Studies, History, Geography	
Optometry/Radiography	Physics	
Computer Games Design/Technology and Graphic Design	Art and Design	Graphic Communication, Computing Science
Construction/ Mechanics	Physics, Practical Woodworking	Computing Science, Graphic Communication
Primary Teaching	Maths and English plus at least one language	Physics, Biology, Chemistry
Business and Law	At least one language, Business Studies, Modern Studies, English	
Science General- Including Sport	Biology, Chemistry	



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Careers

On this page you will find potential career paths in the subject areas that interest you. You may also wish to use the online career option service from My World of Work which can give you possible career options based on your likes and dislikes.

<https://www.myworldofwork.co.uk/my-career-options>

<p><u>Expressive Arts (Music, Art and Design, Drama)</u></p> <p>○ Architecture ○ Photography ○ Product Design ○ Fashion Design ○ Theatre ○ Film ○ Television ○ Teaching ○ Community Drama ○ Film Animation ○ Art Historian ○ Games Designer</p>	<p><u>Health and Wellbeing (Physical Education)</u></p> <p>○ Coaching ○ Teaching ○ Physiotherapy ○ Personal Trainer ○ Sports Science ○ Sport and Recreational Management ○ Sports Journalism ○ Sports Therapy ○ Professional Sports</p>
<p><u>Languages (French, Mandarin, Urdu, Spanish)</u></p> <p>○ Business ○ Marketing ○ Law ○ Media ○ Fashion ○ Journalism ○ Cabin Crew ○ Education ○ Retail ○ Advertising ○ Interpretation & Translation ○ Tourism ○ Hospitality ○ Import/Export ○ IT ○ Diplomatic Service ○ Work Abroad</p>	<p><u>Sciences (Chemistry, Biology, Physics)</u></p> <p>○ Electrician ○ Optometry ○ Robotics ○ Medicine ○ Engineering ○ Education ○ Dentistry ○ Botany ○ Biotechnology ○ Veterinarian ○ Radiologist ○ Pharmaceuticals ○ Journalism ○ Geochemistry ○ Industrial Chemistry</p>
<p><u>Humanities (Geography, History, Modern Studies, Religious, Moral and Philosophical Studies)</u></p> <p>○ Agriculture ○ Estate Agency ○ Leisure and Recreation Industry ○ Town Planning ○ Law ○ Transport and Communications ○ Education ○ Sales ○ Research ○ Journalism ○ Theology ○ Politics</p>	<p><u>Technologies (Administration and IT, Business Management, Computing Science, Graphics/ Woodwork)</u></p> <p>○ HR/PR Management ○ Advertising ○ Marketing/Research ○ Engineering ○ Architecture ○ Construction ○ Publishing ○ Web, Computer Software & Game Design</p>
<p><u>Literacy (English)</u></p> <p>○ Law ○ Media ○ Journalism ○ Business ○ Education ○ Librarian ○ Writer ○ Social Media Manager</p>	<p><u>Numeracy (Maths)</u></p> <p>○ Economics ○ Engineering ○ Education ○ Construction ○ Banking ○ Statistics ○ Architecture ○ Aviation</p>



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Online Forms & Final Options Menu

Before a final options form is published there will be a 'Scoping Exercise'. This is completed online and will look like this:

The online form will ask a series of questions.

An assembly will be held to guide pupils in accessing and using the Scoping Exercise online form.

A letter will be sent home to parents once the system is made live.

When we begin the final options selection process the form is very similar.

In each form, pupils are asked to select their 'top four' choices in order. They are then asked to select a fifth 'backup' option.

Once the Scoping Exercise is complete a final options menu will be created. The menu below is **an example**. The Scoping Exercise will affect the placement of options in different columns.

Hillhead High School				S3 - S4/5 Options 2019/20			
Name		Class		Courses are dependent on numbers and staffing			
Please choose one subject from column A - F and tick the appropriate box.							
	Column A 4 periods	Column B 4 periods	Column C 3 periods	Column D 3 periods	Column E 3 periods	Column F 3 periods	Column G 3 periods
SCOF LEVEL 6 AWARDS	English (H)	Maths (H)	Biology (H)	Biology (H)	Art (H)	Art (H)	Wider achievement
			Physics (H)	Busin.Man (H)	French (H)	Physics (H)	
			Drama (H)	Mandarin (H)	Music (H)	Busin.Man (H)	
			Computing (H)	French (H)	Politics (H)	History (H)	
			P.E. (H)	P.E. (H)	P.E. (H)	Music (H)	
				History (H)	Graphics (H)	Urdu (H)	
				Mod. Studies (H)	Spanish (H)		
				Geography (H)	Chemistry (H)		
SCOF LEVEL 5 AWARDS	English (N5)	Maths (N5)	N5 Biology (N5)	Biology (N5)	Art (N5)	Physics (N5)	
			Physics (N5)	Business. Man (N5)	Admin (N5)	Art (N5)	
			Drama (N5)	French (N5)	Music (N5)	Computing (N5)	
			P.E. (N5)	P.E. (N5)	Spanish (N5)	Business. Man (N5)	
			Woodwork (N5)	History (N5)	P.E. (N5)	Music (N5)	
				Mod. Studies (N5)	Graphics (N5)	Urdu (N5)	
				Geography (N5)	Chemistry (N5)		
				Mandarin (N5)			
SCOF LEVEL 4 AWARDS	English (N4)	Maths (N4)	Physics/Elect. (N4)	P.E. (N4)	Art (N4)		
			T & T / Geog (N4)		Hist / Mod Studies (N4)	Art (N4)	
			PE (N4)				
Parent / Carer please sign and add any additional comment here							



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Pastoral Care and the conclusion of the Options Process

We have attempted to give access to subjects in a way which will give maximum scope for interests and aptitudes, continue to offer breadth, depth and progression, leave open most career options and minimise the risk of an unbalanced course choice.

Parental involvement and consent to the course choice is essential for the progress of each child throughout the school. Pupils and parents are encouraged to discuss the various options after reading this booklet.

In early February all S3 pupils will be issued an individually created 'Next Steps' options letter. This will provide personalised information for every child and their parents:

- Details of options the child has identified during the scoping exercise
- The recommended level of learning for each area of study
- Any alternative SPLPs staff would recommend more for the child

You can see an example of the Next Steps options letter here:

Glasgow City Council
Education Services

FAO PARENTS AND CARERS – Please show and discuss contents with parent/carer

10/02/23

- Third Year into Fourth Year Options Choice
- Next Steps Choice Form
- Final Selection of Options - Information and Instructions

Dear Parent/ Carer of Sample Pupil 3A

As you may be aware, third year pupils will now move to make final selections of options for S4 and S5.

Before the winter break, in December, S3 pupils were invited to participate in a 'Scoping Exercise'. This was designed to measure the demand for different subjects within the S3 year group ahead of moving to S4. Pupils were asked to select 4 options by order of priority, as well as selecting a fifth 'fall back' option. Parallel to this, teaching staff have been asked to identify the appropriate level of learning and achievement for each child, if indeed the child was to select their particular subject for the two years ahead.

Set out below in two tables 1 and 2 are details of the subjects Sample identified in the Scoping Exercise, as well as the appropriate levels of learning and achievement as determined by staff. For more information regarding the methodologies used in determining the appropriate levels of learning and achievement for S4/S5 please see the other enclosed information (FAQs) page. The combined data, along with pupil and parental feedback has been analysed and resulted in the final options choice form (Enclosed). For more detail on the methodologies used in the creation and layout of this form, again, please see the other enclosed FAQ letter.

In the Scoping Exercise Sample identified the following elective options:

Table 1	First Choice	Second Choice	Third Choice	Fourth Choice	Fifth Choice
	Computing Science	Music	Physical Education (certificate course)	History	Modern Studies

From reviewing Sample's prior attainment and using information from ongoing tracking staff have identified that the following levels would be appropriate for Sample should they select the options above:

Table 2	Selected Subject:	Computing Science	Music	Physical Education (certificate course)	History	Modern Studies
	Appropriate level of Learning and Achievement identified by staff:	N5	N5	H	H	N5

Key
H = Higher; staff are comfortable that through prior learning in the curricular area, the pupil should be able to work towards a Higher as they work through the two year pathway (S4 and S5).
N5 = National 5; through assessment and prior learning staff would consider National 5 as a suitable target for the pupil as they work through the two year pathway.
Alternative Course/L5/L6 = National Progression Award or alternative subject in this curricular area recommended. Through assessing the pupil and taking account of their prior learning, staff would recommend a slightly different, but

related course. Such courses are recommended to ensure a positive experience for the pupil, and maximise their chance of success.

We now require Sample to participate in the 'Next Steps' exercise. When doing this there are two simple paths they can take. One of which must be selected in the week ahead. These are:

- 1) Confirm options (either those identified in the information below or selection of alternatives) or
- 2) Request a Pastoral Care consultation and/or support from SDS (careers service)

A response must be made to the 'Next Steps' Choice form by 26.02.2022
If no final return is made (option 1 or option 2 on previous page) it will be assumed that Sample is happy with the options shown in the table below.

The possible options and appropriate levels of learning and achievement for every child has been considered in the creation of the **options choice structure**. (emailed separately & published on school website)

The following table shows how Sample could* fit into the options choice sheet:

Options Column:	C	D	E	F
Suggested Choice:	Music N5	History H	PE Studies H	Comp. Sci N5

*Pupils are of course allowed to select different options from those listed here. It is totally natural for any child to change their mind as the options process progresses.


Additional comments regarding Sample's Options:
The options selected through the Scoping Exercise are available in the final options form at the levels recommended by staff. If alternative options are being considered it is essential to consult with your Pastoral Care Teacher.

As in the Scoping Exercise, all Next Steps choice information will be collected electronically, using an online form.

In order to validate their form entries pupils must, while completing the form enter a unique identifying number. This number will also be useful in the future as it is also their Scottish Candidate Number – a number which will remain with each pupil throughout their educational journey.

First Name	Surname	Unique Number
Sample	Pupil	123456789

The Next Steps choice form is available via the 'S3 into S4 Options Portal' (<https://blogs.glowscotland.org.uk/gc/public/hillheadhigh/curriculum/curriculum-architecture/option-choice-explained-s3-into-senior-phase/s3-into-senior-phase-options-portal/>) section of the school website. You can also access the form directly using the QR code located below (depending on device specification):



The deadline for completion of the Next Steps Choices Form is **Sunday 26th February (midnight)**.

You can see the sample letter in full here:

<https://blogs.glowscotland.org.uk/gc/public/hillheadhigh/uploads/sites/7656/2023/02/09181047/Sample-Letter-to-S3-parents-about-Next-Steps-options-23.pdf>



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At the point when 'Next Steps' letter is issued Pastoral Care, or any other linked staff may, however, offer alternative recommendations that should be **most carefully considered**. These recommendations will be made on the basis of a sound knowledge of each course, a full understanding of each pupil's abilities and sound careers information.

The 'Next Steps' letter illustrates the recommended SPLPs to all pupils and presents two clear options:

- Confirming the recommended options
- Exploring alternative options by way of a Pastoral Care consultation

Pupils complete the 'Next Steps' online form to notify the school of their intentions. If they identify that they wish to have a consultation, their Pastoral Care teacher will thereafter be in touch.

Information on SPLPs Available from Departments/staff

Departments have provided information about their subjects and have suggested careers for which these subjects would be useful. The information is provided on the following pages.

If you have any questions relating to a subject, these should be referred to the relevant Subject Principal Teacher (see list below).

General questions about the type of course and its suitability for a given career may also be referred to the Pastoral Care team (information on next pages).

Courses on Offer	Principal Teachers / Faculty Heads
Expressive Arts	Mr Reid
Science	Miss Ayton
English & Literacy	Miss Southern
Humanities	Mr Elder
Technologies	Miss Cuthbertson
Technologies (Design & Technology)	Mr Tait
Mathematics	Mr Scanlan
Modern Languages	Mrs Young
Physical Education	Mr Gemmill



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Information about individual SPLPs

As the options choice process commences, staff in all departments will be keen to take time to explain to pupils what is on offer for the following year. In some subjects, there will be lessons dedicated to looking at the content and style of learning that is available in the SPLP. However, it is understood that some learners may not be timetabled in subjects that they may actively consider selecting as one of their SPLPs. The pages that follow provide basic details of what all SPLPs offer. They give:

- An overview and the purpose of the learning offered
- Details of careers and progression the area of study can support
- Details of the types and level of qualifications delivered
- Information about the style of work, learning and assessment experienced
- Expectations relating to home learning & preparation

Administration & IT 2-year Pathway

Overview:

What is Admin and IT?

Admin and IT is a course which is designed for learners to develop their IT and digital skills. Learners will use computer software to manipulate documents within the context of a business. All learning will use a real-life context and develop skills for learning, life and work.

Careers & Progression

All working environments require IT and digital skills in the evolving digital era. Learners who have completed the course will be able to utilise the acquired administration- and IT-related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment. The course opens up a range of progression routes to further and higher education. It may also lead to employment and/or training in various industries.

Core Achievement & Course Structure	Potential Enhanced Achievement
<p>The National 5 and Higher Admin and IT course develops skills and knowledge in the following areas:</p> <p>IT applications</p> <ul style="list-style-type: none"> • Word processing • Desktop publishing • Spreadsheets • Databases • Presentations • Electronic communication and Travel • Canva <p>Theory</p> <ul style="list-style-type: none"> • Administration theory in the workplace • File management • Corporate image • Electronic communication 	<p>The skills developed in Admin and IT enhance the Business Management course (offered separately in the department). If pupils undertake Admin and IT and Business together, they have the potential to achieve a Level 5 or Level 6 in Business and IT.</p> <p>Work on both of these qualifications provides the following:</p> <ul style="list-style-type: none"> • Further consolidation and application of learning covered through N5/Higher • A backup qualification if a learner experiences challenges or adverse experiences while working towards Higher/N5 • The chance to gain an additional qualification as well as enhanced understanding of business contexts

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>National 5 and Higher Admin and IT: Learning through teacher exposition, both group and individual investigative assignments, and practical activities. Ongoing assessment through teacher observations and end of unit tests. Final assessment through a practical assignment and a shorter final written exam.</p>	<p>There will be set homework designed to reinforce or revise content covered in class. Also, it is highly recommended that pupils, as part of a planned study routine, revise using school provided resources. Course support materials are available digitally.</p> <p>Pupils must come prepared with their school iPad every lesson and be prepared to use it at home.</p>



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Art & Design 2-year Pathway

Overview:

What is Art & Design?

Creativity is the focus of the course. Learners will develop knowledge of art and design practices by studying artists and designers and their work. Learners will also develop an understanding of expressive and design processes and produce personal folios in each of these areas. These folios are geared towards learners communicating personal responses, ideas and feelings, while learning to handle media and acquiring a range of skills, which can include 3D working methods and sophisticated use of ICT. By engaging in design and expressive processes, learners will work creatively, develop the ability to solve problems. Throughout the course, learners will also develop creativity, perseverance, independence and resilience.

Careers & Progression

Knowledge and skills learned within the National Qualifications Art & Design course can lead to a range of careers/courses: These include teaching, animation, interior design, landscape design, photography, illustration, architecture, model making, web design, costume design, advertising, textile design, product design, digital design and fine art to name a few.

Core Achievement & Course Structure

The National 4, National 5 and Higher courses have a similar course structure. Learners undertake work in the following areas:

DESIGN FOLIO (*PRACTICAL*)

Learners decide their own areas of study and produce a folio based around a theme. Design folios can be jewellery, fashion, architecture, product design (lighting or chairs) or graphic design folios.

EXPRESSIVE FOLIO (*PRACTICAL*)

Learners decide their own areas of study and produce a folio based around a theme. Expressive folios are usually still life, portraiture, built environment or landscape folios.

QUESTION PAPER - ART & DESIGN STUDIES (*WRITTEN*)

Learners will develop critical understanding of artists' & designers' working practices and the social and cultural influences impacting their work. Learners will also analyse artworks and design pieces across a range of different Art & Design areas.

Approaches to Learning, Teaching and Assessment

National 4, National 5 & Higher Art & Design:

Each learner will work individually throughout the course on personal expressive & design folio work and will also work individually on Art & Design Studies work, selected by their teacher (written).

All pupils will begin at Higher level. During the later stages of year one and moving into the 2nd year, all evidence gathered to date will be used to inform the final level of presentation.

Course Breakdown:

- Practical Expressive Folio (H 38.5% - N5 40%)
- Practical Design Folio (H 38.5% - N5 40%)
- (*Total Folio award H 77% - N5 80%*)
- SQA Art & Design Studies (H 23% - N5 20%)

National 4 also has Expressive, Design and Art & Design Studies elements which are Pass/Fail units.

Home Learning & Preparation Expectations

Art & Design learners always have the opportunity to take expressive and/or design folios home to finish off or develop work further.

There will also be periodic homework designed to reinforce or revise critical content covered in class. All course support materials are available digitally through class Microsoft Teams pages.

Learners must come prepared with their school iPad every lesson and be prepared to use it at home.



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RESILIENCE



RESPECT

Biology

Overview:

What is Biology?

Biology is the study of life, from single cells to multicellular organisms and the interaction of organisms within an ecosystem. Studying Biology develops learners' curiosity, interest and enthusiasm in a range of context, developing scientific literacy and investigative skills. Biology plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever.

Learners' will develop transferrable skills in communication, collaborative working and leadership skills, and ability to apply critical thinking in new and unfamiliar contexts to solve problems.

Careers & Progression

Learners will develop a secure foundation for the study of biology in further and higher education. The course also provides a knowledge base that is useful in the study of other sciences. Biology is required by universities for further study in fields such as Medicine and Veterinary Science. Alternative careers in biology include Dietetics, Pharmacology, Environmental Science, Forensic Science, and Biochemical Engineering.

Higher Course Structure	National 5 Course Structure
<p>Higher Biology covers the following units:</p> <p>DNA and the Genome</p> <ul style="list-style-type: none"> • Structure DNA • Replication of DNA • Gene expression • Cellular differentiation • Structure of the Genome • Mutations and Evolution • Genomic sequencing <p>Metabolism and survival</p> <ul style="list-style-type: none"> • Metabolic pathways • Cellular respiration • Metabolism <p>Sustainability and interdependence</p> <ul style="list-style-type: none"> • Food supply, plant growth and productivity • Animal behaviours • Symbiosis • Social behaviours • Biodiversity 	<p>National 5 Biology covers the following units:</p> <p>Cell Biology</p> <ul style="list-style-type: none"> • Cell structure • DNA and the production of proteins • Genetic Engineering • Respiration <p>Multicellular Organisms</p> <ul style="list-style-type: none"> • Producing new cells • Control and communication • Reproduction • Variation and inheritance • Transport systems in plants and animals • Absorption of materials <p>Life on Earth</p> <ul style="list-style-type: none"> • Ecosystems and distribution of organisms • Photosynthesis • Energy in Ecosystems • Food Production • Evolution of species

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>Learners will engage in individual and group tasks, including practical work. Ongoing assessment through teacher observations and periodic end of unit tests.</p> <p>Final assessment through final exam (80%) and assignment (20%).</p>	<p>Learners are expected to study regularly each week from the outset of the course, using techniques such as summarising notes, mind maps, flashcards, etc.</p> <p>All course resources will be available digitally through class teams.</p>



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RESPECT

Business and IT – 2-year Pathway

Overview:

What is Business and IT?

This alternative pathway allows pupils to gain three qualifications. National 4 Admin and IT, National 4 Business and Level 5 Business and IT. The course provides pupils with the skills and knowledge required to work and learn in a modern-day business. Pupils will develop their IT and digital literacy skills which will increase their employability.

Careers & Progression

All working environments require IT and digital skills in the evolving digital era. Learners who have completed the course will be able to utilise the acquired administration- and IT-related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment. The course opens up a range of progression routes at college or within an apprentice programme.

Year 1 – Business	Year 2 – Business and IT
<p>The National 4 Business Management course develops skills and knowledge in the following areas:</p> <p>Business in Action Learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society.</p> <p>Influences on Business Learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making.</p> <p>Added Value Unit: Business Assignment Learners will draw on and apply the skills, knowledge and understanding they have gained from across the course to research and analyse a business.</p>	<p>The National 4 Admin and IT course develops skills and knowledge in the following areas:</p> <p>Administrative Practices Learners will have a basic introduction to administration in the workplace.</p> <p>IT Solutions for Administrators Learners will develop basic skills IT skills. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents</p> <p>Communication in Administration Learners will use IT for gathering and sharing simple information with others in familiar administration-related contexts.</p> <p>If successful in these two qualifications learners will have the opportunity to enhance their knowledge in these areas in order to achieve the NPA Level 5 in Business and IT.</p>
Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>All elements of the course will be assessed internally and there will be no final exam at the end of year 1 or year 2. Instead, teachers will continuously assess students within the classroom using SQA set assessments.</p>	<p>There will be set homework designed to reinforce or revise content covered in class. Also, it is highly recommended that pupils, as part of a planned study routine, revise using school provided resources. Course support materials are available digitally.</p> <p>Pupils must come prepared with their school iPad every lesson and be prepared to use it at home</p>



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RESPECT

Business Management – 2-year Pathway

Overview:

What is Business Management?

Business Management is a course which is designed for learners to develop understanding of the business world and the role business plays in our ever changing society. This will be achieved by combining theoretical and practical aspects of learning through the use of real-life local and national businesses. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

Careers & Progression

Business Management aims to provide a foundation for future education and training. The range of skills students will develop on the course should enable them to cope with the requirements of today's changing employment market. Many pupils who have studied Business Management have went to study college and university courses in a range of Business courses including Marketing, Finance and Human Resources. The course is recognised as an entry qualification to further and higher education courses and although not a requirement would be of benefit for any career path.

Core Achievement & Course Structure	Enhanced Achievement
<p>The National 5 and Higher Business Management course develops skills and knowledge in the following areas:</p> <ul style="list-style-type: none"> • Understanding Business • Marketing • Finance • Operations • People 	<p>The knowledge developed in Business Management enhance the Admin and IT course (offered separately in the department). If pupils undertake Business and Admin and IT together, they have the potential to achieve a Level 5 or Level 6 in Business and IT.</p> <p>Work on both these qualifications provides the following:</p> <ul style="list-style-type: none"> • Further consolidation and application of learning covered through N5/Higher • A backup qualification if a learner experiences challenges or adverse experiences while working towards Higher/N5 • The chance to gain an additional qualification as well as enhanced understanding of business contexts

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>The final grade will be made up from the SQA examination (70%) and an externally marked research project called the assignment, (30%). Pupils will also have an opportunity to research and analyse local and national businesses.</p>	<p>There will be set homework designed to reinforce or revise content covered in class. Also, it is highly recommended that pupils, as part of a planned study routine, revise using school provided resources. Course support materials are available digitally.</p> <p>Pupils must come prepared with their school iPad every lesson and be prepared to use it at home.</p>



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RESPECT

Chemistry – 2-year Pathway

Overview:

What is Chemistry?

Chemistry is the study of matter and analysing its behaviour through chemical reactions. Studying Chemistry develops learners' curiosity, interest and enthusiasm in a range of contexts. The skills of scientific inquiry and investigation are developed throughout courses. Learners will discover how Chemistry impacts their everyday lives, whilst encouraging a creative approach to problem solving and analytical thinking. Learners' will be introduced to a variety of chemical techniques, providing valuable skills for work and life.

Careers & Progression

This course provides a secure foundation for the study of chemistry in further and higher education. The course also provides a knowledge base that is useful in the study of other sciences. Chemistry is required by universities for further study in fields such as Medicine and Veterinary Science.

Learners' studying chemistry will develop a range of skills that are valued in the workplace such as problem solving, team working, communication and practical abilities.

Higher Course Structure	National 5 Course Structure
<p>Higher Chemistry covers the following units:</p> <p>Chemical Changes and Structure</p> <ul style="list-style-type: none"> • Patterns in the periodic table • Structures and bonding <p>Nature's Chemistry</p> <ul style="list-style-type: none"> • Carbon chemistry • Fats, oils, soaps and detergents • Proteins • Oxidation • Fragrances and skin care <p>Chemistry in Society</p> <ul style="list-style-type: none"> • Industrial chemistry • Chemical calculations • Rate • Chemical energy • Equilibrium • General Practical Techniques 	<p>National 5 Chemistry covers the following units:</p> <p>Chemical Changes and Structure:</p> <ul style="list-style-type: none"> • Rates of reaction • Atomic Structure, Bonding and properties of materials • Formulae and Reacting Quantities • Acids and Bases <p>Nature's Chemistry</p> <ul style="list-style-type: none"> • Carbon chemistry • Energy from fuels <p>Chemistry in Society</p> <ul style="list-style-type: none"> • Metals • Plastics • Fertilisers • Nuclear chemistry • General Practical Techniques • Reporting Experimental Work

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>Learners will engage in individual and group tasks, including practical work. Ongoing assessment through teacher observations and periodic end of unit tests.</p> <p>Final assessment through final exam (80%) and assignment (20%).</p>	<p>Learners are expected to study regularly each week from the outset of the course, using techniques such as summarising notes, mind maps, flashcards, etc.</p> <p>All course resources will be available digitally through class teams.</p>



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RESPECT

Computing Science – 2-year Pathway

Overview:

What is Computing Science?

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. The course will cover a core of advanced concepts which underpin the study of computing science and explore the role and impact of contemporary computing technologies.

Careers & Progression

Computing Science aims to provide a foundation for future education and training. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future

Core Achievement & Course Structure Year 1	Core Achievement & Course Structure Year 2
<p>The National 5 elements of the course and Higher Computing Science course develops skills and knowledge in the following:</p> <p>Software design and development Learners will develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using Python. This will develop programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Learners will be expected to analyse problems, and design, implement, test and evaluate their solutions.</p> <p>Computer systems Learners will develop an understanding of how data and instructions are stored in binary form and advanced computer architecture. Learners will gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.</p>	<p>Database design and development Learners will develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows learners to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.</p> <p>Web design and development Learners will develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows learners to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.</p>

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>The final grade will be made up from the SQA examination (80 marks) and an externally marked practical task project called the assignment, (40 marks).</p>	<p>There will be periodic set homework designed to reinforce or revise content covered in class. Also, it is highly recommended that pupils, as part of a planned study routine, revise using school provided resources. Course support materials are available digitally.</p> <p>Pupils must come prepared with their school iPad every lesson and be prepared to use it at home</p>



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RESPECT

Creative Technologies 2-year Course

Overview:

What is Creative Technologies? This alternative pathway is for pupils who wish to explore Games Development and Digital Media. This course is suited to those who prefer continuous assessment rather than a final examination.

This alternative pathway allows pupils to gain **two qualifications**. Level 4 or 5 NPA Computer games Development and Level 5 NPA Digital Media. Both these qualifications cover core areas such as design, media assets and development. Coding is also an important part of the Computer Games qualification. The award will improve learners' computational thinking skills — an area that is gaining recognition as a vital 21st century competence — and stimulate interest in computer science among young learners.

Careers & Progression

All working environments require IT and digital skills in the evolving digital era. Learners who complete this course will be able to use digital technology at home, in the wider community and in employment. The course opens a range of progression routes at college or within an apprentice programme.

Year One	Year Two
Level 4 or 5 NPA Computer games Development The National Progression Award in Computer Games Development introduces learners to the genres, trends, and emerging technologies of the computer games industry. This provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, development and testing — while also developing employability skills and Core Skills through enterprise activities.	Level 5 NPA Digital Media The NPA in Digital Media introduces learners to techniques such as audio, still images and moving images. In addition to developing knowledge and understanding of digital media, learners will develop practical, technical and meta skills - including oral, written and evaluation abilities.

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
All elements of the course will be assessed internally and there will be no final exam at the end of year 1 or year 2. Instead, teachers will continuously assess students within the classroom using SQA set assessments. In S5 this course choice would allow pupils time during Evidence Gathering and Summer exams to focus on their other subjects.	There will be limited homework designed to reinforce content covered in class. Course support materials are available digitally. Pupils must come prepared with their school iPad every lesson and be prepared to use it at home



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RESPECT

Criminology and Sociology 2-year Pathway

Overview:

What is this Criminology?

Criminology is the study of crime and criminals, focusing on the motivation behind crime, the consequences they bear and the methods for prevention. You will study the system in which criminals are dealt with, and the effect it has on the world we live in.

What is Sociology?

In the Sociology course we will look at the main perspectives which seek to give us the answer as to why society is set up the way it is.

In S4 you will study Criminology Level 5 or 6. In S5 you will study Sociology Higher or National 5

Careers & Progression

There are many careers you could enter using your skills in Criminology and Sociology.

Civil service administrator, Community development worker, Crime scene investigator, Detective, Police officer, Prison officer, Social worker, Youth worker, Border Force officer, Charity officer, Counsellor, Local government officer, Paralegal, Political risk analyst, Social researcher, Solicitor

Criminology – Level 5/6 (S4)	Sociology – Higher/N5 (S5)
<p>For Level 5 Criminology the learners will study</p> <ul style="list-style-type: none"> • Crime in the Community • Crime Scenes • Social Issues in the UK <p>For Level 6 Criminology they study</p> <ul style="list-style-type: none"> • Nature and extent of crime • Crime control strategies • Forensic psychology 	<p>For Higher and National 5 Sociology Learners will</p> <ul style="list-style-type: none"> • look at the five main sociological perspectives, including Marxism and Feminism • Culture and identity will explore the differences in social class and in the social phenomenon of subcultural groups. • In the Social issues unit we will study social class and the disparities in educational achievement.

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>Criminology will be assessed on units only across S4. Assessment will be on-going during the year focusing on knowledge and understanding and a range of skills</p> <p>Sociology will have an Assignment (30 marks) to complete as well as an exam (70 marks).</p>	<p>Learners will be expected to bring their iPads into class every day.</p> <p>This option would be suitable for learners as an alternative pathway to Higher History, Geography and Modern Studies.</p>



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RESPECT

Drama 2-year Pathway

Overview:

What is Drama?

Performance and creativity are at the heart of the National 5 & Higher Drama courses, which are both exciting and demanding. The courses provide opportunities for learners to be inspired and challenged by exploring dramatic ideas in creating and appreciating theatre. It is practical and focuses on the development of performance skills, using theatre arts and technologies to create drama.

Learners should show that they are capable of:

- Working independently as part of a group
- Giving a range of their own ideas
- Being able to organise their ideas into a presentation
- Learn a short script in preparation for a performance
- Show a good understanding of drama terminology
- Be able to critically evaluate their own and others work

Careers & Progression

Knowledge and skills learned within the National Qualifications Drama course can lead to a range of careers/courses: These include actor, broadcast presenter, community arts worker, drama therapist, runner, broadcasting/film/video, theatre director, theatre stage manager, arts administrator, marketing, lawyer, event manager, further education teacher, media researcher, primary teacher, drama teacher, special effects technician, talent agent, television floor manager, set designer, lighting designer, sound designer, costume designer, props designer and hair and makeup designer to name but a few.

Higher Pathway	National 5 Pathway
<p>Higher Drama will cover the following components:</p> <p>Component 1 – Question Paper – 50 Marks</p> <p>Section 1: Theatre Production – Text in context</p> <p>Section 2: Theatre Production - Application</p> <p>Section 3: Performance Analysis</p> <p>Although this paper has 50 marks it is scaled by the SQA to represent 40% of the overall marks for the course.</p> <p>Component 2 – Performance – 60 Marks</p> <p>(Preparation for Performance – 10 marks & Performance 50 marks)</p>	<p>National 5 Drama will cover the following components:</p> <p>Component 1 – Question Paper – 60 Marks</p> <p>Although this paper has 60 marks it is scaled by the SQA to represent 40% of the overall marks for the course.</p> <p>Component 2 – Performance – 60 Marks</p> <p>(Preparation for Performance – 10 marks & Performance 50 marks)</p>

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>Each learner will work individually on Component 1 of the course.</p> <p>Most learners will work in a group setting for Component 2 if they are actors or directing but a small number of pupils might work individually if they chose to go down the design roles.</p>	<p>Drama learners will undertake research and preparation work for acting, directing or design roles which all can be developed at home (for example learning of lines).</p> <p>There will also be periodic homework designed to reinforce or revise critical content covered in class. All course support materials are available digitally through class Microsoft Teams pages.</p> <p>Learners must come prepared with their school iPad and script material every lesson and be prepared to use it at home.</p>



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RESPECT

English and Literacy 2-year Pathway

Overview:

Why study English and Literacy?

Language is at the heart of the English course. Higher English gives candidates the opportunity to contribute to and to flourish within a communications-driven society. The language skills developed provides a gateway to further study in English literature, language and many other disciplines. Increased confidence in reading critically, responding to, talking about, and writing detailed and complex texts ensures that candidates are ready for the demands of further and higher education, and equips them with many of the skills required for the modern workplace. The course offers candidates further development of their abilities to communicate effectively, to think critically, and to be thoughtful and creative.

Literature is a strong focus of the course. Engaging with a wide variety of literature, language and media texts exposes candidates to a diversity of people, places, events, cultures, thoughts and ideas, many of which are outside their own immediate experience. The English Department at Hillhead High School offers a range of pathways through the Senior Phase. This allows pupils to maximise their attainment, achieve success and effectively prepare for life after high school. These pathways also allow pupils to experience the most appropriate SQA pathway and to embark on their personal learner journey.

Careers & Progression

Colleges, universities and employers often require a qualification in English or ESOL and it is often a minimum requirement in applications to access further education. English graduates can be found in numerous sectors, filling a variety of roles – from journalist to teacher, and marketing manager to legal advisor. Studying English will set you up to pursue careers in fields where communication and critical thinking are important. You'll also get to explore history and politics, society and culture, human relationships and identities, and how we choose to live. These skills are highly transferable, which means a degree in English Literature is well respected by potential employers and can lead to a successful career in various industries.

Core Achievement & Course Structure	Enhanced Achievement
<p><u>English - National 4, National 5 & Higher</u></p> <p>During this two-year pathway, pupils will complete a folio of writing (broadly creative or broadly discursive) which will be submitted to the SQA before the exam to be marked externally.</p> <p>Pupils will study a wide variety of literature, language and media texts in preparation for their externally assessed exam. Through the study of Scottish texts, candidates develop an awareness of Scotland's rich social and cultural heritage</p> <p><u>ESOL - National 4, National 5 & Higher</u></p> <p>SQA ESOL is an option available for students whose first language is not English. Higher ESOL is accepted by Colleges and Universities as an alternative to Higher English for all courses (bar primary teaching.)</p> <p>We feel that it is important for ESOL pupils to continue to study high-quality literature in the Senior Phase. With this in mind, pupils following this pathway will also work towards achieving the following internally assessed SQA qualifications:</p> <ul style="list-style-type: none"> • Introduction to Literature (Level 5) • Creative Writing (Level 5) 	<p>As part of this two-year programme learners will also receive the opportunity to work towards the following freestanding units:</p> <ul style="list-style-type: none"> • Level 5 Literacy • Level 5 Communication <p><u>Additional SCQF Qualifications (Level 5)</u></p> <p>Pupils who follow the National 5 (combined) pathway will also work towards achieving the following internally assessed SQA qualifications:</p> <ul style="list-style-type: none"> • N4 English • N4 Media Studies • N4 Scottish Studies • Introduction to Literature (Level 5)



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Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>There are a variety of approaches to learning and teaching in the English department to ensure a creative and engaging experience.</p> <p>Higher/N5 English - The final SQA grade will be made up of the SQA external examination (70%) and an externally marked folio of writing (30%).</p> <p>Higher/N5 ESOL – The majority of the final SQA grade will be made up of the SQA external exam which assesses the skills of Reading, Writing and Listening. The final 30% will come from the speaking assessment which is marked and verified externally.</p>	<p>Homework will be issued at the discretion of the teacher. In addition, all homework and class resources will be provided on class Teams Pages.</p> <p>Learners are encouraged to complete home study. Pupils should be encouraged to read high quality journalism in order to develop their close reading skills. Appropriate articles will also be available on the class Teams page.</p> <p>Pupils will be expected to use their iPads in most lessons. Online resources will be available and links to appropriate revision site are updated regularly and shared on TEAMS pages and on the departmental Twitter account (@EnglishDept_HHS).</p>



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RESPECT

French 2-year Pathway

Overview:

Why choose French?

The communication skills and open-mindedness learning a language promotes are highly sought-after by universities and employers. In addition to excellent oral and written communication skills, languages encourage creative and critical thinking to synthesise ideas and arguments, but also increase cultural awareness and the ability to see things from someone else's point of view, a quality which is highly-prized not just in an increasingly global marketplace but in all walks of life.

Careers & Progression

Most Universities offer the chance to combine any language with another subject, eg Law or Marketing, but a Higher/Level 6 qualification still opens up opportunities for living, studying or working all over the world. Previous French pupils have gone on to work in European Court of Human Rights in Strasbourg, CERN in Switzerland, or in general to enhance a gap year eg as an au pair in Paris. French is crucial to the Scottish economy as the biggest European market for Scottish whisky, seafood and textiles for the luxury fashion industry.

Core Achievement & Course Structure	Enhanced Achievement
<p>Higher/ level 6 qualifications cover 4 contexts :</p> <p>Culture : French films, fashion, music, media, literature, history and art.</p> <p>Society : issues surrounding the way we live our lives, global warming, social media, current affairs</p> <p>Employability : develop the skills needed to impress potential employers and entrance tutors, working abroad</p> <p>Learning : similarities and differences between Scottish and French education systems, advantages and disadvantages of going to uni</p> <p>The 2 year course offers a lot of opportunity for personal choice to delve further into areas of particular interest. There is a chance to use French in real-life context with a visit to Paris in S5.</p>	<p>As part of the 2-year programme learners will also have the chance to secure Unit Awards at level 5 or 6 in Languages for Life and Languages for Work.</p> <p>This qualification is worth points which count towards university or college entry, and can be used as a backup in case the learner experiences difficulties in securing Higher. This Award is entirely course-based with no external exam at the end.</p>

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>We use up-to-date resources and media set within real-life contexts. Individual and group learning. Assessment is ongoing in each of : Talking, Listening, Reading, Writing. The Higher qualification is made up of internal and external assessment. The Performance (Talking) is internally assessed and worth 25% of the final grade. The Assignment Writing is also internally prepared and contributes 12.5% towards the final grade.</p>	<p>As we use a lot of websites and apps it is useful if there is internet access at home. Homework is set after each lesson which will be a reading or listening exercise, or simply learning vocab, but there will be writing and speaking to be prepared at the end of each topic which will build the young person's confidence for the final assessment in S5.</p>



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Geography 2-year Pathway

Overview:

What is this Geography?

The Geography course will cover both physical and human environments and the complex interaction of processes that shape our world. It will also show how human activity affects the environment and how people adapt and mitigate the effects of processes on their environment. This is complex and dynamic and varies from place to place depending on people's resources, technology and culture. Geography combines well with both arts and science subjects. Geography is highly valued by universities as a science.

Careers & Progression

Higher Geography is accepted as science, it is also accepted in the arts faculties. Geographers find careers in non-specialist areas of the Civil Service, television, journalism, industrial management and in administrative posts such as hospital and housing management. More specialist areas include planning, landscape, architecture, hydrology, environmental consultative work, teaching, meteorology, market research, land management, cartography, tourism, conservation and, especially abroad, development planning and resource management.

Higher Pathway	National 5 Pathway
Topic 1- Physical Environments Topics Include: <ul style="list-style-type: none"> Atmosphere (Rainfall patterns in Africa, Global Heat Budget, Atmospheric and Ocean Heat Circulation) Hydrosphere (Rivers and their features, hydrographs and the hydrological cycle) Lithosphere (Glaciated and Coastal Landscape Features) Biosphere (Soils and their importance) Topic 2-Human Environments Topics Include: <ul style="list-style-type: none"> Urban (Case Studies of Glasgow and Rio de Janeiro) Population (Studies of Developed and Developing Countries, Migration Case Study: Kiribati to Australia and New Zealand, Consequences of Aging and Youthful populations) Rural (Amazon and Loch Lomond Case Studies) Population, Rural Land Degradation and Management (The Sahel) Urban Change, Planning and Management (Glasgow, Mumbai and Rio de Janeiro) Unit 3 – Global Issues Learners will demonstrate the interaction of physical and human factors and the strategies adopted in the management of these issues. Topics Include: <ul style="list-style-type: none"> Global Climate Change Development and Health (Development issues across the globe, and global diseases e.g Malaria and HIV) Unit 4 – Geographical Mapping Skills	Unit 1 - Physical environments Topics Include: <ul style="list-style-type: none"> Lithosphere (Glaciated and Coastal Landscape Features) Weather in the UK Case Study of Loch Lomond and the Trossachs (Land Use Conflicts and Solutions) Unit 2 - Human environments Topics Include: <ul style="list-style-type: none"> Urban (Case Studies of Glasgow and Rio de Janeiro) Population (Contrast in development across the world, world population distribution and change) Rural (India and UK farming case studies) Unit 3 – Global Issues Learners will demonstrate the interaction of physical and human factors and the strategies adopted in the management of these issues. Key topics include: <ul style="list-style-type: none"> Global Climate Change Development and Health (Development issues across the globe, and global diseases e.g Malaria and HIV) Mapping skills are embedded throughout the course, in relation to both physical and human environments. Numeracy and Graph reading skills will also be developed.

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
The final grade will be made up from the SQA examination (73%) and an externally marked research project called the assignment (27%) Pupils will also have an opportunity to participate in an external field trip to develop their geographical skills	Pupils will be expected to use their iPads most lessons Online resources will be available and our geography Teams page will be updated regularly We will be using websites such as Digi Maps, so familiarity with this is important



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RESPECT

Graphic Communication – 2 Year Pathway

Overview:

What is Graphic Communication?

Graphic Communication involves learners analysing and creating a range of graphics through the use of specialist software such as Autodesk Inventor, Google SketchUp, and Serif packages. The successful completion and overall quality of these products will determine what level you will work towards in S5. You will be assessed throughout the course by the class teacher – who will observe your performance during practical tasks and through your digital portfolio.

Careers & Progression

You will develop skills useful for a variety of industries and trades. These include architecture engineering, graphic design, amongst many others. The learning experiences offered will equip you with a number of skills such as digital, spatial awareness and problem-solving skills.

Core Achievement & Course Structure	Additional Opportunities Offered Over Two Years
<p>National 4, 5 & Higher Graphic Communication will cover the following units:</p> <p>Computer Aided Design (CAD)</p> <ul style="list-style-type: none"> • 3D Modelling • 3D Rendering & Illustration • Engineering Drawings <p>Architecture</p> <ul style="list-style-type: none"> • 3D Modelling • 3D Rendering & Illustration • Floor Plans, Site Plans & Location Plans <p>Graphic Design</p> <ul style="list-style-type: none"> • Design Elements & Principles • Typography • Information Graphics <p>Technical Details</p> <ul style="list-style-type: none"> • Manual drawing/drawing board • Sectional drawings • Tangency 	<p>As part of the two-year programme of learners will receive the opportunity to experience industry related activities:</p> <p>Learners will engage with:</p> <ul style="list-style-type: none"> • A Local architect's office • Graphic designers • A Graphic Expo <p>Work on this additional qualification provides the following:</p> <ul style="list-style-type: none"> • The chance to gain an enhanced understanding of workplace contexts.

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>National 4, 5 & Higher Graphic Communication:</p> <p>Each learner will work both individually and as part of a group throughout the course to create their projects, complete their logbook as well as to learn, study and revise course content.</p> <p>Course Breakdown:</p> <ul style="list-style-type: none"> • Digital portfolio and unit theory tests • Practical assignment • SQA theory exam 	<p>Home Learning & Preparation</p> <p>Throughout the course there will be periodic homework which is issued through Microsoft Teams. Additionally, throughout the course the expectation for learners is to arrive with their iPad to record their progress through their digital portfolio.</p>



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History 2-year Pathway

Overview:

What is this History

History is the study of our past. Studying history helps us understand how events in the past made things the way they are today. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies.

Careers & Progression

“What helps you thrive in a modern world is not rocket science, its social science. Experts agree understanding the values taught by History and Humanities will contribute to making you not just work ready but world ready.”

History is very useful for a number of careers including Law, Politics, Economics, Archaeology, Architecture and Fine Art. It is also relevant if considering a career in Journalism, Broadcasting, Education, Public Relations, Local Government, Town Planning, Publishing, Social Work or the Civil Service.

Higher Pathway	National 5 Pathway
Topic 1 Migration and Empire 1830-1939 Learners will study the major effect of the British Empire on Scotland the Impact that the Scots had around the Empire.	Topic 1 Migration and Empire 1830-1939 <ul style="list-style-type: none"> Why immigrant's came to Scotland Experience of immigrants in Scotland Why Scots migrated abroad Experience and impact of Scots on the Empire
Topic 2 (a) Rise of Nationalism in Germany 1918 – 1939 This is a study of a turbulent time in Germany from 1918 to 1939 focusing on the Rise of Hitler and then how the Nazis controlled Germany	Topic 2 Hitler and Nazi Germany This is a study of a turbulent time in Germany from 1918 to 1939 focusing on the Rise of Hitler and then how the Nazis controlled Germany
Topic 2 (b) The Cold War 1945 - 1989 A study of the causes of the Cold War from 1945 and the reasons why the USA lost the war in Vietnam	Topic 3 Making of Modern Britain 1850-1951 This study focuses on the impact of the Industrial revolution on political and cultural Britain. <ul style="list-style-type: none"> Changing attitudes to Poverty Liberal Government 1906 Impact of WW2 on the UK Labour Government 1945
Topic 3 Making of Modern Britain 1850-1951 This study focuses on the impact of the Industrial revolution on political and cultural Britain. Liberal government and Suffragettes.	

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
The final grade will be made up from the SQA examination (73%) and an externally marked research project called the assignment (27%) Pupils will have an opportunity for out of class trips. Assessment will be on-going during the National and Higher course focusing on knowledge and understanding and a range of skills directly linked to those in the examination Key skill areas include researching, analysing, evaluating, making judgements and investigating.	Pupils will need to use their iPads in class as we provide useful online support in all of our lessons from our Teams pages. Further reading is not required but it is desirable in all the topics we teach. We can provide books and articles for all those looking to expand their knowledge. Research is a skill we promote to improve learning and enjoyment.



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Skills for Work in Science and Health

Overview:

What is skills for work in Science and Health?

Skills for work in Science and Health offers learners the opportunity to study two different SQA courses. In S4 learners will engage with National 5 Health Sector, which develops generic employability skills in the context of the health sector. Learners will also learn about the cardiovascular system and how disorders can impact its function. Upon successful completion of Health Sector in S4, learners in S5 will embark upon National 5 Laboratory where they will explore careers in Science and industry and try their hands at a number of practical techniques, including: aseptic technique, titrations and measuring radioactivity. At the end of the course learners will complete a practical investigation and scientific write-up.

Careers & Progression

Completion of one, or both, of these courses provides learners with vital skills for life and work. Learners will experience CV writing, self-evaluation techniques and mock-interview practice. After completing the course(s) learners may choose to progress onto further science or health sector college courses, vocational training or employment.

Laboratory Science Course Structure	Health Sector Course Structure
<p>This course is made up of four units. Each unit must be completed to achieve the overall course award.</p> <p>Careers using laboratory science</p> <ul style="list-style-type: none"> • Lab science in industry and Careers • Employability skills and CV writing <p>Working in a laboratory</p> <ul style="list-style-type: none"> • Chemical handling and risk assessments • Chemical calculations • Weighing and measuring <p>Practical Skills</p> <ul style="list-style-type: none"> • Microbiology techniques • Measuring radiation • Titration, chromatography and distillation <p>Practical Investigation</p> <ul style="list-style-type: none"> • Plan and carry out a scientific investigation • Produce a written scientific report 	<p>This course is made up of five units. Each unit must be completed to achieve the overall course award.</p> <p>Working in the health sector</p> <ul style="list-style-type: none"> • Services provided by the health sector • Employability skills <p>Life science industry</p> <ul style="list-style-type: none"> • Diagnosis and treatment of illness • Health and safety <p>Improving health and well-being</p> <ul style="list-style-type: none"> • Healthy lifestyle and health promotion <p>Physiology of the cardiovascular system</p> <ul style="list-style-type: none"> • Structure and function of the cardiovascular system. • Impact of disease and study of first aid. <p>Working in non-clinical roles</p> <ul style="list-style-type: none"> • Careers in non-clinical roles
Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>Learners will have the opportunity to undertake individual and group research and practical tasks. Units are completed under a portfolio approach, which is then marked by the teacher. Re-assessment opportunities will also be provided during class time, under test conditions.</p>	<p>All assessment is completed in class and so good attendance is vital to the successful completion of all units to allow for the full course award. Pupils will be expected to catch-up on missed research and practical assessment tasks, this will be arranged with their teacher.</p>



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Mathematics 2-year Pathway

Overview:

What is Mathematics?

Mathematics plays an important role in our lives. It is used in everyday activities such as making purchases, keeping time and playing games. Through applications developed in various historical and cultural contexts, Mathematics has been one of the decisive factors in shaping the modern world. Mathematics continues to grow and to find new uses in Science, Technology, Business and Social Life. All pathways in Mathematics equip learners with the skills they need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Careers & Progression

A qualification in Mathematics is highly sought after by colleges, universities and employers. It is often a minimum requirement in applications to access further education. The type of thinking that you will engage with in Maths is useful for success in whatever your next stages are after school. No matter whether you go into Engineering, Business or Science - studying Mathematics will positively impact and broaden your options.

Core Achievement & Course Structure	Enhanced Achievement
<p><u>Mathematics - National 4, National 5 & Higher</u></p> <p>Learners on any of these pathways will study units covering:</p> <ul style="list-style-type: none"> • Numeracy • Algebra • Geometry <p>In addition to this, those on a Higher pathway will also study <i>calculus</i>.</p> <p><u>Applications of Mathematics – National 4 & National 5</u></p> <p>Learners on this pathway will study units covering:</p> <ul style="list-style-type: none"> • Numeracy • Finance and Statistics • Geometry and Measure 	<p>As part of this two-year programme learners will also receive the opportunity to work towards freestanding units in:</p> <p><u>National 5 Numeracy</u></p> <p>National 5 Numeracy is a qualification focusing on essential numeracy skills. Covering practical applications, it equips students with quantitative reasoning for everyday life and future endeavours.</p> <p><u>SCQF Level 6 Statistics</u></p> <p>The SQA Level 6 Statistics Award introduces learners to key statistical concepts and methods, helping them develop practical skills in data analysis and interpretation. It's designed to build confidence in handling data, applying statistical techniques, and drawing meaningful conclusions across different contexts</p> <p><i>These units can be achieved by all pupils.</i></p>
Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>Approaches to learning and teaching are varied and engaging. A rich and supportive learning environment is provided to enable learners to achieve the best they can. Assessment is ongoing through teacher observation and termly internal end of unit assessments. Final assessment through final SQA exam for N5 and Higher pathways.</p>	<p>Homework is issued at the teachers' discretion; however, this will follow the BGE expectation of nightly Maths homework. Attendance at supported study is also encouraged, where appropriate.</p> <p>Course support materials can be accessed online via class Teams pages and online textbooks that all pupils have access to.</p>



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Mandarin 2-year Pathway

Overview:

Why choose Mandarin?

Mandarin is one of the most highly sought after qualifications by businesses globally but is also a massive plus on any university application. In addition to the communication and interpersonal skills learning any language enhances, the cultural awareness and ability to see things from someone else's point of view is a quality valued highly as it enables you to relate to others, be open-minded and work as part of a team. With the ever-increasing presence of China in the global economy, including the value of tourism to Scotland, a qualification in Mandarin will bring opportunities not just in business but in studying and in life in general.

Careers & Progression

Most Universities offer the chance to combine Mandarin with another subject, for example Marketing, International Business. As the Chinese Hub for Glasgow, our Higher Mandarin pupils have extra opportunities for living in China. Previous pupils have taken advantage of a scholarship to live and study in Tianjin, for example, and one, who studied both French and Mandarin is now an international model based in Paris and Beijing

Core Achievement & Course Structure	Enhanced Achievement
<p>Higher and level 6 qualifications cover 4 contexts:</p> <p>Culture: Chinese films, media, literature.</p> <p>Society: issues surrounding the way we live our lives, global warming, social media, current affairs</p> <p>Employability: develop the skills needed to impress potential employers and entrance tutors, working abroad</p> <p>Learning: similarities and differences between Scottish and Chinese education systems, advantages and disadvantages of going to uni</p> <p>Scholarship opportunities exist for Higher / Adv Higher pupils to studying in China for a year.</p>	<p>As part of the 2-year programme learners will also have the chance to secure Unit Awards at level 5 or 6 in Languages for Life and Languages for Work.</p> <p>This qualification is worth points which count towards university or college entry and can be used as a backup in case the learner experiences difficulties in securing Higher. This Award is entirely course-based with no external exam at the end.</p>

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>We use up-to-date resources and media set within real-life contexts. Individual and group learning. Assessment is ongoing in each of: Talking, Listening, Reading, Writing. The Higher qualification is made of internal and external assessment. The Performance (Talking) is internally assessed and worth 25% of the final grade. The Assignment Writing is also internally prepared and contributes 12.5% towards the final grade.</p>	<p>As we use a lot of websites and apps it is useful if there is internet access at home. Homework is set after each lesson which will be a reading or listening exercise, or simply learning vocab, but there will be writing and speaking to be prepared at the end of each topic which will build the young person's confidence for the final assessment in May of S5.</p>



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Modern Studies 2-year Pathway

Overview:

What is Modern Studies?

Our world is changing rapidly. Modern Studies is changing with it and in supporting you with the tools for the modern work force. We aim to;

- Encourage in young people a greater sense of responsibility and independence
- To increase pupils' self-confidence and ability to collaborate in achieving success
- enhance pupils' oral communication skills through using a range of contemporary social and political debates

Careers & Progression

The skills you learn in Modern Studies are valuable in many career areas, including public administration, banking, business management, law, teaching, MP, social work, local and national government, Civil service, Trade union official, researcher and journalism.

Higher Pathway	National 5 Pathway
<p>Topic 1 Democracy in Scotland and the UK Learners will study aspects of the democratic political system in the United Kingdom (UK) including the place of Scotland within this. Relevant case studies should be used from either Scotland or the UK or both Scotland and the UK.</p> <p>Topic 2 Social Issues: Crime and the Law In the crime and the law context, learners will focus on relevant and contemporary aspects of crime, criminology and the law. In this context appropriate references should be made to Scotland, the UK or both Scotland and the UK.</p> <p>Topic 3 International Issues: Terrorism Learners will study a world issue that will focus on a significant recent issue or conflict which has a global impact.</p>	<p>Topic 1 Democracy in Scotland and the UK Learners develop knowledge and understanding of the main institutions and organisations which make up political life in their chosen context. They develop knowledge and understanding of the ways in which society is informed about, able to participate in and influence the political system</p> <p>Topic 1 Social Issues: Crime and the Law Learners focus on the nature, extent and causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.</p> <p>Topic 3 International Issues: Terrorism Learners will study a world issue that will focus on a significant recent issue or conflict which has a global impact.</p>
Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>The final grade will be made up from the SQA examination (roughly 70%) and an externally marked research project called the assignment, (roughly 30%) Assessment will be on-going during the National and Higher course focusing on knowledge and understanding and a range of skills directly linked to those in the examination Key skill areas include researching, analysing, evaluating, making judgements and Interpreting data.</p>	<p>It will be expected that learners should bring their iPads to every class. Learners will be using a variety of websites for data analysis and research in order to enhance their skills in the subject. All our study materials will be available on the class Team pages.</p>



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Music 2-year Pathway

Overview:

What is Music?

National 5 & Higher Music revolves around practical music activity with the three elements of Performing Skills, Composing Skills and Understanding Music, forming the basis of study.

Performing Skills

Learners will perform a programme of music on two instruments or one instrument and voice.

Composing Skills

Learners will create original music through the analysis of composers' work and the creative application of compositional techniques. Learners will produce a recording and score/performance plan of a piece of original music, demonstrating their understanding and application of appropriate compositional techniques. Additionally, learners will write a review of their work.

Understanding Music

Learners will also develop knowledge and understanding of music styles through the study of music concepts and musical literacy.

Careers & Progression

Knowledge and skills learned within the National Qualifications Music course can lead to a range of careers/courses: These include teaching, acoustics, music therapy, music journalism, arts administration, radio broadcasting, sound technology, DJing, composing, music recording, music production, music publishing, promotions management, musical instrument technology, conducting, audio engineering and sound operations to name a few.

Core Achievement & Course Structure	Enhanced Achievement
<p>The National 5 and Higher courses have a similar course structure. Learners undertake work in the following areas:</p> <p>PERFORMING SKILLS N5 – Time 8 mins to 8min 30 secs on 2 instruments, Minimum time on one instrument is 2 mins. H – Time 12 mins to 14 mins on 2 instruments, Minimum time on one instrument is 4 mins.</p> <p>COMPOSING SKILLS Pupils work on this area throughout the school year.</p> <p>UNDERSTANDING MUSIC Listening Exam – N5 (45 mins) - H (1 hour)</p>	<p>As part of the two-year program learners may also have the opportunity to work towards units, course and awards.</p> <ul style="list-style-type: none"> • NPA Music Performing units and courses • Associated Exam Boards • Trinity Exams • RCS Leadership Awards

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>National 5 & Higher Music: Each learner will work individually. All pupils will begin at Higher level. During the later stages of year one and moving into the 2nd year, all evidence gathered to date will be used to inform the final level of presentation.</p> <p>Course Breakdown:</p> <ul style="list-style-type: none"> • Performing Skills (50%) Externally assessed by visiting examiner in February / March. • Understanding Music Paper (35%) External written examination of about 1 hour's duration • Composing Assignment (15%) Submission of Recording to SQA in March 	<p>Learners have daily homework which is instrumental practice at home. Participation in School's Extra Curricular Activities will also benefit and enhance pupil's practical skills.</p> <p>All course support materials are available digitally through class Microsoft Teams pages. Periodic homework tasks on composing and listening activities will be set to reinforce or revise content covered in class.</p> <p>Learners must come prepared with their school iPad & instrument every lesson and be prepared to use it at home.</p>



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Photography 2-year Pathway

Overview:

What is Photography?

Photography allows learners to develop knowledge and understanding of photographic media and camera techniques and processes when developing their creative practice. Learners learn how social, cultural, historical, and scientific influences impact on photographers' work and practice. Learners also get the opportunity to demonstrate technical photographic skills and show personal, creative responses when photographing a variety of subjects. Learners have opportunities to develop personal autonomy and critical-thinking skills and learn to evaluate their own photographic work and practice.

The course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography.

Careers & Progression

Knowledge and skills learned within the National Qualifications Photography course can lead to a range of careers/courses: These include a wedding photographer, commercial photographer, travel photographer, photojournalist, sports photographer, wildlife photographer, fashion photographer, forensic photographer and a scientific photographer.

Core Achievement & Course Structure

Higher Photography learners undertake work in the following areas:

FOLIO

This section has a total of 100 marks. Learners research and investigate a personal project topic chosen by themselves. Drawing on this material, learners then develop their own creative response by carrying out practical photographic work. From this development work, learners select and present a series of 8 images which communicate the project topic. Learners also evaluate the effectiveness of their photographic work and practice throughout the whole folio.

QUESTION PAPER

This section has a total of 30 marks. It contains 10 multiple choice questions, and two questions which ask learners to critically analyse two unseen photographic images from a range of genres and styles. The question paper is set and marked by SQA. Candidates have 1 hour to complete the question paper.

Approaches to Learning, Teaching and Assessment

Higher Photography:

Each learner will work individually throughout the course on a personal folio and revise individually the course content to help them prepare for the question paper,

Course Breakdown:

- Practical Folio (77% - 100 Marks)
- Question Paper (23% - 30 Marks)

Total Marks 130.

Home Learning & Preparation Expectations

Photography learners always have the opportunity to take folios home to finish off or develop work further.

There will also be periodic homework designed to reinforce or revise critical content covered in class. Photography challenges or folios shoots will also be undertaken to strengthen and develop learner's camera skills.

All course support materials are available digitally through class Microsoft Teams pages.

Learners must come prepared with their school iPad & school camera every lesson and be prepared to use it at home.



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The King's Trust and Leadership Award

Overview:

Why study Prince's Trust and Leadership Award?

The King's Trust and Leadership award can help boost learner's confidence, learn new skills and work with their peers through various community and enterprise projects. These combined awards will focus on practical lessons, where learners will develop their knowledge and understanding of different leadership skills, styles and qualities. They will also explore their own leadership style and be given the opportunity to develop crucial skills for learning, life and work.

What we will do:

- Deliver a community project and making a real difference in the local area
- Learning all sorts of new skills to help with meeting new people and build confidence
- Taking on a business challenge to put your entrepreneurial skills to the test
- Improving your knowledge and ability to look after yourself and live a healthy life

Progression

By undertaking this course learners will have the opportunity to blend their learning in S5 by attending the Senior Phase College option on a Tuesday and Thursday afternoon. This means that they can access a wide variety of courses that we cannot offer within the school curriculum. These include such subject areas such **Fitness and Nutrition, Journalism, Introduction to Construction Skills and Introduction to Midwifery & Children's Nursing, plus many more.**

Year 1	Year 2 -
Leadership Award L5/6 <ul style="list-style-type: none"> • An Introduction to Leadership • Leadership in Practice • Enterprise Project Prince's Trust Achieve Award L4/5 <ul style="list-style-type: none"> • Managing Money • Presentation Skills • Career Planning • Community Project • Teamwork Skills 	Senior Phase College Part Time Courses L4-6 <ul style="list-style-type: none"> • City of Glasgow College, Clyde College, Kelvin College. Further Education or Employment <ul style="list-style-type: none"> • If pupils have maximised attainment in S4 we will support learners in applying for college or employment, to ensure that every young person continues onto a positive and sustainable destination.

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
Approaches to learning and teaching are varied and engaging. A rich and supportive learning environment is provided to enable learners to achieve the best they can. Assessment is ongoing through teacher observation and internal coursework assessments.	<p>There will be periodic set homework designed to reinforce or revise content covered in class. Also, it is highly recommended that pupils, as part of a planned study routine, revise using school provided resources. Course support materials are available digitally:</p> <ul style="list-style-type: none"> • Video tutorials • Podcasts <p>Pupils must come prepared with their school iPad every lesson and be prepared to use it at home.</p>



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Physical Education

Overview:

What is Physical Education?

Physical Education is a practical experiential subject in which learners 'learn' by 'doing'. Learners take part in a range of physical activities and investigate the four factors that impact on performance. At the heart of physical education is the development and improvement in performance. All learners will have the opportunity to develop and refine performance skills, learn how to manage emotions, foster positive team relationships and build resilience.

Careers & Progression

Knowledge and skills learned within the National Qualifications Physical Education course can lead to a range of careers or additional personal development. These include teaching, performance coaching, personal training and sports science, to name a few.

Core Achievement & Course Structure	Enhanced Achievement
<p>The National 5 and Higher Physical Education course runs in a combined format and explores the development of practical performance, alongside the following key content areas:</p> <ul style="list-style-type: none"> • The impact of Mental, Emotional, Social and Physical Factors • Method of Data Collection • Approaches to Develop Performance • Methods of monitoring and evaluating performance 	<p>Learners who demonstrate evidence of skills at an elite performance level may have the opportunity to gain an Advanced Higher Performance Skills Unit Assessment. Performers will need to meet the criteria for exceptional high level performance in one activity.</p>
Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>All pupils will begin at Higher level in National Qualifications physical education. During the second year of the two year higher all evidence gathered to date will be used to inform the final level of presentation. Below details the assessable components at each level.</p> <p>National 5- You will complete two performances in activities of your choice. These are internally assessed and you will achieve a mark out of 30 for each activity. You will also complete a 60 mark portfolio which is externally assessed by the SQA. Your overall mark out of 120 will determine your final grade.</p> <p>Higher - You will complete two One Off Performances in two different activities of your choice. These are internally assessed and both performances are marked out of 30, to give a total out of 60. This mark is then scaled back to 50. There is also an external exam set by the SQA which is marked out of 50. This contains questions related to the mandatory course content. The scaled performance mark out of 50 and the exam mark out of 50 are added together to give a total mark out of 100 and this mark determines your final grade.</p>	<p>Homework and Teams Pages</p> <p>Within the first year of the two year Higher course learners will complete standardised periodic set homework tasks. For each block they will complete one written homework and one written test. All of these resources will be provided on the learners classes' Teams Page. As well as these all SQA exam papers and marking instructions will be available on the Teams page for additional personal practice.</p> <p>Additional Personal Practice</p> <p>Learners are encouraged to complete additional personal practice time. This can be negotiated to take place before school, during lunch times or at after school clubs. The refinement and additional practicing of performance skill will ultimately lead to achieving higher scores in the the performance assessments.</p> <p>Change of Kit</p> <p>It is an essential requirement that pupils undertaking National Qualifications Physical Education have a full change of kit. Even if injured we ask that pupils get changed and help with non-participant roles such as tactical coaching, score keeping, refereeing ect.</p>



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Physics 2-year Pathway

Overview:

What is this Physics?

Physics is the study of everything in existence, from the tiniest particles to the entire universe. Learners develop their ability to describe and interpret physical phenomena using mathematical skills, and practise scientific methods of investigation from which general relationships are derived and explored. Physics is at the forefront of scientific discovery and through the course learners will deepen their understanding of the processes behind science innovation.

Careers & Progression

Concepts covered within the Physics courses provide valuable knowledge and skills required for further study in the field. Learners with a view to embark upon a range of careers, such as: engineering, astronomy, meteorology, prosthetics, optometry and radiology will benefit from the study of Physics.

Higher Course Structure	National 5 Course Structure
<p>Higher Physics covers the following units:</p> <p>Our Dynamic Universe</p> <ul style="list-style-type: none"> • motion — equations and graphs • forces, energy and power • collisions, explosions, and impulse • gravitation and special relativity • the expanding Universe <p>Particles and Waves</p> <ul style="list-style-type: none"> • forces on charged particles • the Standard Model • nuclear reactions and inverse square law • wave-particle duality and interference • spectra and refraction of light <p>Electricity</p> <ul style="list-style-type: none"> • monitoring and measuring AC • current, potential difference, power, and resistance • electrical sources and internal resistance • Capacitors, semiconductors and p-n junctions 	<p>National 5 Physics covers the following units:</p> <p>Dynamics</p> <ul style="list-style-type: none"> • vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion. <p>Space</p> <ul style="list-style-type: none"> • space exploration; cosmology. <p>Electricity</p> <ul style="list-style-type: none"> • electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power. <p>Properties of Matter</p> <ul style="list-style-type: none"> • specific heat capacity; specific latent heat; gas laws and the kinetic model. <p>Waves</p> <ul style="list-style-type: none"> • wave parameters and behaviours; electromagnetic spectrum; refraction of light <p>Radiation</p> <ul style="list-style-type: none"> • nuclear radiation

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>Learners will engage in individual and group tasks, including practical work. Ongoing assessment through teacher observations and periodic end of unit tests.</p> <p>Final assessment through final exam (80%) and assignment (20%).</p>	<p>Learners are expected to study regularly each week from the outset of the course, using techniques such as summarising notes, mind maps, flashcards, etc.</p> <p>All course resources will be available digitally through class teams.</p>



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Practical Craft Skills 2-year Pathway

Course Overview:

What is Practical Craft Skills?

Practical Craft Skills involves young people producing products using their bench and machines skills. The successful completion and overall quality of these products will determine how successful each pupil will be. By the end of the two-year pathway of learning Pupils will undertake both Practical Woodworking and Furniture Making.

Careers & Progression:

You will develop skills useful for a variety of industries and trades, particularly within manufacturing and construction. The learning experiences offered will equip you with a number of manual dexterities, organisational and problem-solving skills. The successful completion of this course will give learners confidence and potential pathways into modern apprenticeships and college courses.

Core Achievement & Course Structure – S4	Core Achievement & Course Structure – S5
<p>National 4 or 5 Practical Craft Skills: Woodwork will cover the following units:</p> <ul style="list-style-type: none"> • Flat-frame Construction Making products with frames such as mirrors, etc. • Carcase Construction Making products such as boxes, cabinets, etc. • Machining and Turning Using advanced machines such as the mortise machine and woodwork lathe • Practical Assignment Using previous skills to create a product issued by the SQA which includes all three units of work and a logbook to record their progress. 	<p>Level 5 Furniture Making will cover the following units:</p> <ul style="list-style-type: none"> • Furniture: Workshop Practice This is achieved through a logbook • Furniture: Timber Frame Making products that have a timber frame just as a side table, etc. • Furniture: Carcase Making Making products such as cabinets, etc. • Furniture Veneering: An Introduction Creating small projects that have veneered patterns such as diamond or end quarter matching system. <p>Work on this additional qualification provides the following:</p> <ul style="list-style-type: none"> • The chance to gain an additional qualification as well as enhanced understanding of construction contexts.

Approaches to Learning, Teaching and Assessment	Approaches to Learning, Teaching and Assessment
<p>National 4/5 Practical Craft Skills:</p> <p>Each learner will work both individually and as part of a group throughout the course to create their projects, complete their logbook as well as to learn, study and revise course content.</p> <p>Course Breakdown:</p> <ul style="list-style-type: none"> • Practical projects and written theory tests • Practical assignment (85% of course award) <p>logbook (15% of course award)</p>	<p>Level 5 Furniture Making:</p> <p>Each learner will work both individually and as part of a group throughout the course to create their projects, complete their logbook as well as to learn, study and revise course content.</p> <p>Course Breakdown:</p> <ul style="list-style-type: none"> • Practical projects which combine all units together <p>Logbook</p>



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RMPS 2-year Pathway

Overview:

What is this RMPS?

This course helps candidates to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour.

Careers & Progression

Skills and knowledge learnt studying RMPS will help you in specific related careers and courses but also in every chosen career or further study you aim to achieve in. It is recognised by every university and employer as an exceptionally valuable subject. Those who do study RMPS often work in careers related to Arts, Social Sciences and Languages, Culture and Heritage, Law, and Caring.

RMPS Higher Pathway	RMPS National 5 Pathway
<p>Topic 1 World religion Candidates develop in-depth knowledge and understanding of the impact and significance of religion today. They study key beliefs and practices of one of the world's six major religions and the contribution these make to the lives of followers.</p> <p>Topic 2 Morality and belief Candidates develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They develop in-depth knowledge and understanding of contemporary moral questions, and religious and nonreligious responses to these. Candidates study religious viewpoints from one of the world's six major religions.</p> <p>Topic 3 Religious and philosophical questions Learners develop skills to critically analyse religious and philosophical questions and responses. They study religious viewpoints from one of the world's six major religions.</p>	<p>Topic 1 World religion Learners study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers.</p> <p>Topic 2 Morality and belief Learners study moral issues and their background, implications and responses through studying one major moral issue and responses to it.</p> <p>Topic 3 Religious and philosophical questions Learners study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.</p>

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>The final grade will be made up from the SQA examination (73%) and an externally marked research project called the assignment, (27%)</p> <p>Assessment will be on-going during the National and Higher course focusing on knowledge and understanding and a range of skills directly linked to those in the examination</p>	<p>Learners will be expected to bring their ipads into class every day as they will be able to make use of a number of suitable online resources. Pupils will also have access to their Teams page that will be updated daily.</p>



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Spanish

Overview:

Why choose Spanish?

The communication skills and open-mindedness learning a language promotes are qualities which are highly sought-after not just by Universities and employers, but in all walks of life. In addition to excellent oral and written communication skills, learning a language encourages creative and critical thinking to synthesise ideas and arguments, but most importantly, it increases cultural awareness and the ability to see things from someone else's point of view.

Careers & Progression

Most Universities offer the chance to combine a language with another subject, for example Business, Film Studies (even Maths!) but as one of the most widely spoken languages in the world, Spanish opens up opportunities for living and working on almost every continent. Previous Spanish pupils have gone on to work in Barcelona, Granada and for International Aid agencies in South America. The government has identified languages as crucial to the Scottish economy, and companies know that once you can learn one language, you can learn another.

Core Achievement & Course Structure	Enhanced Achievement
<p>Higher and level 6 qualifications cover 4 contexts:</p> <p>Culture: Spanish and South American films, music, media, literature, history and art.</p> <p>Society: issues surrounding the way we live our lives, global warming, social media, current affairs</p> <p>Employability: develop the skills needed to impress potential employers and entrance tutors, working abroad</p> <p>Learning: similarities and differences between Scottish and Spanish education systems, advantages, and disadvantages of going to university</p> <p>There is a lot of opportunity for personal choice and in S5 a chance to practice and improve your language skills with a visit to Spain.</p>	<p>As part of the 2-year programme learners will also have the chance to secure Unit Awards at level 5 or 6 in Languages for Life and Languages for Work.</p> <p>This qualification is worth points which count towards university or college entry and can be used as a backup in case the learner experiences difficulties in securing Higher. This Award is entirely course-based with no external exam at the end.</p>

Approaches to Learning, Teaching and Assessment	Home Learning & Preparation Expectations
<p>We use up-to-date resources and media set within real-life contexts. Individual and group learning. Assessment is ongoing in each of : Talking, Listening, Reading, Writing. The Higher qualification is made of internal and external assessment. The Performance (Talking) is internally assessed and worth 25% of the final grade. The Assignment Writing is also internally prepared and contributes 12.5% towards the final grade.</p>	<p>As we use a lot of websites and apps it is useful if there is internet access at home. Homework is set after each lesson which will be a reading or listening exercise, or simply learning vocab, but there will be writing and speaking to be prepared at the end of each topic which will build the young person's confidence for the final assessment in May of S5.</p>



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