



# Largs Academy Senior Phase Options Booklet 2024-25



## **Welcome to our Senior Phase Options 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 qualifications. 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.

Mr B Wilson (Depute Head Teacher)

### **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.

In session 2018-19 we undertook 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 studied in S4 will remain at seven. 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 current 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 SCQF Level 4 and some being at SCQF Level 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 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, pupils receive one period of PSE with RMPS and PE being offered as part of an elective programme.

#### **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, School/College Partnership courses 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. This will be achieved through an 'Added Value' column. 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 more streamlined for pupils who obtain an A or B pass at National 5. For those with a C or D pass at National 5, the progression to Higher can be a significant increase and will be discussed with individuals prior to the final course choice.

### **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:

<b>S4</b>	<b>S5</b>	<b>S6</b>
National 5	Highers/Foundation Apprenticeships	Ad Highers/Highers/HNC 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.

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 Pastoral Support**

The Guidance teacher will discuss options in detail during a 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 (TBC)**

**Third Year Options Programme**

**To be confirmed**

**Fourth and Fifth Year Options Programme**

**To be confirmed**



## *Largs Academy – Senior Phase Options Booklet*

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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



### Applications of Mathematics National 3/4/5

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.

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.

**Assessment:** Applications of Maths N4 and N4 is internally assessed. To achieve an award at National 5 students must sit an externally assessed exam. The external exam will be graded at A, B, C or D level.

### National 5 Mathematics

**Assessment:** 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:

#### 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.

#### Paper 2 (Calculator)

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.

### Higher Applications of Mathematics

Higher Applications of Mathematics is a new course which the SQA launched in August 2021. Part of its aim is to "enable learners to develop mathematical, statistical and financial skills for everyday life". Mathematical Modelling; Statistics & Probability; Finance and Planning & Decision Making. With sufficient uptake this may be a course we can deliver at Largs Academy for session 2022-23.

**Assessment:** Higher Applications of Mathematics is assessed through project coursework (27%) and a 2½ hour examination (73%).

**Progression:** Higher Applications of Mathematics is not a progression route to Advanced Higher Mathematics. However, it is great preparation for many university courses.

### 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.

### 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:

<b>Principles of Money</b> 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.	<b>Money Management</b> 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.
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**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 marked assignment 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

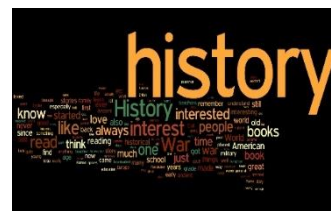
**Assignment:** Externally marked assignment on a topic of the learner's own choosing - worth 30 marks

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

## Social Subjects: History

### National History

**Historical Study: Scottish:** The Wars of Independence, 1286–1328. This unit 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 marked Assignment 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.

This unit 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 19<sup>th</sup> 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 marked Assignment 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.



## **Scots Language (Part of Scottish Studies Award)**

### **Why study Scots Language in the Senior Phase?**

This award is will be presented in the senior phase at level 5, carrying a value of 12 SCQF credit points. It can provide progression into further English courses and units, improved grades in Modern Languages courses and as part of the Scottish Studies Award. You would study this award over 2 periods per week.

This course will help you understand how the Scots language works and will help your ability to communicate and use language creatively. It will also enhance your understanding of Scotland's history, people and culture – very important given that we live in Ayrshire!

The main aims of the Award at all SCQF levels are to give learners the opportunity to develop:

- an understanding of the history and development of the Scots language
- an understanding of the place and status of the Scots language today
- a knowledge of its relationship to other languages
- the ability to understand, and communicate in, the Scots language

### **Assessment:**

The course will be assessed throughout the session. Assessments could be a written piece of work, a recording or performance, an information booklet or a powerpoint presentation.

### **The course:**

There are 2 units in this course:

1. Scots Language: History and Development. The purpose of this Unit is to allow learners to develop an understanding of the history and development of the Scots language from its origins to the present day. This will include knowledge of its relationship to other languages.
2. Scots Language: Understanding and Communicating. The purpose of this Unit is to allow learners to develop their ability to understand, and communicate in, the Scots language. This will involve listening to or reading texts in Scots, and creating and producing communications in Scots.

## **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.

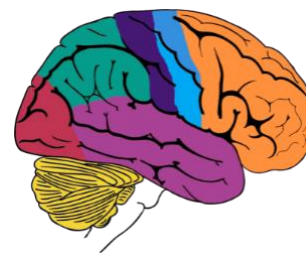
**Assessment:** A question paper (120 marks)  
An assignment (20 marks, worth 20 % of the course assessment)

## Higher Human Biology

The Higher Human Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems. The course uses an experimental and investigative approach to develop knowledge and understanding of concepts in biology.

**The course content includes the following areas of Human biology:**

- Division and differentiation in human cells
- Structure and replication of DNA
- Gene expression
- Mutations
- Human genomics
- Metabolic pathways
- Cellular respiration
- Energy systems in muscle cells



**Physiology and health - The key areas covered are:**

- Gamete production and fertilisation
- Hormonal control of reproduction
- The biology of controlling fertility
- Antenatal and postnatal screening
- The structure and function of arteries, capillaries and veins
- The structure and function of the heart
- Pathology of cardiovascular disease (CVD)
- Blood glucose levels and obesity

**Neurobiology and immunology - The key areas covered are:**

- Divisions of the nervous system and neural pathways
- The cerebral cortex
- Memory
- The cells of the nervous system and neurotransmitters at synapses
- Non-specific body defences
- Specific cellular defences against pathogens
- Immunisation
- Clinical trials of vaccines and drugs

## 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: Applied Science**

**Applied Sciences NPA Level 5**



The NPA in Applied Sciences at SCQF level 5 will provide pupils with knowledge and understanding of Biology, Chemistry and Physics as well as practical laboratory skills in each area. There will be a particular focus on the fundamental techniques used in Forensic Science, so this course is particularly relevant to pupils interested in this highly exciting branch of Science.

The NPA in Applied Sciences consists of 4 units of work covering Biology, Chemistry, Physics and Forensic Science. Assessment will be by a combination of practical and knowledge assessments under both closed and open book assessment conditions.

This level 5 qualification would allow progression to SCQF level 6 qualification in Science or for those interested in further study in engineering, nursing, sports science.

## Laboratory Science National 5 (SCQF Level 5)

### Skills for Work: Laboratory Science National 5 (SCQF level 5)

#### Course Overview

The National 5 Skills for Work: Laboratory Science course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.



Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation.

Throughout all units the course emphasises the employability skills and attitudes valued by employers which will help to prepare learners for the workplace. Learners will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

#### Assessment of the Course

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

The units are internally assessed by centres and externally verified by SQA.

## 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).

## **Scientific Technologies (NPA Level 6)**

The National Progression Award in Scientific Technologies is studied at SCQF level 6 (equivalent to a Higher) and is ideal for those that enjoy 'hands-on' science and want to improve their scientific skills and data analysis in the laboratory, whilst broadening their knowledge of Chemistry, Mathematics and Safety.

Progress paths from this group award include HNC science courses, modern apprenticeships and other science based tertiary education.

There are four internally assessed units (listed in the table below), which must all be completed successfully to qualify for the overall NPA award.

For the Experimental Procedures Science unit, six experimental procedures must be performed over two of the three discrete sciences; Biology, Chemistry, Physics. Two procedures, one in each science must then be formally written up in a laboratory report. Lastly, candidates must plan, organise and conduct a laboratory based personal project.

The remaining three units are awarded on the completion of formal written unit assessments and practical assignments.

- Laboratory Safety
- Mathematics for Science 2
- Fundamental Chemistry: An Introduction
- Experimental Procedures: Science

## 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

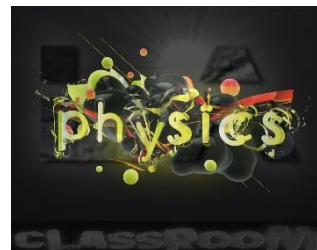
This unit will study the characteristics main of waves, the behaviour of sound waves, the importance of the electromagnetic spectrum in everyday life and the uses of nuclear radiation.

#### 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.

## **National 5 Practical Electronics**

The electronics industry is vital to everyday life in our society and plays a major role in the economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy. Within all of these sectors, a wide range of job opportunities are available for people with skills in electronics. The National 5 Practical Electronics course provides a broad practical introduction to electronics. The course encourages you to become responsible and creative in your use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.

### **COURSE OUTLINE**

There are 3 areas of study:

#### **Circuit design**

- develop an understanding of key electrical concepts and electronic components,
- analyse electronic problems, design solutions to these problems and explore issues relating to electronics.

#### **Circuit simulation**

- use simulation software to assist in the design, construction and testing of circuits and systems and to investigate their behaviour.

#### **Circuit construction**

- gain experience in assembling a range of electronic circuits, using permanent (soldering) and non-permanent methods.
- develop skills in practical wiring and assembly techniques, carrying out testing and evaluating functionality.

### **ASSESSMENT**

- The course assessment has **two** components totalling **100 marks**:
  - Component 1: Question paper – 60 marks, scaled to 30 marks (30%)
  - Component 2: Practical Activity – worth 70 marks (70%)

### **PROGRESSION**

- Students who gain a C or above at National 5 may wish to study National 5 Physics.

The practical activity is set by SQA, carried out under open-book conditions, but supervised to ensure that the work presented is your own. Evidence is internally marked by centre staff in line with SQA's marking instructions.

The course assessment is graded A–D on the basis of the total mark for all course assessment components

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).

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 are 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 20<sup>th</sup> and 21<sup>st</sup> 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

<b>Mandatory Units:</b>	Music Technology Skills Understanding 20 <sup>th</sup> and 21 <sup>st</sup> Century Music Music Technology in Context
<b>Added Value Unit:</b>	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

<b>Course Assessment:</b>	
<b>Assignment</b>	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).
<b>Question Paper</b>	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

**Descriptor for Advanced Higher Music Technology will follow.**

## **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%

### **NPA Drawing Lv5**

This level 5 course is delivered through 3 mandatory units:

- 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.

## 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 understanding 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 or Expressive)**

### **Who is this for?**

Students can select either the Expressive or Design portfolio course. The course delivery is tutorial based and aimed to strengthen the students skills in any Design or Expressive area. Including specialism in Architecture, Graphic Design, Product Design, Textiles, Jewellery, Animation, Illustration and Digital Arts as well as any Expressive disciplines including Sculpture.

Many FE courses at degree level and HNC HND require a physical and/or digital folio for their application and this is fully supported. Students who have a general interest in A&D and Photography also find this level of study rewarding and it can compliment their other studies by incorporating subjects as inspiration.

Candidates should have achieved the Higher Art and Design course or equivalent qualifications and/or experience prior to starting this course. Higher Photography, Higher Design and Manufacture, Higher Graphic Communication and the National Progression Award (NPA) in Digital Media at SCQF level 6 may provide appropriate experience.

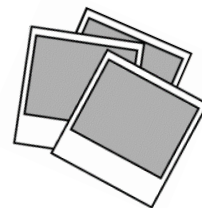
## **Photography (NPA Level 5)**

If you are creative, can think outside the box or if you have a genuine interest in photography then this is the course for you. Also, if you are considering taking higher photography in S5 then this is a fantastic opportunity to develop your skills in preparation for higher.

You will learn how to develop your understanding of photography techniques, how to edit properly using filters in Photoshop and build a portfolio of work. You will also be able to exhibit your work at the end of the course.

The focus will be mainly on practical activities supported by theory. During the course there will be opportunities to:

- Choose your own theme and ideas behind your projects
- Work in groups
- Plan and organise your own shoots
- Make creative decisions to create the perfect photograph
- Develop Adobe Photoshop skills



The NPA Photography at SCQF level 5 will build on the foundation skills at level 4 and prepare learners to understand more advanced skills and techniques. It will promote a progression route into the new NC Photography Group Award at SCQF Level 6 or other relevant skills for work and creative digital media programmes, eg the new NC Introduction to Creative Industries Group Award at SCQF Level and Higher Photography.

## 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%

## Technologies: Health and Food

### National 4 and National 5 Practical Cookery

#### Purpose and Aims

This course aims to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts. The course aims to enable candidates to:

- Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- Select and use ingredients to produce and garnish or decorate dishes
- Develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- Develop an understanding of current dietary advice relating to the use of ingredients
- Plan and produce meals and present them appropriately
- Work safely and hygienically



It uses real-life hospitality contexts, which makes it relevant to the world of work. Its contribution to vocational education is important because it allows progression to a range of careers in the hospitality industry. Organisational skills, which have application in a wide variety of contexts, are developed. The course also supports the wider curriculum through developing candidates' understanding of the importance of sustainable ingredients.

National 4, learners must pass all 3 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 demonstrating an organised and professional approach. The practical element makes up 60% of the final grade.

## **National 5 Health & Food Technology**

This subject is an alternative to Practical Cookery and is more scientific and experimental in its approach can be continued on to Higher and Advanced Higher. This course allows candidates to explore the relationship with food and health and apply practical and technological skills. The course will teach pupils about how ingredients work, the impact of food on health and how to make food choices that are good for your health. It also investigates contemporary issues affecting food and consumer choice and new product development.

The course has six broad and inter-related aims which allow candidates to:

- Develop knowledge and understanding of the relationships between health, food and nutrition
- Develop knowledge and understanding of the functional properties of food
- Make informed food and consumer choices
- Develop the skills to apply their knowledge in practical contexts
- Develop organisational and technological skills to make food products
- Develop and apply safe and hygienic practices in practical food preparation

The course uses an experiential, practical and problem-solving approach to learning, which develops knowledge and understanding, and practical skills.

This course can help progress towards a career in:

- Food and drink manufacturing including new product design,
- Food science and technology,
- Medicine including nursing, midwifery, dietetics and sports nutrition.

### **Assessment**

The course will be assessed through an exam paper (50%) and an Assignment (50%), which will be marked by SQA and graded A to D.

This course leads on to Higher and Advanced Higher Health & Food Technology

## Higher Health & Food Technology

The course allows candidates to further develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Candidates develop their understanding of the properties of food in relation to food production, processing and the development of food products. The course uses an experiential, practical and problem-solving learning approach and promotes independence in learning. It uses real-life situations, and where appropriate, takes account of local, cultural, and media influences and technological innovations. The course has five broad and inter-related aims that enable candidates to:

- Analyse the relationships between health, nutrition and food.
- Develop and apply skills, knowledge and understanding related to the functional properties of food.
- Investigate contemporary issues affecting food and consumer choice.
- Use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs.
- Prepare food using safe and hygienic practices to meet specific needs.

### *Recommended Entry*

Ideally candidates should have achieved National 5 Health & Food Technology or equivalent qualifications such as National 5: Practical Cookery and/or experience prior to starting this course.

### *Progression*

- Advanced Higher Health and Food Technology courses.
- National Progression Awards
- Other qualifications in hospitality or related areas at the same or different levels
- Higher National Certificates or other further education provision
- Further study, employment and/or training

### *Course Assessment Structure*

#### ***Question paper 60 marks***

The question paper assesses candidates' ability to integrate and apply skills, knowledge and understanding from across the course. The question paper gives candidates an opportunity to demonstrate their knowledge and understanding:

#### ***Assignment: 60 marks***

The assignment is based upon Food Product Development. The brief is set annually by SQA.



## Events Management NPA Lv6

### Purpose and Aims

The new National Progression Awards (NPA's) in Events at SCQF Level 6 have been developed as a nationally recognised and certificated Group Award, which will continue to support the development of a multi-skilled, flexible and motivated workforce. The events industry in Scotland continues to grow, contributing an estimated £3.5 billion to the Scottish economy. Major hotels and hospitality operations are now operating events facilities within their complexes. In addition, there has been a huge increase in the number of festivals, sporting events, outdoor concerts and purpose built venues for events. This is a vibrant sector which is both exciting and fast moving.

### Units in Events Management include:

- Event Organisation
- Events Costing
- Corporate Events

### Plus 1 from below:

- Marketing-basic principles
- Marketing Mix-
- Marketing in travel & tourism
- Branding: an intro

To pass this NPA, pupils must complete the 4 units which will be assessed on an ongoing basis throughout the course.

General Aims	Specific Aims
<ul style="list-style-type: none"><li>• Provide the learner with the skills and knowledge required to progress in employment, training and/or study.</li><li>• Provide the learner with a recognised, relevant and up-to-date qualification.</li><li>• Provide work-based experiences, either through real life work experience or simulated practical activities.</li><li>• To enable progression within the SCQF.</li><li>• Develop knowledge and understanding of the skills required to progress in employment.</li><li>• Motivate learners to develop a positive attitude to their own learning</li></ul>	<ul style="list-style-type: none"><li>• Provide learners with skills and knowledge required to plan, organise and implement an event.</li><li>• Demonstrate skills in working with others in planning, marketing and implementation of an event.</li><li>• Review and evaluate the planning implementation and contributions made to the event.</li><li>• Demonstrate an ability to carry out the costings and calculations related to an event.</li><li>• Record and balance petty cash transactions.</li></ul>

### Suitability:

This course is ideal for pupils interested in careers in Events, Marketing and Hospitality and would compliment Practical Cookery, Barista and Business Studies.

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

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

## 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 manufacturing 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.

<b>National 5 Course Assessment</b>	Assignment (55%):
	Design Element (30%)
	Question Paper (45%)
	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.

<b>Assessment</b>	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.

<b>National 5 Course Assessment</b>	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.

<b>Assessment</b>	Assignment (50 marks)
	Question Paper (90 marks)

## Technologies: Practical Woodworking

### Practical Woodworking, National 4 and National 5

#### Course Description

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)

## Games Design NPA Lv5

The NPA in Computer Games Development at SCQF level 5 introduces learners to skills that are important in the Computer Games industry.

### Who is this for ?

It is advantageous to have taken Computing Science at any level N4, 5 or H due to the nature of language used. In some circumstances we would accept Computing students with S3 experience only.

The NPA in Computer Games Development at SCQF level 5 introduce learners to the genres, trends and emerging technologies of the computer games industry. This award provides a foundation in techniques that are important to the sector, such as digital planning and design, where you will learn to recognise different gaming platforms, environments and genres; creation of media assets, where you will plan and produce media assets for use in a game; and development and testing, where you will learn to use a development environment to bring together all parts to create a working game — while also developing employability skills and Core Skills through enterprise activities.

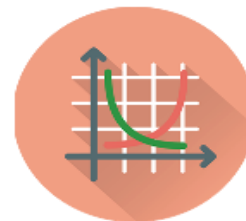
This qualification covers 3 core units - Design, Media Assets and Development. Coding is also an important part of this qualification.

The award will improve learners' computational thinking skills — an area that is gaining recognition as a vital 21st century competence — and stimulate interest in computer science among young learners.

## 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 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.



### National 4 Business Management

#### 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 of the units above (Added value unit not mandatory)

### National 5 Business Management

Covers units Understanding Business, Marketing, Operations, HR and Finance. These units build on knowledge from Nat4 and also provide a wide breadth of knowledge which prepares pupils to sit Higher

#### National 5

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.

<b>Assessment:</b>	Assignment	30 MARKS	25%
<b>Question paper</b>	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

Pupils prepare for the more formal work by completing summer activities such as Athletics. Thereafter, pupils may be encouraged to focus on completing the course mainly through activities such as Basketball or Badminton. These core activities are used to teach the theory aspects however, their teacher may select another activity that may be more appropriate for particular class. Later on in the year, pupils select the sport that wish to be assessed in which means they enjoy a wide variety of activities.



#### Assessment

This consists of a Portfolio on 'Factors Impacting Performance'. This is externally marked 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

## National 5 Football

This course is called an **NPA Sport and Fitness award** (Team sports – Football)

This course is for you if you have an interest in, or wish to develop, valuable skills in the areas of football coaching and playing football. This course will run over one year. We anticipate that the applicants will have a strong interest in football and will currently be involved in either playing or coaching.

NPA Sport and Fitness: Team Sport at SCQF level 5 Group Award Code: G9CJ 45

The SQA units of work that will give you a feel for the course include:

- Performance unit
- Officiating and Organising
- Sporting Activity Participation

### **National 5 Rugby (School of Rugby progression)**

This course is called an **NPA Sport and Fitness award** (Team sports – Rugby)

This course is for you if you have an interest in, or wish to develop, valuable skills in the areas of Rugby coaching and playing Rugby. This course will run over one year. We anticipate that the applicants will have a strong interest in Rugby and will currently be involved in either playing or coaching.

The SQA units of work that will give you a feel for the course include:

- Performance unit.
- Officiating and Organising.
- Sporting Activity Participation.

### **NPA Sports Development Award / Sports Leader – level 6**

This course is a National Progression award at SCQF level 6 (Group Award Code: G9GF 46). The NPA in Sports Development will allow candidates who may wish to articulate in the future with Sports Coaching HN awards to consider Sports Development in its own right and not simply as a part of Coaching. The award will allow candidates to develop their personal leadership qualities and to develop their knowledge, skills and understanding of current theories and concepts surrounding the topic.

Pupils will have the opportunity to improve Personal Fitness; take part in Heartstart and First Aid training; and visit a variety of Sports Coaching training with the SRU, Handball Scotland and British Gymnastics.

## Higher Physical Education – Level 6

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**

Learners must 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 Dance

The course inspires and challenges candidates by giving them the opportunity to create, appreciate and perform dance. Candidates use knowledge and understanding of dance techniques and choreographic skills to inform practice, and develop skills in appreciating and evaluating dance practice and theatre arts. Candidates learn how to use dance techniques and choreography creatively to enhance performance. They experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others. Candidates also explore the use of theatre arts in dance.

Assessment: There are three areas

1. Question paper (30%)
2. Practical Activity (30%)
3. Performance (40%)

## YASS

### 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.**

<b>YASS modules available:</b>	<b>Credits:</b>
<b>Arts</b>	
English for academic purposes online (L185)	30
<b>Business and Management</b>	
Communication skills for business studies (LB170)	30
Fundamentals of Accounting (B124)	30
<b>Engineering, Computing and Technology</b>	
Engineering: origins, methods, context (T192)	30
Introduction to computing and information technology (TM111)	30
Technologies in practice (Requires H Computing) (TM129)	30
<b>Languages</b>	
French Studies 1 (Intermediate French)(L112)	30
German Studies 1 (Intermediate German)(L113)	30
Spanish Studies 1 (Intermediate Spanish)(L116)	30
Vivace: intermediate Italian (L150)	30
Exploring languages and cultures (L161)	30
Bon depart: beginners' French (L192)	30
Rundblick: beginners' German (L193)	30
Portales: beginners' Spanish (L194)	30
<b>Law</b>	
Law making in Scotland (WXM151)	10
<b>Mathematics</b>	
Discovering mathematics (MU123)	30
Introducing statistics (M140)	30
Essential mathematics 1 (MST 124)	30
<b>Science</b>	
Contemporary Topics in Science (SMX150)	10
Physics and space (SM123)	30
<b>Social Sciences</b>	
You and your money: personal finance in context (DB125)	30
<b>Multiple Choice</b>	
Make Your Learning Count (YXM130)	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

### Additional 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.

## Level 4/5 and National 4/5 Courses

### Rural Skills

Skills for Work: Rural Skills is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the land-based industries. This Rural Skills Course allows candidates to begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines — areas such as agricultural livestock, equine industries, horticulture, landscaping, agricultural crops and animal care. The Course also provides the opportunity to explore the very diverse employment prospects that exist in land-based industries. There is then a choice of a plant or an animal route, where candidates can develop some of the basic skills for the chosen route.

Learners will develop:

- understanding of the workplace and the employee's responsibilities for example time-keeping, appearance, customer care
- 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

### N4/5 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.

## **School/College Partnership Courses**

### **Hair & Beauty Level 4 (2pm to 4pm 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 (2pm to 4pm in Kilwinning)**

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

### **Uniformed Services Level 4 (2pm to 4pm in Kilwinning)**

The course will be of interest to you if you want to work in the Army, Navy, Air Force or Emergency services. The course will also be great for someone looking for a career that involves physical activity, team work, sport, community development and fitness.

This course is designed to introduce and develop the key skills needed to work with the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines and the Ambulance Service, Coastguard, Fire and Rescue and Police. You will develop a high level of physical fitness through various activities and this is a really important part of this course. The course will have a lot of practical activities and will develop physical health, team work, sports coaching and community development.

SQA Course Units

- Uniformed and Emergency Services: An Introduction
- Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing
- Uniformed and Emergency Services: Engaging with the Community
- Uniformed and Emergency Services: Working in Teams

### **Barista Level 5 (Delivered in Largs Academy)**

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.

### **Psychology NPA Level 6 (2pm to 4pm Kilwinning)**

This National Progression Award (NPA) will develop knowledge and skills such as analysing, evaluating and applying knowledge in relation to psychological research, social behaviour and individual behaviour.

It covers areas such as:

- planning and carrying out psychological research, using appropriate methods and according to ethical and scientific standards
- the role of research evidence in explaining individual and social human behaviour
- communication and numeracy skills used in psychology

## **Criminology with Forensic Science Level 6 (2pm to 4pm Kilwinning)**

### **WHO IS THE COURSE FOR?**

This course is aimed at learners who wish to develop 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.

NB The nature of criminology is challenging and may include sensitive topics such as domestic violence and sexual abuse, as well as rape, murder, bombings, etc. All applicants need to consider this when applying for the course.

### **WHAT IS THE COURSE ABOUT?**

You will develop an understanding of the different types of evidence that can be obtained both at a crime scene as well as from a suspect or victim of a crime. Through research and the “hands on” practical experience in the lab you will discover the techniques available to forensic scientists to detect criminal behaviour. In addition, you will develop your understanding of how we apply scientific principles to examine crime scenes and what forensic analysis can actually tell us.

You will develop an understanding of lab safety and the different types of physical evidence available at a crime scene and how this evidence is collected and utilised. You will learn about the role of forensic psychology in the police, prison and court systems. Through the use of famous cases, you will develop an understanding of forensic psychology and profiling.

### **WHAT DO I NEED?**

An interest in Criminology, the nature of crime and theories of its causes and solutions.

Students should have a National 5 B pass in English and/or a Social Subject e.g. History, Modern Studies, Philosophy, Politics, Psychology, RMPS, Sociology.

### **HOW WILL I BE ASSESSED?**

Assessment is continuous throughout the course and consists of 2 open book and 1 closed book assessments as well as assessed practical sessions.

### **NEXT STEPS?**

On successful completion of the course you may wish to apply for NC Social Science, NC Higher Social Sciences or HNC Social Science (depending on other qualifications).

Alternatively, you may wish to pursue the science route where we offer Applied Science with Forensics or HNC Applied Science (depending on other qualifications).

### **Criminology Level 6 (2pm to 4pm Kilwinning)**

#### **WHO IS THE COURSE FOR?**

This course is aimed at learners who wish to develop 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.

NB The nature of criminology is challenging and includes sensitive topics such as domestic violence and sexual abuse. All applicants need to consider this when applying for the course.

#### **WHAT IS THE COURSE ABOUT?**

You will develop an understanding of the different types of physical evidence available at a crime scene and how this evidence is utilised. You will learn about the role of forensic psychology in the police, prison and court systems. Through the use of famous cases you will develop an understanding of forensic psychology and profiling.

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 the different ways that members of the community perceive crime and the role of the mass media in perceptions of crime. You will also learn about the various measures introduced to tackle crime and whether they are helping or hindering the community.

#### **WHAT DO I NEED?**

- An interest in Criminology, the nature of crime and theories of its causes and solutions.
- Students should have a National 5 B pass in English and/or a Social Subject.

#### **• HOW WILL I BE ASSESSED?**

Assessment is continuous throughout the course and consists of 2 open book and 1 closed book assessments.

#### **NEXT STEPS**

On successful completion of the course you may wish to apply for NC Social Science, NC Higher Social Sciences or HNC Social Science (depending on other qualifications).

## Engineering (Performing Engineering Operations SVQ2) (2pm to 5pm Irvine)

This course is for anyone who has an interest in Engineering, enjoys practical hands-on work in a workshop environment, can problem solve and wishes to gain relevant practical experience within this industry to possibly gain an apprenticeship. You will populate and develop a portfolio which can be used to show employers during interviews. You need to be able to work safely and be very responsible about Health & Safety.

In addition, this course provides a basic requirement for a Modern Apprenticeship.

Students will learn vocational skills in Engineering including:

- Producing components using Hand Fitting Techniques
- Assembly and testing of Electronic Circuits
- Forming and assembling electrical cable enclosure and support system
- Producing Mechanical Engineering Drawings Using a CAD System
- Wiring and Testing Electrical Equipment and Circuits
- Using and Communicating Technical Information
- Working Efficiently and Effectively in Engineering
- Working Safely in an Engineering Environment
- Using Computer Software Packages to Assist with Engineering Activities

You should be working at National 5 level in Maths, other technical subjects such as Graphical Communications and Physics are helpful too.

## Mental Health & Wellbeing SCQF Level 5

This course is designed for anyone considering a career within Health and Social Care. It focuses on improving your understanding about mental health and answering questions many young people have about this subject.



Aims of the course:

- Reduce stigma surrounding mental health
- Arm young people with healthy coping strategies
- Promote knowledge of the impact of mental health on behavior
- Dispel myths surrounding mental health.
- Impact of social media and the internet, and learn how to be more resilient.

Successful completion of this course may provide you with opportunities to progress to:  
Access to Health and Social Care National 5 Health and Social Care SVQ Level 2 Social Services and Health Care

There are no set pre-entry requirements for this award



## **Foundation Apprenticeships (SCQF 6 – Equivalent to an ‘A’ Pass at Higher)** **Please note that these are two year courses, usually studied over S5&S6**

### **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)**

### *WHO IS THE COURSE FOR?*

The Foundation Apprenticeship (FA) in Engineering aims to give you the opportunity to develop the skills and knowledge to enter a career in Engineering and the Advanced Manufacturing sector and other Engineering related industries.

The programme is designed to provide you with theory, practice, and related work experience. The FA in Engineering is aimed at you if you are in S5 and will take 2 years to complete. It also contributes directly to the achievement of the Modern Apprenticeship in Engineering by attainment of the core units of the MA qualification.

**Ayr Campus** - Focusing on Aeronautical engineering

**Kilmarnock Campus** - Focusing on Machining, Manufacturing engineering and welding

**Irvine Campus** - Focusing on Electrical and Electronic Engineering

## **WHAT IS THE COURSE ABOUT?**

### **Year 1**

In S5 pupils will attend College on a Tuesday and Thursday afternoon and are expected to work towards their identified Performing Engineering Operations (PEO) Level 2 units (SCQF level 5) and also a proportion of the core or restricted core units from an Engineering related National Certificate (NC) at SCQF Level 6.

Other activities in S5 will include introducing pupils to the employer context in which engineering roles exist and how engineering skills are utilised in the workplace; this will involve industrial visits to employers and talks from industry professionals.

### **Year 2**

In S6 pupils will attend college on a Tuesday and Thursday afternoon. Pupils will complete any outstanding Performing Engineering Operations (PEO) units (SCQF Level 5) 5 units including 3 mandatory, and the remainder of any core / restricted core and optional units for the chosen National Certificate programme. The majority of work-related experience will be gained in S6 through a work placement and/or an industry challenge. The work-based competence units will be delivered and assessed in the workplace.

Arrangements for work placements will be organised in accordance with COVID government guidance. This course provides a basic requirement for a Modern Apprenticeship. Students will learn vocational skills in Engineering.

## **WHAT DO I NEED?**

Students to have 3 National 5's including English, Mathematics and one science (preferably Physics), students must also be studying Higher Mathematics during Year 1. Only S4 students should apply.

## **HOW WILL I BE ASSESSED?**

Assessments are a mixture of practical, which focus on the attainment of new skills as and when you acquire them, and theoretical. Assessment is on an ongoing basis.

## **NEXT STEPS**

At the end of the 2 years you will complete a combination of Performing Engineering Operations units and an NC Engineering incorporating work placement, achieving a Foundation Apprenticeship in Engineering. You could progress to an HNC in Engineering or into employment or a Modern Apprenticeship.

## **WHAT DO CURRENT STUDENTS SAY?**

"I enjoy being at College, with different students from other schools. One day I am in the workshop and the other day the work is class room based learning. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship".

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

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)**

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.

## **Foundation Apprenticeship - Social Services and Health Care**

This course is suitable for anyone who is planning to work in any aspect of social services/care or healthcare. Most of the placements will be in social care settings but the components of the course are an excellent introduction to the wide range of careers in these sectors. So it is relevant to you if you are interested in working in social care, nursing, social work, medicine and all the related professions.

In this course you will achieve a National Progression Award (NPA) by working on the following units; Social Services in Scotland, Safeguarding People, Communication in Care Relationships, Safe Practice and Wellbeing and Human Development and Social Influences.

During your work placement you will also be working toward achieving SVQ units in

- Supporting Effective Communication
- Supporting Health and Safety of You and Individual
- Developing Your Own Knowledge and Practice
- Supporting the Safeguarding of Individuals

You will need to have a good level of literacy so you should have a Nat 5 English. You will need to demonstrate from your school record that you have the ability to study at SCQF Level 6. It is essential that you have an interest in working in the relevant sectors. We will ask for your school to make a recommendation and we will interview applicants.

On successful completion of this course you may progress to:

- A Modern Apprenticeship in Social Care
- Relevant college courses in Social Services and Healthcare sectors
- The course is recognised by most universities as equivalent to a Higher for a whole range of courses in Social Service and Healthcare sectors (you should check with individual requirements of Universities. Your school's SDS Careers Adviser will be able to answer any queries you may have)

These are sectors that have well publicised staff shortages. Prospects are very good for anyone who successfully achieves their Foundation Apprenticeship.

### **Foundation Apprenticeship: Food & Drink Science Duration: 1 year**

This one year Foundation Apprenticeship will be offered in academic year 2022-21 with delivery based at Loudoun Academy on one day a week. Learning will be supported through East Ayrshire Council and gives candidates the chance to learn about the principles of food science and food safety, from developing marketable food products for today's consumer to the care, legislation and processes involved in creating those products.

You can choose a Foundation Apprenticeship in Food & Drink Science as one of your school subject choices. The course takes 1 year to complete, and can be done in S5 or most likely, for the majority of candidates, in S6.

In addition, a work placement equivalent to 1 day per week will be arranged, which will be tailored as much as possible to reflect your school timetable commitments. And don't worry about getting to and from school/employer – all your transport will be organised and paid for too.

The Foundation Apprenticeship consists of a National Progression Award (NPA) in Food Manufacture and 5 units of an SVQ in Food and Drink Operations. The course offers an opportunity for learners to delve into the background of food and drink manufacturing and how it can be applied to a range of food products. Candidates will also achieve REHIS Food Hygiene and Health & Safety, both of which are expected as standard in the industry.

Learning in the NPA covers:

- Food Manufacturing: Fundamentals of food science and Food Production
- Food Manufacturing: Commercial and Social Drivers and Sustainability
- REHIS Food Hygiene: Elementary
- REHIS Elementary Health and Safety Certificate
- Learning in the SVQ covers:
- Develop Productive Working Relationships with Colleagues
- Interpret and Communicate Information and Data in Food and Drink Operations
- Contribute to Continuous Improvement of Food Safety in Manufacture
- Develop a New Product in a Food Business
- Promote and Support Creative Thinking in a Food Business
- 

This is a continuous assessment qualification is suitable for a variety of learners, perhaps most obviously, those planning a career in the food and drink industry.

The qualification is recognised as equivalent to a Higher by most Universities for most related courses, and further guidance on this will follow.

Learning pathways for pupils completing the course can include employment within the industry; a Modern Apprenticeship in Food and Drink Operations; progression into HNC/D at college; or study at degree level at University.

## **Foundation Apprenticeship Scientific Technologies Level 6**

### **WHO IS THE COURSE FOR?**

The science laboratory is a unique learning environment that enables and combines "learning through doing". Some of the world's most amazing discoveries have been made by people working in laboratories.

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.

If you can see yourself working in the sciences, particularly in a laboratory, this course is for you.

You can choose a Foundation Apprenticeship in Scientific Technologies as one of your school subject choices. **The course takes 1 year to complete**, starting in either S5 or S6.

You'll spend part of your week at college and go out on work experience.

**Availability of work placements will be dependent on employer and government COVID guidance.**

#### *WHAT IS THE COURSE ABOUT?*

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)

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

#### **WHAT DO I NEED?**

For a place on this course, you'll need: a pass at National 5 in Chemistry (C or above), Maths and English.

#### **HOW WILL I BE ASSESSED?**

A mixture of: ongoing workplace assessment, assessed practical activities and written tests.

#### **NEXT STEPS**

You may progress to:

- Modern Apprenticeship
- HNC at Collegeiversity

#### **WHAT DO CURRENT STUDENTS SAY?**

"During the course I found that even within topics I thought I already knew, my understanding was broadened and some gaps in my knowledge were filled." "This college course is very useful for my progression into further education. I would definitely recommend this course to others who have an interest in science. Through the full day at college and full day at a work placement weekly, I have learned far more than I would within a classroom." "I feel that I've learned a lot more than being at school as the work placement show how everything you learn is relevant within industry."

## **SCQF Level 7 Courses**

### **HNC Computing with Cyber Security**

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.



## **HNC Applied Sciences**

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.

If you're looking for a career in the biomedical sector, this course is ideal. Alternatively, it may also help your entry to future nursing or midwifery studies.

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!

Firstly, on the theory side, you'll look at fundamental chemistry, beginning with atomic structure and moving onto topics such as chemical formulae, organic chemistry and chemical equilibrium.

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 at the fascinating area of DNA and genetics, including key aspects of the cell cycle, genes, inheritance and applications of DNA technology.

In microbiology, you'll focus on the different types of micro-organisms (prokaryotic, eukaryotic and akaryotic), while in biochemistry you'll learn about the key aspects of biological molecules, enzymes and energy production within cells.

Finally, you'll look at biotechnology, including genetically modified organisms, production techniques in biotechnology products, applications such as genetically modified plants and animals, and ethical issues.

## **HNC Architectural Technology**

Architectural Technologists specialise in the design of buildings for use and performance. They lead on projects from concept to completion, focussing on areas such as technical design, construction technology, contract administration and sustainability. To be successful in architectural technology you'll need excellent leadership, planning and organisational skills, as well as an eye for detail and design.

For entry to this course you'll need:

- A minimum of one relevant Higher, ideally English, Maths or a Science subject OR a relevant NC course at SCQF Level 6, or Foundation Apprenticeship in Civil Engineering, or equivalent
- A successful interview with us

If you don't have any formal qualifications, but have appropriate experience or other training, we'll also consider you for a place, so please call us for a chat.

Options for completing this course on a day release basis are also available.

This course will give you the skills and knowledge you need to work successfully in an architectural technician's role. It's a highly contemporary course, and includes a PDA in Building Information Modelling (BIM).

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

- You'll develop skills in architectural design sketching and drawing. You'll produce sketches of old and new buildings, and learn about scale, proportion, form, function and mass – all vital skills for architecture.
- You'll focus on the BIM process, using advanced CAD and ICT collaboration cloud based platforms, and discovering how digital technologies are integrated with the project lifecycle.
- You'll learn how architectural design companies operate, including the architect's duties and procedures to control construction costs.
- You'll look at substructure, from site investigations through to ground improvements and building foundations.
- You'll focus on construction technology, exploring techniques to build to specification for domestic and commercial construction, including walls, floors and roofs.
- You'll learn about structural design and behaviour, as well as the statutory and legislative constraints to the design of buildings and the built environment.
- 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 Construction Management**

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.

For entry to this course you'll need:

- A minimum of one relevant Higher, ideally English, Maths or a Science subject OR a relevant NC course at SCQF Level 6, or Foundation Apprenticeship in Civil Engineering, or equivalent

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 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.

You may also have the chance to:

- Go on a work placement, via our links with industry employers such as Morrison Construction or Kier Construction, and South Ayrshire Council.
- Go on site visits, such as the Construction Scotland Innovation Centre.

## **HNC Electrical Engineering**

This course is for anyone who has an interest in Electrical Engineering and who wishes to progress to University or to employment through a modern apprenticeship.

Electrical Engineering is an exciting field of study with many opportunities within both an industrial and domestic setting such as production and process plants, maintenance, design, domestic wiring and testing and within the rail network.

The Course covers theory and practical aspects of Electrical Engineering. You will cover basic electrical safety, Mathematics to assist you with performing electrical calculations and problem solving.

Electrical installation will allow you to develop hand and problem solving skills. You will learn how to plan a job and then complete it. Lighting circuits and wiring of electrical sockets will be explored. You will learn how to use electrical and electronic test instruments to test your circuits.

You will be introduced to Programmable Logic controllers and learn to programme a PLC using ladder logic.

The course may include the following units:

- DC and AC Principles
- Applications of Programmable Logic Controllers
- Business Awareness and Continuing Professional Development
- Engineering Mathematics 2
- Electrical Engineering
- Electrical Machine Principles
- Electricity Power Systems
- Engineering Mathematics 1
- Three Phase Systems
- Electrical Installation Skills
- Electrical Safety
- Information Technology: Applications Software 1
- Electrical Engineering: Graded Unit 1
- Application of Electrical and Electronic Instruments
- Communication: Practical Skills

For entry to this course you'll need:

- A real interest in electrical Engineering
- A minimum of one relevant Higher at Grade C or above, preferably Mathematics or Physics

## **HNC Sports Coaching & Development**

If you're into sport and fitness and are thinking about a future career in PE teaching, sport, exercise or leisure industry, this course can help you on your way. It covers all aspects of sports coaching and development, giving you the knowledge and skills you'll need to confidently develop participant talent within a range of sports.

You'll spend a lot of your day in the coaching environment. However there's also a fair bit of theory and written elements, so be prepared to spend time in the classroom as well as

You'll have the chance to:

- You'll hone your coaching skills in a real life sporting environment, developing young athletes.
- Learn top tips for success from people who work in the industry, such as Kilmarnock FC, Nil by Mouth, Colours of our Scarves.
- You'll also be encouraged to extend your industry work and volunteering out with school, to maximise your chances of networking and employment.

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

- Sports Coaching Theory and Practice - what type of coach will you become?
- Sports Development - you'll create a plan so your chosen sport gets more people hooked.
- Coaching Children - you'll learn how to best to support physical learning for young participants.
- Flexibility Training, Fitness Training & Testing, Strength & Conditioning - you'll learn how to avoid overload, measure improvements to get the best from your participants and make sure they're fit enough to play their sport safely.
- Inclusive Sports Provision - you'll learn how to provide safe and effective sports coaching to people with disabilities.
- Psychology - you'll learn how to motivate your participants and allow them to set goals to ensure success.
- Anatomy, Physiology and Energy Systems - you'll explore how the body works so you can help sports people train properly.

## **Personal Development Award: Youth Work Level 6 (Largs Academy)**

The PDA in Youth Work course is regarded as a foundation course for those wishing to work with, or have an understanding of working with, children and young people, and is recognised as a qualification for those who wish to take up any work within a community setting such as:

- Early education and childcare
- Teaching
- Social Work
- Police
- Fire Service
- Community support roles



The course gives you the chance to build your skills in youth work by undertaking a nationally recognised, SQA accredited qualification at SCQF Level 6. This course will be delivered by the North Ayrshire Community Development Team. There will be direct input from them for 3/4 periods per week and pupils will be expected to work independently on set tasks during the remaining periods. There will be a requirement to undertake a youth work placement as part of this course. There are 3 units within the PDA Youth Work course. These are:

**Understanding and Exploring Youth Work:** This unit introduces candidates to the context, core values and principles which underpin youth work and raises awareness of the issues facing young people and those working with them. It provides knowledge and understanding for the National Occupational Standards for Youth Work.

**Engaging with Young People:** This unit is designed to provide candidates with an understanding of communication and group work skills necessary to engage with young people in a range of settings.

**Delivering Youth Work:** This unit is designed for candidates who may be working or planning to work with young people, either as volunteers or in paid employment. It provides underpinning knowledge and understanding drawn from the National Occupational Standards for Youth Work and the CLD Competences as defined by the Standards Council for Scotland.