



the  
**DUMFRIES**  
**ACADEMY**

*way*

Learning together for a better future

*- Doctrina Promovet*

**PATHWAY**  
**PROSPECTUS**

# Introduction



This prospectus can be used to help shape your decisions about what subjects you will study throughout your time at Dumfries Academy. It gives information about every subject which is offered, including the stages and levels that they can be studied at, and the entry requirements for each subject and level.

You will make decisions about the subjects you will study at different points in your academic journey:

## **S2 into S3:**

This is part of your Broad General Education. You will have limited choice at this stage as you must still study a range of subjects. You will study at Curriculum for Excellence: Second, Third and Fourth Level.

## **S3 into S4:**

You will study English and Maths plus 5 other qualifications. Some pupils may be invited to study a wider range through the Better Futures programme. In S4, you will be studying qualifications at SCQF Levels 4 and 5 (including National 4 and 5). National 5 qualifications are graded A-D, whilst all other Level 4 and 5 qualifications are awarded as a pass or fail.

## **S4 into S5:**

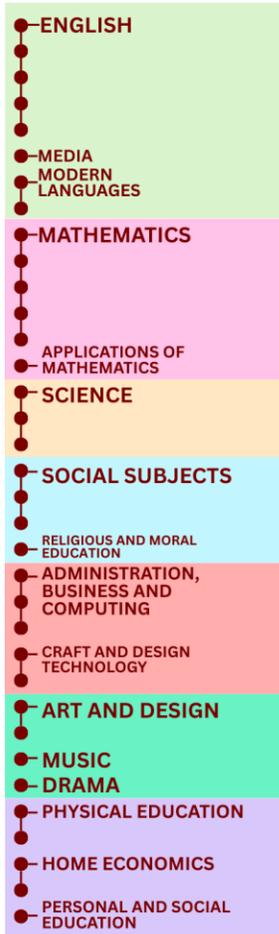
During S5 you will study subjects that will also lead to National Qualifications. These qualifications will be at SCQF Levels 5 and 6 (including National 5 and Higher). National 5 and Higher qualifications are graded A-D, whilst all other Level 5 and 6 qualifications are awarded as a pass or fail.

## **S5 into S6:**

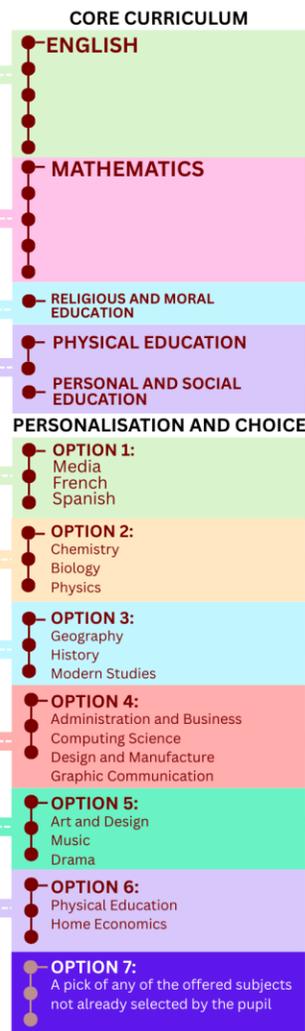
During S6 you will continue to study subjects at SCQF Levels 5 and 6 as in S5. You may also undertake Advanced Highers which are graded A-D. During S6 you may be able to pick some subjects you have not previously studied, subject to meeting the entry requirements.

Throughout your time at Dumfries Academy, you will have regular opportunities to enhance your academic profile through curricular and extra-curricular experiences.

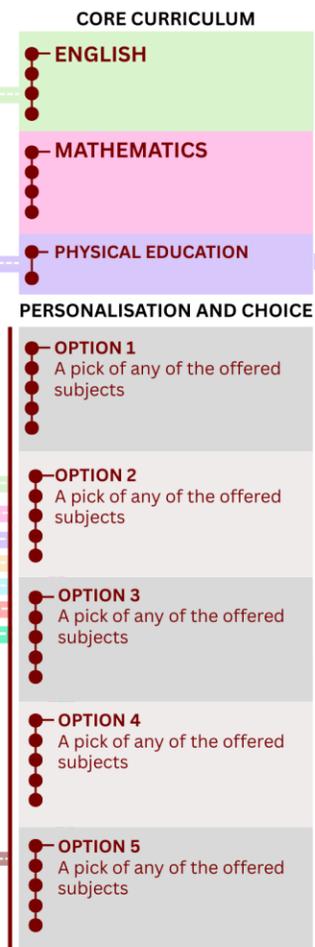
## S1 and S2



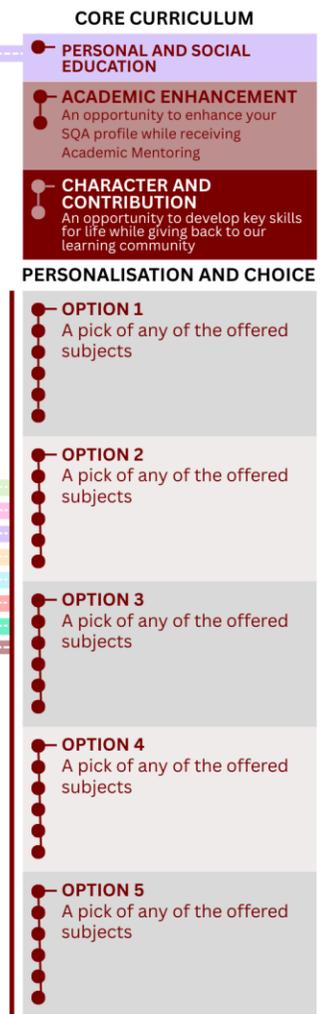
## S3



## S4



## S5 and S6



### LEARNING TOGETHER

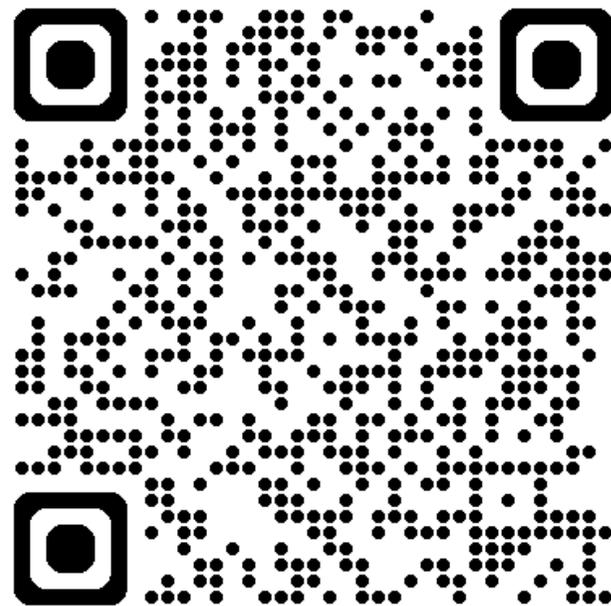
The opportunity to experience a Broad General Education through interdisciplinary experiences and topic-based learning in order to enhance attainment and opportunities in the Senior Phase

### BETTER FUTURES

The opportunity to study a suite of awards and qualification which provide a springboard to learners next steps, whether that be in school, further education or employment.

# SCQF Framework

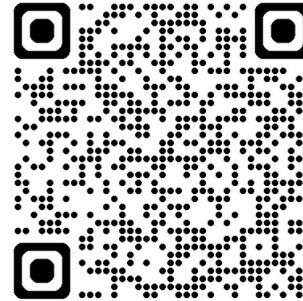
Dumfries Academy is proud to be an SCQF Silver Ambassador School. This means that we offer wide range of subjects at different levels to meet the needs of all learners, including working with a range of partners.



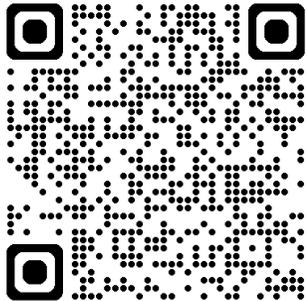
# Curriculum Partners



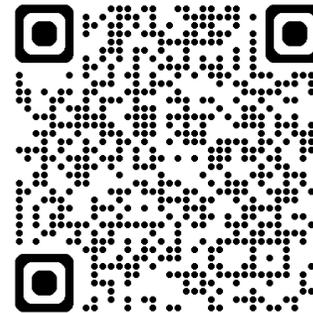
YASS – Open University  
Modules for S6 pupils  
[Young Applicants in Schools  
Scheme | Open University in  
Scotland](#)



@South-WestConnects  
A Virtual Learning  
Campus offering some  
Highers and many  
Advanced Highers  
[@South-West Connects  
– SWEIC](#)



@DG Schools Connect  
Another digital learning  
platform that offers a range of  
Higher and Advanced Higher  
courses, as well as the Music  
leaders Awards  
[DG Schools Connect](#)



Partnerships with  
Dumfries and Galloway  
College include the  
opportunity to study at the  
College Academy along  
with SQA qualifications at  
school.  
[Senior Phase Offer |  
Dumfries and Galloway  
College](#)

# Foundation Apprenticeships



A Foundation Apprenticeship is the same level of learning as a Higher (SCQF Level 6) and can be chosen alongside other subjects in S5/6. It can be completed over one or two years and involves classroom learning, online learning, work-based learning, unit assessments and an e-portfolio.

- A one-year Foundation Apprenticeship (S5 or S6) needs to be chosen in two columns, this allows students to complete the National Progression Award (NPA) which is the taught element, and the work-based learning element is undertaken in the same year.
- A two-year Foundation Apprenticeship (S5 only) is chosen in the same column in S5 and then again in S6. Students will complete the NPA in year one and the work-based learning will be completed in the second year.

Follow this link to find out more about Foundation Apprenticeships in Dumfries and Galloway.



[Foundation Apprenticeships in Dumfries and Galloway](#)



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# English and Literacy

# English

## CfE Levels

SCQF Level 4 (N4)

SCQF Level 5 (N5)

SCQF Level 6 (Higher)

SCQF Level 7 (Advanced Higher)

## Article 12:

### Respect for the Views of the Child

Every child has the right to express their views freely, and adults must listen and take these views seriously when making decisions that affect them.

## Entry Requirements

- National 4 & 5 All pupils undertake the study of English in S4
- Higher A-C in National 5 English
- Advanced Higher A or B in Higher English

### BGE

From S1 to S3, pupils explore poetry, prose, media, and drama to build a broad set of English skills. They strengthen their reading, writing, talking, and listening abilities by working with a variety of texts. This foundation in literacy prepares them for progressing to National 4 or National 5 English in S4.

### National 3, 4 & 5

English offers pupils the chance to explore poetry, drama, prose, and media while strengthening their skills in understanding, analysing, and evaluating texts. At National 5 they also create a writing portfolio, choosing either a creative or discursive approach, giving them the freedom to express themselves in the style that suits their talent.

#### Assessment

National 4: Two internally assessed units + Added Value Unit

National 5: External exam (70%) | Writing portfolio (30%)

### Higher

Higher English allows pupils to explore poetry, drama, prose, or media in greater depth, enhancing skills that are useful in all areas of life, work and study. The course strengthens their skills in Reading for Understanding Analysis and Evaluation, and they will also create a writing folio for submission to the SQA.

#### Assessment

External exam (70%) | Writing portfolio (30%)

### Advanced Higher

Those with a passion for English literature and writing can study AH English through online delivery @SouthWestConnects. The course dives deep into the exploration of texts as well as expanding textual analysis skills on unseen texts. A dissertation and folio pieces also allow pupils to experience writing longer texts in an academic style.

#### Assessment

External exam (40%) | Portfolio (30%) | Dissertation (30%)

# Media

CfE Levels  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 17

### Access to information from the media

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

## Entry Requirements

- National 5                      Demonstrated ability in BGE English and Media
- Higher                         A-C National 5 English or Media

### BGE

In S1-3, pupils will have the opportunity to study Media as part of their languages and literacy curriculum. As a growth industry, both locally and nationally, the study of Media provides foundational knowledge of how media affects society at all levels. With a wide range of pathways, including performing arts, journalism and publishing, BGE Media also looks to support and strengthen literacy skills.

### National 5

The course gives you the opportunity to develop knowledge of the role of media and the key aspects of media literacy: categories, language, representation, narrative, audience, institution and society.

You will:

- analyse and create media content as appropriate to purpose, audience and context
- develop knowledge and understanding of the key aspects of media literacy as appropriate to content
- develop knowledge and understanding of the role of media within society
- develop knowledge and understanding of how to plan and research when creating media content as appropriate to purpose, audience and context
- develop evaluation skills.

### Assessment

Question paper (60 marks) | Assignment (48 marks)

### Higher

Analysing media content will teach you how and why media content is constructed in particular ways, the potential use or effect of media content, the relationship between media content and context(s) and the similarities and differences between different pieces of media content.

Through creating media content, you will learn about creating media content relevant to particular purposes, audiences and contexts.

### Assessment

Question paper 1 (30 marks) | Question paper 2 (20 marks) | Assignment (50 marks)

# English as a Second Language (ESOL)

CfE Levels  
SCQF Level 2-4  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)



## Entry Requirements

Pupils will have the opportunity to progress and attain in ESOL based on their skills and needs.

### Why study ESOL?

Language and literacy skills are important in your personal, social and working life. And, you need good language skills for self-expression, thinking and learning.

Learning ESOL (English as a Second Language) will give you the opportunity to develop your skills in reading, writing, listening and speaking English in practical settings.

### What will I study?

This course will help you get the right skills for learning English as a second language. You will learn how to read, write, listen and speak in a variety different situations and settings. Your critical and creative thinking skills will also improve, as well as your cultural awareness as well.

The course has two compulsory units:

In ESOL for Everyday Life, you will develop language skills needed for everyday life in routine personal, social and work-related settings

In ESOL in Context, you will develop language skills needed for routine work and study related settings

# French

## CfE Levels

SCQF Level 4 (N4)

SCQF Level 5 (N5)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

## Entry Requirements

- National 4 & 5 Third or Fourth Level in French

### BGE

In S1 and S2, all pupils study both French and Spanish as we are committed to ensuring all pupils are equipped with the skills they need for life and work.

### National 4 & 5

Pupils study French through the contexts of Learning, Employability, Society and Culture. Pupils improve their knowledge of the French language considerably and have more opportunities to gain in confidence talking in French on an increasingly regular basis. By doing so, pupils become more and more aware of the relevance of language learning and the positive impact this can have on their future. The development of all four skills (Talking, Reading, Writing and Listening) is the most important focus in S4. Pupils who study French in S4 tend to be amazed at how much they can achieve across the year and there is a real sense of pride for those who are able to complete the course and achieve a very impressive qualification.

### Assessment:

N4: Four skills internally assessed and an Added Value Unit

N5: Question Paper (62.5%) | Talking Exam (25%) | Writing Assessment 12.5%

Higher and Advanced Higher are available through network arrangements or with our partners,

[Edinburgh College \(French Higher \(SCP\) | Edinburgh College\)](#)



# Spanish

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

## Entry Requirements

- National 4 & 5 Third or Fourth Level in Spanish
- Higher A-C in National 5 French or Spanish  
(or other evidence of skills at this level)

### BGE

In S1 and S2 pupils study both French and Spanish as we are committed to ensuring all pupils are equipped with the skills they need for life and work.

### National 4 & 5

Pupils study Spanish through the themes of Learning, Employability, Society, and Culture. They build strong skills in talking, reading, writing, and listening, gaining confidence as they use the language regularly. Many are surprised by how much progress they make, and those who complete the course take real pride in achieving a valuable qualification.

### Assessment:

N4: Four skills internally assessed and an Added Value Unit

N5: Question Paper (62.5%) | Talking Exam (25%) | Writing Assessment (12.5%)

Higher: Question Paper (62.5%) | Talking Exam (25%) | Writing Assessment (12.5%)

Advanced Higher is available through network arrangements or with o  
[Edinburgh College \(Spanish Higher \(SCP\) | Edinburgh College\)](#)





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# Maths and Numeracy

# Mathematics

CfE  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 28

### Right to education

**Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.**

## Entry Requirements

- National 5                      Fourth Level Mathematics achieved by the end of S3
- Higher                         A or B in National 5 Mathematics

### **BGE**

Throughout S1 and S2, pupils undertake a general Mathematics and Numeracy course. This involves building fundamental skills in number, measurement, geometry and shape, statistics and algebra. Learners are given the opportunity to develop fluency in these skills before being asked to apply them in higher-order problem solving scenarios. In S3 pupils enter a Mathematics or Applications of Mathematics pathway.

### **National 5**

When compared to National 5 Applications of Mathematics, National 5 Mathematics focuses on the more abstract aspects of mathematics and is designed for learners who may wish to progress into STEM-related subjects and careers. The course develops strong skills in algebra, geometry, trigonometry and mathematical reasoning, with an emphasis on abstract thinking, accuracy and logical problem-solving.

#### *Assessment*

Non-calculator question paper (40 marks) | Calculator question paper (50 marks)

### **Higher**

Higher Mathematics looks to strengthen and extends pupils' mathematical thinking and problem-solving skills even further by building fluency in algebra, geometry, trigonometry, calculus and mathematical reasoning. The course challenges learners to think abstractly and reason rigorously, equipping them with analytical skills that are especially valuable for further study in sciences, engineering, computing and other STEM-related fields.

#### *Assessment*

Non-calculator question paper (55 marks) | Non-calculator question paper (65 marks)

Study at Advanced Higher level is available through the DLT network and other partner providers

# Applications of Mathematics

SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 28

### Right to education

**Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.**

## Entry Requirements

- National 5                      Fourth Level Numeracy achieved by the end of S3
- Higher                         A or B in N5 Applications of Mathematics  
   A or B in Administration and IT preferred

### BGE

Throughout S1 and S2, pupils undertake a general Mathematics and Numeracy course. This involves building fundamental skills in number, measurement, geometry and shape, statistics and algebra. Learners are given the opportunity to develop fluency in these skills before being asked to apply them in higher-order problem solving scenarios. Pupils are given regular opportunities to retrieve knowledge and skills in order to deepen understanding and improve long-term retention. In S3 pupils enter a Mathematics or Applications of Mathematics pathway.

### National 5

National 5 Applications of Mathematics focuses on using mathematical skills in practical, real-life and work-related contexts. The course develops confidence in numeracy, finance, measurement, statistics and problem-solving, with an emphasis on applying mathematics to everyday situations such as budgeting, interpreting data and making informed decisions. Unlike National 5 Mathematics, which is more theoretical and algebra-based, this course is designed for learners who prefer a practical approach to maths and who may be progressing to a career outside of the STEM sector.

#### Assessment:

Non-calculator question paper (35 marks) | Calculator question paper (55 marks)

### Higher

Higher Applications of Mathematics develops practical mathematical and analytical skills that are highly relevant to real-world contexts and future workplaces. Learners deepen their understanding of financial modelling, statistics, data analysis, planning and decision making, and mathematical modelling, using digital tools such as spreadsheets and statistical software to support their work. The course strengthens numerical reasoning, problem-solving and interpretation skills while emphasising the application of mathematics to everyday and professional situations. The course also gives learners the opportunities to use industry-standard software to perform statistical and mathematical analysis.

#### Assessment:

Question paper (65 marks) | Project (30 marks)



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**Science**

# Biology

## CfE Levels

SCQF Level 4 (N4)

SCQF Level 5 (N5)

SCQF Level 6 (Higher)

SCQF Level 7 (Advanced Higher)

## Article 24

### Health and health services

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## Entry Requirements

- National 5 Undertaking a National 5 Maths qualification
- Higher A or B in National 5 Biology  
A-C in N5 Mathematics or A or B in N5 Applications of Mathematics

### BGE

In S1 and S2 pupils at Dumfries Academy study a combination of topics from Biology, Chemistry and Physics. During this time pupils develop their curiosity, interest and enthusiasm for Science in a range of contexts. The skills of scientific inquiry and investigation are embedded into the course by a range of experimental techniques. Evidence from S1 and S2 will then inform the most appropriate pathway in S3. For Some that may be another combined S3 Science course, while others may choose to focus on any combination of Biology, Chemistry or Physics in S3.

### National 4 & 5

National 4 & 5 Biology is an increasingly important subject in the modern world. Advances in technologies have made Biology more exciting and relevant than ever. You will be able to develop your communication, collaborative working and leadership skills and are able to apply critical thinking in new and unfamiliar contexts to solve problems. There are three units: Cell Biology, Multicellular Organisms and Life on Earth

### Assessment

N4: Three units internally assessed | Added Value Unit

N5: Question paper (80%) | Assignment (20%)

### Higher

Higher Biology develops scientific understanding of biological issues and aims to develop learner's interest and enthusiasm for Biology, by using a variety of approaches, with an emphasis on hands on practical activities. There are three units in Higher Biology: DNA and the Genome, Metabolism and Survival Sustainability and Interdependence

### Assessment:

Question paper (80%) | Assignment (20%)

Advanced Higher study is available through out DLT partnerships

# Chemistry

## CfE Levels

SCQF Level 4 (N4)

SCQF Level 5 (N5)

SCQF Level 6 (Higher)

SCQF Level 7 (Advanced Higher)

## Article 29

### Goals of education

**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**

## Entry Requirements

- N5 Undertaking or achieved a National 5 Mathematics qualification
- Higher A or B in N5 Chemistry  
A or B in N5 Mathematics

### BGE

In S1 and S2 pupils at Dumfries Academy study a combination of topics from Biology, Chemistry and Physics. During this time pupils develop their curiosity, interest and enthusiasm for Science in a range of contexts. The skills of scientific inquiry and investigation are embedded into the course by a range of experimental techniques. Evidence from S1 and S2 will then inform the most appropriate pathway in S3. For some that may be another combined S3 Science course, while others may choose to focus on any combination of Biology, Chemistry or Physics in S3.

### National 4 & 5

National 4 & 5 Chemistry allows you to develop skills to become inventive, creative and innovative in a world where the skills and knowledge developed in Chemistry are needed across all areas of society. There are three units in National Chemistry: Chemical Changes and Structure, Nature's, Chemistry and Chemistry in Society.

### Assessment

N4: Three units internally assessed | Added Value Unit

N5: Question Paper (80%) | Assignment (20%)

### Higher

Higher Chemistry provides an excellent training for many careers, both scientific and non-scientific. When you study Chemistry you will develop many transferable skills such as: problem solving, analytical thinking, numeracy, practical skills and cooperation with others. These skills are much sought after in many occupations and fields of employment. There are three units in Higher Chemistry: Chemical Changes and Structure, Nature's Chemistry and Chemistry in Society.

### Assessment

Question Paper (80%) | Assignment (20%)

Advanced Higher study is available through out DLT partnerships

# Physics

## CfE Levels

SCQF Level 4 (N4)

SCQF Level 5 (N5)

SCQF Level 6 (Higher)

SCQF Level 7 (Advanced Higher)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Entry Requirements

- N5 Undertaking or achieved a National 5 Mathematics qualification
- Higher A or B in N5 Physics  
A or B pass in N5 Mathematics

### BGE

In S1 and S2 pupils at Dumfries Academy study a combination of topics from Biology, Chemistry and Physics. During this time pupils develop their curiosity, interest and enthusiasm for Science in a range of contexts. The skills of scientific inquiry and investigation are embedded into the course by a range of experimental techniques. Evidence from S1 and S2 will then inform the most appropriate pathway in S3. For Some that may be another combined S3 Science course, while others may choose to focus on any combination of Biology, Chemistry or Physics in S3.

### National 4 & 5

When studying Physics, you will ask questions about the world around us and try to find answers to them through investigating, There are three units in National Physics: Waves and Radiation, Dynamics and Space and Electricity and Properties of Matter

### Assessment

N4: Three units internally assessed | Added Value Unit

N5: Question paper (80%) | Assignment (20%)

### Higher

The study of Physics is of benefit, not only to those intending to pursue a career in Science, but also to those intending to work in a wide range of areas such as health, education, leisure, finance and computing industries. There are four units in Higher Physics: Our Dynamic Universe, Particles and Waves, Electricity and Researching Physics.

### Assessment

Assignment (80%) | Assignment (20%)

Advanced Higher study s available through out DLT partnerships

# Science

CfE Levels  
SCQF Level 3 (N3)  
SCQF Level 4 (N4)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Entry Requirements

Must not be undertaking any other Science course

### **BGE**

In S1 and S2 pupils at Dumfries Academy study a combination of topics from Biology, Chemistry and Physics. During this time pupils develop their curiosity, interest and enthusiasm for Science in a range of contexts. The skills of scientific inquiry and investigation are embedded into the course by a range of experimental techniques. Evidence from S1 and S2 will then inform the most appropriate pathway in S3. For Some that may be another combined S3 Science course, while others may choose to focus on any combination of Biology, Chemistry or Physics in S3.

### **National 4**

National 4 Science allows you to experience all three of the discrete Science in one course. You will learn elements from Biology, Chemistry and Physics. The Science course allows young people to develop their curiosity, interest and enthusiasm for Science in a range of contexts. The skills of scientific inquiry and investigation are embedded into the course by a range of experimental techniques. Science is so relevant, and this is highlighted by the study of the applications of Science in everyday contexts. There are three units in S4 Science: Fragile Earth, Health and Applications of Science.

### *Assessment*

Three units internally assessed | Added Value Unit



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# Social Subjects



# Geography

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 24

### Health and health services

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## Entry Requirements

- National 5 Working at or achieved Fourth Level Geography
- Higher A-C in National 5 Geography OR A-C in Higher in History, Modern Studies, Sociology or English

### BGE

Learn about the way the world is shaped and the way we live within it. Explore the coastal landscapes around the UK, learning key skills which will aid progression throughout Geography. Experience the thrill of volcanoes and the power of earthquakes and hurricanes impacting the world globally. Dive into inequalities with Rich and Poor worlds with the chance to develop understanding on how different nations are tackling issues through the Global Goals.

### National 4 & 5

This course develops a range of geographical skills and techniques. By studying National Geography, you will develop an understanding of physical features of the world, global issues like disease, climate change and lastly, the impact of human activity on planet earth. Geography is the study of people and landscapes, especially the impact of people and their activities on the environment. Topics include coastal and glaciated landscapes, weather, population and farming.

### Assessment:

N4: Three units internally assessed | Added Value Unit  
N5: Question paper (80%) | Assignment (20%)

### Higher

There are three units in Higher Geography. Pupils need to complete unit assessments in the three areas; Physical, Human and Global Issues & Skills. The Higher Geography course develops our understanding on our ever-changing world, how the land is shaped through physical processes and human interactions. Higher Geography also includes practical activities, including fieldwork, to interact with their environment. Topics studied in the Higher Geography course include Lithosphere (coasts and glaciation), Soils, Rivers and Atmosphere as well as human topics such as Population, Desertification and Urban & Rural landscapes. The global issues studied includes Climate Change and Development and Health

### Assessment:

Question paper 1 (50 scaled marks) | Question paper 2 (30 scaled marks) | Assignment (30 scaled marks)

# History

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)



## Entry Requirements

- National 5      Undertaking National 5 English
- Higher          A-C in National 5 English AND  
A-C in National 5 in History, Modern Studies, Geography or Sociology

### BGE

In S1, students begin with Horrible Histories, a fun and informative introduction to key periods in history, including Ancient Egypt, the Black Death, and World War I. In S2, the curriculum focuses on Mary, Queen of Scots. Students investigate her life, political challenges, and the turbulent times in which she lived, encouraging them to critically assess historical sources and perspectives. In S3, students explore significant 20th-century events, including the Civil Rights Movement and 'Days which shook the world'. These studies provide insight into the global impact of key historical moments and encourage students to think critically about their lasting effects on society.

### National 4 & 5

The National 4/5 History course offers pupils a rich curriculum that develops strong knowledge and essential historical skills. Students study three key units: the Scottish Wars of Independence, the Enslavement of African people, and Hitler and Nazi Germany. Each unit allows pupils to explore significant periods in depth, from medieval Scottish resistance, to the impact of the slave trade, to life under a totalitarian regime.

### Assessment

N4: Three units internally assessed | Added Value Unit

N5: Question paper 80% | Assignment 20%

### Higher

Higher History builds on National 5 skills while introducing greater detail and essay writing skills. Paper 1 focuses on essay writing skills and includes the British topic, covering women's suffrage, Liberal and Labour social reforms plus much more. The European and World section focuses on appeasement, the rise and consolidation of Nazi power plus much more. For Paper 2, pupils study Migration and Empire, exploring reasons for emigration and immigration to Scotland.

### Assessment

Question Paper 1 (40%) | Question Paper 2 (33%) | Assignment (27%)

# Modern Studies

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)



## Entry Requirements

- National 5      Undertaking National 5 English
- Higher          A-C in National 5 in History, Modern Studies, Geography or Sociology

### BGE

Modern Studies is the study of political and social issues which have taken place within the last 10-15 years across local, national and international contexts. Examples of political topics in BGE Modern Studies include living in a democracy, which pupils are introduced to in S1. This topic includes the opportunity to participate in a mock election group activity. Later in the BGE, pupils learn specifically about the UK Parliament in more detail. Examples of international topics studied in BGE Modern Studies include Terrorism in S2 as well as the USA in S3.

### National 4 & 5

Topics studied in the National Modern Studies course include Democracy in Scotland, Crime and the Law in Scotland and the UK, and the International Issue of Terrorism. Learners will strengthen skills such as decision-making, forming conclusions and selecting evidence that supports and opposes a point of view. Learners will also select a relevant topic to complete an independent research assignment.

#### *Assessment*

N4: Three units internally assessed | Added Value Unit

N5: Question paper 80% | Assignment 20%

### Higher

Pupils will study Democracy in Scotland and the UK, Social Inequality in the UK and a World Power, where we focus on political and socio-economic issues in the USA. Source questions are a key component of the Higher course. Learners will strengthen skills such as forming conclusions, evaluating the reliability of different sources of information and assessing the accuracy of statements. Learners will also select a relevant topic to complete an independent research assignment, focussing on a particular area of the Higher course that they have a keen interest in.

#### *Assessment*

Question Paper 1 (73%) | Assignment (27%)

# Religious and Moral Education

CfE Levels  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Entry Requirements

- National 5      Undertaking National 5 English or a Social Subject
- Higher         A-C in National 5 in a Social Subject

### BGE

A broad range of religious and moral themes is explored throughout the BGE. Our study of religion includes major world faiths such as Islam, Sikhism, Buddhism and Christianity. Alongside this, we investigate key moral and philosophical issues including human rights, animal welfare, the afterlife, justice and personal identity. RME also helps young people develop valuable skills for life, learning and work. These include research, analysis, evaluation, philosophical thinking, debating and problem-solving.

### Senior Phase

The study of Religious, Moral and Philosophical Studies is available through our DLT partnerships.

#### Article 14

Freedom of thought, belief and religion

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

# Sociology

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)



## Entry Requirements

- National 5      Undertaking National 5 English and History or Modern Studies
- Higher         Undertaking Higher English or a Social Subject

### National 5

National 5 Sociology is comprised of three sections to equip learners with an understanding of our social world, human behaviour, and how social factors shape identities, relationships and everyday experiences. In Section 1: Human Society – pupils are introduced to structural and action perspectives to understand the macro and micro level of interaction in society. Pupils also explore research methods such as participant observation, surveys and interviews. In Section 2: Culture and Identity – pupils examine primary and secondary socialisation,

#### Assessment

Question paper (70%) | Assignment (30%)

### Higher

Higher Sociology is engaging, relevant and thought-provoking, helping pupils develop critical thinking, confidence and a deeper understanding of society. Through discussion, real-world examples and investigation, learners explore human behaviour, culture and social issues. Human Society explores key perspectives (Marxism, Functionalism, Symbolic Interactionism), relationships between individuals, groups and institutions, and how research generates quantitative and qualitative evidence. Culture and Identity examines identity, subcultures and society's responses, including Cohen's Mods and Rockers (1972). Social Issues investigates topics such as social mobility and differential educational attainment, using theory and research to build reasoned arguments.

#### Assessment

Question Paper 1 (73%) | Assignment (27%)



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# Technologies

# Administration and IT

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment..

## Entry Requirements

- National 5 S3 Administration and Business preferred (Fourth Level achieved)
- Higher National 5 Administration and IT (A-C) is preferred, but direct entry possible with excellent attendance and demonstrated literacy and digital literacy skills

### **BGE**

In S1 and S2, Administration and IT is taught alongside Business Management and Computing Science. Pupils are introduced to how technology is used to effectively run a business. This includes developing key digital skills that prepare them both for the world of work and wider society. Learners also learn about the fundamentals of running a business. In addition to this, learners will learn more about how computers work, different types of computers and how we can write programs for computers. In S3, learners are given the opportunity to specialise in Computing Science or Administration and Business.

### **National 4 & 5**

National 4 and 5 Administration and IT develops practical workplace and digital skills that are valuable for a wide range of careers. Pupils learn how to use computers effectively, including word-processing, spreadsheets, databases and presentations, while gaining an understanding of administrative tasks such as communication, customer care, organisation and health and safety. The course encourages confidence, accuracy and independence, and provides a strong foundation for further study, training or employment in business and administrative roles.

#### *Assessment*

N4: Three internally assessed units | Added Value Unit

N5: Practical exam (58%) | Assignment (42%)

### **Higher**

Higher Administration and IT builds on the skills learned at National 5. Pupils will learn more advanced features and functions of spreadsheet, database, word processing and presentation software to complete authentic, business oriented tasks. Learners will also develop a deeper knowledge of administration in the workplace, including aspects such as communication, organisation, customer care and health and safety. Higher Administration and IT prepares learners for further study, training or employment by strengthening problem-solving, accuracy and independent working skills.

#### *Assessment*

Question paper (58%) | Assignment (42%)

# Business Management

CfE Levels  
SCQF Level 5 (N5)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment..

## Entry Requirements

- National 5 S3 Administration and Business preferred (Fourth Level achieved)
- Higher National 5 Administration and IT (A-C) is preferred, but direct entry possible with excellent attendance and demonstrated literacy and digital literacy skills

### BGE

In S1 and S2, Business Management is taught alongside Administration and IT. Pupils are introduced to how technology is used to effectively run a business. This includes developing key digital skills that prepare them both for the world of work and wider society. Learners also learn about the fundamentals of running a business. In addition to this, learners will learn more about how computers work, different types of computers and how we can write programs for computers. In S3, learners are given the opportunity to specialise in Computing Science or Administration and Business.

### National 5

National 5 Business Management gives you a clear, practical introduction to how businesses work. You'll explore key areas: Understanding Business, Marketing, Operations, People and Finance. You will discover how organisations make decisions, manage resources and respond to real-world challenges. The course develops valuable skills such as analysing information, solving problems and communicating ideas. This course is an excellent starting point for understanding how businesses operate.

### Assessment

Question paper (75%) | Assignment (25%)

Further study of Business Management is available through the DLT network.

# Computing Science

CfE Levels  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment..

## Entry Requirements

- National 5 S3 Computing Science preferred (Fourth Level achieved) and undertaking National 5 Mathematics or Applications of Mathematics
- Higher A or B pass in National 5 Computing Science

### BGE

In S1 and S2, Computing Science is taught alongside Administration and IT and Business Management. Pupils are introduced to how technology is used to effectively run a business. This includes developing key digital skills that prepare them both for the world of work and wider society. Learners also learn about the fundamentals of running a business. In addition to this, learners will learn more about how computers work, different types of computers and how we can write programs for computers. In S3, learners are given the opportunity to specialise in Computing Science or Administration and Business.

### National 5

In National 5 Computing Science, learners develop knowledge about the key components of a computer system, how different types of data are represented in a computer's memory and how computers are kept secure and environmentally friendly. Learners build on programming skills to read, understand and write more advanced code, including efficient use of coding constructs. This allows them to build computational thinking and analytical skills. They are also introduced to the software development process. Learners also develop key skills in storing and processing data. This course provides a strong foundation for further study in computing, digital technologies and a wide range of STEM-related careers.

### Assessment

Question paper (Two thirds) | Assignment (One third)

### Higher

Higher Computing Science develops advanced problem-solving and computational thinking skills through the design, development and testing of software solutions, including more efficient and advanced programming techniques. Pupils build confidence in programming and databases while gaining a deeper and more detailed understanding of computer systems and how digital technologies operate in the modern world. The course promotes logical thinking, precision and independent working, and challenges learners to apply their skills to increasingly complex, real-world problems. Higher Computing Science provides strong preparation for further study, college, university and careers in computing, digital technologies and STEM-related fields.

### Assessment

Question paper (Two thirds) | Assignment (One third)

# Design and Manufacture

CfE Levels  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment..

## Entry Requirements

- National 5 S3 Design and Manufacture or Graphic Communications preferred (Fourth Level achieved)
- Higher A-C pass in National 5 Design and Manufacture

### **BGE**

Throughout S1 and S2, pupils follow a general Craft and Design Technology course. This course introduces pupils to the design process as they develop strategies for generating and improving ideas along with manufacturing techniques using a variety of mediums such as wood and plastics. Pupils will complete a number of projects, each of which will allow learners to develop creativity, communicating, adapting and focusing skills. Pupils are also introduced to the skill of technical drawing. In S3, pupils are given the opportunity to specialise in either Design and Manufacture or Graphic Communications.

### **National 5**

At National 5 level, pupils will build on their fundamental knowledge and skills in the world of product design and making. Learners will deepen their understanding of the full design process, researching needs, generating and developing ideas and planning and making models, prototypes and products. Pupils will also study materials, manufacturing processes and how design impacts society and the environment. This will allow learners demonstrate and develop creativity and adapting skills.

#### *Assessment*

Question paper (44%) | Design assignment (31%) | Practical assignment (25%)

### **Higher**

Higher Design and Manufacture develops pupils' abilities to research, create and evaluate design solutions while deepening understanding of materials and manufacturing technologies. Learners build strong skills in idea generation, technical communication, planning and problem solving as they work through realistic design challenges and produce detailed proposals and outcomes that reflect quality and purpose. The course encourages independent thinking and creativity and supports progression towards further study and careers in engineering, product design, manufacturing and related technical fields.

#### *Assessment*

Question paper (80 marks) | Assignment (90 marks)

Advanced Higher study in Design and Manufacture is available with DLT partners

# Graphic Communications

CfE Levels  
SCQF Level 5 (N5)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment..

## Entry Requirements

- National 5 S3 Design and Manufacture or Graphic Communications preferred (Fourth Level achieved)
- Higher A-C pass in National 5 Design and Manufacture

### BGE

Throughout S1 and S2, pupils follow a general Craft and Design Technology course. This course introduces pupils to the design process as they develop strategies for generating and improving ideas along with manufacturing techniques using a variety of mediums such as wood and plastics. Pupils will complete a number of projects, each of which will allow learners to develop creativity, communicating, adapting and focusing skills. Pupils are also introduced to the skill of technical drawing. In S3, pupils are given the opportunity to specialise in either Design and Manufacture or Graphic Communications.

### National 5

National 5 Graphic Communication develops pupils' ability to communicate ideas visually using a range of graphic techniques and technologies. Learners create and interpret technical, creative and promotional graphics, using both traditional drawing skills and computer-aided design (CAD). The course builds spatial awareness, accuracy and problem-solving skills, while encouraging creativity and attention to detail. Pupils gain valuable skills that support progression into design, engineering, architecture and other creative or technical pathways.

#### Assessment

Question paper (two thirds) | Assignment (one third)

### Higher

Higher Graphic Communication builds learners' confidence and accuracy in communicating complex ideas visually through both manual and digital techniques. Pupils develop more advanced spatial awareness, technical drawing skills and use of CAD as they produce detailed and purposeful graphic solutions. The course encourages greater independence, precision and problem-solving, while applying graphic standards and conventions to increasingly demanding tasks. Higher Graphic Communication provides strong preparation for further study and careers in design, engineering, architecture, media and technical communication.

#### Assessment

Question paper (64%) | Assignment (36%)

# Practical Woodworking

CfE Levels  
SCQF Level 5 (N5)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment..

## Entry Requirements

- National 5 S3 Design and Manufacture or Graphic Communications preferred (Fourth Level achieved)

### BGE

Throughout S1 and S2, pupils follow a general Craft and Design Technology course. This course introduces pupils to the design process as they develop strategies for generating and improving ideas along with manufacturing techniques using a variety of mediums such as wood and plastics. Pupils will complete a number of projects, each of which will allow learners to develop creativity, communicating, adapting and focusing skills. Pupils are also introduced to the skill of technical drawing. In S3, pupils are given the opportunity to specialise in either Design and Manufacture or Graphic Communications.

### National 5

National 5 Practical Woodworking gives pupils hands-on experience in woodworking by developing practical skills in marking out, cutting, shaping, joining and finishing wood to produce a quality finished product. Learners gain confidence in using a range of tools and equipment safely and effectively, read and interpret working drawings, solve practical problems and build skills in planning, organising and communicating their ideas. The course helps pupils develop practical creativity, attention to detail and workshop practice, supporting progression towards further study, training or careers in practical and technical fields.

### Assessment

Practical activity | Logbook | Case study



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# Health and Wellbeing

# Exercise and Fitness (NPA)

SCQF Level 6

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment..

## Entry Requirements

- National 5 English and/or Level 5 Literacy
- National 5 Biology or Level 5 Skills for Work Sport and Recreation and/or National 5 PE
- An interest in Health, Fitness and/or career in Sports Industry.

### Level 6

During the Level 6 NPA Exercise and Fitness course pupils will develop their knowledge across three units:

- Circuit Training
- Fixed Weight Training
- Cardio Vascular

Training Lessons will be delivered at QFitness, DG1 and PE Classroom with use of laptops where pupils will learn about physiology of body (muscular, skeletal and cardiovascular systems) and the impact on fitness development as well as how to lead others in fitness sessions.

### Assessment

Three units internally assessed (practical and theory)

# Physical Education

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)

## Article 24

### Health and health services

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## Entry Requirements

- National 5      Achieved Fourth Level in BGE PE and undertaking National 5 English
- Higher          A or B in National 5 PE and achieved A or B in National 5 English

### **BGE**

Our BGE curriculum allows pupils to participate and develop their ability within a range of sports. In S1 and S2 all periods will be practical based with the focus of developing cognitive skills, personal qualities and fitness and physical competencies. Within S3 Core students will continue to complete a range of sports and develop practical abilities. Within S3 Certificate Preparation students will start to develop their understanding of factors which impact performance which will prepare students for further study.

### **National 5**

During the N5 Physical Education course pupils will develop their understanding of the physical, mental, emotional and social factors which impact on sports performance. During the course they will investigate their performance before planning and carrying out a development programme which aims to improve two identified factors which impact performance. Students will enhance their performance skills across a range of activities.

#### *Assessment*

Practical assessment | Written assessment

### **Higher**

During Higher Physical Education course pupils will develop their understanding of the physical, mental, emotional and social factors which impact on sports performance to a higher degree. During the course they will investigate their performance before planning and carrying out a development programme which aims to improve two identified factors which impact performance. Throughout this, they will monitor their programme and then review their progress. This will form their knowledge to complete the written element of the course. They will explore their performance through Swimming, Badminton and Netball/Basketball. As well students will enhance their performance skills across a range of activities.

#### *Assessment*

Performance assessment (50%) | Question paper (50%)

Advanced Higher study in Physical Education is available with DLT partners

# Practical Cookery

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment..

## Entry Requirements

- National 5 Study of Hospitality and Health in S3 preferred

### BGE

In S1-S3 Home Economics, learners will develop their practical cookery skills and their knowledge and understanding of ingredients to provide a foundational set of skills for those who have an interest in health, food and nutrition. Throughout S1-S3, pupils will study several units including Nutrition, Individual Dietary Needs, Contemporary Food Issues, Food Product Development and Farm to Fork. The course allows for creativity, collaborating, adapting and critical thinking.

### National 4/5

During the National Practical Cookery course, pupils will develop their cookery skills, food preparation techniques and cookery processes across a range of recipes. Pupils will also develop their ability to plan, produce and present meals appropriately, selecting and using ingredients to garnish or decorate the dishes suitably. In addition, pupils will learn about the characteristics and sustainability of ingredients, current dietary advice, kitchen safety and hygiene. This course contains a significant practical component, supported by related theory knowledge. Through its use of real-life hospitality contexts, this course is relevant to the world of work.

### Assessment

N4: Four units internally assessed

N5: Assignment (14%) | Practical exam (63%) | Question paper (23%)



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# Arts and Creativity

# Art and Design

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)



## Entry Requirements

- National 5 S3 Art and Design preferred (Fourth Level achieved)
- Higher A-C in National 5 Art and Design

### **BGE**

Throughout S1 to S3, pupils are introduced to a broad range of themes and artistic styles, completing both expressive and design work. This gives them the opportunity to develop creativity and adaptability skills as they hone their technique. Pupils are also introduced to how art can be critically evaluated, building critical thinking and communicating skills.

### **National 5**

National 5 Art and Design is a creative and practical course that helps pupils develop confidence and skills in visual thinking, making and problem-solving. Learners explore art and design practices by planning, researching and producing expressive and design work, using a range of materials, media and techniques to develop, refine and present their ideas. The course also builds pupils' ability to reflect on their work and respond to the work of others, encouraging imagination, critical understanding and personal creativity. They gain skills that are valuable for further study and a wide range of careers in the creative industries.

#### *Assessment*

Expressive portfolio (40%) | Design portfolio (40%) | Critical analysis question paper (20%)

### **Higher**

Higher Art and Design is a creative and challenging course that helps pupils develop advanced skills in artistic thinking, visual communication and practical art and design processes. Learners research, plan and produce expressive and design work that reflects personal ideas and creative direction, while also building confidence in critical evaluation and visual analysis. The course encourages independence, thoughtful problem-solving and a deeper understanding of how art and design practice connects to cultural and creative contexts. It provides excellent preparation for further study in creative subjects and careers in the arts and visual communication.

#### *Assessment*

Expressive portfolio (38.5%) | Design portfolio (38.5%) | Critical analysis question paper (23%)

# Drama

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)



## Entry Requirements

- National 5 Demonstrated ability in performance and appropriate literacy levels
- Higher A-C pass in National 5 Drama or National 5 English

### **BGE**

Learners develop core practical skills in performance and drama creation across a variety of contexts. Throughout the course, pupils strengthen their ability to express themselves, with a strong focus on teamwork, communication, and commitment.

### **National 5**

Candidates create and present drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.

### *Assessment*

N4: Three units internally assessed | Added Value Unit

### **Higher**

Learners develop practical skills in creating and presenting drama, and knowledge and understanding of historical, social and cultural influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of complex drama skills and production skills.

### *Assessment*

Question paper (40%) | Practical assignment (60%)

# Music

CfE Levels  
SCQF Level 4 (N4)  
SCQF Level 5 (N5)  
SCQF Level 6 (Higher)



## Entry Requirements

- National 5      Demonstrated ability in performance and appropriate literacy levels
- Higher          A-C pass in National 5 Drama or National 5 English

### **BGE**

To begin with, we cover a range of instruments with a focus on practical performance and individual choice, resulting in students choosing 2 instruments to move forward with. The study of Blues & Jazz, Pop Music, Scottish Music, World Music and Orchestral topics supports understanding, but priority is placed upon developing instrumental skills.

### **National 4/5**

The National 4 and 5 Music course develops a range of performance skills and techniques. Learners continue to build confidence in performance through regular practice and individualised choice of varied music. The study of composition allows creative expression. Continued listening work will build understanding of music from different styles and places.

### *Assessment*

N4: Three units internally assessed | Added Value Unit

N5: Question paper (35%) | Live performance (50%) | Assignment (15%)

### **Higher**

The Higher Music course combines practical learning, creating and understanding of music. Candidates draw upon their understanding of music styles and concepts when performing and creating music. Students experiment with and use music concepts in creative ways as they compose original music and self-reflect on their creative choices. Through listening, they develop knowledge and understanding of a variety of music styles.

### *Assessment*

Question paper (35%) | Live performance (50%) | Assignment (15%)



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# Barista

SCQF Level 4  
SCQF Level 5

## Article 28

### Right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## Entry Requirements

### BGE Home Economics

#### Level 4 and 5

The Barista course is delivered by a trained staff member. During Barista, students will gain knowledge and understanding of skills required for the role of a barista.

Students will cover different areas such as different types of coffees and other beverages that are normally served by a barista. They will be required to set up, operate, clean and shut down a barista level coffee machine as well as other specialist equipment a barista may use.

Students will have the opportunity to develop their skills and apply their knowledge by preparing and serving different hot and cold beverages.

# Construction

SCQF Level 5

## Entry Requirements

Interest in construction industry

### Level 5

The NPA in Construction - Bricklaying at SCQF level 5 introduces learners to general workplace health, safety and welfare; productive work practices; and a range of bricklaying tasks. These include half-brick walling, one-brick walling, cavity walling, block walling, simple arch construction, and simple decorative brickwork.

This NPA develops knowledge and understanding in construction; practical, technical and transferable skills; oral, written and evaluation abilities; resource management; problem solving and planning; and organisational and communication skills.



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# Customer Service

SCQF Level 4

## Entry Requirements

No formal requirements

### Level 4

This National Progression Award (NPA) covers the skills and knowledge needed for working in the customer service sector.

It develops:

- basic practical communication skills — including how to deal with customer complaints
- an understanding of roles and structures within organisations
- knowledge of how to use social media to deliver customer service
- employability skills

Customer service impacts on all occupational sectors. Employees working in hotels, retail outlets, travel organisations, beauty therapy, hairdressing, sports centres, local authorities or voluntary organisations all require effective customer service skills and knowledge.

# Early Learning and Childcare

SCQF Level 4  
SCQF Level 5

## Article 29

### Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Entry Requirements

- Level 4 Candidates should be working at National 4 English or ESOL
- Level 5 Candidates should have achieved N4 English

### BGE

In S1-S3 Home Economics, learners will develop their practical cookery skills and their knowledge and understanding of ingredients to provide a foundational set of skills for those who have an interest in health, food and nutrition. Throughout S1-S3, pupils will study several units including Nutrition, Individual Dietary Needs, Contemporary Food Issues, Food Product Development and Farm to Fork. The course allows for creativity, collaborating, adapting and critical thinking.

### Level 4 and 5

During the Early Learning and Childcare course, pupils will gain an introductory qualification that develops the skills, knowledge and attitudes needed for work in the early learning and childcare sector. As a Skills for Work course, this qualification delivers practical skills for the real-life world of work alongside a range of transferable employability skills including self-evaluation skills, an understanding of the workplace and the employee's responsibilities and flexible approaches to solving problems. Pupils will cover areas including the Development and Wellbeing of Children and Young People, Play in Early Learning and Childcare, and Working in Early Learning and Childcare.

### Assessment:

L4/5: Four internally assessed units

# Health Sector

SCQF Level 5

## Entry Requirements

No formal requirements

### Level 5

The Health Sector course offers flexibility for young people with a focus on skills and applying learning allowing for personalisation and choice.

This course has an emphasis on developing and applying skills for life, learning and work, including CV writing and interview practice within the NHS. There are elements of Biology within this course similar to that of the level 5 Biology curriculum with practical experiments.

There is no SQA exam, and all assessment is carried out internally. The Level 5 Health Sector course covers:  
Employability Skills in the Health Sector – Scotland, Medical Devices and Pharmaceuticals, Improving Health and Well-being, Physiology of the Cardiovascular System and Working in Health Sector Settings

# Hospitality

SCQF Level 4  
SCQF Level 5

## Entry Requirements

Working at National 4 English

### Level 4/5

The Skills for Work Hospitality at Level 4 and Level 5 courses provide an introduction to the different sectors of the hospitality industry looking at both the commercial and non-commercial side of things.

Students will learn about the hospitality industry by taking a closer look at the organisational aims of hospitality establishments and what services or products they provide.

Students will also develop valuable practical skills in, menu planning, preparing, cooking and presenting a variety of different dishes, serving food and drinks, front of house skills such as customer care and also planning, organising and running small hospitality events throughout the year.



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# Tenancy

SCQF Level 4

## Entry Requirements

No formal entry requirements

### Level 4

Tenancy with embedded Citizenship skills provides learners with an opportunity to develop skills and knowledge which will help them to understand housing choices, manage their finances, develop straightforward cookery skills, and ultimately gain and sustain a tenancy successfully.

It also can be used to develop skills for life and work, which may enhance opportunities for employment and help learners to become responsible, contributing citizens.



# Travel and Tourism

SCQF Level 5

## Entry Requirements

No formal entry requirements

### Level 5

The Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Students will develop skills to become effective job-seekers and employees. They will cultivate skills to deal effectively with all aspects of customer care and customer service in travel and tourism. Furthermore, students will develop the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide.



# Sports and Recreation

SCQF Level 5

## Article 24

### Health and health services

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## Entry Requirements

National 4 English/Level 4 Literacy or National 4 Physical Education

### BGE

Our S3 curriculum allows pupils to opt in to participating in Sports Coaching through completion of the Level 4 SfW: Sport and Recreation. Within this they develop their ability to work as a team, communicate effectively, take on roles of responsibility and leadership, as well as leading multisport sessions with primary schools. They will have to pass 5 units: Personal Fitness, Skills for employment, assist with activities, accidents and emergencies and dealing with facilities and equipment. This will build the foundation for completion of the unit 1: Assist with activities of the Level 5 course.

### Level 5

During the Level 5 SfW Sport and Recreation course pupils will develop their knowledge across four units: Assist with a Component of Activity Sessions, Assist with Daily Centre Duties, Assist with Fitness Programming, Employment Opportunities in the Sport and Recreation Industry Lessons will be delivered at DG1, Palmerston Arena and PE Classroom with use of laptops where pupils will learn about how to delivery sessions, organise and maintain equipment, lead fitness programme for one client and gain work experience at DG1.

*Assessment:*

L5: Four internally assessed units

# People and Society

SCQF Level 4

## Entry Requirements

No formal entry requirements

### Level 4

SQA People & Society is an engaging social studies course that helps pupils explore real-world issues. It develops key skills such as research, critical thinking, and decision-making by investigating topics that matter to learners.

Pupils learn to compare and contrast ideas, make informed choices, and present findings clearly. The course encourages independence and curiosity, offering flexibility to study themes from history, geography, and modern society. It provides a strong foundation for progression to National 5 Social Subjects and beyond, while building transferable skills valuable for life, learning, and work.

#### *Assessment*

Internally Assessed





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# Mental Health and Wellbeing Award

SCQF Level 4  
SCQF Level 5



## Entry Requirements

No formal entry requirements

The Awards in Mental Health and Wellbeing at SCQF levels 4 and 5 aim to

- reduce stigma surrounding mental health
- arm young people with healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the internet
- create resilience

*Assessment*

Internally Assessed

# Powering Futures

SCQF Level 6



## Entry Requirements

Achieved National 5 English and working towards Highers

POWERING  
FUTURES

This level 6 qualification enables learners to develop the critical meta-skills that employers are looking for, while exposing them to real business problems, and teaches them working methodologies that all professionals need to thrive in their future, whatever that may look like.

Get ready to own  
your future.

# Religion, Belief and Values

SCQF Level 4  
SCQF Level 5  
SCQF Level 6

## Article 14

### Freedom of thought, belief and religion

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

## Entry Requirements

National 4 English/Level 4 Literacy or National 4 Physical Education

The Religion, Belief and Values Award helps learners to deepen their knowledge and understanding of how religion and values can shape and contribute to the lives of individuals and communities.

The Award encourages learners to explore and reflect on their personal faith or values, and to deepen their understanding of this through practical engagement in local, national or global communities.

*Assessment:*  
Internally assessed

# Young STEM Ambassadors

## Entry Requirements

No formal entry requirements

Are you ready to take your leadership to the next level?

Young STEM Leader builds advanced leadership, planning and mentoring skills through independent STEM projects and real responsibility.

You will lead and organise STEM activities and events, mentor younger pupils and support learning, plan, deliver and evaluate STEM initiatives, work independently and manage projects and reflect on leadership impact and skills development.

The skills you will develop include advanced leadership and mentoring skills, project planning and evaluation, communication, presentation and teamwork, problem-solving and decision-making and strong employability and citizenship skills.

