Ambition Creativity Respect Integrity Determination Commitment

Clydeview Academy

S5/6 Course Choice Programme February 2024

Inspiring Learning, Creating Opportunity, Thriving Together

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Letter from Head Teacher

Dear Student,

As you near the end of your fourth or fifth year, you are approaching a very important point in your school career. It is important because there are a number of choices to be made:

- do you leave school or stay on?
- if you leave what do you leave for: university, college, training or work?
- if you stay on what subject and level of course do you choose?

Your choices will supplement and progress the ones you made at the beginning of your National Qualifications. When you leave, these qualifications lead into the courses you can follow and/or the occupation you can enter.

This booklet is designed to help you with these choices. It points out the sources of help that are available to you in making up your mind. Young people at your stage follow one of two routes in deciding your subjects: either you know what job you eventually want to do and work back from there to find out what subjects and levels of qualification you need, or you have a particular interest in a subject or group of subjects and look forward to see what jobs or courses are available given suitable qualifications in these subjects. This booklet reminds you what things you need to keep in mind when making your decision: for example

- your career intention
- your interests
- the subjects you are good at and enjoy

Departments are offering a range of levels in National Qualifications next year. Your National Qualifications achieved so far are going to be what decide the level of study you embark on next year. Descriptions for all courses and units are found later in this booklet.

We wish you all the very best as you go through this final, and most important, part of your school career.

Yours sincerely

C GIBSON
Head Teacher
Clydeview Academy

Understanding the Course Planning

The course choice form has subjects grouped together under the headings of column A, B, C etc. Each column shows all the classes running at the same time, thus students can choose only one subject from each column. Some subjects may be offered in more than one column. If subjects are offered at more than one level then that is also indicated.

The courses shown on the form are expected to be offered at Clydeview Academy. Please note that all subjects are offered subject to available resources and viability of uptake numbers.

In addition, it may be possible for an S5/6 student to gain a subject by joining an S4 section. This increases the choices even more.

To provide students with a wider choice, however, courses may be studied at another institution.

Pupils who are unable to study their chosen course at Clydeview Academy may opt to attend classes at one of the consortium schools where the course is available. In addition, West College Scotland offers a range of courses not normally available within the traditional Secondary school curriculum.

These are listed at the back of the booklet and as there is a great demand for college courses, all students will be expected to attend the college for an interview. As no place is guaranteed, students should also choose a school based course.

Courses at West College Scotland can lead to a full-time place at the college in the following year.

Foundation Apprenticeship Courses are also available in a wide range of careers. You can study either a 2 year options where you attend college 4 afternoons in year 1 and then in year 2 you attend college 2 afternoons a week and a full day work experience placement. This year there are now some 1 year FA Foundation Apprenticeship options where you will attend college for a longer period, and may also have a work placement.

Recommended level of entry

Higher courses are for pupils who have achieved National 5 Qualifications in the subjects chosen at A/B.

National 5 courses and units are designed mainly for pupils who have achieved a National 4 Qualification.

National 4 courses and units are designed mainly for pupils achieving at National 3 in S4 or who have not studied the subject before.

Some subjects will be offered at 2 levels within the same class with appropriate work being allocated to each group of students.

If you are in any doubt about which level of National Qualification you should seek information and advice from your Subject Teachers, the Principal Teacher of that subject and from Guidance Staff.

Please note that the creation of classes at any level will depend on pupils choosing the classes offered in sufficient numbers: this also applies to National Qualifications being offered in Consortium schools. We cannot guarantee that every particular combination of choices will be possible.

All S5 students must choose subjects in **all** columns with English being compulsory.

S6 students must choose **at least four** subjects and may opt to have **one** column available for **private study, school service activities or work experience**.

Important Dates

S5/6 COURSE PLANNING 2023/2024

Appointment with Guidance Teacher Re - options	w/b 4th	March 2024
S4 & S5 Parents' Information Evening	26th	February 2024
Final date for course choice	15th	March 2024
S5/S6 Return	3rd	June 2024
Results issued by SQA	6th	August 2024
Renegotiation of course choice, if necessary	7th	August 2024
Final date for any alteration to course choice	23rd	August 2024

How is S5/6 different from S4?

Work and Responsibility

For most students two of the main differences will be the level of difficulty of the work and being given more responsibility for your own learning and behaviour.

As it is a one year course, you must be prepared to work hard and steadily right from the start – there is no time to catch up. Remember your award for the course depends on you showing progress throughout the year so it is important that you are attending and studying from the beginning of the year.

As senior school students you have a responsibility to set a good example to students in lower years. You will be given the opportunity to contribute more to school life in general e.g. S6 Leadership duties, S6 committees.

Examinations

Preliminary examinations, which are an opportunity for you to gain experience and assess your progress towards final exams, will probably be held in January 2024. Your SQA examinations will be held in the period from early May 2024. Dates will be published nearer the time.

Registration Arrangements S5/6

By law a record of attendance must be kept and it is, therefore, very important that you register **DURING** the registration period first thing in the morning. Even if you are late, you must get a late-slip from reception, so that you can be credited with attendance. Failure to do so will result in a higher absence rate than you should have. Remember also, this record of attendance is used in the preparation of applications for University, College or employment; therefore, it is essential that you attend school regularly. Attendance will also be taken at both consortium schools and college, and passed to us for entry on your final report. Attendance in Clydeview Academy is taken on a period by period basis.

What might you achieve?

The Scottish Qualifications Agency (SQA) is the national body responsible for awarding certificates in Scotland. It provides a number of qualifications for S5/6 students:

National Qualifications

Higher

Advanced Higher.

NATIONAL 4/5 AND HIGHER

All of the above courses last for 160 hours and are divided into units. Most courses consist of three units of 40 hours each (or equivalent) plus 40 hours of revision and exam practice, followed by an external examination.

Assessment
There will be assessments held during the year to help staff and students see the progress being made in each subject.

Entry Qualifications
If you have a particular course of study you wish to pursue when you leave Clydeview Academy, please check the entry requirements with the college or university to ensure they match your subject and level choices.

ADVANCED HIGHER

If you are in S6 and have attained a good grade at Higher, you may be able to proceed to more advanced study. The above courses also last 160 hours, but in some cases some of the time will be independent study.

Please note that if you choose to study Advanced Highers most universities will expect you to complete them in preparation for entrance to their courses.

Choosing Your Course

MAKING THE CHOICE

When choosing your S5/6 course you will have to decide what **subjects** and what **type of course** would suit you best. When making your choice you should consider your **abilities, interests** and **future career needs.** Your past success in subjects will be of great help in your decision. A brief description of all the courses is found in the following pages.

USING YOUR S4 AND S5 RESULTS

Look carefully at last years' National Qualification Results and your Prelim results from this year for the various subjects. Consider where your strengths are.

Entry qualifications for the different levels are as follows:

National 4	You should have a National 3 award, although some subjects may accept you as a beginner. You should discuss this with the head of the department concerned.
National 5	You have a National 4 award.
Higher	You have a National 5 award, preferably at B or A.
Advanced Higher	You have an NQ Higher award, preferably at B or A.

EQUAL OPPORTUNITIES

Equal opportunity in education is underpinned by law and schools strive to enable all students to reach their true potential and to remove barriers to that potential. Nowadays, school students are aware that subject and career choices are open to all, regardless of gender, background or disability. Therefore, decisions about courses and careers should be made on the basis of evidence relating to interests, personality and academic ability.

Christmas Leavers

Recent figures show that fewer students are leaving at Christmas. If you think you might leave at Christmas you should realise that you will only have time to complete units of National Qualification and not complete courses. You should discuss with the head of the department concerned what unit credits you might gain by Christmas. You should also alert guidance that you plan to leave at Christmas to ensure you are supported in your next steps.

Accounting National 5

Subject Details and Course Aims

The accounting function is the lifeblood of an organisation. Without effective accountants providing timely and relevant information to management, businesses of all types would be less successful. To be able to interpret financial statements in many career options is a distinct advantage, especially in times of economic recession when every penny counts.

The purpose of the Accounting Course is to enable learners to develop:-

- awareness of the function and contribution accounting makes to industry and society
- accuracy in preparation, presentation, interpretation and analysis of accounting information
- accounting techniques for entry into the world of business
- awareness of the range of sources of finance available, which to use and when
- use of information technology and software in accounting-related tasks

The Course is **only offered at National 5 level** therefore will be of greatest appeal to those learners who enjoy and succeed with numeracy-based learning opportunities and who apply great attention to detail, using logical and analytical thinking. The Course is practical, theoretical and experiential in nature and skills are developed through a range of real-life contexts within the discipline.

Course content and Assessment

The course plan is divided into two main areas of study:-

Financial Accounting
Preparing business documents for a sole trader e.g. preparing invoices, credit notes and statements of account (including preparing business documents to include VAT and calculations; preparing ledger accounts using double entry; preparing a trial balance; preparing financial statements (Income Statement and Statement of Financial Position); correction of errors; sources of finance and calculating and interpreting ratios.

Management Accounting
Costing theory; calculating inventory values using first in, first out (FIFO) and last in, first out (LIFO) Labour costing; recording and calculating wages using time, piece and flat-rate methods of remuneration; recording and calculating overtime and bonus payments; overhead analysis; preparing job costing statements; break even analysis; budgeting - preparing and interpreting cash budget for a time period of up to three months ; knowledge and understanding of ways to improve short-term cash flow; decision-making, use of spreadsheets.

Students will undertake a Course Assessment which is an externally set and assessed 2 HOUR question paper (130 marks) and an IT-based accounting-related Assignment (50 marks) which is completed in class and where the student has to process accounting information using Excel spreadsheet software.

The Course Award will be graded A-D based on the student's performance in the combined Course Assessments.

Progression beyond S4

Students can continue to study Accounting at Higher level in S5 or S6. Some may consider Higher Business Management and/or Higher Administration and IT to expand their knowledge base and provide complementary skills.

The course provides a good foundation for the further study of Accountancy or Business-related courses at College or University as well as for employment in the finance department of an organisation or in the financial services sector generally e.g. banking. It also is beneficial to those who wish to start an enterprise venture of their own in the future. Many non-business courses also include optional Finance units (e.g. engineering) such is the necessity for numerate professionals in all sectors of today's society.
Proof of the courses relevance to the world of work is evident in a recent study which shows the most commonly found qualification held by FTSE100 Company CEOs and Managing Directors is Accounting – the language of business.

Accounting Higher National 6

Subject Detail and Course Aims

Accounting is a key function in all organisations. Without effective accounting procedures and accountants to provide timely and relevant information to management, organisations may perform less successfully than they otherwise might. The course aims to build on the knowledge; understanding and information handling skills gained in National 5 Accounting or, for some students, can act as an introduction to accounting and the world of finance.

The purpose of the course is to enable students to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance – therefore a main feature is the development of numeracy and thinking skills.

The course aims to enable learners to:

- understand the significant function that accounting performs in industry and society
- develop accuracy in the preparation, presentation, interpretation and analysis of relatively complex accounting information, and apply a systematic approach to solving financial problems
- apply relatively complex accounting concepts and techniques in the preparation of financial information
- develop an understanding of a range of sources of finance available to organisations, and of the circumstances in which these sources might be used
- apply the use of information technology in relatively complex accounting tasks

The course combines practical and theoretical aspects of learning related to accounting and allows students to use ICT when tackling both computer-based and paper-based tasks.

Accounting relates to many aspects of everyday life, and therefore gives students experiences which are topical and which develop skills for learning, life and work. The course encourages its learners

to think logically and to apply accounting principles in their everyday lives, thereby supporting personal financial awareness.

Entry Requirements

National 5 Mathematics at Grade A or B OR
National 5 Accounting at Grade A or B

The Higher course has run successfully over many years as a **crash Higher** subject for S5/6 students without prior knowledge of the subject. However to maximise opportunity for success, it is recommended that crash Higher students are studying towards or have already passed **Higher Mathematics.**

Course Units and Assessment

Currently the Course Assessment consists of two Components: a question paper and an assignment.

Students will study two main subject areas:

- **Financial Accounting –** role of financial accounting, partnerships, PLCs, period-end financial statements and business analysis.

- **Management Accounting** – Role of management accounting, inventory valuation, overhead analysis, service cost statements, process costing, decision making, investment appraisal and spreadsheets**.**

Component 1 — **Question Paper** will give students an opportunity to demonstrate the following skills, knowledge and understanding by:

- selecting accounting information to determine business revenues, costs and profits
- preparing accounting statements using computational techniques
- preparing, interpreting and analysing accounting information
- using accounting techniques to facilitate decision making
- applying knowledge and understanding of accounting concepts and theories
- evaluating business success on the basis of accounting information
- producing extended written responses to theory-based questions

The question paper is worth **120 marks** and lasts 2 hours and 30 minutes. The question paper will also assess knowledge and understanding of the underpinning accounting theory, which will account for up to 20% of the total mark allocation in the question paper (ie maximum 24 marks). The final examination will be undertaken using IT and spreadsheets.

Component 2 **Assignment** will provide students with an opportunity to use ICT and accounting skills, knowledge and understanding to demonstrate investigative, analytical and decision-making ability while undertaking a context-based assignment. The assignment will require students to demonstrate skills of research, analysis, decision-making, use of ICT in an accounting context and application of knowledge and understanding by:

- Selecting appropriate data to prepare accounting statements using computational techniques and appropriate layouts.
- Compare, analyse and make decisions using a range of computer accounting information
- Make appropriate use of spreadsheets and prepare a report outlining reasons for the decision taken.

The assignment is worth **60 marks** (and completed within a two hour 30 minutes in one sitting

time limit):- It samples from both financial and management accounting areas and the use of digital technology attracts up to 20% of the total marks allocated.

Progression

Students in S6 may consider studying Higher Administration and IT and/or Higher Business Management to expand their knowledge and skills base.

Successful completion of this course opens up a range of vertical and lateral progression routes for students. These include: Higher National Certificates, Higher National Diplomas and degrees in accountancy or other business related subjects. It may also lead to employment and/or training in an accounting financial sector related industry. The Higher is also valid for entry into all degree courses in Scottish Universities and demonstrates a high level of ability in numeracy skills.

Proof of the courses relevance to the world of work is evident in a recent study which shows the most commonly found qualification held by FTSE100 Company CEOs and Managing Directors is Accounting – the language of business.

Administration and IT Higher National 6

Subject Detail and Course Aims

Administration is a growing sector, which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative, digital literacy and IT skills have extensive application not only in employment but also in other occupations.

The key purpose of the course is to develop students' advanced administrative, digital literacy and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory and managerial administrative positions. The course also lays foundations for lifelong learning and a successful working life.

In summary, the course aims to enable learners to:

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

Entry Requirements

National 5 Administration and IT at Grade A or B.

The Higher course has run successfully over many years as a **crash Higher** subject for S5/6 students without prior knowledge of the subject. However, achievement in S4/5 in another Information Technologies based subject or within the suite of Business Studies courses at National 5/Higher level is preferable.

Course Areas and Assessment

Administrative Theory and Practice (Higher) - enables students to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace including the factors contributing to the effectiveness of the administrative function, such as effective time and task management, complying with workplace legislation including GDPR, effective teams, communication methods and customer care.

IT Applications (Higher) - develops students' advanced skills in IT, and in organising and managing information in administration-related contexts including word processing, spreadsheets, databases, and emerging communication technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

The Course Assessment consists of two Components: a question paper and an assignment.

Component 1 **Assignment** to address challenge and application. It will assess the students' ability to apply problem solving and advanced IT skills in the context of a complex business scenario. The assignment constitutes **70 marks** (58% of overall course assessment) and is completed in class under examination conditions within a 2 hour time period.

Component 2 **Question paper** will draw on the knowledge and understanding from across the course and students will be required to apply their knowledge and understanding of administrative theory by drawing valid conclusions based on evidence provided in case study stimulus. The question paper is worth **50 marks** (42% of overall course assessment) and will last one hour and 30 minutes in length.

Progression

Students in S6 may consider studying Higher Accounting and/or Higher Business Management to expand their knowledge and skills base.

The course will support students' personal and social development and will serve them very well in their day-to-day lives, as well as preparing them for the next stage in their education and for entering the world of work. Whatever path they choose, those who have completed this course will be able to play their part in the economic and social life of the 21st century effectively. The course opens up a range of progression routes — both vertical and lateral — to further and higher education and is accepted by all Scottish Universities as being a valid Higher for entry to all courses. Students may also use this as a step into employment and/or training in various industries.

Art & Design National 4 & 5

Subject Details and Course Aims

Art and Design is a broad based course designed to develop learners' creative skills and talents. It also develops an understanding of the role of Art and Design in our own and other cultures and the impact of good design in the world we live in.

Careers in Art & Design are many and varied and include Architecture, Interior Design, Fashion Design and Retailing, Costume and Makeup Design, Product Design, Teaching, Film, Television, IT and Games Design. Fine Art careers include Expressive Artist, Gallery Management and Conservation.

The course is practical and experiential using a range of media. Learners will develop their knowledge of Art and Design practice and practical media handling skills in both Expressive and Design contexts. In the course learners are encouraged to exercise imagination and creativity. It provides scope for personalisation and choice.

The aims of the Art and Design course are to enable learners to:

- communicate personal thoughts, feelings and ideas
- develop their knowledge of Art and Design practice
- work imaginatively and creatively with a variety of materials and techniques
- develop skills in critical thinking, reflecting and problem solving
- understand the social and cultural influences which shape Art and Design

The course will include a range of Expressive and Design activities which will support progression to certification at **National 4** or **National 5**.

Course Units

Pupils will cover the following units:

Expressive **with** Critical Activity Design **with** Critical Activity

Expressive Units of work may include Portraiture, Still Life, Fantasy and Imagination, Landscape and Figure composition.
Design Units of work may include Graphic Design, Product Design, Jewellery, Fashion and Textile Design.
Critical Activity is the integrated study of the work of professional artists and designers.

Assessment

National 4 is internally assessed on a pass or fail basis with visiting moderation.

National 5 is externally assessed by an additional external **Course Assessment**

Progression beyond N4/5

Pupils can continue to study Art & Design at National 6 on attainment of National 5.

ENTHUSIASM, IMAGINATION, CREATIVITY AND SELF MOTIVATION ARE KEY REQUIREMENTS FOR THIS SUBJECT.

Art & Design National 6

Subject Details and Course Aims

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

Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work.
The skills that learners gain by successfully completing the Course will be valuable for learning, life and work.

Learners will investigate and analyse how artists and designers have used materials, techniques and/or technology in their work. Learners will then experiment, using art and design materials, techniques and/or technology to develop their ideas for creative and expressive impact.

They will develop creativity and complex problem solving skills when experimenting with materials, techniques and/or technology and experiment with different ways to realise their creative ideas. Learners will also develop their critical thinking and reflective skills when reviewing and refining their work.

The aims of the Course are to enable learners to:

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

Entry Requirements

National 5 Art and Design

Expressive Activity with Expressive Art studies: In this Unit, evidence will be required to show that the learner can produce a range of creative ideas and art work in response to stimuli. Learners will produce a range of analytical drawings, studies and expressive development work showing visual continuity and the creative development of the stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

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

The External Course Assessment will consist of two Components: a folio and a question paper.

Student work is externally assessed through submission of a portfolio and a question paper.

In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the units.

Progression

On attainment of National 6 students can continue to study Art and Design at Advanced Higher level. Interested candidates should discuss the suitability of the course with the Principal teacher of Art and Design.

Careers in Art and Design are many and varied and include Architecture, Interior design, Fashion design and Retailing, Costume and Make up design, Product design, Teaching, Film, Television, IT and Games design. Fine Art careers include Expressive Artist, Gallery management, Conservation etc. For these careers and many others in the creative field Higher Art and Design is an essential choice.

Art & Design Advanced Higher

Subject Details and Course Aims

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

Candidates are required to undertake one main unit – The Enquiry and one smaller unit – Art and Design studies written enquiry. The Enquiry can be either Expressive or Design. This comprises of a substantial body of work based on a theme/ subject area of the candidate's own choice. Clarity of vision and intention at the outset is vital as is personal research and development of ideas throughout the study.

The Art and Design studies written enquiry investigates the work of relevant Artists and Designer whose work is influential in the practical unit.

Within and across these elements, candidates develop knowledge, understanding and appreciation and are involved in creative and aesthetic activities associated with art and design practice. These activities are experienced across a range of cultural, social and historical contexts which enable candidates to explore personal interests and develop technological skills.

The approach is process-based. All candidates engage in:

- investigating and researching of relevant sources
- recording the development of different lines of thought and possibilities
- communicating thoughts, ideas and feelings in a wide variety of ways and a broad range of contexts
- exercising critical and evaluative skills in coming to informed judgements about their own work and that of professional artists and designers, as appropriate.

The principal aims of the Course are to:

- encourage the growth of personal vision, skill, commitment and self-reliance
- develop and apply critical reflection and sustained skills of creative thought and action
- develop skills to apply and exploit the potential of a range of practical visual media
- acknowledge qualities of creativity, resourcefulness and flexible thinking
- contribute to self-esteem and intellectual, personal enrichment, emotional, social and cultural development.

Entry requirements
This Course is suitable for candidates progressing from Higher Art and Design Students should ideally have gained a band A or high B pass at Higher level. The Advanced Higher course is one which requires a great deal of hard work, commitment and self-motivation and is principally suited to students planning a career in Art and Design. Interested candidates should discuss the suitability of the course with the Principal teacher of Art and Design.

Assessment
Both units of work are sent to SQA for assessment and grading.

Progression
The course may provide progression to:

- Further education programmes
- Higher Education programmes
- Training or employment

Art & Design Photography National 6

Purpose and aims of the Course

This course allows candidates to develop knowledge and understanding of photographic media and camera techniques and processes when developing their creative practice. Candidates learn how social, cultural, historical, and scientific influences impact on photographers' work and practice.

The course has an integrated approach to learning. It combines practical learning activities that are underpinned by knowledge and understanding of photography.

Candidates learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Candidates develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.

Candidates develop skills that are valuable for learning, life and work. The course allows them to broaden their skills base and to widen their horizons regarding the range of vocations available to them.

The aims of the course are for candidates to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills through using photographic media, techniques and processes
- develop knowledge and understanding of a range of photographic practices
- develop skills in problem solving, critical thinking and reflective practice
- develop an understanding of the impact of social, cultural, historical, and scientific influences on photographers' work and practice
- become critically self-reflective autonomous learners

Who is this course for?

The course is suitable for all candidates with an interest in photography. It is suitable for candidates with a general interest in the subject and for those wanting to progress to higher levels of study. This qualification will allow candidates to consolidate and extend creative skills developed through, for example, the National 5 Art and Design course or the National Progression Award in Photography (SCQF level 5).

Learners should have an interest in Photography and would benefit from having some or all of the following skills and knowledge before starting this course:

- A working knowledge of composition and the visual elements
- Basic camera skills
- National 5 Art & Design Course
- Discussion with P.T regarding skills and experience

Assessment
The course assessment has two components:

- Component 1: question paper (30 marks/ 1 hour)
- Component 2: photography project (100 marks)

Homework
Each student is expected to spend time on individual projects, undertake photoshoots and complete research tasks relevant to their work.

Progression
The course provides opportunities for progression to other National Courses, and to other SQA qualifications in Photography and further education at HNC/D level Photography and BA Honours degree level.

Biology National 5

National5

Entry requirements:

Entry requirement: Successful completion of the Level 4 S3 Biology course.
Our National 5 Biology course is designed to develop pupils' interest and enthusiasm for Biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course by investigating the applications of Biology. This enables pupils to become scientifically literate citizens and be able to review the science-based claims they meet. The course will be of interest and value to candidates wishing to develop skills, knowledge and understanding of Biology but also those who may wish to study Medicine, Veterinary Medicine, Dentistry or Paramedic courses. The course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. An experimental and investigative approach is used to develop knowledge and understanding of the key areas of Biology. The Biology course contains a substantial range of mathematical processes. Pupils choosing this course should be reasonably competent and confident in mathematics.
The course consists of three areas of study, in addition to an assignment research task worth 20% of your overall grade. Units covered:

Cell Biology - Cell structure; Transport across membranes; DNA and the production of proteins; Proteins and enzymes; Genetic Engineering; Respiration.
Multicellular Organisms -Producing new cells; Control and Communication; Reproduction, Variation and inheritance; Transport systems in plant and animals; Absorption of materials.
Life on Earth - Ecosystems; Distribution of organisms; Photosynthesis; Energy in Ecosystems; sampling techniques and measurement of abiotic and biotic factors; Food Production and the Evolution of Species.
The progression from National 5 biology would be Higher Human Biology **or** Higher Biology, Advanced Higher Biology and then further and Higher Education.

Biology Higher

National 6:

Entry requirements:

Biology in the 21st century is an exciting and ever expanding field with a vast number of career paths. Most universities require Higher Biology/Human Biology for studying Medicine, Veterinary Medicine or Dentistry. We hope to stimulate pupils' curiosity about themselves, other living organisms and the natural world around them; to encourage them to become aware of the importance of biology in their life as responsible citizens.

The course consists of three units of study, in addition to an assignment research task worth 20% of your overall grade. Units covered:

DNA and the Genome - You will learn about the structure and replication of DNA and how the genetic code is used to build proteins; cell specialisation; the genome; different kinds of mutations and evolution.
Metabolism and Survival – You will learn about enzymes; respiration; metabolism in regulators and conformers; metabolism and adverse conditions and environmental and genetic control of metabolism.
Sustainability and Interdependence – You will learn about food supply; plant growth and productivity; plant and animal breeding; crop production; animal welfare; symbiosis; social behaviour; components and threat to biodiversity.

By studying Higher Biology our learners will be able to understand a range of biological concepts, which can then be used to understand biology's role in scientific issues. Through a range of practical and research activities pupils' investigative skills, analytical thinking skills and problem solving skills will be developed.

Human Biology Higher

National 6:

Entry requirements:

Human Biology is a fascinating field Science and has wide ranging appeal and interest because of its relevance to people. The course is designed to enable you to develop an understanding of the way biological principles can be applied to many issues facing individuals and society today, such as health care and increasing population. The skills you learn in Human Biology are useful in careers in the life sciences or further study. Through a range of practical and research activities you will develop investigative skills, analytical thinking skills and problem solving skills.
The course aims to give you a deeper understanding of cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species. You will explore questions such as 'What is memory?', 'How was the covid vaccine developed and tested?' and 'What is DNA sequencing and its implications for our future?'.

The course consists of three areas of study, in addition to an assignment research task worth 20% of your overall grade. Units covered:

Human Cells – You will learn about, cell division and specialisation; the structure and replication of DNA and how the genetic code is used to build proteins; different kinds of mutations; the genome; enzymes and respiration.

Physiology and Health – You will learn about, gamete production; the hormones in males and females that control reproduction; the biology of controlling fertility; antenatal screening for genetic disorders; the structure and function of blood vessels; the structure and function of the heart; and blood glucose levels and obesity.

Neurobiology and Immunology – You will learn about, the divisions of the nervous system and neural pathways; the jobs of the cerebral cortex of the brain; memory; the cells of the nervous system and the neurotransmitters at synapses; non-specific body defences; specific cellular defences against pathogens; immunisation; clinical trials of vaccines and drugs.

Biology Advanced Higher

Advanced Higher Biology is a fascinating course that builds on prior knowledge, understanding and skills developed in Higher Biology **or** Higher Human Biology and provides a useful bridge towards further study of Biology, and many careers. The course has 3 units and a project:

Cells & Proteins – a peek into the Molecular Biology of the cell, focusing proteins that control the activity of a cell, such as generation of nerve impulses, cell signalling pathways for insulin and explaining how your eye detects light.

Organisms & Evolution – An interesting look into the driving forces of evolution, importance of co-evolutionary relationships including parasites, the immune response and effects on society.

Investigative Biology – Theoretical understanding and practical experience of investigative work in Biological Science, which is vital for your project.

The **project** is your opportunity to work autonomously, making independent decisions based on evidence and interpretation of scientific information, which involves analysing and evaluating results. Through this, you will further develop and enhance your scientific literacy skills.

Business/Business Management National 4 and 5

Subject Details and Course Aims

Business plays an important role in society – to create wealth and wellbeing, prosperity, jobs and choice. The Course introduces pupils to the dynamic, competitive, financial and economic environment of business. The purpose is to highlight the way in which businesses operate and the steps they take to achieve their goals. It uses real-life contexts to combine both practical and theoretical learning. It also develops enterprise, financial awareness and employability skills.

The purpose of the Business Management Course is to enable learners to develop:-

- Knowledge and understanding of the way society relies on businesses to satisfy needs
- An insight into the systems organisations use to ensure customer needs are met
- Knowledge of how organisations improve their performance
- An awareness of how external influences impact on organisations and an insight on how businesses organise their resources for maximum efficiency.

To allow students to relate classroom theory to the real world, there may be opportunities for field trips and for guest speakers to come and share their experiences in school. Students will be expected to complete research tasks using desk and field methods and create professional reports based on their findings. Students who succeed at the highest level are those who are self-motivated and able to work independently.

Entry Requirements

The Course is available at both National 4 and 5 Level therefore has no set entry requirements other than an interest in the subject and ability to give detailed written responses within a time constraint.

Course content and Assessments

All students work towards the National 5 level initially however after evaluation of their progress in assessments, a student may transfer to National 4 level if this is felt to be the best opportunity to secure a qualification in the subject.

The differences between the National 4 and 5 courses are:-

- greater depth of knowledge and difficulty of questioning
- structure and content of course areas and units
- Business National 4 units are all internally-set and marked and the Course Award will be either a Pass or Fail
- Business Management National 5 students will undertake an additional combined **Course Assessment** consisting of an externally assessed 2 hour exam question paper (90 marks) and a business-related assignment (30 marks) where the student has to prepare a proposal to improve an aspect of business operations for an organisation chosen by each subject.
- Business Management National 5 Course Award will be graded A-D based on performance in the Course Assessment

The National 5 Business Management course comprises five areas of study:-

Understanding Business – the business environment; understanding of enterprise; role of different types of business organisations in society; internal and external environments and role of stakeholders in business

Management of Marketing - processes and procedures to maintain competitiveness; how to market and communicate effectively with consumers and how to maximise customer satisfaction.

Management of Operations - processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

Management of People - issues facing organisations when managing people and how employees contribute to the success of organisations

Management of Finance - theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

Progression beyond S5

Students can continue to study Business Management at Higher level in S6 as well as use their experiences to gain an appreciation of how organisations operate in whichever career path the student chooses to follow.

At Higher level, the qualification can be used for entry into all University or College courses and is especially suitable for those who wish to go on and study any business-related subject in Further and Higher Education.

Statistics recently published show Business is the most popular degree option in the UK. This course will help prepare students who may wish to pursue this option in the future.

Business Management Higher National 6

Subject Detail and Course Aims

Business plays an important role in society as we rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role. The purpose of the course is to highlight the ways in which large organisations operate and the steps they take to achieve their strategic goals. This purpose is achieved by combining theoretical and practical aspects of learning with real-life business contexts. Another main feature is the development of enterprising and employability

skills. Students will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The course therefore includes the study of large organisations in the private, public and third sectors.

The course explores the important impact businesses have on everyday life, thereby giving students experiences that are topical and relevant. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through developing students' knowledge of financial management in a business context.

The Course aims to enable students to develop and extend:

- knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- an understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
- an understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
- an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations

Entry Requirements

National 5 Business Management at Grade A or B.

The Higher course has run successfully over many years as a **crash Higher** subject for S5/6 subjects without prior knowledge of the subject. However to maximise opportunity for success in this course, it is recommended that students are studying towards or have already passed Higher English. This is desirable for the analysis of case study material and preparation of extended response answers in the 2 hour 45 minute examination paper. Furthermore the independent research and write-up of a professional report based on a business topic of the students' own choosing is supported by this level of literacy skills.

Course Areas and Assessment

The Higher Business Management course consists of five areas of study:-

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

Management of Marketing:- develop an understanding of the importance of effective marketing systems to large organisations. Learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

Management of Operations:- develop an understanding of the importance of effective operations systems to large organisations. Learn about the relevant theories, concepts and

procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

Management of People:- develop an understanding of the issues that large organisations face when managing people. Learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

Management of Finance:- develop an understanding of the issues that large organisations face when managing finance. Learn about the relevant theories, concepts and procedures used by organisations in financial situations.

The Course Assessment consists of two Components: a question paper and an assignment.

Component 1 — **question paper** in which students will be required to apply their knowledge and understanding of business concepts and situations in contexts using real-life case study evidence and extended response questions. The question paper is worth **90 marks** and is 2 hours 45 minutes long.

Component 2 — **report assignment** provides the opportunity to apply and extend student's research, analytical, evaluative and decision making skills, using a wide range of sources to draw conclusions from business data and concepts. The report is worth **30 marks** and it should be completed within an 8 hour time limit.

Progression

Advanced Higher Business Management

Students in S6 may consider studying Higher Accounting and/or Higher Administration and IT to expand their knowledge and skills base.

Studying Business Management will allow students to make a positive and practical contribution to any organisation regardless of career choices. Students develop transferable, enterprising skills and attributes that enhance employability. The research element of the course assessment enhances independent learning and inquisitive/creative minds. Such skills will also prepare a student for future University or College level studies in any subject discipline.

Statistics recently published show Business is the most popular degree option in the UK. This course will help prepare students who may wish to pursue this option in the future.

Business Management Advanced Higher National 7

Subject Detail and Course Aims

A vibrant and innovative business culture is a vital component of Scotland's economic success. Business plays an important role in society as we rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role. The purpose of the course is to provide learners with the skills, knowledge and understanding required to analyse and evaluate complex and interrelated national and global business information and issues. There is an emphasis on skills development

and application of these skills throughout the course. Learners will develop confidence in their ability to analyse business situations and reach valid, logical conclusions as a result of undertaking their own research.

The Course aims to enable students to:

- enhance the skills of independent learning, research, critical analysis and problem solving in a business context
- apply business and management concepts and theories to reach conclusions
- evaluate the social, ethical and global factors that affect local, national and multinational organisations
- analyse and evaluate leadership theories, management schools of thought and approaches to managing change
- prepare and critically evaluate a range of analytical techniques and management techniques used to assist in effective planning and decision-making at a strategic level

Entry Requirements

Higher Business Management at Grade A or B.

To maximise opportunity for success in this course, it is recommended that students have already passed Higher English. This is due to the requirement for the analysis of case study material and preparation of extended response answers in the 2 hour 45 minute examination paper and the independent research and write-up of a professional report based on a business and topic of the students' own choosing.

Students should also be self-motivated and have the ability to think laterally, critically and creatively and enjoy taking an active part in discussing current business issues. They must also be able to use their initiative and work with minimal supervision on their Business Project.

Course Units and Assessment

Students must achieve the standards set in the following three Unit Assessments at Advanced Higher level as well as pass the Course assessment:-

- **The External Business Environment -** learners will develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. The Unit provides learners with the opportunities to investigate how an organisation is affected by external factors and to gain an in-depth understanding of the responsibilities of managers in an economic, social and environmental context. Learners will analyse and evaluate the impact of such external factors and consider the effectiveness of various courses of action. Discrete topics include Globalisation, Foreign Direct Investment, Multinationals, EU/Brexit, International relationships with organisations in Asia and China, Business Ethics and PESTEC.

- **The Internal Business Environment** - learners will gain a thorough grounding in the discipline that forms the basis of management practice. The Unit allows learners to carry out activities that will expand their knowledge of both traditional and contemporary management theories used by organisations to maximise their efficiency. It also allows learners to analyse and evaluate theories relating to internal factors that influence the success of teams. Discrete topics include role of management, strategic planning, leadership theories, team-working, time and task management, managing change and equality/diversity.

- **Evaluating Business Information** - In this Unit, learners will develop skills in evaluating a range of business information used by organisations to reach conclusions. This

will help learners to become competent and confident in the analysis and evaluation of business information, based on a research project carried out on a topic from the Course. Analytical techniques covered include Force Field Diagram, SWOT, Critical Path and Gantt Charts. Researching data includes Annual Reports, market data and Government statistics.

The Course Assessment will consist of two Components: a question paper and a business project.

Component 1 — **question paper** in which students will be required to apply their knowledge and understanding of business concepts and situations in contexts using real-life case study evidence and extended response questions. The question paper is worth **80 marks** and is 2 hours 45 minutes long. Section 1 contains a set of mandatory questions based on a business case study stimulus (40 marks) whereas Section 2 contains four mandatory questions worth 10 marks each which are drawn from across the course.

Component 2 — **project** provides the opportunity to apply and extend student's research, analytical, evaluative and decision making skills, using a wide range of sources to draw conclusions from business data and concepts. Students must use a wide range of business sources relevant to the context of their project and present their findings in a written report worth **40 marks**. This will be prepared throughout the academic year.

Progression

Studying Business Management will allow students to make a positive and practical contribution to any organisation regardless of career choices. Students develop transferable, enterprising skills and attributes that enhance employability. The research element of the course assessment enhances independent learning and inquisitive/creative minds. Such skills will also prepare a student for future University or College level studies in any subject discipline.

Statistics recently published show Business is the most popular degree option in the UK. This course will help prepare students who may wish to pursue this option in the future.

Skills for Work
Travel and Tourism National 5

Subject Details and Course Aims

The Skills for Work Travel and Tourism course was offered for the first time to senior students at Clydeview Academy in 2023-24. It is an introductory qualification in travel and tourism and develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Course Content and Assessment

Similar to other Skills for Work courses, the assessment process is through the completion of each mandatory unit. This happens within the classroom setting throughout the year. There is no final SQA examination in April/May and there are no grades/ bands awarded (successful students achieve a course pass on their SQA certificate).

The course content is delivered via the four mandatory units:-

- **Travel and Tourism: Employability** - to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different

functions of travel and tourism organisations and employment opportunities across the industry, as well the skills and qualities identified by employers as being the most important in the travel and tourism industry.

- **Travel and Tourism: Customer Service** - to develop the skills and knowledge to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.
- **Travel and Tourism: Scotland** - to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. Learners will carry out an investigation of travel and tourism in Scotland
- **Travel and Tourism: UK and Worldwide** - to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers. Learners will carry out an investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs

Progression beyond S4

At Clydeview Academy, students may wish to consider N5/H Administration & IT and/or N5/H Business Management as indirect progression from this course. In previous years, there has also been an opportunity to complete a NPA Level 5 /6 in Business with IT.

The course provides a good foundation for the further study of Travel and Tourism courses at College or University as well as taking up entry-level and apprenticeship employment in the travel and tourism industry.

Chemistry National 5

Entry requirements:

The N5 Chemistry course allows learners to develop and apply knowledge and understanding of chemistry. Learners also develop an understanding of Chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment.
To achieve success in National 5 Chemistry pupils should have consistently demonstrated a good understanding of the level 4 curriculum followed in the S3 Chemistry course. The foundations for National 5 are covered in the S3 course. The chemistry course also contains a substantial amount of mathematical concepts and processes. Calculations are involved in most topics and data processing from experiments often involves chemical calculations, graph drawing skills and requires an ability to interpret a variety of graph types. Pupils choosing this course should be reasonably competent and confident in mathematics.

The course content is taught across three different units:

Chemical Changes and Structure- This unit links closely to the content covered in the present S3 course. The topics covered in this unit are Rates of Reaction, Atomic Structure, Bonding & Properties of substances, Ionic Formulae, Reaction Quantity Calculations and Acids & Bases. The

current S3 course covers the basic skills in Rates of Reaction, Atomic Structure and Bonding topics. More challenging concepts are introduced in S4, and the application of knowledge and skills is further developed.

Nature's Chemistry - In this unit pupils continue to study the world of Carbon Chemistry which they started in the S3 Fuels topic. They meet several hydrocarbon families and gain knowledge of their chemical and physical properties. Practical techniques used to calculate the energy produced by burning fuels are carried out and evaluated. They then learn how these families can be processed to produce a number of significant consumer products such as alcohols and carboxylic acids.

Chemistry in Society - The topics covered in this unit are metal chemistry, plastics, fertilisers, nuclear chemistry and chemical analysis. The use of metals in batteries/cells, the manufacture of polythene, the manufacture and composition of fertilisers is investigated, and practical skills involved in volumetric analysis are developed and the associated calculations introduced. Throughout each unit candidates develop a number of skills which include planning skills, problem solving, analytical thinking, scientific literacy, application of knowledge and understanding, independent working, communication skills, teamwork, respect and commitment. Successful completion of the N5 course allows progression to Higher Chemistry. For more information: N5CourseSpecChemistry.pdf (sqa.org.uk)

Chemistry Higher

Entry requirements:

You will enjoy Higher Chemistry if:

- You'd like to find out more about how the world is made.
- You'd like to find out more about how chemistry creates life.
- You enjoy real life and theoretical problem solving.
- You enjoy learning through practical experiments.

In the Higher Chemistry course you will develop your existing knowledge and understanding of chemistry and in doing so develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment. The units of work are **Chemical Changes and Structure, Nature's Chemistry and Chemistry in Society.**

We will develop scientific inquiry and investigative skills, analytical thinking skills and develop the use of technology, equipment and materials. You will develop an understanding of safety in practical scientific activities and will understand how to use risk assessments.

Chemistry Advanced Higher

Entry requirements:

The Advanced Higher Chemistry course develops learners' knowledge and understanding of the physical and natural environments beyond Higher level. AH Chemistry encourages independent learning and allows learners to make connections between science and the world in which they live, learn and work. The course has 3 units and a project:

Inorganic and Physical Chemistry. Some concepts explored – use of electromagnetic radiation in atomic spectroscopy; atomic orbitals and electronic configuration; electron pair theory; transition metals and their compounds; chemical equilibria and kinetics.

Organic Chemistry and Instrumental Analysis. Some concepts explored – structure of organic compounds; synthesis of organic compounds; use of medicines in conjunction with interaction of drugs.

Researching Chemistry. Includes – stoichiometric calculations; variety of practical techniques and researching; planning and safely carrying out a practical investigation of choice.

Project - The project is your opportunity to work autonomously, making independent decisions based on evidence and interpretation of scientific information, which involves analysing and evaluating results. Through this, you will further develop and enhance your scientific literacy skills.

Computing Science National 5

Course Description
Computing Science is vital to everyday life; it shapes the world in which we live and it helps shape our future. Computer scientists play key roles in meeting the needs of society today, and for the future, in fields which include science, engineering, communication, entertainment, education, business and industry. Our society needs more young people with coding skills who have an informed view of the IT industry and its contribution to the economy.

Computing science develops the skills currently in high demand in the digital technologies sector. Almost half of employers currently have vacancies in digital technology roles. For many employers, there are challenges to filling these vacancies and emerging technologies are bringing with them a high requirement for new skills.

Course Units and Content
The Computing Science course is offered at **National 4** and **National 5** levels in S4. The content at both levels includes:

Software Design and Development	**Web Design and Development**
• Become confident in applying the fundamentals of computer programming techniques • Design, create and test software solutions using problems solving skills	• Able to develop websites using modern coding techniques (HTML, CSS, JavaScript) • Develop creativity skills by developing own multimedia, interactive websites which apply principles of good design.

Database Design and Development	Computer Systems
• Able to develop relational databases which are relied upon and widely used across industry and web sites. • Become confident in using SQL coding to perform database searches and other operations.	• Investigate technical components and functions of the latest digital devices. • Able to explain how different types of digital data are represented in binary. • Understand how encryption is used to keep data secure.

Course Assessment
Assessment at National 5 is as follows:

National 5
Course Assessment: • SQA practical course assignment (33%) • SQA final exam (66%) Course award graded A – D based on combined performance in assignment and exam.

Progression beyond S5
Pupils who pass the N5 Computing Science course in S5 may wish to continue their study of Computing Science at Higher level in S6. Alternatively, pupils may choose to specialise in the area of Cyber Security and complete the NPA in Cyber Security.

S4	S5	S6
N5 Computing Science →	Higher Computing Science →	AH Computing Science
N4 Computing Science →	NPA Cyber Security NPA Web Design	NPA Cyber Security N5 Computing Science
NPA Web Design (Level5) →	N5 Computing Science →	Higher Computing Science

Computing Science Higher

Course Description
Computing science develops the skills currently in high demand in the digital technologies sector. Almost half of employers currently have vacancies in digital technology roles. For many employers, there are challenges to filling these vacancies and emerging technologies are bringing with them a high requirement for new skills.

The Higher qualification will build upon skills acquired at National 5 as students learn to read and write increasingly complex code in order to program applications and develop interactive websites. The units covered in Higher Computing Science remain the same and each one is explored in greater depth, further developing skills and confidence in analysing, designing, creating and evaluating software solutions.

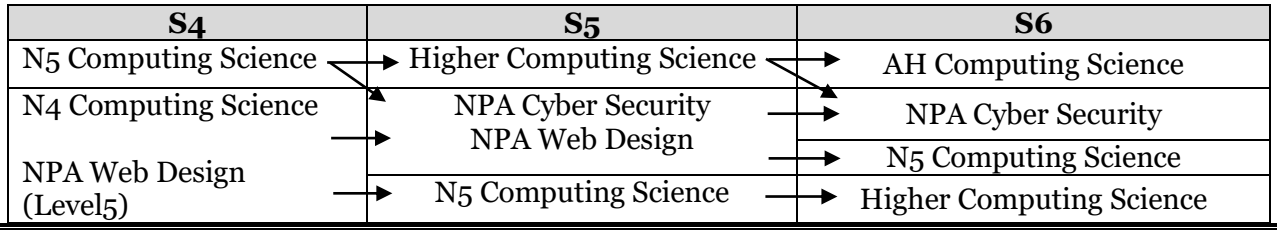
Course Units and Content
The Computing Science course is offered at Higher level in S5 and S6. The course content includes:

Software Design and Development	Web Design and Development
• Become confident in reading and writing modular code and standard algorithms. • Analyse, design, create and test software solutions using problems solving skills • Able to confidently tackle complex programming problems.	• Able to develop interactive websites using modern coding techniques (HTML, CSS, JavaScript) • Understand how to code websites efficiently and produce effective screen layouts that match the design.

Database Design and Development • Able to develop relational databases which are relied upon and widely used across industry and web sites. • Increase skills and confidence in SQL coding to perform complex database searches and other operations.	**Computer Systems** • Investigate technical components and functions of the latest digital devices. • Able to explain in greater depth how digital data is represented in binary. • Able to describe encryption methods to secure data within computer systems and across the internet.

Entry Requirements	Course Assessment
A pass in National 5 Computing Science level is required (A or B pass highly recommended).	• SQA practical course assignment (33%) • SQA final exam (66%) Course award graded A – D based on combined

Progression
Pupils who pass the Higher Computing Science course in S5 may wish to continue their study of Computing Science at Advanced Higher level in S6. Alternatively, pupils may choose to specialise in the area of Cyber Security and complete the NPA in Cyber Security.



Computing Science Advanced Higher

Subject Details and Course Aims
Computing science develops the skills currently in high demand in the digital technologies sector. Almost half of employers currently have vacancies in digital technology roles. For many employers, there are challenges to filling these vacancies and emerging technologies are bringing with them a high requirement for new skills.

The Advanced Higher qualification brings together coding skills developed in previous computing science qualifications. Integration of technologies is at the heart of the course and pupils will learn how to develop applications which combine programming, web and database development into a single software solution.

The Computing Science course is offered at Advanced Higher level in S6. The course content includes:

Software Design and Development	Web Design and Development
• Develop confidence in reading and writing complex code involving searching and sorting algorithms. • Create connections with an Oracle database to send and receive data • Introduction to object-oriented programming using Java	• Able to develop dynamic, responsive web-sites which build upon prior experience using HTML and CSS. • Able to write server-side code used to process form data using php. • Develop creativity skills by developing own websites which apply principles of good

	design.

Database Design and Development

- Create and edit database structure using MySQL commands
- Increase skills and confidence in SQL coding to perform complex database operations. Integrate SQL with server-side code and software applications to provide database interaction.

Entry Requirements	Course Assessment
A pass at A or B in Higher Computing Science level is **essential.**	• SQA project (59%) – *problem selected by pupil* • SQA final exam (31%) Course award graded A – D based on combined performance in project and exam.

Progression
Progression pathways from this Course are wide, from direct entry to further study in areas such as programming, databases, robotics, artificial intelligence, e-commerce, social networking and web design and development, to technical roles in networking, security, systems analysis and testing, and a wealth of others. Critically, many business and industries value computing skills as vital to their growth and sustainability.

Our society needs computing professionals with the imagination and ability to extend and design the computers, programs, applications and networks of the future in fields which include science, education, business and industry.

Design and Manufacture National 5

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

- National 5 Design and Manufacture Course

Purpose and aims of the Course

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The Course stresses the integration of designing and making. It confirms that design is an iterative process. The Course highlights the close relationship between designing, making, testing, and refining design ideas.

The Course provides opportunities for learners to apply some practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

The Course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It helps the learner appreciate the importance to a product of form, function, and performance. It helps them develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly.
The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use — cradle-to-cradle.

The Course provides learners with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

The Course allows learners to engage with technologies. It allows them to evaluate both the impact that design and manufacturing technologies have on our environment and society and how technologies have impacted on the world of the designer and on the manufacturing industry.

The Higher Design and Manufacture Course differs in purpose and aim from the equivalent Courses at National 4 and National 5. It does so most obviously by requiring learners to give greater priority to evaluating design proposals and arriving at a resolved design. Of necessity, this may reduce time spent on crafting quality prototypes. Subsequently it is likely to increase the time spent on making practical models in order to inform and refine design proposals.

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

- skills in design and in refining design proposals
- practical skills in the planning and development of models and prototypes
- skills in evaluation and research
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

English National 5

Subject Details and Course Aims

This is a one year course, which is comprised of several elements, all aimed at developing the skills of **Reading, Writing, Listening and Talking.** Students who display a degree of independence in their ability to do research, study texts and read widely tend to perform well.

Teacher Choice

Our aim is to ensure that all pupils are thoroughly prepared for their final examination. Teachers are able to choose the Scottish text which they wish to teach from the set text list, as well as other literature in order to fulfil the demands of the course. As a result it may be that different classes do completely different texts and study them while others are engaged in other aspects of the course. Ultimately, pupils are always prepared for, firstly, the prelim and then the final examination.

Assessment

Unit Assessments:

There is a Talking and Listening Assessment which all students must pass to achieve the full award. They must complete this even if they sat and passed it in S4.

Examination: In the final exam, pupils sit **two** papers:

- **Reading for Understanding, Analysis and Evaluation** – 1 hour **30 marks**
- **Critical Analysis** – one Context Question on the chosen **set Scottish Text** and one Critical Essay, on a text of a different genre – 1.5 hours. **40 marks**

Folio:

Students have to produce two essays during the course of the year, which they will have worked on with minimal support from their teachers

- One discursive or persuasive essay
- One creative or personal reflective essay. **30 marks**

These are each between 800-1000 words. Teachers are expected to have minimal input to these essays, which puts additional responsibility on students to ensure that their work is of the highest standard. The folios are handed in **mid February**. They are sent away to be marked externally.

Homework

The homework will be varied, depending on the work being undertaken by individual teachers. Pupils will be expected to know their texts thoroughly, to research, plan and write folio pieces and to read good quality journalism throughout the course.

Progression

Pupils who pass National 5 can progress onto National 6, Higher English.

English Higher

Subject Details and Course Aims

This course follows exactly the same pattern as National 5, with the elements of assessments being identical. While it is intended to be a one year course, for some pupils it will be better to do it over two years to allow them to develop their skills to the appropriate level.

Teacher Choice

As at National 5, our aim is to ensure that all pupils are thoroughly prepared for their final examination. Teachers are able to choose the Scottish text which they wish to teach from the set text list, as well as other literature in order to fulfil the demands of the course. As a result it may be that different classes do completely different texts and study them while others are engaged in other aspects of the course. Ultimately, pupils are always prepared for, firstly, the prelim and then the final examination.

Assessment
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- **Reading for Understanding, Analysis and Evaluation** – 1.5 hours **30 marks**
- **Critical Analysis** – one Context Question on the chosen **set Scottish Text** and one Critical Essay, on a text of a different genre – 1.5 hours. **40 marks**

Folio:

Students have to produce two essays during the course of the year, which they will have worked on with minimal support from their teachers.

- One discursive or persuasive essay
- One creative or personal reflective essay. **30 marks**

These are each between 1100-1300 words. Teachers are expected to have minimal input in these essays, which puts additional responsibility on students to ensure that their work is of the highest standard. The folios are handed in at **the end of February**. They are sent away to be marked externally.

Homework

The homework will be varied, depending on the work being undertaken by individual teachers. Pupils will be expected to know their texts thoroughly, to research, plan and write folio pieces and to read good quality journalism throughout the course.

Progression

Pupils who pass National 6 can progress onto Advanced Higher English, should they wish to do so.

English Higher Units

Communications and Literature 1

We are now introducing the units Communications and Literature 1. The combination of these two units is accepted by many institutions as an alternative to a Higher English pass at grade C for access to HND or degree level programmes. The expected standard, in terms of performance and assessment takes this into account.

We will deliver these units as a combined course and pupils are assessed in a range of areas:

· Functional writing

· Critical essay

· Close reading

· Listening

· Solo talk

· Group discussion

In total, there are nine assessments to complete. These will normally be done in class under controlled conditions. In order to achieve the complete award, all assessments have to be passed. There is an opportunity for reassessment.

This course is suitable for those pupils who passed National 5 at grade C. It allows for progression to the Higher course, as pupils will be able to develop their literacy skills throughout the year; however, if, after S5 pupils no longer wish to continue with English, the units will give them further accreditation.

Please note, that on the certificates the pass would be recorded under the Units section, not 'Higher English'.

English Advanced Higher

Assessment

Unit Assessments Analysis and Evaluation
Creation and Production

Folio (60 marks) This consists of:

- a Dissertation based on the student's independent study of literature
- two pieces of writing

Examination (40 marks) – one paper in which students write a critical essay and analyse a piece of unseen literature.

Homework

Students are expected to do a lot of independent reading at this level, in particular for their Dissertation. At Advanced Higher, classes are more like tutorials so students will have to ensure that have a thorough knowledge of the literature studied, so that they can contribute to the discussions.

Progression

This is an excellent course for anyone considering applying to higher education. It provides opportunities for students to develop their critical thinking, communication and organisational skills, invaluable when studying at university.

Geography National 5

Subject Details and Course Aims

Geography plays an important role in society by providing learners with an opportunity to explore the physical environment around them and the ways in which people interact with the environment.

As a science, Geography develops learners' understanding of our changing world and its human and physical interactions. Learners will be given opportunities for practical outdoor learning and fieldwork in order to encourage these interactions.

With growing awareness of the impact of human activity on the environment and our dwindling resources, the study of Geography fosters positive attitudes towards environmentalism, sustainability and global citizenship. A qualification in Geography provides learners with the knowledge and skills to make positive contributions to their local communities and wider society.

The **National 5 Geography** programme of study will focus on three main areas:

- Physical Environments – Glaciation & Coasts; Land-use and Weather
- Human Environments – Population; Urban & Rural Environments
- Global Issues – Climate Change & Environmental Hazards

Geography will help create informed and active individuals who understand the human and physical processes impacting on our society and environment. Geographers develop skills that are transferable to other areas of study and which are essential in everyday life.

Entry Requirements

- **National 5** entry level recommended - National 4 award in Geography or National 5 award (A-C) in another Social Subject.

Assessment

National 5 - Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From National 5 there are pathways to Higher (National 6).

Geography Higher

Subject Details and Course Aims

The Higher qualification in Geography gives learners a sophisticated understanding of geographical processes and information. Emphasis is placed on the provision of geographical experiences which lead candidates to an understanding of concepts, key ideas and relevant terminology. Learners will gain sophisticated skills in analysing and communicating complex geographical ideas using maps and other diagrams.

The **Higher Geography** programme of study will focus on four main areas:

- Physical Environments – Lithosphere, Biosphere, Hydrosphere & Atmosphere
- Human Environments – Population; Urban & Rural Environments
- Global Issues – Development in Health; River Basin Management
- Geographical Skills

Entry Requirements

- **Higher** entry level recommended – A National 5 Geography award (Grade A-C); a Higher Award in another Social Subject or Science (Grade A-C).

Assessment

Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From Higher (National 6) there are pathways to Advanced Higher (National 7) if available.

Graphic Communication Higher

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by:

- National 5 Graphic Communication Course

Purpose and aims of the Course

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

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

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

Progression
Graphic Communication is offered in S6 at National 7.

History National 5

Subject Details and Course Aims

History opens up the world of the past for learners. History provides learners with insights into their own lives and of the society and the world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. The purpose will be achieved through successful study of Scottish, British, European and World contexts in a variety of time periods.

The **National 5 History** programme of study will focus on three main areas:

- Historical Study – Scottish – The Era of the Great War
- Historical Study – British – The Atlantic Slave Trade
- Historical Study – European & World – Hitler & Nazi Germany

History contributes to general education and the wider curriculum. It will help create informed and active citizens by helping learners develop a greater understanding of political and social institutions and processes. Students will develop skills which are transferable to other areas of study which they will use in everyday life.
"Those who fail to learn from history are doomed to repeat it." Winston Churchill

Entry Requirements

- **National 5** entry level recommended - National 4 award in History or National 5 award (A-C) in another Social Subject.

Assessment

National 5 - Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression
From National 5 there are pathways to Higher (National 6).

History Higher

Subject Details and Course Aims

Higher History makes a unique contribution to the curriculum. Study of the Course contributes to candidates' understanding of the society in which they live and work by helping them to appreciate the ways in which important aspects of that society have developed in the past, both nationally and internationally. This historical understanding will in turn assist them in functioning as effective contributors to and responsible citizens within that society, as well as giving them more individual confidence in their social and professional lives. They evaluate sources across a breadth of Scottish, British and European history, and participate in debate, developing democratic attitudes of open-mindedness and tolerance.

The **Higher History** programme of study will focus on three main areas:

- Historical Study – Scottish – Migration & Empire
- Historical Study – British – Britain 1851-1951
- Historical Study – European & World – USA 1918-1968

Entry Requirements

- **Higher** entry level recommended – A National 5 History award (Grade A-C); a Higher Award in another Social Subject (Grade A-C).

Assessment

Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From Higher (National 6) there are pathways to Advanced Higher (National 7).

History Advanced Higher

Subject Details and Course Aims

The aims of the Advanced Higher History Course are to acquire depth in the knowledge and understanding of historical themes and to develop skills of analysing issues, developments and events, drawing conclusions and evaluating sources. These aims will be achieved through the study of a chosen context. The Course will also provide the opportunity to integrate these skills in an extended piece of individual research.

The Advanced **Higher History** programme of study will focus on two main areas:

- Historical Study – **USA: 'A House Divided', 1850-1865**
- Researching Historical Issues

Entry Requirements

Advanced Higher entry level recommended – a Higher History Award (Grade A/B).

Assessment

In order to achieve an overall pass, learners must pass unit assessments, an Assignment (Dissertation) and the final examination.

Progression

Further or higher education courses in History, Law or Social Studies.

National 4/5 Practical Cookery

Cooking is, without a doubt, one of the most important skills a person can ever learn and share. Once someone has that knowledge, that's it - they're set for life".
Jamie Oliver

Why study Practical Cookery?

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. The skills and knowledge of food that pupils learn in this course can be utilised at home, in the wider community or ultimately in the growing hospitality and tourism industry. The purpose of this course is to develop practical food preparation techniques and cookery skills. Pupils will learn about appropriate choices for ingredients and to develop an awareness of current dietary advice for healthy living. You will be able to:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipes.
- select and use ingredients to produce and garnish or decorate dishes.
- understand ingredients and their uses and have an awareness of responsible sourcing.
- select ingredients based on current dietary advice.
- work safely and hygienically.

Through the successful completion of this course, learners will develop a range of important and transferable skills learning including creating, evaluating, analysing, applying and understanding. Learners will develop a range of skills needed for employability that includes communicating, working with others, solving problems, managing time, planning and organising, taking responsibility for self-development.

Levels offered
This subject will be offered at National 3, National 4 and National 5 levels.

Course Outline
Unit 1: Cookery skills, Techniques and Processes.
In the context of making a wide range of dishes pupils will develop:
- Cookery skills, food preparation techniques and the ability to follow cookery processes.
- Develop an understanding of the importance of following safe and hygienic practices.

Unit 2: Understanding and Using Ingredients.
This unit aims to develop the learners' knowledge of a wide range of ingredients, they will learn about:
- Selecting ingredients to meet current dietary advice
- Responsible sourcing of ingredients
- The correct use and appropriate storage of a wide range of ingredients

Unit 3: **Organisational Skills for Cooking.**
This unit aims to develop learners' organisation and time management skills. Pupils will learn:
- The ability to follow recipes and time plans to produce dishes within a specified time.
- The ability to evaluate dishes.

How will I learn?
A range of learning and teaching approaches are used in the department. These include whole class discussions, teacher demonstrations and individual practical activities. You will learn through a mix of practical and theory lessons.

Assessment arrangements
You will be assessed on each of the course units previously listed. These assessments consist of a number of written and practical assessments to be completed under teacher supervision.
National 3: 3-unit assessments completed in class time
National 4: 3-unit assessments, one final practical assessment to plan and cook a two course meal.
National 5: One final practical assessment to plan and cook a three-course meal, plus a one hour written paper and 1.5 hour written assignment.

Homework

This will be set at appropriate points throughout the course to reinforce learning and allow you to experience SQA style questions and answers. Pupils are expected to cook at home where possible to improve their practical skills.

Progression
Pupils gaining an award at National 3 will be able to progress onto National 4 and National 4 can progress onto National 5.
Pupils who gain National 5 Hospitality can further develop their skills and progress onto National 5 Practical Cake Craft.
A qualification in this subject is beneficial in the many different careers linked to the growing Hospitality industry, travel and tourism, leisure industry and many more. The practical and organisational skills mastered will be lifelong skills beneficial in all walks of life.

Further information
More information on the Practical Cookery courses is available at the links below,
www.educationscotland.org.uk
www.sqa.org.uk/sqa/45681.html

National 5
Practical Cake Craft

Subject Details and Course Aims

Why study Practical Cake Craft?

This course is designed for those who are interested in cake making and baking in particular. It will cover a wide range of baked items as well as extensive finishing and decorating skills. You will learn the artistic techniques of cake baking and finishing skills. You will develop these skills through practical activities. By drawing on all aspects of design, such as shape, colour, texture, balance and precision. You will have the opportunity to produce a variety of individualised cakes and other baked items, and creatively interpret a design brief, demonstrating creative techniques in the production of cakes.
This course will teach you how to plan, prepare and bake cakes that look good, taste good and are safe to eat. Baking and decorating cakes will suit you if you enjoy using art and design skills in a creative and practical way. Cake production is part of the Scottish hospitality industry, which is vibrant and growing. The course is a springboard for a range of careers in the hospitality industry, which employs a significant proportion of the nation's workforce.

Course Content

- acquire knowledge and understanding of methods of cake production
- develop knowledge and understanding of functional properties of ingredients used in cake production
- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production

- acquire and use organisational skills in the context of managing time and resources

National 5 Course Assessment

- The first stage is a planning exercise where you will plan your final cake. This project will be marked by the SQA.
- The main assessment is the practical activity which is to prepare a celebration cake which meets a specific set of criteria set by SQA.
- The final part is the question paper. This will assess your knowledge of ingredients, cooking methods/processes and the wider topics covered in their units.

How Will I Learn?
A range of learning and teaching approaches are used in the department. These include whole class discussions, teacher demonstrations and individual practical activities. You will learn through a mix of practical and theory lessons.

Progression

Progress to N5 Hospitality: Practical Cookery or N5/Higher Health & Food Technology.

Study at HNC, HND or Degree level in a hospitality-related subject.
Further education, training or employment in: Hospitality or Leisure and Tourism

This subject area leads to several different career pathways: Pastry chef, Baker, Cake Designer, Cake Decorator, Caterer, Confectioner Food Technologist or Product Development

Mathematics National 5

Subject Details and Course Aims

The National 5 Mathematics Course builds on the experiences and outcomes of mathematics and numeracy. The course consists of the following three units:

Expressions and Formulae

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

Relationships

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Applications

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.

Entry Requirements

This course is only available in S5/6 to students who were unsuccessful in National 5 Mathematics in S4

Assessment

- There is no longer a requirement to pass internal SQA unit assessment for this course. However, learners' progress will continue to be tracked through departmental assessments.
- The course as a whole is assessed and graded externally by SQA.

To gain a course award, learners must pass the Course assessment. A learner's overall grade will be determined by their performance across the Course assessment.

On successful completion of this Course, the learner could progress to:

- Higher Mathematics

Progression

Higher Mathematics
Further study, employment or training

Assessment

To gain the award of the course, learners must pass the external assessment. The external assessment will provide the final grade for the course award.

Progression

Further study, employment or training

Application of Mathematics National 5

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.

Purpose and aims

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.
The mathematical skills within this course are underpinned by numeracy, and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.
The course aims to:

♦ motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of real-life situations.

♦ develop the ability to analyse real-life problems or situations with some complex features involving mathematics.

♦ develop confidence in the subject and a positive attitude towards the use of mathematics in real-life situations.

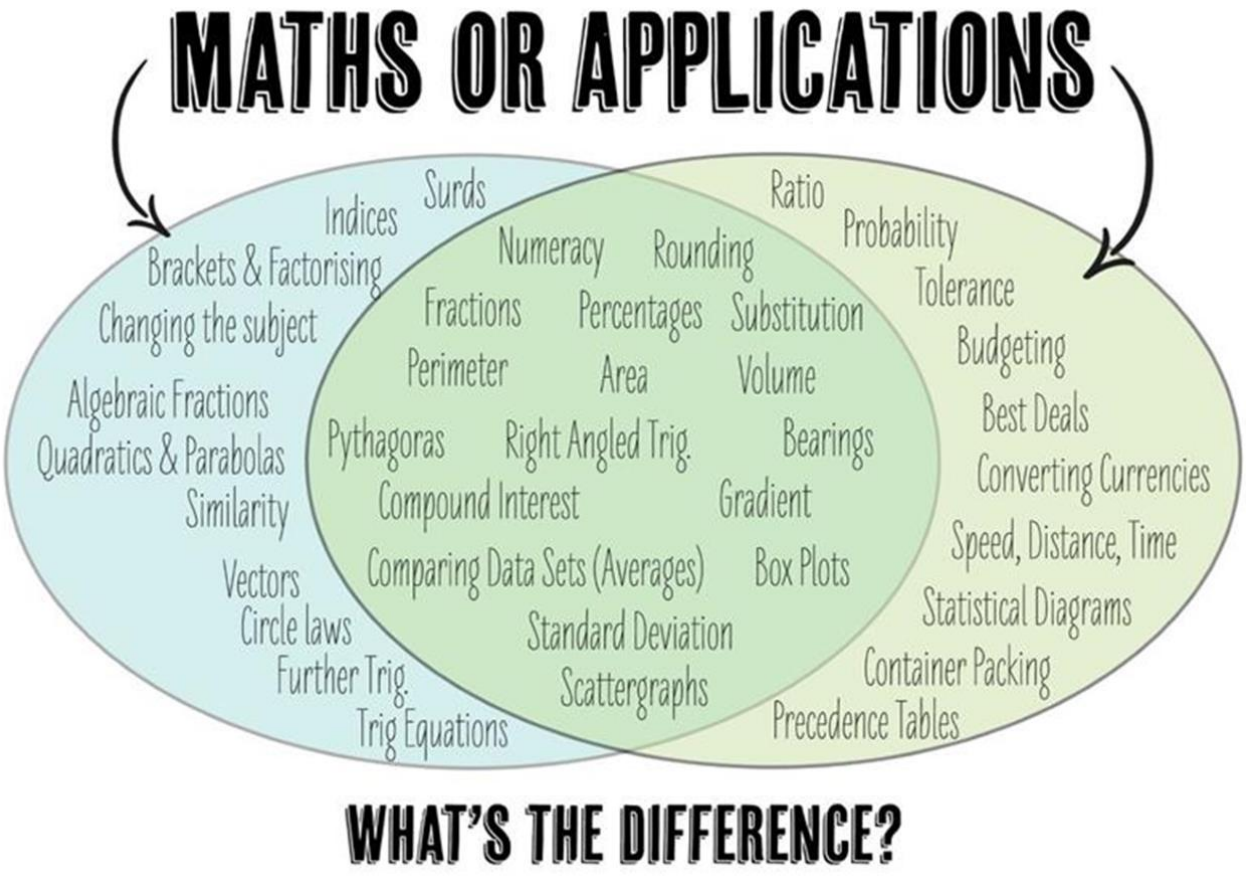
♦ develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy.

♦ develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions.
♦ develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information.
♦ develop the ability to communicate mathematical information in a variety of forms.
♦ develop the ability to think creatively and in abstract ways.

This course will also offer learners the opportunity to achieve a National 5 Numeracy award.

Who is this course for?
This is a suitable course for learners who have achieved the National 4 Applications of Mathematics course. This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces.

Assessment
To gain the award of the course, learners must pass the external assessment. The external assessment will provide the final grade for the course award. Progress throughout the year will be tracked by a series of departmental assessments.



Mathematics Higher/Advanced Higher

Subject Details and Course Aims

Mathematics is rich and stimulating. It engages and fascinates learners of all ages, interests and abilities. Learning in mathematics develops logical reasoning, analysis, problem solving skills,

creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

Advanced Higher Mathematics

As with all mathematics courses, Advanced Higher Mathematics aims to build upon and extend learners' mathematical skills, knowledge and understanding in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject. The course is designed to build upon and extend learners' mathematical learning in the areas of algebra, geometry, and calculus.

Entry Requirements

Grade A or B in Higher Mathematics.

Assessment

To gain the award of the course, the learner must pass the external SQA assessment. The external assessment will provide the final grade for the course award.

Progression

Further education/employment

Higher Mathematics

This Course will develop learners' ability to:

- understand and use a range of complex mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof and solve problems
- communicate mathematical information with complex features

Some learners may find it takes two years to complete the Higher Mathematics course. Entry to the course with a National 5 grade C is extremely challenging and will may require a learner to defer entry to the SQA examination until S6.

Entry Requirements

A course award for National 5 Mathematics (preferably at A or B).

Assessment

To gain the award of the course, learners must pass the external assessment. The external assessment will provide the final grade for the course award. Progress throughout the year will be tracked by a series of departmental assessments.

Progression
Advanced Higher Mathematics, further study, employment or training

Higher Applications of Mathematics

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts.
Applying mathematics in real-life contexts includes identifying relevant information, formulating a problem in appropriate mathematical or statistical terms, selecting and applying tools correctly, finding solutions, interpreting solutions in the context of a problem, and evaluating the approach taken.
The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

Purpose and aims

The course enhances candidates' critical and logical thinking so that they can interpret, analyse, and critically appraise statistical and mathematical information; simplify and solve problems; assess risk; and make informed decisions.
The course aims to:
♦ equip candidates with the mathematical and statistical literacy skills they need for life, work and further study in a wide range of curricular areas.
♦ develop candidates' financial literacy in real-life contexts.
♦ show candidates how they can use appropriate digital technology to manipulate and model mathematical, statistical and financial information.
♦ develop candidates' mathematical reasoning skills so that they can generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions in familiar and unfamiliar situations.
♦ develop candidates' range of mathematical skills so that they can analyse, interpret and present data and numerical information.
♦ provide candidates with the skills to appraise quantitative information critically, considering modelling or statistical assumptions.

Who is this course for?

This course is suitable for candidates:
♦ who have completed the National 5 Applications of Mathematics course or the National 5 Mathematics course.
♦ interested in developing the mathematical reasoning and numerical skills that are useful in other curriculum areas and workplaces.

Assessment
To gain the award of the course, learners must pass the external assessment. The external assessment will provide the final grade for the course award. Progress throughout the year will be tracked by a series of departmental assessments.

Media Studies National 5/Higher

Subject Details and Course Aims

The media plays a central role in the modern world and affects society at all levels, economic, political, social, cultural and individual. Media Studies simply studies ***how society talks to itself.*** Why do you dress in a particular manner? Or listen and watch certain television programmes or movies? What do you think about North Korea or Scottish Independence? Chances are you have been influenced and persuaded by the media.

During this course you will learn how to look critically at examples from various media such as radio, television, the internet and the press. You will develop the practical skills needed to produce media content eg. Short movies, posters, radio programmes etc.

There is a wide range of activities involved in the course and you will develop the ability to work independently and as part of a production team.

This course is of a broad general interest; however, the qualification is very useful for entry in to college and will help in a number of careers. Eg Communication, Television, Marketing, Event Management; Media Production or Performing Arts courses.

Entry Requirements

This will be at the discretion of the English Department. You would normally be expected to have a real interest in getting a job in the communications industries such as internet, film, radio, magazines, popular culture … etc

Course outline

The course is made up of three units of work. The courses are assessed by a combination of internal assessment by the teacher and an examination set and marked by SQA at Nat 5 and Higher.

Media Analysis:

In these units you will study a wide range of examples of media texts and develop skills in interpreting and analysing these. The texts may be in the form of a popular movie or magazine. Possibly you might investigate the *hidden* messages the medium is transmitting to its target audience.

Suitable examples of text might include: Fiction: cinema film, soap opera, magazine or comic strip stories, music lyrics. Non-fiction: Newspapers, magazines, brochures, advertisements and websites.

Content Production:

In this unit you will contribute to a group production with a particular audience in mind. The exercise will show you some of the practical issues which professionals have to deal with in various aspects of media production work. You will be involved in researching, planning, making and reviewing a media product which may be in the form of video, audio, print or computer animation. You must undertake both technological work, such as camera operating, and non-technological work such as scriptwriting and acting roles. Pupils will be expected to take full part in their Production Team.

Added Value/Assessment Unit:

In this assessment you will agree a remit with your teacher and create an individual project. After you have created a piece of media content you will analyse the final product to see if it is fit for purpose and that it caters for its particular audience.

Modern Languages

Subject Details and Course Aims

Language is at the core of thinking. Learners reflect, communicate and develop ideas through language. Our courses provide learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works, and use language to communicate ideas and information.

Our courses also provide learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.

The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides learners with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

The impact of studying a modern language has been well documented, and outcomes for learners are overwhelmingly positive, not least in employment terms.

> "Modern linguists earn more than graduates from any other discipline except medics, architects and pharmacologists."
> *Extract from a House of Lords Debate, 3 December 2009*

Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning, and prepares students to take their place in an increasingly global society.

Purpose and aims of our courses

The main purpose for study of modern languages is to develop the skills of listening and talking, reading and writing in order to understand and use one of the following:

- **French**
- **Spanish**

Our courses offer learners opportunities to develop and extend a wide range of skills. In particular, we aim to enable learners to develop the ability to:

- Listen and talk, read and write in a modern language, as appropriate to purpose, audience and context
- Understand and use a modern language, as appropriate to purpose, audience and context
- Plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- Apply knowledge of a modern language

The above applies to all levels of study.

Course Levels, Units and Assessments

French and Spanish courses will be offered at the following levels:

- National 5
- CfE Higher (National 6)
- CfE Advanced Higher (National 7) Levels.

All courses are delivered flexibly, with a view to working towards the qualification appropriate to each learner's needs. The Course provides flexibility, personalisation and choice to enable learners to achieve in different ways and at a different pace.

Modern Languages National 5

Subject Details and Course Aims

The Course will be suitable for learners who are secure in the breadth and depth of their learning across Third Level Modern Languages experiences and outcomes, and are developing their abilities at Fourth Level.

National 5 Modern Languages contains the following units:

- **Understanding Language**
- **Using Language**

To gain a course award, the learner must pass the Course assessment.

On successful completion of the course the learner can progress to:

- Modern Languages (Higher)
- Further education
- and ultimately, for some, to employment.

Modern Languages Higher

Subject Details and Course Aims

The Course will be suitable for learners who have achieved a pass at National 5. Opportunities are provided for enhanced language development in all 4 skill areas (listening, talking, reading and writing), as well as developing cultural knowledge through film and media study.

CfE Higher (National 6) Modern Languages contains the following units:

- **Understanding Language**
- **Using Language**
- **Specialist Study Unit**

Assessment

- The course as a whole is assessed, and graded A-D, externally by SQA through the final exam.

To gain a course award, the learner must pass all the units as well as the Course assessment.

On successful completion of the course the learner can progress to:

- Modern Languages (Advanced Higher)
- Further education
- and ultimately, for some, to employment.

Modern Languages Advanced Higher

Subject Details and Course Aims

Clydeview Academy is the destination of choice for many students across Inverclyde wishing to study Advanced Higher Modern Languages.

The Course will be suitable for learners who have achieved a pass at CfE Higher (National 6). Opportunities are provided for enhanced language development in all 4 skill areas (listening, talking, reading and writing), as well as developing cultural knowledge through film, media and literature study. Topics studied develop students' understanding of the world, and include areas such as politics, current affairs, technology, digital and printed media and the environment.

CfE Advanced Higher (National 7) Modern Languages contains the following units:

- **Understanding Language**
- **Using Language**

Assessment

- All units are internally assessed on a pass/fail basis within the school.
- The course as a whole is assessed externally by SQA through the final exam.

To gain a course award, the learner must pass all the units as well as the Course assessment.

On successful completion of the course the learner can progress to:

- Further/higher education
- and ultimately, for some, to employment.

The Advanced Higher Modern Languages course is widely recognised as excellent preparation for studying Modern Languages, **or any course with a language element**, at university.

Modern Studies National 5

Subject Details and Course Aims

Modern Studies opens up the world of contemporary society for learners. The purpose of Modern Studies is to develop learners' knowledge and understanding of recent political, social and economic issues at local, national and international levels. In these contexts, young people will develop an awareness of the social and political issues they will meet in their lives.
Learners will develop the skills required to interpret and participate in the social and political processes they will encounter now and in the future. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics.

The **National 5 Modern Studies** programme of study will focus on three main areas:

- Democracy in Scotland and the UK – UK Political System; Groups of Influence – Media and Pressure Groups
- Social Issues in the UK – Crime & the Law
- International Issues – World Powers – The United States of America

Entry Requirements

- **National 5** entry level recommended - National 4 award in Modern Studies or National 5 award (A-C) in another Social Subject.

Assessment

National 5 - Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination

Progression

From National 5 there are pathways to Higher (National 6).

Modern Studies Higher

Subject Details and Course Aims

Higher Modern Studies makes a distinctive contribution to the curriculum. Study of the Course develops an understanding of fundamental processes which underpin political and social life. These processes are considered in local, national and international contexts which are both relevant and significant. Candidates should extend their knowledge and understanding of contemporary issues and develop skills of evaluating, communicating, creative thinking and critical evaluation of the media and the utilisation of information technology.

The **Higher Modern Studies** programme of study will focus on three main areas:

- Democracy in Scotland and the UK – Focus on Scottish Politics
- Social Issues in the UK – Social Inequalities in the UK
- International Issues – World Issues – Development Issues in Africa

Entry Requirements

- **Higher** entry level recommended – A National 5 Modern Studies award (Grade A-C); a Higher Award in another Social Subject (Grade A-C).

Assessment

Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From Higher (National 6) there are pathways to Advanced Higher (National 7).

Music Performing National 5

Subject Details and Course Aims

As a subject Music is very relevant to learners as part of their everyday life. Pupils will develop skills and confidence which will help prepare them for the wider world of work.

The **National 5 Music** courses consists of three units –

- Performing Skills
- Understanding Music (Listening)
- Composing Skills

Performing Skills – Pupils are required to choose two instruments or one instrument and voice. The instrumental performance can be an extension of work covered in S1/2 or National 4 Music on keyboard, tuned percussion, acoustic guitar, electric guitar, bass guitar, drum kit and voice. Pupils who receive instrumental tuition or private tuition can choose any orchestral instrument, piano, bagpipes and pipe band snare drumming. Instruments and repertoire are chosen under guidance of the class teacher. Pupils will be encouraged to perform before their peers in preparation for assessments. Pupils are also strongly encouraged to perform in music extra-curricular groups to develop their musical skills further.
Understanding Music (Listening) - Pupils will learn about various musical styles, concepts and music literacy. Pupils will also study the impact of social and cultural factors on music.

Composing Skills - Pupils will have the opportunity to develop their creative skills through arranging, improvising and composing music. During this part of the course pupils will be given the opportunity to use ICT to assist them in writing their own music.

Assessment

Performing – Candidates must pass internal assessments as well as performing to the visiting examiner for the final external assessment in February/March. Candidates must prepare an eight minute programme (to a minimum standard equivalent to Grade 3) split between their 1st and 2nd Instrument or Instrument and Voice. Candidates are also required to self-evaluate their performance and progress.

Composing – Candidates must compose a short work of between 1 and 3 minutes duration which will be assessed by the SQA.

Understanding Music – Candidates are required to learn concepts from a variety of topics and develop their knowledge and understanding of musical literacy. This will be assessed through short assessment tasks, listening tests and the final paper.

Homework

Each pupil is expected to spend time on individual practice on his or her instrument/voice, revise listening concepts and complete musical literacy exercises and inventing tasks.

Progression to S6

Students who gain a National 5 award of B or above may progress to Higher level which again features the same elements of Performance, Composing and Understanding Music, but at a more sophisticated level. Students can progress to Further/Higher education.

Music Performing Higher

Subject Details and Course Aims

As a subject Music is very relevant to learners as part of their everyday life. Pupils will develop skills and confidence which will help prepare them for the wider world of work.

Courses are flexible and course content is personalised in a number of areas giving pupils the opportunity to make informed and supported choices about their learning.

The Higher Music course follows on from work carried out during National 5.

The course consists of 3 main units:

- Performing (On two instruments or one instrument and voice)
- Composing
- Understanding Music (Listening)

Candidates are required to perform a varied programme on instruments/voice to a minimum of Grade 4 Associated Board (or equivalent) standard. Candidates are also required to compose pieces of music for their composition folio and will study a number of topics in preparation for the listening paper including Renaissance, Baroque, Classical, Romantic and 20th Century music.

Entry requirements:
National 5 award in Music - B or above.

Assessment:

Performing – Candidates must pass internal assessments as well as performing to the visiting examiner for the final external assessment in February/March. Candidates must prepare a 12 minute programme (to a minimum standard equivalent to ABRSM grade 4) split between their 1st and 2nd Instrument or Instrument and Voice. Candidates are also required to self-evaluate their performance and progress.

Composing – Candidates must compose a short work of between 1½ and 3½ minutes' duration which will be assessed by the SQA.

Understanding Music – Candidates are required to learn concepts from a variety of topics and develop their knowledge and understanding of musical literacy. This will be assessed through short assessment tasks, listening tests and the final paper.

Course Assessment:

First Instrument accounts for 25% of the final grade, Second Instrument accounts for 25% of the final grade. The Understanding Music Question Paper counts for 35% of the final grade, and the composing assignment accounts for 15% of the final grade.

Homework:

Each candidate is required to spend time on individual practice on his or her instrument/voice, revise listening concepts and complete musical literacy exercises and composition tasks.

Progression:

Students who gain a Higher award at B or above may progress to Advanced Higher level which again features the same elements of Performance, Composing and Understanding Music, but at a more sophisticated level. Students can progress to Further/Higher education.

Music Performing Advanced Higher

Subject Details and Course Aims

As a subject Music is very relevant to learners as part of their everyday life. Pupils will further develop their skills and confidence which will help prepare them for the wider world of work.

Courses are flexible and course content is personalised in a number of areas giving pupils the opportunity to make informed and supported choices about their learning.

The Advanced Higher Music course follows on from work carried out during Higher Music.

The course consists of 3 main units:

- Performing (On two instruments or one instrument and voice)

or

- Composing/Arranging
- Listening

Candidates are required to perform a varied programme on instruments/voice to a minimum of Grade 5 Associated Board (or equivalent) standard. Candidates are also required to compose two pieces of music for their composition folio and will study a number of topics in preparation for the listening paper including Renaissance, Baroque, Classical, Romantic and 20th Century music.

Entry requirements:

Higher Music Award at B or above.

Assessment:

Performing – Candidates must pass internal assessments as well as performing to the visiting examiner for the final external assessment in February/March. Candidates must prepare a 20 minute programme split between their 1st and 2nd Instrument or Instrument and Voice.

Listening – Candidates are required to learn concepts from a variety of topics and develop their knowledge and understanding of musical literacy. This will be assessed through short assessment tasks, listening tests and the final paper. Candidates will choose two musical works/movements to analyse and write a 1500 word commentary.

Course Assessment:

Performing - 1st Instrument accounts for 325% of the final grade, 2nd Instrument accounts for 25% of the final grade. The Listening Question Paper accounts for 35% of the final grade and the assignment accounts for 15%.

Homework:

Each candidate is required to spend time on individual study on his or her instrument/voice or portfolio, revise listening concepts and complete musical literacy exercises and composition tasks.

Progression:

Students who gain an Advanced Higher award can progress to Further/Higher education.

Music Technology National 5

Subject Details and Course Aims

The National 5 Music Technology Course. The course consists of 3 main areas:

- Music Technology Skills
- Music Technology in Context
- Understanding 20th and 21st Century Music.

Candidates are required to demonstrate a wide range of skills required in a Music Technology setting eg, Recording, Mixing, Editing, Mastering and MIDI using a variety of equipment and software. Candidates will also learn a variety of musical and technical concepts from 20th and 21st Century Music.

Entry requirements:
An interest in developing Music Technology Skills.

Assessment:

Music Technology Skills – Candidates will demonstrate the use of skills learned throughout the course and will be assessed on setting up a recording session, running a recording session, editing, mixing and mastering.

Music Technology in Context – Candidates should complete projects set by the class teacher which could include making an advert, soundtrack, radio jingle demonstrating effective planning and use of equipment and software.

Understanding 20th and 21st Century Music. – Candidates are required to learn concepts from a variety of topics and develop their knowledge and understanding of musical literacy and technological advances. This will be assessed through short assessment tasks, listening tests and the final paper. Candidates should also demonstrate a knowledge of issues surrounding intellectual copyright.

Course Assessment:

The final practical project submitted to SQA for marking accounts for 70% of the final grade and the Understanding 20th and 21st Century Music Question Paper accounts for 30% of the final grade.

Homework:

Each candidate is required to spend time revising concepts and extra sessions after school will run to support pupils project work.

Progression:

Students who gain a National 5 award ant B or above may progress to Higher level which again features the same elements of Music Technology Skills, Music Technology in Context and Understanding 20th and 21st Century Music, but at a more sophisticated level. Students can progress to Further/Higher education.

Music Technology Higher

Subject Details and Course Aims

The Higher Music course follows on from work carried out during National 5 and requires a greater display of skill, knowledge, understanding and specific technical requirements.

The course consists of 3 main areas:

- Music Technology Skills
- Music Technology in Context
- Understanding 20th and 21st Century Music.

Candidates are required to demonstrate a wide range of skills required in a Music Technology setting eg, Recording, Mixing, Editing, Mastering and MIDI using a variety of equipment and software. Candidates will also learn a variety of musical and technical concepts from 20th and 21st Century Music.

Entry requirements:
National 5 Music Technology grade B or above.

Assessment:

Music Technology Skills – Candidates will demonstrate the use of skills learned throughout the course and will be assessed on setting up a recording session, running a recording session, editing, mixing and mastering.

Music Technology in Context – Candidates should complete projects set by the class teacher which could include making an advert, soundtrack, radio jingle demonstrating effective planning and use of equipment and software.

Understanding 20th and 21st Century Music – Candidates are required to learn concepts from a variety of topics and develop their knowledge and understanding of musical literacy and technological advances. This will be assessed through short assessment tasks, listening tests and the final paper. Candidates should also demonstrate a knowledge of issues surrounding intellectual copyright.

Course Assessment:

The final practical project submitted to SQA for marking accounts for 70% of the final grade and the Understanding 20th and 21st Century Music Question Paper accounts for 30% of the final grade.

Homework:

Each candidate is required to spend time revising concepts and accept any extra sessions offered after school to support pupils' project work.

Music Technology Advanced Higher

Subject Details and Course Aims

The Advance Higher Music Technology course follows on from work carried out during National 5 and Higher and requires a greater display of skill, knowledge, understanding and specific technical requirements.

The course consists of 3 main areas:

Music Technology Skills
Music Technology in Context
Understanding 20th and 21st Century Music.

Candidates are required to demonstrate a wide range of skills required in a Music Technology setting eg, Recording, Mixing, Editing, Mastering and MIDI using a variety of equipment and software. Candidates will also learn a variety of musical and technical concepts from 20 and 21st Century Music.

Entry requirements:
Higher Music Technology at Grade B or above.

Assessment:

Music Technology Skills – Candidates will demonstrate the use of skills learned throughout the

course and will be assessed on setting up a recording session, running a recording session, editing, mixing and mastering.

Music Technology in Context – Candidates should complete projects set by the class teacher which could include making an advert, soundtrack, radio jingle demonstrating effective planning and use of equipment and software.

Understanding 20th and 21st Century Music. – Candidates are required to learn concepts from a variety of topics and develop their knowledge and understanding of musical literacy and technological advances. This will be assessed through short assessment tasks, listening tests and the final paper. Candidates should also demonstrate a knowledge of issues surrounding intellectual copyright and technological developments in Music.

Course Assessment:

The final practical project submitted to SQA for marking accounts for 70% of the final grade and the Research Paper accounts for 30% of the final grade.

Homework:

Each candidate is required to spend time revising concepts and extra sessions after school will run to support pupils project work.

Physical Education - National 5

Purpose and aims of the Course

Performance
This aims to develop candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

Factors impacting on performance
This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

<u>The Course has two mandatory Units</u>

1. **Practical Performance**

2. **Portfolio**

Performance
This unit focuses on enhancing student performance in sport. It involves skill application, applied fitness awareness and performance composition. This unit offers students an element of choice and personalisation.

Portfolio

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course. The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

Assessment

1. **Practical Performance x 2 (30 Marks)**
2. **Portfolio:**
    - **Stage 1 (Exam 8 Marks)**
    - **Stage 2 & 3 (Externally paced 52 Marks)**

It is strongly recommended that any pupil wanting to take this course should:

1. Be making very good or good progress at level 4 in S3.
2. Be competent within a minimum of two physical activities.
3. Be willing to try their best in all activities.

Physical Education Higher

Purpose and Aims of the Course

The course enables candidates to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities. Candidates demonstrate initiative, decision making and problem solving by engaging in physical activities. Candidates develop the ability to use strategies to make appropriate decisions for effective performance. These strategies will be based on an analysis and understanding of the impact of mental, emotional, social and physical factors on performance. The course supports the way that individual attitudes, values and behaviours are formed by participating in physical education. The skills, knowledge and understanding that candidates acquire by successfully completing the course are transferable to learning, to life and to the world of work.
The course enables candidates to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance

Course Content

Factors impacting on performance
Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop

knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance.

Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

Performance
Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes.

Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.

Activities being covered are: football, basketball, badminton and volleyball.

Higher PE Classes

August to December
Practical x 4 Periods
Theory x 2 Periods

January to April
Practical x 3 Periods
Theory x 3 Periods

Entry Level

The recommended minimum entry for this course is at least **BAND B at National 5 level.**

Candidates must be competent within a minimum of 2 physical activities.

Assessment

1. Practical Performance (60 Marks)
    - Performance 1 (30 Marks)
    - Performance 2 (30 Marks)

2. Exam Paper (50 Marks)

Internal Assessments

- **Factors impacting on performance (Internal Assessment Unit)**

- Minimum competency assessment (5 outocmes) candidates must pass this unit in order to sit the final exam.
- This takes place in mid October & candidates will be given opportunities to resit outcomes where they havent met the satandard (candidates who fail to meet the standard can carry on with the course and achieve a practical performance award or consider a two year course).

- **Performance unit**

- To pass each student must achieve a higher standard of practical performance from two of the activities taught in course. (assessed internally)

- ❖ Prelim 1 (January/February)
- ❖ Prelim 2 (End of March)

IF A CANDIDATE FAILS EITHER OF THE TWO UNITS THEY CANNOT BE PRESENTED FOR THE FULL COURSE

End of Unit Tests (Minimum Competency)

Candidates will undergo three end of unit tests after each block of activity that is comprised of: multiple choice, identifying answers sections & short response questions that reflect the command questions of the final exam.

Physical Education – Higher Sports Leaders

SCQF SL6 is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity.

This 'Extraordinary Amended Specification' has been developed and issued in response to the changes in the environment due to the Covid-19 crisis. The amendments have been put in place so that learners can continue to safely demonstrate their leadership skills for practical assessments.

The seven challenges are:
1) Valuing Learning Challenge – Re-engaging with learning and your community
2) Skills for Progression Challenge – The personal skills you need to progress
3) Believe in Yourself Challenge – Building confidence to succeed
4) Safety First Challenge –Leading activities safely
5) Adapting Activities Challenge – Developing activities for a changing environment
6) Virtual Leading Challenge – Using technology for leading activities
7) The Reflection Challenge – Effective self-evaluation of skills

Assessment SLQ Sports Leaders have provided an easy to use Learner Evidence Record (LER) for this qualification. The LER is mandatory and uses the following assessments:

• Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions
• Questioning of underpinning knowledge - via worksheets

• Plans and evaluations completed during the course
* Reasonable adjustments can be made for learners who are unable to complete the LER

- ***Twinned with Higher Practical Performance***

Physics National 5

National 5:

Entry requirements:

Entry requirement: Successful completion of the level 4 S3 Physics course.
Do you have an inquiring mind? In other words, are you the type of person who just has to know how things work? If so, Physics just might be the subject for you!
Physics is a Science whose goal is to understand how everything works at its most basic level. Physicists study the nature of scales smaller than an atomic nucleus and up to as large as the observable universe.
Physics is used in the design of aeroplanes, cars, buildings, computers and mobile phones.
Branches of this fascinating subject include astronomy, motion, electricity, sound and light.
Studying Physics develops your critical thinking and problem solving skills and helps you understand our modern technological society.
Through a combination of theory, problem solving and practical work, in National 5 Physics we cover three main units of work as shown below.
Dynamics and Space -Speed and Acceleration; Forces, Motion and Energy; Satellites, Cosmology and Space Exploration.
Waves and Radiation - Wave Terminology; Light and the Electromagnetic Spectrum; Nuclear radiation.
Electricity and Energy - Practical Electrical and Electronic circuits; Electrical power; Gas Laws; Energy Transfer; Heat.

Physics Higher

National 6:

Entry requirements:

If you've ever asked yourself 'why is the sky blue?', or 'how can something the size of a cruise liner float?' or even 'where did the Sun come from?' then Physics is for you.
Higher Physics takes some of the topics from National 5 Physics and dives deeper into them but it also takes you into undiscovered territory, for example, did you know that time slows down if you go fast enough? Higher Physics will show you that this is not only possible, but it will also show you that if we didn't account for it, the GPS system that we all rely on in our Sat Navs and phones wouldn't work!

There are three units in Higher Physics, the details of which are summarised below.

Our Dynamics Universe – Motion, Forces, Energy, Special Relativity, The Big Bang Theory.

Electricity - Electric Field, Particle Accelerators, Standard Model, Electrical Circuits, Capacitance, AC/DC, Semiconductors.

Particles and Waves - Standard Model, Waves, Geometric Optics, Physical Optics, Nuclear Reactions, Atomic Spectra, Photoelectric Effect.

Physics Advanced Higher

Entry requirements:

This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course has 3 units and a project:

Rotational Motion & Astrophysics. Some concepts explored – angular motion; astronomical perspective developed through study of gravitation; general relativity and stellar physics.

Electromagnetism. Explore a wide variety of situations involving electromagnetism; electric and magnetic fields; capacitors and inductors used in d.c. and a.c. circuits.

Quanta & Waves. Introduction to non-classical physics and explore the origin and composition of cosmic radiation; simple harmonic motion and wave theory.

Project - The project is your opportunity to work autonomously, making independent decisions based on evidence and interpretation of scientific information, which involves analysing and evaluating results. Through this, you will further develop and enhance your scientific literacy skills.

Practical Woodworking National 5

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 4 Practical Woodworking Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Purpose and aims of the Course

The Course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity.

The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The Course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.
The aims of the Course are to enable learners to develop:

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues in a practical woodworking context

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. National 5 RMPS contributes to learners' understanding of the society in which they live and work by helping them to learn about, and from, religious beliefs, non-religious beliefs and personal experience.

Through the Course, learners develop knowledge, understanding and skills. Pupils develop understanding of human beliefs, values and behaviour and examine how religion, morality and philosophy can help people find meaning and purpose in life.

Religious, Moral and Philosophical Studies National 5

The **National 5 RMPS** programme of study will focus on three main areas:

- World Religion: Christianity
    - Nature of God and Nature of Humans
    - Beliefs about Jesus, Judgement and the afterlife
    - Following Jesus' teachings and the impact of beliefs and practices on the world today

- Morality and Belief: Morality, Medicine and the Human Body
    - Sanctity of Life
    - Use of Embryos
    - End of life care
    - Euthanasia and Assisted Dying

- Religious and Philosophical Questions
    - Can God be proved?
    - The Cosmological Argument
    - The Teleological Argument

Entry Requirements

- **National 5** entry level recommended – National 4 award in English/Social Subject or National 5 award (A-C) in another Social Subject.

Assessment

National 5 - Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Progression

From National 5 there are pathways to Higher (National 6).

Religious, Moral and Philosophical Studies Higher

Purpose and aims of the Course

The Higher Religious, Moral and Philosophical Studies Course provides learners with the opportunity to explore and strengthen their own beliefs and values in an atmosphere of tolerance and respect. Developing the skills of analysis and evaluation is an important part of the Higher Religious, Moral and Philosophical Studies Course and these skills are of relevance in a wide variety of subject areas and careers.

The **Higher RMPS** programme of study will focus on three main areas:

- World Religion – Buddhism
    - Nature of existence
    - Beliefs about the Buddha, Samsara and Nibbana
    - Living according to the Eightfold Path

- Morality and Belief - Morality & Justice

    - Cause of crime and purposes of punishment
    - Responses to crime
    - Capital Punishment

- Religious and Philosophical Questions – Origins
    - Origins of the universe
    - Origins of life

Entry Requirements

- **Higher** entry level recommended – A National 5 award in RMPS; a National 5 award in any Social Subject (Grade A-C); a Higher Award in another Social Subject (Grade A-C).

Assessment

Learners will receive ongoing assessments throughout the course. In order to achieve an overall pass, learners must pass an Assignment and the final examination.

Where to get information?

To make the best course choice for your needs involves gathering up to date, relevant information. The list below provides useful sources of information.

People

Subject teachers and Principal Teacher of Subjects
Guidance teachers
Careers Advisor (SDS) – Leigh Gavin
S5/6 Year Heads
Parents and relations;
Friends;
Students e.g. those who have done the courses you are considering

Places

Careers Library in school
Careers Office
Colleges and Universities (see careers library)

Useful Booklets

College and University prospectuses
Careers Service Handbook

Useful Websites

Scottish Qualifications Authority	www.sqa.org.uk
Universities and Colleges Admissions Service	www.ucas.com

ICT Resources:

There are careers programmes available.

Plan IT plus: give you careers learning eg. Job profiles/University courses /school subjects.

My World of Work: allows you to put in your details and have a "online careers adviser". This helps with skills and preparation of CV.

Financial Assistance

Educational Maintenance Allowance

The Educational Maintenance Allowance (EMA) is a grant provided by the government to encourage students to stay on at school beyond their statutory leaving date. It is available to S5 and S6 students if:

- They have completed fourth year at school
- They have reached the legal date at which they could have left school, and have opted to return
- They started a fifth year course of study in the school session following their statutory leaving date

The grant is a means-tested allowance, based on parental income, but paid directly to the student. The award is £30 a week. The payment of allowances is dependent upon students maintaining 100% attendance, adhering to the school's code of conduct and making good progress in their studies.

For further information on EMAs, please contact:

Education Services (EMA)
Inverclyde Council
105 Dalrymple Street
GREENOCK
PA15 1HU

Tel No: 712844
Email: ema.ho@inverclydeschools.org.uk

School/College provision

- Introduction to Automotive Maintenance
- Introduction to Automotive Body Repair
- Accountancy Foundation Apprenticeship
- NPA Computer Games Development
- NPA Cyber Security with Data Science
- Skills for work – Early Learning and Childcare
- Higher Psychology
- NPA Criminology
- Politics
- History
- Sociology
- Uniformed and Emergency Services
- NPA Construction Skills
- Construction skills foundation apprenticeship
- Introduction to plumbing
- Engineering foundation apprenticeship
- Skills for Work - Engineering
- NPA Television Production
- HNC Television Production
- HNC Sound Production
- HNC Music
- NPA Music
- NPA Beauty and Hairstyling
- Skills for Work - Hairdressing
- Professional Cookery with Bakery
- Science Practical Skills for Progression
- Human Body Structure and Function
- NPA sport

A full college booklet is available from Guidance and on the college and on school websites.

Notes Concerning Progression Data Sources

These tables represent the first formal release of annual progression information to be published on the SQA website. Progression information has previously been created within SQA in response to specific requests, some of which were later made available to a wider range of external stakeholders. Production of such progression information requires decisions to be made regarding the source of the data to be used (e.g. August or December attainment data), the data flags to be considered before any data are included, as well as the progression routes to be considered. Such decisions mean that there may be minor differences between the figures in this publication and what has previously been made available through SQA responses to specific requests and historical reports.

Attainment Statistics (December) data is used for all tables. This was referred to as 'Post-Appeal' data prior to the introduction of Post-results Services. Attainment Statistics (December) data includes all recorded course results after completion of Post-results Services.

These tables detail progression at the lower level of the qualification to each available graded result at the higher level of the qualification. Progression from an ungraded to graded National Qualification is only considered for National 4 to National 5, given that such qualifications were designed to be in a hierarchy and related further by the Recognising Positive Achievement arrangements. During the dual-running years where the new National Qualifications were available alongside the previous qualifications (Standard Grades, Intermediates, previous Higher and previous Advanced Higher), a number of progression pathways were possible.

In most instances, only subjects with a direct (intended by design) progression route are included. Typically, these progression routes will now involve a qualification at consecutive levels with the same qualification code. A small number of alternative subject progression routes are considered where the number of learners involved is moderate or high, and/or no direct progression is available between SCQF levels (e.g. Lifeskills Mathematics is not available at Higher level, so the progression route Lifeskills Mathematics National 5 to Mathematics Higher is presented). Cases where progression is between qualifications with different titles are explicitly detailed as 'Qualification Name X to Qualification Name Y'. Where qualifications in the progression route share the same title, only the title is shown.

Qualifications are grouped in line with standard SQA statistical reporting titles (e.g. 'Chinese Languages' includes 'Cantonese', 'Mandarin (Traditional)' and 'Mandarin (Simplified)').

Where there are fewer than 20 candidates progressing from a given result at the lower level, no progression percentages are displayed (such candidates will be counted in the 'Total Candidates Progressing Figure', however). The 'Total Students Progressing' figure is split across all results at the lower level.

Tables are ordered alphabetically by the name of the qualification at the greater SCQF level of the progression route (e.g. National 5 'Biology' to Higher 'Human Biology' is ordered by Higher 'Human Biology', as this is the greater level in that particular progression route).

Please read the notes tab for information on these tables

		Accounting					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	65%	21%	9%	4%	1%	100%
	B	14%	21%	41%	13%	11%	100%
	C	3%	6%	31%	31%	28%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	395

		Administration and IT					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	42%	32%	18%	6%	2%	100%
	B	14%	29%	29%	19%	8%	100%
	C	5%	14%	38%	21%	22%	100%
	D	4%	11%	25%	28%	33%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,566

		Art and Design					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	41%	33%	21%	5%	1%	100%
	B	7%	23%	40%	24%	5%	100%
	C	3%	16%	34%	34%	13%	100%
	D	1%	12%	32%	38%	16%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	3,972

		Biology					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	54%	30%	13%	3%	0%	100%
	B	4%	19%	38%	29%	10%	100%
	C	1%	5%	21%	37%	36%	100%
	D	0%	1%	11%	25%	64%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	5,769

		Business Management					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	58%	26%	11%	4%	1%	100%
	B	11%	30%	32%	19%	8%	100%
	C	6%	12%	27%	27%	28%	100%
	D	0%	5%	13%	32%	49%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	3,533

		Chemistry					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	55%	29%	13%	3%	0%	100%
	B	4%	20%	38%	29%	8%	100%
	C	1%	4%	21%	41%	33%	100%
	D	0%	3%	5%	35%	57%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	7,981

		Computing Science					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	49%	29%	16%	4%	2%	100%
	B	6%	22%	31%	25%	16%	100%
	C	0%	4%	18%	30%	47%	100%
	D	0%	2%	9%	18%	71%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,479

		Dance					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	46%	34%	14%	5%	1%	100%
	B	0%	24%	41%	32%	3%	100%
	C	0%	5%	30%	60%	5%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	195

		Design and Manufacture					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	42%	29%	22%	6%	2%	100%
	B	8%	26%	30%	25%	10%	100%
	C	2%	11%	25%	33%	30%	100%
	D	2%	4%	14%	31%	49%	100%
	No Award	0%	0%	14%	24%	62%	100%

Total Learners Progressing	1,191

		English					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	46%	32%	17%	5%	1%	100%
	B	7%	24%	35%	26%	7%	100%
	C	1%	8%	25%	38%	28%	100%
	D	1%	4%	14%	35%	47%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	28,522

		French					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	61%	23%	12%	3%	1%	100%
	B	4%	17%	35%	33%	11%	100%
	C	0%	12%	22%	35%	31%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,595

		Geography					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	64%	24%	9%	2%	0%	100%
	B	18%	33%	33%	13%	3%	100%
	C	5%	15%	37%	29%	13%	100%
	D	2%	8%	20%	38%	31%	100%
	No Award	0%	3%	6%	28%	63%	100%

Total Learners Progressing	4,060

		Graphic Communication					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	52%	36%	11%	2%	0%	100%
	B	12%	38%	38%	10%	2%	100%
	C	2%	17%	36%	32%	13%	100%
	D	0%	9%	33%	33%	26%	100%
	No Award	0%	4%	4%	17%	75%	100%

Total Learners Progressing	2,278

		Health and Food Technology					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	37%	31%	20%	8%	4%	100%
	B	8%	32%	34%	20%	6%	100%
	C	1%	13%	32%	36%	18%	100%
	D	0%	3%	24%	38%	35%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	419

		History					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	54%	27%	12%	4%	2%	100%
	B	16%	28%	26%	16%	13%	100%
	C	4%	14%	25%	25%	32%	100%
	D	2%	11%	21%	25%	41%	100%
	No Award	0%	0%	13%	21%	67%	100%

Total Learners Progressing	6,842

		Mathematics					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	50%	24%	15%	8%	4%	100%
	B	5%	15%	26%	26%	29%	100%
	C	1%	6%	16%	27%	49%	100%
	D	3%	4%	16%	21%	57%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	15,002

		Applications of Mathematics to Mathematics					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	36%	25%	19%	8%	12%	100%
	B	-	-	-	-	-	-
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	132

		Media					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	43%	29%	20%	8%	1%	100%
	B	13%	23%	31%	21%	13%	100%
	C	6%	16%	26%	18%	34%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	206

		Modern Studies					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	60%	23%	12%	4%	1%	100%
	B	23%	27%	27%	14%	9%	100%
	C	11%	16%	24%	25%	24%	100%
	D	4%	12%	25%	23%	36%	100%
	No Award	7%	5%	7%	21%	60%	100%

Total Learners Progressing	5,011

		Music					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	59%	28%	11%	2%	0%	100%
	B	12%	38%	34%	14%	3%	100%
	C	3%	20%	36%	27%	14%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	3,662

		Music Technology					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	35%	40%	17%	7%	2%	100%
	B	11%	32%	32%	16%	8%	100%
	C	5%	14%	38%	33%	10%	100%
	D	0%	5%	20%	55%	20%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	304

		Physical Education					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	38%	36%	21%	5%	1%	100%
	B	12%	32%	39%	14%	3%	100%
	C	4%	19%	43%	26%	9%	100%
	D	0%	16%	44%	31%	9%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	7,078

		Physics					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	58%	28%	11%	2%	0%	100%
	B	6%	25%	38%	23%	8%	100%
	C	1%	6%	25%	37%	32%	100%
	D	0%	2%	13%	32%	53%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	6,500

		Religious, Moral and Philosophical Studies					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	57%	22%	15%	5%	2%	100%
	B	14%	26%	30%	18%	12%	100%
	C	2%	12%	25%	22%	39%	100%
	D	0%	6%	17%	26%	51%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	805

		Spanish					
		Percentage of Learners Gaining Higher 2019					
National 5 2018	Result	A	B	C	D	No Award	Total
	A	59%	22%	14%	4%	1%	100%
	B	3%	14%	36%	30%	18%	100%
	C	1%	3%	17%	31%	48%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,112

		Accounting					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	43%	22%	22%	8%	4%	100%
	B	-	-	-	-	-	-
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	63

		Art and Design to Art and Design (Design)					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	50%	24%	22%	2%	1%	100%
	B	23%	36%	28%	5%	8%	100%
	C	23%	22%	44%	6%	4%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	466

		Art and Design to Art and Design (Expressive)					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	46%	31%	20%	2%	1%	100%
	B	21%	33%	36%	7%	3%	100%
	C	10%	28%	43%	15%	4%	100%
	D	0%	9%	64%	9%	18%	100%
	No Award	-	-	-	-	-	-

Total Learners Progressing	873

		Biology					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	38%	28%	22%	8%	4%	100%
	B	3%	15%	31%	24%	27%	100%
	C	1%	7%	17%	19%	55%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,385

		Human Biology to Biology					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	30%	33%	24%	7%	6%	100%
	B	3%	14%	32%	23%	28%	100%
	C	0%	5%	17%	21%	57%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	917

		Business Management					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	34%	29%	24%	5%	7%	100%
	B	5%	18%	32%	20%	26%	100%
	C	0%	8%	23%	12%	58%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	450

		Chemistry					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	50%	30%	14%	3%	3%	100%
	B	6%	24%	39%	16%	16%	100%
	C	2%	7%	27%	11%	53%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	2,442

Computing Science

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018 Result	A	B	C	D	No Award	Total
A	41%	25%	19%	5%	10%	100%
B	7%	21%	28%	14%	31%	100%
C	0%	6%	20%	16%	58%	100%
D	-	-	-	-	-	-
No Award	-	-	-	-	-	-

Total Learners Progressing	606

Design and Manufacture

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018 Result	A	B	C	D	No Award	Total
A	15%	35%	26%	9%	15%	100%
B	0%	20%	44%	12%	24%	100%
C	-	-	-	-	-	-
D	-	-	-	-	-	-
No Award	-	-	-	-	-	-

Total Learners Progressing	77

English

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018 Result	A	B	C	D	No Award	Total
A	31%	33%	27%	5%	4%	100%
B	8%	22%	37%	18%	16%	100%
C	1%	9%	36%	30%	24%	100%
D	-	-	-	-	-	-
No Award	-	-	-	-	-	-

Total Learners Progressing	2,340

French

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018 Result	A	B	C	D	No Award	Total
A	47%	22%	20%	5%	7%	100%
B	3%	3%	25%	14%	55%	100%
C	-	-	-	-	-	-
D	-	-	-	-	-	-
No Award	-	-	-	-	-	-

Total Learners Progressing	581

Geography

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018 Result	A	B	C	D	No Award	Total
A	39%	37%	16%	4%	3%	100%
B	11%	31%	41%	11%	6%	100%
C	6%	22%	35%	18%	18%	100%
D	-	-	-	-	-	-
No Award	-	-	-	-	-	-

Total Learners Progressing	695

Graphic Communication

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018 Result	A	B	C	D	No Award	Total
A	22%	33%	25%	7%	14%	100%
B	4%	25%	32%	12%	27%	100%
C	1%	12%	29%	16%	41%	100%
D	-	-	-	-	-	-
No Award	-	-	-	-	-	-

Total Learners Progressing	492

Health and Food Technology

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018 Result	A	B	C	D	No Award	Total
A	-	-	-	-	-	-
B	-	-	-	-	-	-
C	-	-	-	-	-	-
D	-	-	-	-	-	-
No Award	-	-	-	-	-	-

Total Learners Progressing	22

History

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018 Result	A	B	C	D	No Award	Total
A	38%	30%	20%	6%	6%	100%
B	13%	25%	29%	12%	21%	100%
C	2%	11%	39%	19%	29%	100%
D	-	-	-	-	-	-
No Award	-	-	-	-	-	-

Total Learners Progressing	1,257

Mathematics

Percentage of Learners Gaining Advanced Higher 2019

Higher 2018	Result	A	B	C	D	No Award	Total
	A	45%	22%	16%	6%	11%	100%
	B	5%	17%	25%	14%	39%	100%
	C	5%	10%	17%	15%	54%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	3,681

	Mathematics to Mathematics of Mechanics					
	Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	42%	14%	22%	7%	14%	100%
	B	-	-	-	-	-	-
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	283

	Modern Studies					
	Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	39%	24%	22%	5%	9%	100%
	B	9%	24%	28%	10%	29%	100%
	C	5%	19%	22%	8%	46%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	772

	Music					
	Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	63%	22%	10%	3%	2%	100%
	B	18%	36%	30%	7%	10%	100%
	C	7%	23%	31%	15%	24%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,548

		Physical Education					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	29%	33%	28%	6%	5%	100%
	B	13%	18%	31%	21%	17%	100%
	C	3%	11%	29%	26%	31%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	455

		Physics					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	47%	30%	15%	4%	4%	100%
	B	8%	24%	32%	17%	19%	100%
	C	2%	13%	21%	17%	46%	100%
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	1,641

		Religious, Moral and Philosophical Studies					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	41%	26%	19%	6%	8%	100%
	B	12%	16%	28%	12%	32%	100%
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	135

		Spanish					
		Percentage of Learners Gaining Advanced Higher 2019					
Higher 2018	Result	A	B	C	D	No Award	Total
	A	41%	21%	21%	7%	10%	100%
	B	2%	6%	36%	19%	38%	100%
	C	-	-	-	-	-	-
	D	-	-	-	-	-	-
	No Award	-	-	-	-	-	-

Total Learners Progressing	452

National 4 2018 to National 5 2019

Qualification	Percentage of Learners Gaining National 5 2019					Total Learners Progressing*
	A	B	C	D	No Award	
Administration and IT	10%	18%	32%	21%	19%	268
Applications of Mathematics	2%	6%	19%	29%	44%	299
Art and Design	9%	26%	36%	20%	8%	456
Biology	1%	7%	19%	34%	39%	1,529
Business**	8%	19%	31%	24%	18%	334
Chemistry	2%	8%	22%	37%	30%	509
Computing Science	3%	11%	27%	30%	29%	284
Design and Manufacture	5%	11%	34%	24%	25%	135
English	6%	24%	32%	24%	13%	4,386
English for Speakers of Other Languages	8%	21%	33%	30%	8%	153
Environmental Science	-	-	-	-	-	11
Fashion and Textile Technology	-	-	-	-	-	7
French	9%	23%	24%	19%	25%	79
Geography	2%	11%	23%	27%	37%	391
Graphic Communication	0%	8%	26%	37%	29%	146
Health and Food Technology	14%	31%	21%	28%	7%	29
History	6%	15%	27%	24%	27%	620
Hospitality: Practical Cookery	16%	27%	30%	18%	9%	444
Mathematics	4%	11%	18%	24%	43%	6,906
Media	15%	13%	24%	17%	30%	46
Modern Studies	4%	12%	22%	23%	39%	485
Music	21%	34%	28%	12%	4%	123
Music Technology	32%	40%	16%	8%	4%	25
Physical Education	21%	37%	29%	9%	4%	576
Physics	1%	9%	21%	30%	39%	662
Practical Woodworking	30%	29%	22%	12%	8%	252
Religious, Moral and Philosophical Studies	14%	10%	18%	21%	38%	72
Spanish	13%	22%	21%	23%	22%	106

*Progression is defined here as having a recorded National 4 result in 2018 and a National 5 result in 2019.

** 'Business' National 4, progressing to 'Business Management' National 5.