

**Largs**

**Academy**

**Senior Phase Options Booklet**





**Welcome to our Senior Phase Options Choice Programme**

Our Senior Phase offers a wide variety of courses for our young people and this booklet supports S3, S4 and S5 students in making the right learning choices for returning to school next session. It explains our Senior Phase and contains information on the learning opportunities available at Largs Academy. In certain subjects places may be limited and priority will be given on the basis of prior attainment. It is important, therefore, that pupils continue to strive to achieve the best grades possible in their SQA exams. It is also essential that they follow the agreed procedures in order to submit their choice forms on time.

We appreciate that these choices are not easy to make and students are provided with adequate support and guidance to make subject choices. They will have an interview with their Guidance Teacher or their Year Head, and subject teachers will advise students about their suitability for particular courses too.

[](https://www.google.co.uk/imgres?imgurl=http://www.stmarksprimary.co.uk/wp-content/uploads/2014/04/curriculumbooks1.jpg&imgrefurl=http://www.stmarksprimary.co.uk/school-curriculum/&h=1600&w=1600&tbnid=tdgP93VliaZH7M:&docid=m8soK2T88ScnOM&ei=jJ2mVtmtHYLmUryUiagE&tbm=isch&ved=0ahUKEwjZo4PM_cXKAhUCsxQKHTxKAkUQMwhDKBIwEg)

Mrs H Burns

**What is the Senior Phase?**

The Senior Phase of Curriculum for Excellence starts in S4. Our S1-S3 curriculum provides all students with a Broad General Education, providing learning experiences across all curricular areas while developing their capacity to become successful learners, confident individuals, responsible citizens and effective contributors.

Earlier this session we began a curricular review at Largs Academy and one of the common themes from parents, pupils and staff was the desire for an increase in the number of course options in S4. For this reason the number of subjects pupils study in S4 will increase from six to seven for session 2019-2020. The main reason for this is to allow pupils to obtain an additional qualification in S4 and to provide more opportunities and flexibility with course choices in S5 and S6.

Central to the development of the proposed new curriculum model is the integration of a broader range of qualifications, personal achievement awards and other learning experiences designed to develop creativity, employability and skills for learning, life and work. Learners will be supported to plan their learning pathways over the three years of the senior phase, to ensure their learning choices are tailored both to their needs and future aspirations.

Most of the courses offered are certified by the Scottish Qualification Authority (SQA). These qualifications are called Nationals and most students will study seven subjects at mainly National 4 or National 5 in S4; a mixture of National 5s and Highers in S5; and a combination of Nationals, Highers and Advanced Highers in S6. A good set of Highers is necessary for any student wishing to go directly from school to university or college. In general, a minimum of 2 B passes and 2 C passes are necessary for university courses, but very often the requirement is for 4 B passes or better. Students should check the entrance requirements set by their preferred University or College before making final subject choices.

**S4 Curriculum**

Almost all students in S4 study 7 subjects, including English and Mathematics. There are no study periods in S4. Subjects normally fall within the framework of National Qualifications assessed by the Scottish Qualifications Authority. Largs Academy is also increasing our college provision with an increased number of vocational courses on offer. There is a range of vocational courses with some being at National 4 and some being at National 5. For all subjects there are 4 periods allocated per week. In addition, PSE, RE and PE is delivered in the remaining time each week.

**S5 Curriculum**

All students in S5 will continue to study 5 subjects, and we recommend this should include English as it is a core subject, with most HE and FE courses looking for evidence of a high standard in this area.  If you do not wish to study English or Maths in S5 this should be discussed further at school. In addition to the school based National Qualification there is also a wide ranging college offer including Foundation Apprenticeships which are the equivalent to a Higher qualification (SCQF 6). There are no study periods in S5. Subjects normally fall within the framework of National Qualifications assessed by SQA. For all subjects there are 6 periods allocated per week. In addition, PSE, RE and PE is offered weekly.

**S6 Curriculum**

Students in S6 are expected to take a minimum of 4 courses, which can be a mixture of National 5 courses, Highers and/or Advanced Highers, or Open University modules. We also provide an extensive leadership and volunteering programme to ensure S6 students maximize their time in their final year at school. All S6 are expected to make a commitment to the wider school community by volunteering in a subject area that they are studying in S6, by signing up to be a Facilitator in our Peer Assisted Learning (PALs) programme, or through supporting another initiative in school or in the local community. There are many other opportunities on offer and the full programme will be outlined through the S6 Induction programme in June. In addition, PSE, RE and PE is offered as part of an elective programme.

**Assessment**

All courses at National 3 and 4 are made up of units assessed internally by the class teacher. To be awarded the overall course, pupils must pass all of the units. Units for all levels are graded as pass or fail. Students are required to successfully complete an Added Value Unit which may be a project, practical work, presentation or test. National 3 and 4 courses are assessed internally by class teachers and are graded overall as pass or fail. This is monitored closely by SQA. Courses at National 5, Higher and Advanced Higher will no longer include internal unit assessments. For all N5, Higher and Advanced Higher courses students will also have to pass Course Assessments, usually a question paper (external exam) and/or an assignment. Both are marked externally by SQA. National 5, Higher and Advanced Higher courses are graded A-D.

The progression route from National 5 to Higher is for those pupils with an A or B pass. For those with a C or D pass at National 5, the best progression route will be decided on an individual basis

**Progression through the Senior Phase (S4-6)**

It is important to acknowledge that there is no right or wrong pathway through the senior phase and no one route is better than another. The best pathway is the one that is most appropriate to the individual depending upon their skills, abilities and career desires. The table below shows some of the routes available:

|  |  |  |
| --- | --- | --- |
| **S4** | **S5** | **S6** |
| National 5 | Highers/Foundation Apprenticeships | Ad Highers/Highers/NC College Courses |
| National 4 | National 5 | Highers/National 5/NPAs/  College Courses |
| National 3 | National 4 | National 5s/NC College Courses |

**Where can I find out more about National Qualifications?**

This options booklet is designed to outline the SQA courses on offer at the school. More information about the new National Qualifications course can be found on the SQA website, on the Parentzone Scotland section of the Education Scotland website and on the National Parent Forum of Scotland (Nationals in a Nutshell) website:

* SQA http://www.sqa.org.uk/sqa/58062.html
* Education Scotland http://www.parentingacrossscotland.org/info-for-

families/resources/parentzone-education-scotland/

* National Parent Forum http://www.npfs.org.uk/nationals-in-a-nutshell/
* Foundation Apprenticeships https://www.apprenticeships.scot/become-an-

apprentice/foundation-apprenticeships/

**Where can I find careers advice?**

Mr Paul Aitken is our resident Careers Adviser. He is employed by Skills Development Scotland (SDS) and will be available to consult in school if students need information about jobs, training or college and university courses.

[](https://www.google.co.uk/imgres?imgurl=http://cordcuttersnews.com/wp-content/uploads/2015/07/Internet.jpg&imgrefurl=http://cordcuttersnews.com/how-to-save-money-on-your-internet-only-plan/&h=1288&w=1600&tbnid=qUkzCHjpX5y8NM:&docid=uJGuoYhPB0CYPM&ei=lvKnVurHMMT8POyQgbAI&tbm=isch&ved=0ahUKEwjq6vXqwsjKAhVEPg8KHWxIAIYQMwhXKB4wHg)

Useful careers websites include:

<https://www.skillsdevelopmentscotland.co.uk/>

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

<https://www.planitplus.net/JobProfiles/View/379>

Students are also advised to seek advice from others:

**Subject teachers** It is very important to speak with teachers to find out your areas of strength and development as this will help students identify the subjects they are strongest in. [Ask yourself, “*How good am I in this subject?”*]

**Principal Teacher** The Guidance teacher will discuss options in detail during a

**Pastoral Support** one to one interview and they can also provide more information on specific courses.

**Support for Learning** Some students may wish to consult with their Support for Learning teacher before making final course choices.

**Parents** Parents have a wealth of knowledge about you and your strengths and will always provide good advice.

**Personalisation and Choice Programme**

**Third Year Options Programme**

**Thursday 14th February** S3 Assembly - Option forms and letters issued with Senior Phase course descriptor booklets

**Thursday 14th February** Careers Evening, 7pm

**Friday 15th February**  S3 Reports issued

**Monday 18th February** S3 into S4 Guidance Interviews

**to Friday 22nd February**

**Friday 1st March** S3 Options deadline – final options agreed and all changes signed by parents by 1/3/19

**Fourth and Fifth Year Options Programme**

**Tuesday 22nd January** S4/5/6 Final Tracking Reports issued

**Wednesday 23rd January** S5/6 Parents’ Evening

**Thursday 31st January** S4 Parents’ Evening

**Thursday 14th February** Careers Evening, 7pm

**Friday 15th February** S4 Assembly **-** Option forms and letters issued with Senior Phase course descriptor booklets

**Monday 18th February** S5 Assembly **-** Option forms and letters issued with Senior Phase course descriptor booklets

**Monday 25th February** S4 into S5 Guidance Interviews

**to Friday 1st March**

**Friday 1st March** S4 Options deadline - final options agreed and all changes signed by parents by 1/3/19

**Monday 4th March** S5 into S6 Guidance Interviews

**to Friday 8th March**

**Friday 1st March** S4 & S5 Options deadline - final options agreed and all changes signed by parents by 1/3/19

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**English and Drama**

**National 4 English**

All National 4 Units are internally assessed on a pass/fail basis. To achieve the National 4 English Course, learners must pass all of the required units, including the Added Value Unit. National 4 Courses are not graded.

**Analysis and Evaluation**

Learners will develop the skills needed to understand, analyse and evaluate literature, language and media texts.

**Creation and Production**

Learners will develop the skills needed to create and produce straightforward texts in both written and oral forms.

**Literacy**

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

**Added Value Unit**

The purpose of this Added Value Unit is to provide learners with the opportunity to apply their language skills: learners research a topic of their choice and present their findings in either a written or oral presentation.

**National 5 English**

To achieve the National 5 English Course, learners must pass an external assessment, which includes a portfolio of writing. National 5 will be graded A-D. Internal units will be available only to pupils who decide to defer sitting their exam until next session.

**External Assessments:**

Portfolio (30 marks) - One creative essay and one discursive essay

Course Assessment - Exam (Reading for Understanding, Analysis and Evaluation, 30 marks; Scottish Text, 20 marks; Critical Essay, 20 marks)

**Higher English**

We continue to study language and literature at Higher and candidates are assessed through their performance in a final exam and a folio of writing. To achieve the Higher English Course, learners must pass all of the required units including an external assessment and a portfolio of writing. Passes at Higher will be graded A-D.

**External Assessments:**

Portfolio (30 marks) - One creative essay and one discursive essay

Course Assessment - Exam (Reading for Understanding, Analysis and Evaluation, 30 marks; Scottish Text, 20 marks; Critical Essay, 20 marks)

**Advanced Higher English**

AH English is appropriate for students who wish to develop their understanding and use of complex and sophisticated language through a range of higher-order skills. The course provides flexibility, personalisation and choice to enable students to achieve in different ways. Students will develop their reading skills by reading as widely as possible in pursuit of their own interests and enthusiasms. Through the successful completion of this course, important transferable skills are developed, including analysing and evaluating a range of complex literary texts, and developing an independence of thought while taking account of the opinions of others.

The ability to analyse and evaluate complex and sophisticated texts, and apply highly developed thinking and communication skills, are important in a number of professions and degree programmes. This course can lead to:

* degree programmes in business, drama, education, English, humanities, journalism, law, media, and social science
* careers in commerce and industry, education, journalism, law, marketing, media, and politics

**Internal Assessments:**

**Analysis and Evaluation of Literary Texts**

The purpose of this Unit is to provide students with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

**Creation and Production**

The purpose of this Unit is to provide students with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

**External Assessments:**

Portfolio – Writing (30 marks)

Project – Dissertation (30 marks)

Course Assessment – Exam (Textual Analysis, 20 marks; Literary Study, 20 marks)

**Drama**

**National 4 and National 5 Drama**

The course focuses on two areas: *Production Skills* and *Drama Skills.*

Suitable candidates include pupils studying Art & Design, Textiles, Design Technology, Music, Composition and Music Technology. This is also an excellent course for pupils attending youth theatre, amateur dramatics clubs or anyone interested in creative industries.

**Production Skills:** Pupils will investigate a range of production roles within the theatre - set design, costume design, sound design, lighting design, prop design & management, hair & make-up and acting. Pupils will then choose two of these skills to take forward into a performance of a short scripted extract.

**Drama Skills:** In this unit pupils will respond to text, stimulus and context as a way of creating theatre. They will also learn how to interpret role and character. Pupils will then write and produce their own performance and reflect on the process taken and the final product. All pupils will be expected to perform a small acting role and take on an additional back stage role.

Candidates will maintain a folio of work throughout the course which will include: plans, drawings, notes, lists, plot lines, scripts, cue sheets, photographs, designs, character descriptions and audio and visual recordings.

National 5 candidates complete a question paper (40% of the total mark) and a practical examination (60% of the total mark). The question paper contains two sections. Section 1 will take the form of a written analysis of their improvised performance, section 2 will assess their ability to demonstrate a variety of skills and knowledge and understanding.

In the practical examination pupils can opt to be an actor or designer.

* Actors will prepare a scripted performance with at least one other actor.
* Designers will choose a production role and design for their chosen text.

This is worth 50% of the practical grade. A final 10 mark essay will complete their practical examination. The purpose of this essay is to explain to the visiting examiner how they prepared for their practical role.

**Higher Drama**

The course focuses on two areas: *Production Skills* and *Drama Skills*

Suitable candidates include pupils studying Art & Design, Textiles, Design Technology, Music, Composition and Music Technology. This is also an excellent course for pupils attending youth theatre, amateur dramatics clubs or anyone interested in creative industries.

**Production Skills:** Pupils will work with others to investigate various roles within theatre - set design, costume design, sound design, lighting design, prop design, management, hair & make-up, acting and directing.  Pupils will then choose two of these skills to take forward into a performance of a short scripted extract.

**Drama Skills:** This unit provides learners with the skills to create and present complex drama. They will respond to stimuli and generate ideas to allow them to write and produce their own performance. Students will learn to analyse and evaluate their own performance and that of others. All pupils will be expected to perform a small acting role and take on an additional backstage role.

Candidates will maintain a folio of work throughout the course which will include: plans, drawings, notes, lists, plot lines, scripts, cue sheets, photographs, designs, character descriptions and audio and visual recordings.

Higher candidates complete a question paper (40% of the total mark) and a practical examination (60% of the total mark).

The question paper contains two sections. Section 1 deals with the analysis of a selected text. The question paper will require an extended response from the perspective of either an actor or director or designer in preparation for an intended production. Section 2 takes the form of a written analysis of live theatrical performance that learners will have seen. All pupils will be expected to view at least one theatrical performance organised by the class teacher.

In the practical examination pupils can opt to be an actor or designer or director.

* Actors will prepare a scripted performance with at least one other actor.
* Designers must carry out the role as a set designer and one other production role and design for their chosen text.
* Directors must conduct a rehearsal of two pages of script with a group of actors.

This is worth 50% of the practical grade. A final 10 mark essay will complete their practical examination. The purpose of this essay is to explain to the visiting examiner how they prepared for their practical role.

**Mathematics**

**National 4 Mathematics**

All National 4 Units are internally assessed on a pass/fail basis. To achieve the National 4 Mathematics Course, learners must pass all of the required assessments, including the Added Value Unit. National 4 Courses are not graded.

**Applications of Mathematics National 4/5**

The Applications of Mathematics Course provides learners with the knowledge and understanding to manage finances, statistics, geometry and measurements in a real-life contexts. 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.

There will be no Higher Applications of Mathematics course until 2021/2022 so at present this is for people who need N4 or N5 in Maths for their next destination. The N5 Applications of Maths award is accepted by colleges and universities in the same way that N5 Mathematics is for the majority of courses. However, for Engineering and Mathematics based courses National 5 Mathematics may be required rather than Applications.

Like Maths N4, Applications of Maths N4 is internally assessed and N5 is an external exam.

**National 5 Mathematics**

National 5 Units may be done as stand-alone Units but are not necessary for a pass in National 5 Mathematics. To achieve an overall award at National 5 students must sit an externally assessed exam. The external exam will be graded at A, B, C or D level. This external exam consists of two components:

Component 1 (50 marks) — Paper 1 (Non-Calculator)

This question paper will give learners, without the aid of a calculator, an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills. The question paper will consist of short answer and extended response questions.

Component 2 (60 marks) — Paper 2

This question paper will give learners an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills. These skills are those which may be facilitated by the use of a calculator allowing more opportunity for application. The question paper will consist of short answer and extended response questions.

**Progression:** Successful completion of this course will enable progression to Higher Mathematics. A pass at grade A or B is recommended for success at Higher in one year.

**Higher Mathematics**

**Assessment:** Pupils are required to pass an external assessment in the May exam diet. The external exam result will determine the pupil’s grade at A, B, C or D level.

**Progression:** Successful completion of this course will enable progression to Advanced Higher Mathematics. Higher Mathematics is often an entry requirement for degree level courses at university, particularly in the fields of Science, Computing, Engineering and Finance.

**Advanced Higher Mathematics**

As with all Mathematics courses, Advanced Higher aims to build upon and extend students’ mathematical skills, knowledge and understanding. The course offers breadth and depth of mathematical experience and is extremely relevant to further study in not only Mathematics but also in areas such as the physical sciences, computer science, engineering and business management.

**Assessment:** The external exam result will determine the pupil’s grade at A, B, C or D level.

**Advanced Higher** Units are gone after this year. The other change is that there will be two papers from 2019-2020. Paper 1 is 35 marks (1 hour) and Paper 2 is 80 marks (2 hrs 30). Paper 1 is non-calculator.

**Personal Finance Award**

The Personal Finance award will equip candidates with the skills to cope confidently and effectively with basic financial encounters as well as managing money. The course is made up of two units:

|  |  |
| --- | --- |
| **Principles of Money**  The Outcomes cover identifying money, identifying and describing different forms of income, describing some of the ways to store and access money, creating and using a budget and opening a bank account, comparing foreign currencies and using foreign exchange. | **Money Management**  The Outcomes cover investigating costs and calculating bills, identifying, describing and calculating different forms of borrowing, identifying features, and calculating costs, of insurance and long term financial planning, preparing for buying and spending. |

**Assessment:** The Personal Finance Award has been designed for on-line testing via SOLAR, SQA's platform for formative and summative e-assessment. The assessments are automatically marked and results given immediately.

**Modern Languages**

Learning other languages enables young people to make connections with different people and their cultures, and to play a fuller part as global citizens. It is important that young people are attracted to learning at least one modern foreign language as this will provide them with essential skills needed in the global marketplace. We aim, therefore, to enhance our learners’ awareness of other cultures, and to provide them with the linguistic ability to communicate with people from different cultures.

**National 4 French, Spanish and German**

National 4 is internally assessed under the two unit titles above: the receptive skills of Reading and Listening in Understanding Language and the productive skills of Writing and Talking in Using Language, plus an Added Value Unit. There is no external exam.

**Added Value Unit**

The course also includes an Added Value Unit which involves reading two texts on one topic and taking part in a presentation and conversation on the same topic.

**National 5 French, Spanish and German**

**Assignment**

The Writing assignment will be worth 20 marks. This assignment will be worth 12.5% of the overall award. Candidates will prepare the piece of written work during class time and it will be submitted to the SQA for marking.

**External Exam**

Performance (Talking) - Presentation and follow-up conversation (25%)

Reading - English questions on 3 texts (25%)

Writing - Writing in the foreign language in response to bullet point stimulus (12.5%)

Listening - English responses to monologue and short conversation (25%)

**Performance Exam**

This is the talking assessment. Pupils are required to make a presentation lasting 1-1½ minutes on a topic of their choice and then to engage in a conversation lasting between 2 and 4 minutes. The pupils choose the topic they wish to talk about and are assisted in the preparation. The Performance is conducted with the class teacher and is recorded either on Cd or MP3. This assessment counts as 25% of the pupils’ final grade and must be completed in order that the pupil is presented for the Course Assessment.

**Higher French, Spanish and German**

Higher Modern Languages Courses enable learners to read, listen, talk and write in a modern language. Learners also develop language skills of translation, enhance cultural awareness and apply knowledge and understanding of a modern language.

**Assignment** Writing assignment of 200-250 words prepared in class. Pupils can choose their preferred topic for this piece of writing.

**Assessment** Component 1 - question paper: reading, directed writing and translation

Component 2 - question paper: listening

Component 3 - performance: talking

**Performance Exam (Talking assessment)**

Pupils are required to prepare a conversation which will be recorded with the class teacher.  The conversation will be a logical progression from topics studied in class.  This assessment counts as 25% of the pupils’ final grade and must be completed in order that the pupil is presented for the Course Award.

**Advanced Higher French and Spanish**

There are no internal units for AH Modern Languages. The skills which will be developed throughout this course are:

* advanced listening and talking, reading and writing skills in the modern language, in the contexts of society, learning, employability, and culture
* advanced knowledge and understanding required to understand and use the modern language, in the contexts of society, learning, employability, and culture
* understanding an advanced range of grammatical knowledge when using the modern language

**Assessment**

Component 1 Reading & Translation and Listening & Discursive Writing

Component 2 Performance (talking assessment)

Component 3 Specialist Study to provide learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature.

**Modern Languages YASS courses**

These advanced courses will enable S6 pupils to further their knowledge and understanding of a language they have studied to Higher level. This work will be carried out in the pupils own time and will be distance learning via the Open University. Pupils will develop confidence in listening, reading, writing, speaking and interacting in French, as well as your knowledge and understanding of French-speaking societies and cultures. In addition, the module is designed to expand academic, digital and employability skills in French/German/Spanish contexts. Most activities will be studied in a book or as interactive online activities on the module website. The website uses authentic online resources in support of independent and collaborative learning.

**Religious, Moral & Philosophical Studies (RMPS)**

**National 4  RMPS**

**The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units.**

**This Course will require learners to study aspects of a world religion, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions.**

**The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.**

**Assessment:**

**To achieve the National 4 Religious, Moral and Philosophical Studies Course, learners must pass all of the required Units, including the Added Value Unit.**

**National 4 Courses are not graded.**

**Progression:  successful completion of this award will enable learners to progress to National 5 Religious, Moral and Philosophical Studies.**

**National 5 RMPS**

**The National 5 Religious, Moral and Philosophical Studies course helps candidates to develop an understanding of the society in which they live and work through learning about, and from, religious beliefs, non-religious viewpoints and personal experience.**

**The course encourages candidates to develop values and beliefs and learn how to express them. It helps them to develop respect for others and an understanding of beliefs and practices which are different from their own. They develop an understanding of human beliefs, values and behaviour; and examine how religion, morality and philosophy might help people find meaning and purpose in life.**

**Candidates have opportunities to develop literacy, personal learning and thinking skills as well as a sense of responsible citizenship.**

**The National 5 Religious, Moral and Philosophical Studies course has three areas of study. In each area, candidates focus on one of the world’s six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism). The range of contexts for study is flexible to allow for personalisation and choice. Each area offers opportunities for candidates to focus on particular skills.**

**Course Assessment:  worth 80/100 marks (analysing religious, moral and philosophical questions/presenting detailed and reasoned views)**

**Course Assignment:  worth 20/100 marks this is an internal unit of work where pupils will carry out research and produce a piece of work which is externally marked.**

**Progression:  Candidates will be graded A-D.  Passing National 5 will enable learners to progress to Higher.**

**Higher RMPS**

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

**Throughout the course, there are opportunities for candidates to develop literacy, personal learning and thinking skills, and a sense of responsible citizenship.**

**The course allows candidates to:**

* **develop an understanding and respect for different beliefs, values and viewpoints**
* **learn how to express their values and beliefs**
* **put their values or beliefs into action in ways which benefit others**
* **make informed moral decisions.**

**Course Assessment:  Question paper 1 - 60 marks.  Section 1 - World Religion, Section 2 Morality & Beliefs. Question paper 2 - 20 marks.  Religious and Philosophical Questions.**

**Course Assignment:**  **30 marks - Candidates identify an issue of religious, moral or philosophical significance on which there are a range of viewpoints. They choose a question based on this issue, research the issue and gather sources relevant to their question. Candidates then draw upon the skills of knowledge and understanding, analysis and evaluation to produce an extended piece of writing in response to their question.**

**S5/S6 Option**

**Pupils will have the option to choose between core RMPS or core PE in S5 and S6.  If pupils choose RMPS they will study a unit of the Higher Religious, Moral and Philosophical Studies course and will be accredited for this unit.  In S5 the focus is the study of Capital Punishment and in S6 the focus will be The Existence of God.**

**Social Subjects: Geography**

**National Geography**

**Physical Environments** comprises study of the Weather and Physical Landscapes.

**Human Environments** comprises study of Rural & Urban Landscapes & Change, Development patterns in ELDCs & EMDCs & Population Studies.

**Global Issues** allows a choice of two topics from six. These six topics are – Climate Change, The Impact of Human Activity on the Natural Environment, Environmental Hazards, Trade & Globalisation, and Tourism & Health. The department will advise which two of these topics will be studied.

The National Geography Course develops a range of geographical skills and techniques. Learners gain a detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales.

**National 4 Geography Assessment**

**Assessment:** Students must undertake an assessment in each of the three study areas. All National 4 Units are internally assessed on a pass/fail basis.

**Added Value Unit:** Pupils select a choice for personal study from a topic which interests them from the course areas. They will research their chosen topic and present their findings.

**Progression:** To achieve the National 4 Geography qualification, learners must pass all of the required assessments, including the Added Value Unit. National 4 Courses are not graded. Pupils succeeding in National 4 will be able to progress to National 5 Geography.

**National 5 Geography Assessment**

**Assessment:** Exam worth 80 marks

**Assignment:** Externally markedassignment on a topic of the learner’s own choosing - worth 20 marks

**Progression:** National 5 will be graded A-D. Learners passing National 5 will be able to progress to Higher Geography.

**Higher Geography**

**Geography: Physical Environments**: Atmosphere (global heat budget, redistribution of energy, cause, characteristics and impact of the Intertropical Convergence Zone). Hydrosphere (hydrological cycle and interpretation of hydrographs). Lithosphere (erosion, glaciated and coastal landscapes, rural land use conflicts and their management). Biosphere (properties and formation processes of soils). Use of mapping skills and techniques including the use of Ordnance Survey maps.

**Geography: Human Environments**: Population (data collection, population structure and migration). Rural (the impact and management of rural land). Urban (the need for management of urban change including the strategies and impact). Use of research skills and techniques which should include the use of fieldwork

**Geography: Global Issues:** Development and Health (development indicators, developing countries, water related disease and primary healthcare strategies). Global Climate Change (causes, effects, impact and aid). Use of numerical and graphical information

The Higher Geography Course develops learners’ understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical activities including fieldwork are encouraged, so that learners can interact with their environment.

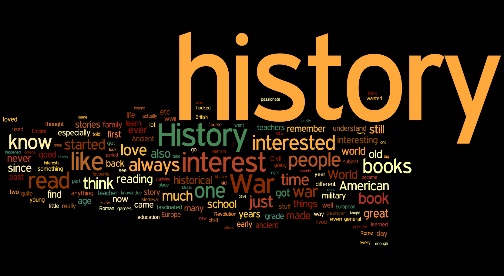
**Higher Geography Assessment**

**Assessment:** Exam worth 160 marks

**Assignment:** Externally markedassignment on a topic of the learner’s own choosing - worth 30 marks

**Progression:** Higher Geography will be graded A-D.

**Social Subjects: History**

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**National History**

**Historical Study: Scottish:** The Wars of Independence, 1286–1328**.** Thisunit examines the period from the death of Alexander III of Scotland through Scotland’s wars with England under the leadership of William Wallace and Robert Bruce.

**Historical Study: British:** Changing Britain 1760-1914. This unit examines the period of industrialisation in Britain, in particular changes to housing, health, transport, coal mining and democracy and how life changed for the people of Britain.

**Historical Study: European and World**: Hitler and Nazi Germany 1918-1939. This unit examines the formation and failure of the Weimar Republic and the rise of the Hitler and the Nazi Party as well as life in Germany under Hitler’s rule.

**National 4 History Assessment**

**Assessment**: Students must undertake an assessment in each of the three historical study areas. All National 4 Units are internally assessed on a pass/fail basis.

**Added Value Unit:** Pupils select a choice for personal study from a topic which interests them from the course units. They will research their chosen topic and present their findings.

**Progression:** To achieve the National 4 History qualification, learners must pass all of the required assessments, including the Added Value Unit. National 4 Courses are not graded.

Pupils succeeding in National 4 will be able to progress to National 5 History.

**National 5 History Assessment**

**Assessment:** Exam worth 80 marks

**Assignment:** Externally markedAssignment on a topic of the learner’s own choosing - worth 20 marks

**Progression:** National 5 will be graded A-D. Learners passing National 5 will be able to progress to Higher History.

**Higher History**

**Historical Study: Scottish:** The Impact of the Great War, 1914–28.

Thisunit examines the period from 1914 – 1928 and in particular the role of the Scots on the Western Front as well as the impact of war on Scottish society, culture, industry, economy and politics.

**Historical Study: British:** Britain 1851-1951.

This unit examines the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens.

**Historical Study: European and World**: Germany 1815-1939.

This unit examines the growth of 19th century nationalism and the development of extreme German nationalism after 1918 which led to the rise of Hitler and the Nazi Party.

The Higher History Course allows learners to develop their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. The course aims to promote awareness of major historical issues and related areas of debate, and thus to develop the ability to think independently and to make informal judgements based specifically on historical evidence.

**Higher History Assessment**

**Assessment:** Exam worth 80 marks

**Assignment:** Assignment on a topic of the pupil’s own choosing - worth 30 marks

**Progression:** Higher History, with its emphasis on heritage, change, cause and effect, and debate, is a very worthwhile course for those pupils wishing to progress to Tertiary Education. With a qualification in Higher History, possible careers might include - Law, Journalism, Business Management, Tourism, Archaeology, Museums, Civil Service, Architecture, Librarian, Teaching, Town & Country Planning, and Politics. Surveys have shown that 47% of graduate managers in British industry have a qualification in History.

**Social Subjects: Modern Studies**

**National Modern Studies**

**Political Issues: Scottish: Democracy in Scotland and the UK**

This unit examines the structure of the UK’s political system, the relationships between each part of the UK political system and changes in the UK constitutional arrangement, in particular the position of Scotland within the United Kingdom.

**Social Issues: Crime and the Law**

This unit examines the broad context of crime and the law, including types of crime, causes of crime, the impact of crime, government efforts to tackle crime, laws, court procedures and the verdicts, sentencing and the Scottish juvenile justice system.

**International Issues: World Powers: The USA**

This unit examines political, social and economic issues in the USA. This includes the government, as well as the population, employment, wealth inequalities, health, education, housing, crime and law. It also takes into account government reactions and responses to socio/economic issues and the rights and responsibilities of individuals within the USA.

The purpose of Modern Studies is to develop the learner’s knowledge and understanding of contemporary political and social issues in Scottish, United Kingdom and global contexts. Learners will also develop a wide range of important and transferable skills, including researching, understanding and using a range of information in order to give detailed explanations while detecting exaggeration and selectivity in the use of facts; making decisions, and drawing conclusions; constructing detailed arguments in a balanced and structured way.

**National 4 Modern Studies Assessment**

**Assessment**: Students must undertake an assessment in each of the three study areas. All National 4 Units are internally assessed on a pass/fail basis.

**Added Value Unit** Pupils select a choice for personal study from a topic which interests them from the course units. They will research their chosen topic and present their findings.

**Progression:** To achieve the National 4 Modern Studies qualification, learners must pass all of the required assessments, including the Added Value Unit. National 4 Courses are not graded. Pupils succeeding in National 4 will be able to progress to National 5 Modern Studies.

**National 5 Modern Studies Assessment**

**Assessment:** Exam worth 80 marks

**Assignment:** Externally markedAssignment on a topic of the learner’s own choosing, worth 20 marks.

**Progression:** National 5 will be graded A-D. Learners passing National 5 will be able to progress to Higher Modern Studies.

**Higher Modern Studies**

The Modern Studies course will encourage learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. Learners will acquire attributes which will be important for their life and work. Through the skills and content of this course, learners will develop an increased understanding of the democratic political system and their place in it as well as a sense of responsible citizenship. The emphasis on the evaluation of a wide range of sources and decision making will develop thinking skills.

**Democracy in the United Kingdom**

Candidates study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK.

* possible alternatives for the governance of Scotland
* implications of the UK’s decision to leave the European Union (EU)
* effectiveness of parliamentary representatives in holding government to account
* strengths & weaknesses of different electoral systems used in elections within the UK
* factors which influence voting behaviour including class, age and media
* ways in which citizens can influence government decision-making, including pressure groups

**Social Issues in the United Kingdom**

Candidates focus on relevant and contemporary aspects of crime, criminology and the law. Appropriate references are made to Scotland, the UK, or both Scotland and the UK.

* legal rights and responsibilities of UK citizens
* causes and theories of crime
* impact of crime on victims, offenders and their families
* social and economic impact of crime on wider society
* effectiveness of custodial and non-custodial responses to crime.

**International Issues:**

The study of a world power focuses on political and socio-economic issues.  This will be a major world power from any member of the G20 group of countries.

* extent to which the political system allows democratic participation
* political institutions and their ability to dominate government decision-making
* socio-economic inequality and its impact on a specific group in society
* effectiveness of government responses to socio-economic inequality
* a world power’s international influence.

**Higher Modern Studies Assessment**

**Assessment:** Exam worth 80 marks

**Assignment:** Assignment on a topic of the pupil’s own choosing - worth 30 marks

**Progression:** The Higher Modern Studies course provides an entry qualification for study in further and higher education and for entry into a diverse range of occupations and careers, such as: Lawyer; Journalist; Doctor; Broadcaster; Politician; Social Worker; Police Officer; Researcher and Teacher.

**Environmental Science**

**Higher Environmental Science**

**S6 option only**

The Higher Environmental Science Course develops learners’ interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. Environmental science is an interdisciplinary subject, which draws from the sciences and social sciences and will be delivered by Geography and Biology teachers. The Course is practical and experiential and develops scientific awareness of environmental issues. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats. It involves an understanding of scientific principles, economic influences and political action.

**Course Assessment**

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within two question papers and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

**Assessment**

* Two question papers, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course (total of 120 marks)
* an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in biology and communicate findings (20 marks scaled to contribute 20 % of the course assessment)

**Science: Biology**

**National 4 Biology**

**Cell Biology**

Learners will investigate cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

**Multicellular Organisms**

This unit involves the study of plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and your immune health.

**Life on Earth**

This unit will include world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and microorganisms and ethical issues.

**The Added Value Unit**

Learners will draw on and apply the skills and knowledge they have learned during the Course. They will carry out an in-depth investigation on an unfamiliar and/or integrated context. This will be assessed through an assignment. The Assignment should be carried out under supervised, open-book conditions. Learners will use the skills, knowledge and understanding necessary to undertake an investigation into a topical issue in biology.

**National 5 Biology**

Learners will draw on, extend and apply the skills they have learned during the Course. Learners will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills and knowledge and understanding applied in unfamiliar contexts and/or integrated ways. An experiment report must also be completed successfully.

**The Assignment**

The purpose of the assignment is to allow the learner to carry out an in depth study of a biology topic. The topic will be chosen by the learner, who will investigate/research the underlying biology and the impact on society/the environment.

**Higher Biology**

The purpose of the Course is to develop learners’ interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. The course is

designed for students who wish to continue their study of biology beyond National 5 and who may wish to progress to Advanced Higher. Topics include:

* DNA and the genome
* Metabolism and survival
* Sustainability and interdependence.

**Assessment:**  A question paper (120 marks)

An assignment (20 marks, worth 20 % of the course assessment)

**Advanced Higher Biology**

The Advanced Higher Biology Course focuses on the areas of cells and proteins, organisms and evolution, and investigative biology. Learners develop a sound theoretical understanding and practical experience of experimental investigative work in biological science, and develop their ability to carry out complex practical scientific activities.

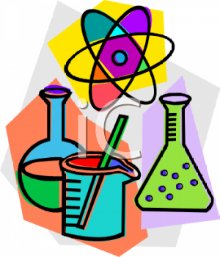
**Cells and Proteins** This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. This skills-based sequence covers health and safety considerations, through the use of liquids and solutions, to a selection of relevant separation and antibody techniques. In addition, much work on cell biology is based on the use of cell lines, so includes techniques related to cell culture and microscopy.

**Organisms and Evolution** This Unit builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. This Unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology.

**Investigative Biology** This Unit builds on understanding of the scientific method from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research. Learners will do this through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills.

**Assessment**

* a question paper, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course (100 marks)
* an investigation, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in biology and communicate findings (30 marks).

**Science: Chemistry**

**National 4 Chemistry**

**Chemical Changes and Structure**

Students study rates of chemical reactions, the structure of the atom which helps us understand the bonding and properties of elements and compounds. Formulae and reaction quantities allow a deeper understanding of acids and alkalis and their uses within the food industry and neutralisation reactions.

**Nature’s Chemistry**

In this unit knowledge about fuels and hydrocarbons and the impact of them compared to biofuels. Consumer products such as alcohols, esters and carboxylic acids are introduced in order to understand their use within the food industry.

**Chemistry in Society**

In the final unit of work learners will consider metal chemistry and their use in creating electricity with regard to “batteries” and the chemistry of fuel cells. They will study how chemists have developed plastics and the importance of recycling as well as the chemicals used to manufacture fertilisers. Finally the course finishes with nuclear chemistry and the techniques to analyse chemicals for example at the scene of a crime or testing environmental samples.

**The Added Value Unit**

This will require candidates to investigate a chemical related topic and relate this to the world that they live in and it will focus on the following:

* breadth - drawing on knowledge and skills from across the course
* challenge - requiring greater depth or extension of knowledge and/or skills assessed
* application - requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate.

**National 5 Chemistry**

The purpose of the external exam is to assess breadth and depth of understanding from across the Units. The paper will assess scientific inquiry skills, analytical thinking skills and the impact of applications on society and the environment. The question paper is out of 80 marks. Section 1 will be 20 marks and will be a multiple choice paper. Section 2 will contain 60 marks of restricted and extended response questions.

**Assignment**

All students will attempt a course assignment. The purpose of the assignment is to allow the student to carry out an in-depth study of a chemistry topic. The topic will be chosen by the student, who will investigate/research the underlying chemistry and the impact on society and the environment. The assignment carries 20 marks and is externally assessed by the SQA. To gain the full award, the learner must pass all of the Units as well as the Course assessment. Learners will be graded on a level A-D basis overall.

**Assessment**

* a question paper, which requires learners to demonstrate aspects of breadth, challenge and application from across the Course to answer questions in chemistry (100 marks)
* an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings (20 marks).

**Higher Chemistry**

The purpose of the Course is to develop learners’ curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

**Assessment**

* two question papers (120 marks)
* an assignment (20 marks, worth 20 % of the course assessment)

**Advanced Higher Chemistry**

**Inorganic and Physical Chemistry**

This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, learners will predict the shape of molecules.

**Organic Chemistry and Instrumental Analysis**

This Unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure.

**Researching Chemistry**

In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice. The Unit will equip learners with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions.

**Assessment**  a question paper (100 marks)

an investigation (30 marks)

**Science: Physics**

**National 4 Physics**

**Electricity and Energy**

Learners will Study the generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, the kinetic model of matter and the Gas Laws.

**Waves and Radiation**

This unit will study the characteristics main of waves, the behaviour of sound waves, the importance of the electromagnetic spectrum in everyday life and the uses of nuclear radiation.

**Dynamics and Space**

This unit will include: the study of speed and acceleration, the relationship between forces, motion, and energy, the use of satellites and the vastness of the Cosmos.

**The Added Value Unit**

In this Unit, learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

**National 5 Physics**

Learners will draw on, extend and apply the skills they have learned during the course. Learners will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

**The Exam** The question paper is out of a total of 100 marks. Section 1 of the paper consists of 25 multiple choice marks, while section 2 of the paper contains 110 marks of restricted and extended response questions which are scaled to 75 marks.

**The Assignment** All students will attempt a course assignment which must contain practical work. The purpose of the added value assignment is to allow the student to carry out an in depth study of a physics topic which is chosen by the student, who will investigate/research the underlying physics and the impact on society and the environment. The assignment carries 20 marks and is externally assessed by the SQA at National 5 level.

**Higher Physics**

The purpose of the Course is to develop learners’ curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. The course is designed for students who wish to continue their study of physics beyond National 5 and who may wish to progress to Advanced Higher.

Topics studied include: Our Dynamic Universe

Waves & Radiation

Electricity

**Assessment:**

* two question papers, (155 marks)
* an assignment (20 marks, worth 20 % of the course assessment)

**Advanced Higher Physics**

This course is designed to provide progression from Higher Physics. The course includes demanding Physics theory and independent Practical Research work. It is intended for students who have passed Higher Physics and who also have a pass in Higher Mathematics. The course provides a preparation for Higher Education study in Physics.

There are 4 Units of work in the Advanced Higher Physics course. These are:

* Rotational Motion & Astrophysics (1 Credit)
* Quanta & Waves (1 Credit)
* Electromagnetism (0.5 Credit)
* Investigating physics (0.5 Credit)

Units are presently awarded following a unit assessment.

Students also complete a personal physics project which is aligned to the Investigating physics unit. In addition to the four Units, students will also be presented for the final Examination which contains extended and open questions so that they can achieve the full course certificate for AH Physics.

**Expressive Arts: Music**

Music Courses enables learners to perform challenging music, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. These Courses also enable learners to develop knowledge of the social and cultural factors that influence music.

**National 4 Music**

**Performing Skills**

In this area of study, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. Learners will, through regular practice and reflection, develop technical and musical performing skills.

**Composing Skills**

In this area of study, learners will experiment with and use compositional methods and music concepts in imaginative ways when creating their own music. Learners will reflect on their own creative choices and decisions, and develop a basic understanding of how musicians develop their ideas and create their music.

**Understanding Music**

In this area of study, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music literacy. They will listen to music extracts and identify which specific music concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific music styles and common music signs, symbols and terms used in music notation.

**Added Value Unit: Music Performance**

This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group.

**National 5 Music**

**Assessment**

The Course assessment consists a performance, a composition folio and a question paper.

The areas of study throughout the course are the same as described previously in the Nat 4 course.

**Performance**

The performance allows learners to demonstrate both performance and musical skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music (50% of the total mark).

**Question Paper**

The exam will test learners’ knowledge and understanding of music concepts and music literacy. Learners demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles (35% of the total marks).

**Composition Folio**

This externally marked folio will assess key aspects of Composition techniques (15% of the total marks).

**Higher Music**

The purpose of the course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for own learning. Higher Music is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

**Performance**

The performance allows learners to demonstrate both performance and musical skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music (50% of the total mark).

**Question Paper**

The exam will test learners’ knowledge and understanding of music concepts and music literacy. Learners demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles (35% of the total marks).

**Composition Folio**

This externally marked folio will assess key aspects of Composition techniques (15% of the total marks).

**Advanced Higher Music**

The Advanced Higher Music Course develops learners’ skills in performing, creating, understanding and analysing music. Learners develop the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising composers’ intentions, and develop their own composing skills in sophisticated and creative ways. The Course consists of three mandatory Units and the Course assessment. Each of the component Units of the Course is designed to provide progression from the corresponding Units at Higher.

**Performing Skills**

In this Unit, learners will develop a range of advanced performing skills appropriate to their two selected instruments, or to their one selected instrument and voice. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

**Composing Skills**

In this Unit, learners will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers’ work and approaches and the creative process.

**Understanding and Analysing Music**

In this Unit, through listening, learners will develop their understanding of music styles, music concepts and musical literacy. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works.

**Assessment**

To gain the full award the learner must pass all of the Units as well as the Course assessment which consists of either a performance or a portfolio. All learners will also complete a common question paper.

**Music Leaders Award**

In conjunction with the AH Music column, we very much hope to offer this additional qualification to interested and suitably experienced Music students. This course could run, for more Advanced students (particularly those wishing to pursue a career in Music or Music teaching) in tandem with the AH or instead of it in the same class.

The course comprises of 2 units with each containing 2 outcomes. The course has a total of 24 credits with each credit equalling 10 hours of study (*240hrs*).

* **Unit 1** contains 140 hours made up of weekly lessons, regular involvement in ensemble playing and personal practice. (Appropriate candidates would need to have a private or in school lesson on their instrument and ideally take part in bands, ensembles and choirs etc).
* **Unit 2** contains 100 hours made up of attending the Leadership Conference, coaching and mentoring and planning a musical activity.

**Expressive Arts: Music Technology**

If you interested in any of the following then Music Technology is the course for you.

* Sound engineering (working with live bands and musicians)
* Sound engineering (working with musicians in studios)
* Computer game sound design
* Film/animation sound design

Music Technology at National 4 and 5 and Higher enables learners to develop skills in the use of music technology hardware and software to capture and manipulate audio, and to use music technology creatively in sound production. The Course enables learners to analyse a range of 20th and 21st century musical styles and genres, and to develop a broad understanding of the music industry. As with the Music Course, the Music Technology Course consists of three mandatory Units. Each of the component Units of the Course is designed to provide progression from the corresponding Unit at National 3 and to the corresponding Unit at National 5.

**National 4 Music Technology**

**Mandatory Units:** Music Technology Skills

Understanding 20th and 21st Century Music

Music Technology in Context

**Added Value Unit:** Music Technology Assignment

This Unit requires the learner to apply and integrate skills, knowledge and understanding from the other Units to plan and carry out a short creative production using music technology.

**National 5 Music Technology**

**Course Assessment:**

**Assignment** The purpose of the assignment is to assess practical application of knowledge and skills from the Units to plan, implement and evaluate a creative production using music technology (70% of the total mark).

**Question Paper** The purpose of the question paper is to assess breadth of knowledge from across the Units, depth of understanding, and application of this knowledge, understanding and listening skills to answer appropriately challenging questions (30% of the total mark).

**Higher Music Technology**

**Course Assessment:**

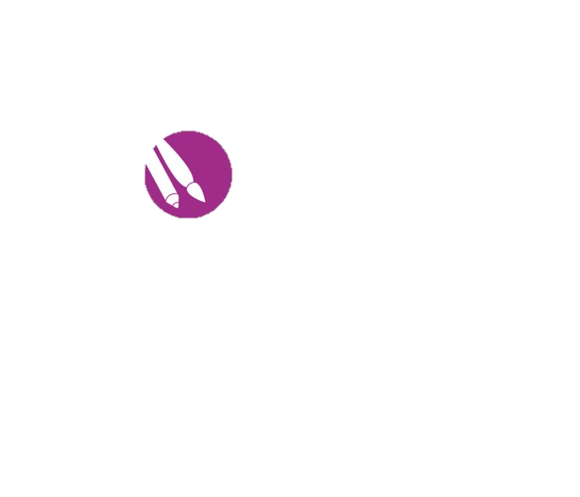
**Assignment** The purpose of the assignment is to assess practical application of knowledge and skills from the Units to plan, implement and evaluate a creative production using music technology (70% of the total mark).

**Question Paper** The purpose of the question paper is to assess breadth of knowledge from across the Units, depth of understanding, and application of this knowledge, understanding and listening skills to answer appropriately challenging questions (30% of the total mark).

**Advanced Higher Music Technology**

Exact details of course content are not yet available but it can be assumed they will be

similar to Higher.

**Expressive Arts: Art and Design**

Courses consist of the following units:

* Design activity (jewellery, graphics, textiles)
* Expressive activity (drawing, painting, clay modelling, print making)
* Critical activity (analysing and researching work of artists and designers).

**National 4 and National 5 Art and Design**

**Assessment**

At National 4, added value will be assessed in an Added Value Unit. To achieve the National 4 Art and Design Course, learners must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded. At National 4 and 5 students will be expected to produce two folios, one design folio and one expressive folio. At National 5 an example of your best work in both design and expressive will be assessed externally by the SQA (portfolio).

**National 4 Added Value Unit**

This will be assessed through a practical activity, which involves producing one piece of expressive art and one piece of design work.

**National 5 Assessment**   
Question paper - 20%   
Design portfolio - 40%   
Expressive portfolio - 40%

**Higher Art and Design**

Art and Design 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.

**Expressive Enquiry**

This Unit helps learners to develop their personal thoughts and ideas in visual form. They will be expected to develop the enquiry through study of a personally selected area or theme based on or related to the visual arts.

**Design Activity**

They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers’ working practices and the social and cultural influences impacting their work.

**Assessment**

The Course assessment will consist of two Components: a portfolio and a question paper.

**Portfolio** The portfolio is used to assess the learner’s ability to integrate and apply practical art and design skills and their knowledge and understanding of art and design practice across the Course.

Design portfolio - 38.5%

Expressive portfolio – 38.5%

**Question Paper** The question paper is used to assess learners’ knowledge and understanding of art and design work and practice, and their under-standing of the social and cultural contexts which influence artist’s/ artists’ and designer’s/designers’ work and practice.

Question paper – 23%

**Advanced Higher Art and Design (Design)**

**Mandatory Units** Design Studies

Design Enquiry

**Course assessment** Portfolio (100 marks)

**Advanced Higher Art and Design (Expressive)**

**Mandatory Units** Expressive Studies

Expressive Enquiry

**Course Assessment** Portfolio (100 marks)

**NPA Drawing and Painting**

**The NPA Drawing and Painting course is divided into 2 separate NPAs (National Progression Awards):**

**Drawing Skills SQCF Level 5**

* Develop introductory skills in drawing media through the investigation of and experimentation with materials and develop drawing techniques through production of outline drawings, drawings of rectilinear objects and drawings of cylindrical and spherical objects
* Further develop drawing skills and techniques through the visual analysis of subject matter using a range of materials, styles and techniques
* Extend and develop drawing skills through the analysis of elements of the local environment utilising abstraction to convey expression.

**NPA Painting Skills SQCF Level 5**

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

Each NPA is made up of 3 SQA Unit credits as detailed below. They comprise of 18 SQF points each. All units in the NPA units are mandatory.

|  |  |
| --- | --- |
| Drawing Skills   * Drawing and Drawing Media * Drawing Skills – Analytical Drawing * Art and Design: Location Drawing – Local Environment | Painting Skills   * Art and Design: Introduction to Painting * Colour: An Introduction * Art and Design: Painting to a Theme |

**Higher Photography**

The Course has an integrated approach to learning. It includes experiential learning activities which are underpinned by knowledge and understanding of photography. In the Course, learners will use photographic media to produce creative and technically proficient images. Learners will develop and apply practical photography skills, techniques and processes, and use these in creative ways when developing their ideas for photography. Learners will develop their creative problem-solving skills as they resolve visual, technical and/or functional problems.

Portfolio 77%

Question Paper 23%

[](https://www.bing.com/images/search?q=cookery+cartoon+picture&view=detailv2&&id=96DA1CF807D41F3B27D5E188A0244431E39ABB22&selectedIndex=0&ccid=%2bAKlgWIa&simid=608045255489161714&thid=OIP.Mf802a581621a4d8c3669eb1b1594c443H0)**Technologies: Hospitality**

**Hospitality: Practical Cookery**

**National 4 and National 5 Hospitality: Practical Cookery**

At National 4, learners must pass all Units and the Added Value Unit to gain the award. The Added Value Unit is internally assessed on a pass/fail basis. Learners will be required to produce a two-course meal, safely and hygienically. This assignment will be attempted when all units have been successfully completed.

On completion of National 5 coursework candidates will attempt a practical assignment. This will be internally marked with external visiting moderation. There is a section of planning to be completed by candidates prior to the practical and there will be an externally marked exam paper. Candidates will have two and half hours in which to prepare and serve a three course meal (usually four dishes) demonstrating an organised and professional approach. The practical element makes up 60% of the final grade.

**Hospitality: Practical Cake Craft**

**National 5 Hospitality: Practical Cake Craft**

National 5 Hospitality: Practical Cake Craft Course enables learners to develop technical and creative skills in cake baking and finishing while following safe and hygienic practices. It will develop the student’s knowledge and understanding of cake design, and trends in cake production, learners will use organisational skills to manage time and resources. At National 5 much of the coursework is practical. The Practical Activity for assessment will be graded (A-D) and an externally marked question paper will form the final 25% of the assessment.

**Fashion and Textile Technology**

**National 4 and National 5 Fashion and Textile Technology**

[](https://www.bing.com/images/search?q=Sewing+Cartoon&FORM=IRIBEP)

SQA’s Fashion and Textile Technology qualifications provide practical and experiential opportunities to apply skills relevant to, and develop knowledge and understanding of, the fashion and textile industry. The Course emphasises the development of practical skills and textile construction techniques to make fashion/textile items, to an appropriate standard. To achieve a pass at National 4 learners must pass all Units and the Added Value Unit. At National 5 the mainly practical course assessment will be graded (A-D). There will also be an externally marked question paper.

[](https://www.bing.com/images/search?q=Cartoon+Workers&view=detailv2&&id=A58F09590714799257825BF9E89F29BEBA462CB5&selectedIndex=15&ccid=NYCIoWRt&simid=608040861725429537&thid=OIP.M358088a1646dd0a3e2be3c7a0474d887H0)**Technologies: Design and Manufacture**

**National 4 and National 5 Design and Manufacture**

Our National Qualifications in Design and Manufacture provide a broad and practical experience in product design and manufacture, with opportunities for learners to gain skills in designing and communicating design proposals. Learners develop design skills, knowledge and understanding of materials and manu-facturing processes, and enhance their creative and practical skills.

**Assessment**

At National 4 assessment is based on pass or fail. A pass is achieved on successful completion of all Units, including the Added Value Unit.

At National 5 the Course Assessment (assignment and exam) must be passed. The grade (A-D) at National 5 is determined by the marks gained in the Course Assessment.

**National 5 Course Assessment** Assignment (55%): Design Element (30%)

Practical Element (25%)

Question Paper (45%)

**Higher Design and Manufacture**

The Higher Design and Manufacture Course is much more concerned with design in an industrial and manufacturing setting. It develops learners’ research skills, idea generation techniques, modelling skills and the ability to read drawings and diagrams. Learners also learn to communicate design ideas, to evaluate and apply both tangible and subjective feedback, to devise, plan and develop practical solutions to design opportunities.

**Assessment** Assignment (50%)

Question Paper (50%)

**Technologies: Graphic Communication**

**National 4 and National 5 Graphic Communication**

Graphic Communication qualifications develop skills in graphic communication techniques, including the use of equipment, graphics materials and software, and build challenging, coherent and enjoyable journeys for learners through all levels. Combining elements of recognised professional standards for graphic communication with graphic design creativity and visual impact, the Courses also provide flexibility and choice in the use of manual and computer-aided graphics.

**Assessment**

At National 4 assessment is based on pass or fail. A pass is achieved on successful completion of all Units, including the Added Value Unit.

At National 5 the Course Assessment (assignment and exam) must be passed. The grade (A-D) at National 5 is determined by the marks gained in the Course Assessment.

**National 5 Course Assessment** Assignment (40 marks)

Question Paper (80 marks)

**Higher Graphic Communication**

The Higher Graphic Communication 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 and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. The overall grade is based on the combined marks gained from the Assignment and the Exam.

**Assessment** Assignment (50 marks)

Question Paper (90 marks)

**Technologies: Practical Woodworking**

**Practical Woodworking,**  **National 4 and National 5**

**Course Description**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwith5rBzsjKAhXE7xQKHZxwCfUQjRwIBw&url=http://www.fotosearch.com/CSP283/k21304355/&psig=AFQjCNESwPlRHDw56OHj5n3JDlD03th8eg&ust=1453936669670343)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 use of a log book, recording progress through to the completion of a finished product in wood.

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.

**Course Structure**

The Practical Woodworking course consists of 3 units of work:-

* Practical Woodworking: Flat-frame Construction

This Unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery.

* Practical Woodworking: Carcase Construction

This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels.

* Practical Woodworking: Machining and Finishing

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

**Course Assessment**

National 5 Course assessment is graded A–D.

|  |  |
| --- | --- |
| **Component1** | **Component 2** |
| **Question Paper** | **Practical Activity** |
| 30% of exam | 70% of exam |

**Enterprise and IT: Computing Science**

**National 4 Computing Science**

The National 4 Computing Science Course develops knowledge and understanding of key facts and ideas in computing science; enabling learners to apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions. Learners communicate computing concepts clearly and concisely using appropriate terminology, and develop an understanding of the impact of computing science in changing and influencing our environment and society.

**Added Value Unit**

An assignment is completed in school which will allow the learner to demonstrate challenge and application as they develop, with guidance, a digital solution which will draw on and apply skills and knowledge of software and information system design and development.

**National 5 Computing Science**

The National 5 Computing Science Course is similar to the National 4 Course, but studies each area in greater depth. To pass National 5, pupils will have to pass an external exam and course work. The Course assessment will consist of two Components: a question paper and an assignment.

**Question Paper** The exam will assess breadth of knowledge, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions (110 marks out of a total of 160 marks).

**Assignment**  The purpose of the assignment is to assess practical application of knowledge and skills from across the Course to develop a solution to appropriately challenging computing science problem (50 marks out of a total of 160 marks).

**Higher Computing Science**

The Higher Computing Science Course introduces learners to an advanced range of computational processes and thinking, and develops a rigorous approach to the design and development process across a variety of contemporary contexts. Learners gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

**Assignment**

The purpose of the assignment is to assess practical application of knowledge and skills from the class work to develop a solution to an appropriately challenging computing science problem. It will assess learners’ skills in analysing a problem, designing, implementing and testing a solution to the problem, and reporting on that solution.

**Course Assessment** Question Paper (110 marks)

Assignment (50 marks)

**Advanced Higher Computing Science**

The Advanced Higher Computing Science Course builds on the knowledge, understanding and practical skills developed by learners in the [Higher Computing Science Course](http://www.sqa.org.uk/sqa/56924.html). Learners gain advanced programming, development and research skills, and an understanding of the role and impact of contemporary computing technologies. The Course consists of:

**Mandatory Units** Software Design and Development (SDD)

Information System Design and Development (ISDD)

**Course Assessment** Assignment (90 marks)

Externally assessed Question Paper (60 marks)

**Purpose**

The Advanced Higher qualification in Computing draws on the knowledge, understanding and practical skills developed through previous study, and extends these through investigation and analysis. Learners are equipped with skills to design and implement a solution to a significant computing problem. The Information systems Developmentunitencourages sophisticated study of software development process, software development languages and environments, high level programming language constructs, and standard algorithms. Learners are taught to demonstrate knowledge and understanding, practical skills and problem-solving ability. The Developing a Software Solutionunitencourages study of information systems including SQL databases, web pages and web forms.

**Enterprise and IT: Business Management**

**National 4 and National 5 Business Management**

******The National 5 Business Management Course builds on the skills, knowledge and understanding gained in [National 4 Business](http://www.sqa.org.uk/sqa/47432.html) Management and can act as an introduction to the world of business. Learners will combine practical and theoretical aspects of business learning through real-life business contexts. The skills, knowledge and understanding gained are embedded in current business practice and theory, and reflect the integrated nature of organisations, their functions, and their decision-making processes.

**Business in Action**

In this Unit, you will carry out activities that will give you an appreciation of how and why businesses develop and operate in today’s society. You will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers’ needs. You will discover how businesses are organised by exploring marketing, finance, operations and human resources, etc.

**Influences on Business**

In this Unit, you will carry out activities that will give you an appreciation of the impact that a range of internal and external influences has on business decision making. You will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate.

**Assessment**

To achieve a pass at National 4 you must pass each Units and the Added Value Unit (Business Assignment).

To achieve a pass at National 5 you must pass an assignment and written exam. The Assignment (30 marks) and Question Paper (90 marks) will be used to award a grade (A-D) at National 5.

**Higher Business Management**

This Course will build on the skills, knowledge and understanding gained in National 5 Business Management or, for some learners, can act as an entry to the study of business. A main feature of this Course is the development of enterprising and employability skills. Learners 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. It develops skills for learning, life and work that will be of instant use in the workplace and supports personal financial awareness.

**Assessment:** Assignment 30 MARKS 25%

Question paper 90 MARKS 75%

**Enterprise and IT: Administration and IT**

**National 4 and National 5, Administration and IT**

The National 4 and National 5 Courses in Administration and IT develop learners’ administrative, organisational and IT skills. Learners develop an understanding of administration in the workplace and the legislation affecting employers, enabling them to contribute to the effective functioning of organisations through administrative positions.

**National 5 Assessment**

To pass Administration and IT at National 5 learners will cover a variety of tasks

* Administrative Practices
* IT Solutions for Administrators
* Communication in Administration

**National 5 Course Assignment** **(58%)**

The assignment is an integrated exercise.

The number of available marks for the assignment are 70 marks and the time for completing the tasks is 3 hours.

**National 5 Question paper (42%)**

The question paper combines spreadsheet, database and theory tasks. It will take place during the examination diet and candidates will complete all tasks in the question paper using ICT equipment. The question paper will be worth 50 marks and will last 2 hours.

**Higher Administration and IT**

The Higher Administration and IT Course develops learners' advanced administrative and IT skills for processing and managing information, and for communicating complex information effectively. The Course enables learners to contribute to the effective functioning of organisations through supervisory administrative positions.

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

**Assessment** Assignment 70 MARKS 58%

Question paper 50 MARKS 42%

**Health and Wellbeing: Physical Education**

**National 5 Physical Education**



**National 5 Physical Education – Games Focus**

Pupils may be encouraged to focus on completing the course mainly through activities like Badminton, Basketball, Football, Volleyball, Handball and Rugby. There will be a small amount of time spent on Aesthetic activities too but pupils who opt for the Games Focus course will normally choose 2 single performances based on Games type activities for their performance assessments.

**National 5 Physical Education – Aesthetics Focus**

Pupils who are encouraged to focus on completing this course do so mainly through activities like Gymnastics, Trampolining, Fitness and Dance. There will be a small amount of time spent on Games activities too but pupils who opt for the Aesthetics Focus course will normally choose 2 single performances based on Aesthetic type activities for their performance assessments.

Assessment consists of a Portfolio on Factors Impacting Performance which is externally assessed and makes up 50% (60 marks) of the final course award. The other 50% (60 marks) of the course award is based on 2 internally assessed Single Performances (30 marks each).

**Course Assessment:**

**Performance – 2 Single Performances – 30 marks each giving a total out of 60**

The Performance element of the course will comprise two single performances, each worth 30 marks that showcase different activities. Each activity will be internally assessed and will be subject to external verification from SQA.

**Performance Portfolio – 60 marks**

The Portfolio is worth 60 marks giving it an equal weighting to Performance. This will be submitted to SQA for external marking.The purpose of this portfolio is to provide evidence of the process involved in performance development. Evidence will be collated by the pupil (with support from the teacher) on an ongoing basis during the Course. The learner can present this evidence in the form of a logbook, diary, development record or any other appropriate format.This portfolio will give learners 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 and recording performance development
* Evaluating performance and performance development.

**National 5 - Dance**

This is a separate course from National 5 Physical Education and Dance is presented as a standalone National 5 subject. National 5 Dance provides opportunities for learners to be inspired and challenged by creating, demonstrating and appreciating dance. This course is suitable for pupils who have an interest in choreography and expressive arts.  Learners will use knowledge and understanding of dance techniques and choreographic skills to inform practice. Learners will also develop skills in appreciating theatre arts and dance practice. As learners develop their performing skills in dance, they will learn how to use dance techniques and choreography creatively to enhance performance. They will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others. Learners will also be encouraged to explore the possibilities of theatre arts.

The course is made up of three elements

45% - Choreography and Choreography Review 35% - Performance (Solo performance) 20% - Question Paper

**Developing performance skills through Rugby**

This is a new and exciting course. It will be delivered in conjunction with our team of Rugby Development officers and coaches. This is a specialist pathway for learners who are interested in developing their knowledge and skills within the field of Rugby. This course involves:

* SCQF level 5 – UKCC Rugby training (level 1 and level 2)
* First aid training
* Strength and conditioning training
* Child protection training
* Rugby referee training

This course looks to offer breadth across over curriculum. The course is suitable for learners with a keen interest in developing their Rugby performance while being accredited with a range of qualifications.

**Higher Physical Education**

The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging contexts. Learners also analyse a performance, understand what is required to develop it, and apply this knowledge to their own performance.

**Mandatory Units**  **Physical Education: Performance Skills**

Learners must pass all of the outcomes in 2 activities at Higher

**Physical Education: Factors Impacting on Performance**

Learnersmust pass all of the outcomes in the Factors Impacting Performance booklet

**Course Assessment**

Component 1 Single Performances (60 marks)

* Pupils are assessed in two different activities
* Each performance is worth 30 marks

Component 2 Factors Impacting Performance

* Question paper (50 marks)
* **There is a high literacy demand for this 2.5 hour exam. Pupils require skills that are closely linked with Higher English in order to be successful in this assessment**

**Higher Sports Leadership in Physical Education**

This course consists of 2 Higher Units:

**An Introduction to Leadership**

In this unit pupils will be expected to produce a written report, presentation, video or podcast on Leadership styles, principles, skills and qualities.

**Leadership in Practice**

In this unit pupils will organise and lead a series of events or festivals.

An added extra to this course will be that pupils will be given the opportunity to achieve an SQA Performance unit at Advanced Higher, Higher, or N5 level. Pupils will also be given the opportunity to improve Personal Fitness; take part in Heartstart and First Aid training; and visit a variety of Sports Facilities.

**Advanced Higher Physical Education**

The Advanced Higher Course consists of 2 units:

**Performance Skills**

Learners who complete this unit will be expected to be able to select, apply and adapt a repertoire of complex movement and performance skills in challenging contexts.

**Factors Impacting on Performance**

Learners who complete this unit will be expected to be able to:

* Investigate and evaluate factors which impact on personal performance.
* Apply knowledge and understanding to evaluate and develop personal performance.

**Course Assessment**

The course assessment for Advanced Higher consists of 2 components:

* **Performance** (30 marks)

The purpose of the performance component is to assess the learner’s ability to carry out a single, high level performance in one physical activity in a challenging, competitive or demanding context.

* **Project** (70 marks)

The purpose of this project is to assess the learner’s ability to investigate and apply skills, knowledge and understanding from across the Units.

[](https://www.bing.com/images/search?q=open+university&view=detailv2&&id=4F27F19DBA6BD0F48C1DA85652EDDE53FDC17CD5&selectedIndex=10&ccid=zD679DDg&simid=608001352325531656&thid=OIP.Mcc3ebbf430e01de9489ee05a235b0eadH0)**YASS Modules**

**S6 option only**

### **What’s in it for students?**

### YASS is a unique opportunity for students to experience learning at university level and develop important skills such as independent study, time management and accessing electronic resources.

* YASS students have access to the entire Open University library which they can use not only for their YASS module but for the other subjects they are studying as well.
* YASS students are treated just the same as all other OU students and can obtain specialised student and IT support if required. They also have access to guidance about course choice and careers options through the OU website.
* Taking a YASS module can help students’ applications to university or college stand out from other students' and contribute valuable content to their personal statements.

### Module levels The modules offered through YASS are at SCQF level 7: equivalent to the first year at a traditional university.

### Credit points Each module has credit points (10, 15, 30 or 60) which indicates the amount of credit you can count towards an Open University qualification and how many hours it might take you to study. One credit point represents approximately ten hours of study.

### **Funding for YASS modules in Scotland**

### The Scottish Funding Council (SFC) continues to fully fund students from local authority schools taking 10, 15 and 30 credit modules.  They will also cover the first £200 of the costs of a 60 credit module.

### **If you are interested in studying a YASS Module in S6 please see Mrs McClelland for further information.**

|  |  |
| --- | --- |
| **YASS modules available:** | **Credits:** |
|  |  |
| **Arts** |  |
| [English for academic purposes online](http://www.open.ac.uk/courses/modules/l185) (L185) | 30 |
|  |  |
| **Business and Management** |  |
| An introduction to retail management and marketing (B122) | 30 |
| C[ommunication skills for business studies](http://www.open.ac.uk/courses/modules/lb160) (LB170) | 30 |
| Fundamentals of Accounting (B124) | 30 |
| **Engineering, Computing and Technology** |  |
| Engineering: origins, methods, context (T192) | 30 |
| Introduction to computing and information technology (TM111) | 30 |
| Technologies in practice (Requires H Computing) (TM129) | 30 |
|  |  |
| **Languages** |  |
| [French](http://www.open.ac.uk/courses/modules/l192) Studies 1 (Intermediate French)(L112) | 30 |
| German Studies 1 (Intermediate German)(L113) | 30 |
| Spanish Studies 1 (Intermediate Spanish)(L116) | 30 |
| [Vivace: intermediate Italian](http://www.open.ac.uk/courses/modules/l150) (L150) | 30 |
| [Exploring languages and cultures](http://www.open.ac.uk/courses/modules/l161) (L161) | 30 |
| Bon depart: beginners’ French (L192) | 30 |
| Rundblick: beginners’ German (L193) | 30 |
| Portales: beginners’ Spanish (L194) | 30 |
| Andante: beginners’ Italian (L195) | 30 |
| Beginners’ Chinese (L197) | 30 |
|  |  |
| **Law** |  |
| [Law making in Scotland](http://www.open.ac.uk/courses/modules/w150) (WXM151) | 10 |
|  |  |
| **Mathematics** |  |
| [Discovering mathematics](http://www.open.ac.uk/courses/modules/mu123) (MU123) | 30 |
| [Introducing statistics](http://www.open.ac.uk/courses/modules/m140) (M140) | 30 |
| [Essential mathematics 1](http://www.open.ac.uk/courses/modules/mst124) (MST 124) | 30 |

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| --- | --- |
| **YASS modules available:** | **Credits:** |
|  |  |
| **Science** |  |
| [Maths for science](http://www.open.ac.uk/courses/modules/s151) (S151) | 10 |
| T[he frozen planet](http://www.open.ac.uk/courses/modules/s175) (S175) | 10 |
| [Living without oil: chemistry for a sustainable future](http://www.open.ac.uk/courses/modules/s176) (S176) | 10 |
| [Galaxies, stars and planets](http://www.open.ac.uk/courses/modules/s177) (S177) | 10 |
| [Volcanoes, earthquakes and tsunamis](http://www.open.ac.uk/courses/modules/s186) (S186) | 10 |
| [Molecules, medicines and drugs: a chemical story](http://www.open.ac.uk/courses/modules/sk185) (SK185) | 10 |
| Physics and space (SM 123) | 30 |
|  |  |
| **Social Sciences** |  |
| [You and your money: personal finance in context](http://www.open.ac.uk/courses/modules/db123) (DB125) | 30 |
|  |  |

**The Scottish Baccalaureate**

The Scottish Baccalaureate has been designed to provide a challenging and rewarding experience for candidates in fifth and sixth year of secondary school. The Baccalaureate is achieved when a pupil studies a coherent group of current Higher and Advanced Higher qualifications and completes an Interdisciplinary Project linking these subjects together. It offers added breadth and value and helps to equip pupils with the generic skills, attitudes and confidence necessary to make the transition into Higher Education and/or employment.

****The Scottish Baccalaureate can be studied in:

* Expressive Arts
* Languages
* Science
* Social Sciences

**The Interdisciplinary Project**

The Interdisciplinary Project is an Advanced Higher Unit in which subject knowledge is applied in realistic contexts. Students carry out an investigation or practical assignment This is likely to involve working outwith school, possibly in a college, university, community or workplace setting. The Interdisciplinary Project will help develop and initiative, responsibility, and independent working, which are skills of real value in the world of higher education and employment.

**Developing the Young Workforce**

**SCHOOL COLLEGE PARTNERSHIP COURSES**

Our close partnerships with both Ayrshire College have opened up an exciting range of vocational courses for our pupils which allows them to gain access to a whole new learning experience, combining theoretical learning with practical activities. With a particular focus on developing skills for life and work, these courses provide the very best preparation for future apprenticeships and employment. By including college options within our curriculum we are encouraging pupils to consider these as viable alternatives to school based studies, particularly for pupils with a specific vocational pathway in mind.

The results gained for vocational courses will appear on your SQA certificate alongside the awards for courses completed in school. Pupils will be expected to self-travel to the delivery location and unfortunately the school will not be able to cover the cost of travelling expenses. The exception to this is Foundation Apprenticeships, for which travel is funded both to the college and to work placements. Pupils should discuss with their Guidance teacher how they can blend these vocational options with their school based studies.

**N4 Rural Skills (incorporating John Muir Award)**

****

The John Muir Award is a course which gives young people the opportunity to experience a range of different activities and roles involved in land-based industries. 'The John Muir Award' will enable our young people to gain invaluable experience in working outdoors.

**Is this course right for you?**

* Do you like being outdoors?
* Do you like getting your hands dirty?
* Do you like walking?
* Do you like working with other people?

**If you answered yes to all or some of the questions, this course is right for you!**

This award is all about loving the outdoors and doing something positive for the environment.

**N4 Travel and Tourism**

****

This course is designed to let you gain knowledge on a variety of tourist destinations in Scotland, the UK and the rest of the world. It offers essential vocational and employability skills that will develop the knowledge and attitudes needed to work in the travel and tourism industry.

**Is this course right for you?**

* Do you enjoy learning about different places?
* Do you want to learn more about Travel & Tourism?
* Do you like helping others?
* Would you like to develop your people skills?

**If you answered yes to all or some of the questions, this course is right for you!**

This internally assessed course provides an introduction to Travel & Tourism.

**Level 4/National 4 College Courses**

**Automotive Skills (Level 4)**

**(Tuesday & Thursday Afternoons in Ardrossan)**

The course provides a broad introduction to the automotive industry and will introduce you to basic vocational skills, knowledge and understanding. Practical experiences of carrying out basic vehicle checks are included as well as the specific skills involved in removal and replacement of components and mechanisms.

The overall purpose of the course is to make sure that you develop the practical skills, knowledge and understanding needed within this industry as well as developing the skills employers are looking for. For example, team working, following instructions and good customer service.

Course Units:

* Automotive Skills: The Garage
* Automotive Skills: The Technician
* Automotive Skills: The Car
* Automotive Skills: The Vehicle Modification Project

**Beauty Skills with Hairdressing (Level 4)**

**(Monday and Wednesday Afternoons in Kilwinning)**

The aim of this course is to give you the experience of a salon environment and the opportunity to learn about the different roles and responsibilities in Beauty Therapy and Hairdressing. You will gain practical experience of general salon duties including assisting with customer care.

Beauty specific skills include facials, make-up and nail finishes. There is the opportunity to become involved in competitions to further develop your skills to competition level.

Hairdressing specific skills include shampooing, conditioning and drying hair.

Throughout the course emphasis is on the development of employability skills and attitudes valued by employers.

SQA Course Units:

* Beauty Skills: An Introduction
* Cosmetology: Make-up Artistry
* Creative Nail Finishes to Hand and Feet
* Hairdressing Practical Skills

**Construction (Level 4)**

**(Tuesday & Thursday Afternoons in Ardrossan)**

The course gives you the opportunity to gain skills in a variety of trades-specific areas such as Bricklaying, Carpentry & Joinery, Painting & Decorating and Plumbing. In addition you will develop awareness of health and safety and attitudes that enhance employability within the construction / engineering industry, or other sectors.

You will study four City & Guilds Construction Units at SCQF Level 4 which may include:

* Bricklaying
* Carpentry & Joinery
* Painting & Decorating
* Plumbing

**Nail Bar (Level 4)**

**(School Based Course)**

The Nail Bar qualification sits at SCQF Level 5, which is the equivalent to a National 5. Pupils participating in the Nail Bar project will be given the opportunity to develop skills for learning, life and work. As well as adding to their qualifications, pupils will also be developing the skills that employers are looking for. The project runs as a mini-business within the school and pupils will be expected to be self-motivated, enthusiastic and dedicated to the success of the project. By taking part in the project pupils will:

* Gain industry recognised vocational qualifications –  These qualifications are delivered at Largs Academy by Ayrshire College.
* Gain hands on experience and develop skills for the workplace – you will be operating the day-to-day business of working in a Nail Bar environment.
* Gain Employability and Personal Development Qualifications that are accredited by the SQA – these further enhance your skills and are qualifications that will appear on your SQA results certificate. These qualifications are at SCQF Level 4 and Level 5 which are equivalent to National 4 and National 5.

**Barista Level 4**

**(School Based Course)**

Barista is a vocational course in its third successful year at Largs Academy.  In partnership with Ayrshire College and The Prince’s Trust Achieve programme our ‘Beanstock’ pupils work together to achieve a recognised Level 2 ‘City & Guilds’ Barista qualification as well as working towards SVQ modules in Hospitality and Customer Care.  The course provides pupils with enhanced employability skills through: money handling, stock taking, customer service, working as a team and meeting deadlines, all whilst learning the Barista trade.

**Level 5/National 5 Courses**

**Cyber Security (National Progression Award Level 5)**

**(Monday and Wednesday Afternoons in Kilwinning)**

Cyber security is the technologies, processes and controls that are designed to protect systems, networks and data from cyber-attacks. It is one of the fastest evolving areas within business and government today, as online systems and networks are the foundations of the digitally-enabled economy. Employment in Cyber Security is expected to continuously grow as people, companies and economies rely more on digital technology.

**Introduction to Criminology (Level 5)**

**(Tuesday & Thursday Afternoons in Kilwinning)**

This course is aimed at learners who wish to formalise their knowledge of the fascinating discipline of Criminology. This course offers you the opportunity to develop your knowledge and skills while you learn about the various areas that Criminologists explore.

You will develop an understanding of the different types of physical evidence available at a crime scene, the importance of preserving evidence and how this evidence is utilised. The importance of crime scene protocol will be covered as well as developing an understanding of psychological evidence available at crime scenes and how that information can be used by offender profilers.  You will develop an understanding of the different types of crimes that are committed with the local community. In addition, this course will introduce you to how members of the community perceive crime in their community, the role of the mass media in crime reporting and what measures are helping or hindering the community.

**Early Education and Childcare (National 5)**

**(Tuesday & Thursday Afternoons in Largs Campus & Kilwinning)**

National 5 Skills for Work: Early Education and Childcare is an introductory qualification that develops the skills, knowledge and attitudes needed for working within the sector, including:-

* an understanding of the workplace and your responsibilities (e.g. time-keeping, appearance)
* self-evaluation skills
* positive attitude to learning
* flexible approaches to solving problems
* adaptability and positive attitude to change
* confidence to set goals, reflect and learn from experience
* skills to become effective job-seekers and employees

You will study four Units and these are:-

* Child Development and Health
* Play in Early Education and Childcare
* Working in Early Education and Childcare
* Care and Feeding of Children

**Engineering (National 5)**

**(Tuesday & Thursday Afternoons in Irvine)**

You will start to develop the practical skills, knowledge and understanding and employability skills needed in the engineering sector.

This Course focuses on the broad areas of:-

* Mechanical/Fabrication
* Electrical/Electronic
* Engineering Maintenance
* Design and Manufacture

This will allow you to gain transferrable skills which can be applied to any of the above engineering areas. The overall purpose of the Course is to make sure that you develop the practical skills, knowledge and understanding needed within this industry as well as developing the skills employers are looking for. For example, team working, following instructions and working safely.

**Foundation Apprenticeships (SCQF 6 – Equivalent to an ‘A’ Pass at Higher)**

**Who is it for?**

In S5 or S6, you can do a Foundation Apprenticeship as one of your senior subject choices. You'll get the chance to learn in a real workplace and develop the new skills your future employers need, giving you a competitive edge while you're still at school.

**How does it work?**

1. You’ll get time out of the classroom and complete an extended work placement with one of Scotland's top employers.
2. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to test out on your work placement.
3. It fits alongside your other subjects in your senior timetable.

**What are the benefits?**

1. It’s the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there’s no final exam.
2. The time you spend on your placement will give you technical workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, or go straight to work. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

**Foundation Apprenticeship: Engineering (SCQF Level 6)**

**(2 Year Course, Tuesday & Thursday Afternoons in Irvine)**

This course lets you find out what a career in engineering would really be like – and if it’s right for you. You’ll do a mixture of theory, practical skills and work-related experience. By the end, you’ll be well on your way to achieving a Modern Apprenticeship in Engineering.

It includes:-

* A National Certificate in an engineering discipline
* Five units from the SVQ2 in Performing Engineering Operations (PEO)

**Year 1**

In S5 you’ll work towards your identified (PEO) Level 2 units (SCQF level 5) and some units from an Engineering related National Certificate (NC) at SCQF level 6. You’ll also look at engineering roles in the workplace and the skills you’ll need, so you’ll have the chance to go on visits to employers and hear from industry professionals.

**Year 2**

You’ll complete your PEO units and the rest of the units you need for your chosen NC programme. You’ll have the chance for work-related experience, either through a work placement and/or an industry challenge.

**Foundation Apprenticeship: Science Lab Skills (SCQF Level 6)**

**(1 year Course, college all day Tuesday, placement all day Thursday)**

A Foundation Apprenticeship in Scientific Technologies offers you the opportunity to enhance your understanding of putting theory into practice, improve your reasoning skills, and develop practical skills in laboratory work.  This course lets you find out what a career in scientific technologies would really be like - and if it’s right for you.

It includes:

* A National Progression Award (NPA) in Applied Sciences at SCQF level 6
* Three SVQ units of an SCQF level 6 in Laboratory and Associated Technical Activities (Industrial Science)
* Substantial work placement

Example of course units include:

**NPA**

* Laboratory Safety
* Mathematics for Science
* Fundamental Chemistry
* Experimental Procedures in Science

**SVQ**

* Prepare compounds and solutions for scientific or technical use
* Carry out simple scientific or technical tests using manual equipment
* Follow Health and Safety procedures for scientific or technical activities

**Foundation Apprenticeship: Business Skills (SCQF Level 6)**

**(1 year Course, college all day Tuesday, placement all day Thursday)**

You can choose a Foundation Apprenticeship in Business Skills as one of your school subject choices. The course takes 1 year to complete, in S5 or S6. You’ll spend part of your week at college and also go out on work experience. And don’t worry about getting to and from college/employer – all your transport will be organised and paid for too. This course lets you find out what a career in business would really be like - and if it’s right for you.

The course content includes:

* A National Progression Award (NPA) in Business Skills (SCQF level 6)
* A Contemporary Business Issues unit
* Four units of an SVQ in Business and Administration (SCQF level 6)
* Understanding Business
* Management of People and Finance
* PC Passport: Working with IT Software – Word Processing and Presenting Information
* PC Passport: Working with IT Software – Spreadsheet and Database
* Contemporary Business Issues
* Work Placement

You’ll complete the units of your SVQ in Business and Administration mainly in the

workplace, as part of your placement. You’ll learn how to:

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

**Foundation Apprenticeship:**

**Social Services, Children and Young People (SCQF Level 6)**

**(2 year Course, Tuesday and Thursday Afternoons in Irvine)**

The NPA Social Services will enable you to complete a qualification designed to provide the underpinning knowledge for the SVQ in Social Services (Children and Young People) and the practical skills that are needed to deliver early learning and childcare opportunities for children.

**NPA units**:

* Safeguarding Children & Young People
* Play for Children & Young People
* Communication with Children & Young People
* Development of Children & Young People
* Promoting Wellbeing of Children & Young People.

**SVQ 2 units:**

You will have the opportunity to undertake 6 units to achieve the full SVQ level 2 Social Services (Children and Young People). You must complete these 4 mandatory Units:

* Support Effective communication
* Support the Health & Safety of yourself and individuals
* Develop your own knowledge and practice
* Support the safeguarding of children
* In addition you will do two optional units. These will be decided on once you are out on placement in year 2.

**Work Experience:**

In addition to formal college tuition, time will be devoted to work related experience including for example, work placements, work shadowing, industry visits, an industry challenge and work related training. In year 1 you need to do this for at least 10 days (or equivalent hours) and the College will help you find a placement that you can fit in around your school and College classes. In year 2 you will be out on placement for at least 10 hours a week. When you do, this is flexible to fit around your other studies. Ideally you will undertake two placements during the course in the following settings; nursery, out of school care, crèche and/or play group.

**SCQF Level 7 Courses**

**NPA Psychology**

**(Monday and Wednesday Afternoons in Kilwinning)**

This course is aimed at learners who wish to develop an understanding of human behaviour, the various theories of how the mind works, and the therapies offered to try and resolve issues. This course offers learners the opportunity to develop their knowledge and understanding of psychological approaches to explaining the mind, while providing the opportunity to develop relevant skills for further study and employment.

You will examine four schools of thought in Psychology, explaining how each developed since the nineteenth century, as well as the key features that differentiate one from another. You will also develop evaluation skills as you analyse each school. You will also analyse psychological theories as they are related to specific topics in psychology, such as memory, stress, psychopathology, sleep and dreams, attraction, and prejudice. You will look at conflicting theories around psychological topics as well as research that supports and refutes their explanations. As part of the course you will also conduct research into a psychological topic producing a research report.

**HNC Construction Management for Girls**

**(1 year Course, college all day Tuesday and Thursday in Ayr Campus)**

If you’d like to work in a supervisory or management role within the construction industry, this course can help you on your way. Construction Managers (or Site Managers/Agents) are responsible for the safe completion of construction projects, on time and within budget. It’s a specialist, highly demanding role, so you’ll need to have excellent organisational and planning skills, as well as being good at motivating people.

This course will give you the skills and knowledge you’ll need to work successfully in a management role in the construction industry. It’s mainly theory based, with a small amount of practical work.

Here’s just some of what you’ll be doing:

* You’ll look at substructure, from site investigations through to ground improvements and building foundations.
* You’ll focus on construction technology and the techniques to build to specification for domestic and commercial construction, including walls, floors and roofs.
* You’ll develop skills in basic construction planning and programming, producing Network Flow Charts and Gantt Charts for master programmes for construction works within a project’s contract duration.
* You’ll also learn how to safely manage a site, and the various regulations that must be considered and adhered to.
* You’ll learn about administrative processes required to support a successful construction project, such as day to day site paperwork, as well as contracts and tendering procedures.
* You’ll develop skills in CAD (Computer Aided Draughting), creating 2D drawings, from location plans to sectional details of components within a construction context.
* You’ll look at common building services in commercial, industrial and high rise buildings. This includes installation techniques for hot and cold water supply, electricity, HVAC, fire prevention and lift installations.
* You’ll carry out practical tasks, such as testing materials and conducting a levelling survey between two known benchmarks.

**HNC Applied Sciences**

**(1 year Course, college all day Tuesday and Thursday in Kilwinning)**

The life sciences industry in Scotland is thriving, offering exciting opportunities to collaborate, bring new concepts to life and life-changing products to market. A key part of this is biomedical science, which focuses on how the human body works, and how to treat or cure it from disease. Biomedical scientists usually work in a laboratory, carrying out tests related to screening, analysis or diagnosis. This ranges from common blood tests and tissue samples, to specialist procedures to detect cancer.

This course focuses on biology and chemistry theory, but with the underpinning practical skills required to be a successful and employable scientist - be prepared to spend plenty of time in the lab conducting experiments and processing your results! You’ll study the human body and its physiological processes such as the nervous, cardiovascular, respiratory and digestive systems.

You’ll look at cell biology, including cell membrane, proteins and cellular communication. You’ll then explore the fascinating area of DNA and genetics, including key aspects of the cell cycle, genes, inheritance and applications of DNA technology.

**HNC Computing with Cyber Security**

**(1 year Course, college all day Tuesday and Thursday in Kilwinning)**

Cyber security is the technologies, processes and controls that are designed to protect systems, networks and data from cyber-attacks. It is one of the fastest evolving areas within business and government today, as online systems and networks are the foundations of the digitally-enabled economy. Employment in Cyber Security is expected to continuously grow as people, companies and economies rely more on digital technology.

This award is designed to raise awareness of cyber security and fill the current skills gap in this field. It will encourage you to improve your cyber hygiene and enable you to identify security weakness safely, legally and ethically. It will also help you to contribute more safely to virtual communities. Ethics and the law are fundamental aspects of this award. Ethical considerations are included in every component Unit, and legislative considerations are included in all appropriate Units. The aim of the award is to produce knowledgeable and skilled individuals who are aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes.

By taking part in these projects you will be given the opportunity to develop skills for learning, life and work. As well as adding to your qualifications you will also be developing the skills that employers are looking for. These projects run as mini-businesses within the school and as such you would be expected to be self-motivated, enthusiastic and dedicated to the success of the project. By taking part in these projects you will:-

* Gain industry recognised vocational qualifications – these are qualifications specific to the type of job you would be doing. These qualifications are delivered at Largs Academy by Ayrshire College.
* Gain hands on experience and develop skills for the workplace – you will be operating the day-to-day business of the project and as such will develop skills and experience.
* Gain Employability and Personal Development Qualifications that are accredited by the SQA – these further enhance your skills and are qualifications that will appear on your SQA results certificate. These qualifications are at SCQF Level 4 and Level 5 which are equivalent to National 4 and National 5.
* The Barista Projects gain qualifications at SCQF Level 4, which is equivalent to National 4.

Please see Mrs MacLean for further information.