



Curriculum Progression Pathways

2024-25



BRAIDHURST
HIGH SCHOOL



The Purpose of this book:

The following pathways/options book is provided to support learners and their parent/careers in understanding the role of appropriate individual pathways for pupils as they progress through Braidhurst High School and the range of pathways/qualifications available at Braidhurst High School and how to find your correct pathway in order to progress your future toward a positive sustained destination in a career area of your choice.

After reading the information in this book and consulting with our Careers Advisers, pupils will meet with their Pupil Support Teacher and then complete their Learner Pathway Choice form and return it to their Pupil Support Teacher. Final choices should be decided in consultation with pupils, parents/careers, department teachers, principal teachers and pupil support teachers.

What to think about when making choices:

Pupils in S2 who are moving into S3 should select nine subjects (this includes English & Maths).

Pupils will also be given two free choices (with some specific instructions in S2-3 & S3-4). Pupils in S3 who are moving to S4 should select seven subjects (this includes English & Maths). Pupils in S4 who are moving to S5 should select five subjects and those pupils in S5 who are moving to S6 should select either four or five.

In S2 Pupils cannot take more than two subjects from any one curricular area for example, pupils cannot take Modern Studies, Geography and History. Doing this would narrow a young persons pathway too much and limit their choices in the senior phase.

Pupils are strongly advised to pick courses based on what they hope to do in their future, where they are performing at their best and those subjects they enjoy most. During S2 you should refer to tracking reports to help you understand where your child is making their best progress.

Options choices should not be based on what a young persons friends are taking or what teachers they hope to get. Once all options are complete, we will merge/move columns to meet the requirement of our whole school timetable.

When making options choices, pupils and parents/carers in S2 will meet with their Pupil Support teacher to discuss their progression. Pupils in S3, S4 & S5 will meet with their Pupil Support teacher individually. The Pupil Support teacher will also cover the careers ready programme as part of the PSHE curriculum. This enables all stakeholders to discuss options and ensure we are getting pathways right for every young person.

S5&6 Potential Subject List 2024-25	Level 5	Nat 5	Level 6	Higher	Adv Higher	HNC	FA
Admin		✓		✓			
Art		✓		✓	✓		
Business Management		✓		✓			
Chemistry				✓	Consortium		
Computing				✓			
Design & Manufacture		✓		✓			
Engineering							✓
English		✓		✓	Consortium		
French		✓		✓			
Geography				✓			
Graphics		✓		✓			
History		✓		✓			
Human Biology				✓	Consortium		
IT Software Development							✓
Journalism			✓				
Maths		✓		✓	Consortium		
Maths App		✓		✓			
Media		✓		✓			
Modern Studies		✓		✓			
Music		✓		✓	✓		
Music Technology		✓		✓			
Photography		✓		✓			
Physical Education		✓		✓			
Physics				✓			
Social Services (Children and Young People)							✓
Visual and Creative Arts							✓
Digital Media	✓		✓				
PE Life Skills - Sport & Recreation	✓						
Travel & Tourism	✓						
Web Design	✓						
Criminology	✓						
Laboratory Science	✓						
Health Sector	✓						
Computer Aided Design - College						✓	
Cyber Security - College						✓	
Construction Management - College						✓	
Social Care - College						✓	

Course: NPA Journalism (Level 6)

Overview

The Journalism (SCQF level 6) NPA has at its heart the journalistic activity of research and writing but, in line with the many outlets for modern journalism, has options to develop content in photography. Creative media production is an ideal base for the development of a wide range of Core Skills especially in:

- Communication
- Information technology
- Problem solving
- Working with others

Entry Requirements

Pupils in S5 should have a National 5 English C6 or D7.

In S5, NPA Journalism should be taken by pupils who need an additional year to develop the skills needed to pass High English. There will be an opportunity to gain Higher English units and Level 6 Literacy alongside the Journalism qualification.

Pupils in S6 should have a Higher English Pass, or a National 5 English at C6 or D7.

In S6, Journalism is a recommended option choice for pupils who have been successful in, or who enjoy, other Communication-based subjects like English, Media and Modern Studies. It is highly suitable for pupils looking for a new challenge that will give them a good grounding in modern journalism, as well as SCQF Level 6 points for further study or training.

Assessment Overview

There are four mandatory Units in the NPA. Pupils must pass all four Units to achieve the NPA. Assessment is ongoing, and there is no final exam. Units are as follows:

1. News Writing for Print
2. Feature Writing
3. Interview Skills
4. Photography for Media

For assessment, pupils will produce Folios, reports, and two written articles well as planning and conducting an interview.

Progression Pathways

Pupils who complete the NPA Journalism in S5 are likely to progress to Higher English in S6. Pupils who complete the course in S6 have a variety of college and university options to choose from, including:

- HND Practical Journalism (Glasgow Clyde College)
- NQ Creative Writing Within Professional Industries (New College Lanarkshire)
- NQ Creative Industries (New College Lanarkshire)
- BA English & Journalism / BA Media and Journalism (University of Strathclyde)

Potential Career Pathways

Pupils who have enjoyed the NPA in Journalism will find the qualification to be a useful introduction to careers in:

- Broadcast and print journalism
- Film & TV production
- Creative writing
- Marketing and advertising
- Teaching

Course: Media – National 4, National 5 & Higher

Overview

From television to cinema, radio to podcasts, social media to blogs and vlogs, and everything in between – the media is a huge part of our everyday life. As such, skills in media analysis and production are more in demand all over the world.

Pupils who choose media from S3 onwards will develop skills in working with others, problem solving, analysis, digital literacy and research skills. The study of Media at all levels is split into two main areas:

Analysis of Media Content: Pupils watch and analyse a range of media texts, including sitcoms, horror film, music videos, film posters and TV adverts. They learn about key aspects such as representation, narrative, film language, genre and audiences through their study. Pupils also develop an awareness of the different roles of media within society, such as entertainment and education.

Creation of Media Content: Using the knowledge and skills gained through analysis of media texts, pupils plan and create their own media content, such as a short film or advert. They research content and audience needs, and use critical thinking skills to overcome institutional factors such as budget and laws.

Entry Requirements

Pupils who choose Media as an option in S3 will study the subject at either N3, N4 or N5 in S4. Their level of presentation will depend on their progress in S3 and S4.

If a pupil achieves N4 in S4, they will progress to N5 in S5.

If a pupil achieves N5 in S4, they will progress to Higher in S5.

Pupils are also encouraged to choose Media as a 'crash' subject in S5 or S6, especially if they have been successful in, or enjoyed, other creative and /or communication-based subjects.

Assessment Overview

At National 3 & National 4, all assessment is internal. Pupils will complete ongoing assessment tasks based on the analysis of media content they have studied in class. They will also plan, create and evaluate their own media content, such as a film poster or a storyboard.

At National 5 and Higher, assessment takes the form of externally assessed coursework (the Assignment) and a final exam. The Assignment is worth 50% of the total course award, and pupils must plan, create and develop their own media content, such as a film poster campaign or a short film. In the exam, also worth 50% of the course award, pupils answer analysis-based questions on media content they have studied in class, as well as unseen film posters.

Progression Pathways

Pupils who study and enjoy Media have no shortage of college and University courses to choose from. They can further progress towards a career in the Media industry by studying an HNC, HND or Degree in areas such as:

- Multimedia Journalism
- Film and TV production
- Screenwriting
- Marketing and Social Media

Potential Career Pathways

Media qualifications will equip learners for a wide range of jobs, including as a:

- presenter
- journalist
- video editor
- broadcast journalist
- social media manager
- photographer
- camera, lighting or sound operator
- set designer

Course: English – National 4, National 5 & Higher

Overview

Through the BGE and into the Senior phase, we offer a knowledge and skills-rich Literacy and English curriculum that develops communication in four main areas: Reading, Writing, Talking and Listening. At all stages, learners analyse and create texts for a range of purposes.

Reading: Learners access a wide variety of genres (poetry, prose, drama, and media) and develop strategies to understand their ideas, language and structure. Learners produce critical evaluations of literary texts to prepare for the Critical Essay at N5/Higher. In addition to this we work on Reading for Understanding, Analysis and Evaluation (RUAЕ) skills through investigating non-fiction texts.

Writing: Across the BGE, learners develop their writing skills in several genres including creative (poetry, short story, drama scripts) and functional (persuasive, discursive, informative and report). We work on developing sentence structure, language and spelling to create strong pieces of writing. These skills are refined in the Senior Phase as pupils work towards their Folio of writing.

Talking and Listening: This forms an integral part of our BGE and Senior courses – we ensure that there are many informal opportunities to develop talking and listening skills through class discussion and group work as well as more formal solo, pair and group presentations. Pupils learn to develop their presentation skills and build their confidence in this area, which is formally assessed in all Senior Phase courses.

Entry Requirements

All learners must study English until the end of S4. Their level of presentation in S4 will depend on their progress in S1-S3.

- If a learner has achieved Level 2 in English at the end of S3, they will attempt National 3 or 4 in S4.
- If a learner has achieved Levels 3 or 4 in English at the end of S3, they will attempt National 5 in S4.

Assessment Overview

At National 3 & National 4, all assessment is internal. Learners must complete mandatory Units in Reading, Writing, Talking and Listening. At N4, learners must also complete a project called the Added Value Unit (AVU), where they research and produce a report on a topic of their choice. Learners will achieve additional Literacy qualifications by completing the English Units.

At National 5 and Higher, assessment takes the form of externally assessed coursework (the Folio) and a final exam. Assessment is divided into three components: Folio, RUAЕ and Critical Reading

For the **Folio**, pupils independently plan, write and edit an extended piece of writing in a genre negotiated with their teacher. This is worth 30% of their course award.

Pupils complete a **Reading for Understanding, Analysis and Evaluation (RUAЕ)** exam, answering questions to show they have understood and can analyse the language used in complex non-fiction writing. This is worth 30% of their course award.

Pupils will also sit a **Critical Reading** exam, during which they write a Critical Essay on literature they have studied in class, and analyse a Scottish Text they are familiar with. This is worth 40% of their course award.

Progression Pathways

In the Senior Phase, English is offered at all levels: N3, N4, N5, Higher and Advanced Higher. Learners progress through these levels in a linear way, for example:

- If a learner has achieved N5 in S4, they progress to Higher in S5.
- If a pupil has achieved Higher in S5, they may choose Advanced Higher in S6.

Learners who enjoy, or experience success, in English are likely to be well-suited to the two additional subjects we offer in the Faculty: Media (N3-Higher) and NPA Journalism (Level 6).

Potential Career Pathways

Every potential career will require you to have a high standard of communication skills, so a good Pass at N5 or Higher will make you a desirable candidate for virtually every employer. However, if English is something that you particularly enjoy or excel in, potential career pathways include:

- Law
- Education (primary or Secondary)
- Journalism or Creative Writing
- Marketing
- Teaching English as a Foreign Language
- Arts and culture
- Digital Media
- Publishing

Course: Administration & IT – National 4

Overview

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Administration and IT skills have extensive application not only in employment but can be seen as essential life skills.

This course contains a significant practical component.

The following units of work are completed:

ADMINISTRATIVE PRACTICES

The purpose of this Unit is to give learners an introduction to administration within organisations, eg businesses, hospitals, leisure.

Students will begin to appreciate the nature of administration, key legislation affecting employees, key features of good customer care, the skills, qualities, and attributes required of junior administrators as well as organising and supporting events.

IT SOLUTIONS FOR ADMINISTRATORS

The purpose of this Unit is to develop skills in IT. Learners will use IT applications: word processing, spreadsheets, databases, to create, edit and update business documents.

COMMUNICATION IN ADMINISTRATION

The purpose of this Unit is to enable students to use IT for gathering and sharing information through PowerPoint presentations, desk top publishing and web-based technologies such as E-mail and E-diary.

ADMINISTRATION AND IT ASSIGNMENT

The purpose of this unit is to draw on the knowledge, understanding and skills developed in the other 3 units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event.

Entry Requirements

An interest in the subject is important when choosing Administration & IT.

Assessment Overview

To achieve the Administration and IT Course at National 4, learners must pass all the required Units, including an Added Value Unit which will involve a practical based assignment relating to organising and supporting small scale events.

Progression Pathways

Level 5 Administration & IT
Appropriate College courses

Potential Career Pathways

Learners will develop a range of both generic and subject-specific skills, including the ability to use the following IT applications: word processing, spreadsheets, databases, presentations, and desk top publishing; and the ability to use technology, including the internet, for electronic communication and investigation.

Pupils learn the skills, knowledge and understanding related to Administration & IT through practical activities. Its use of real-life contexts makes it relevant to the world of work and will enable learners to work towards industry standard in IT in an administrative-related context.

Course: Administration & IT – National 5

Overview

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

This course contains a significant practical component.

Pupils learn the skills, knowledge and understanding related to Administration & IT through practical activities. Its use of real-life contexts makes it relevant to the world of work and will enable learners to work towards industry standard in IT in an administrative-related context.

ADMINISTRATIVE PRACTICES

Candidates are introduced to the responsibilities of organisations, the skills, and tasks, (duties) of the administrative support functions and the impact of these in the workplace.

IT SOLUTIONS AND COMMUNICATION

Candidates develop skills in IT, problem solving, organising, and managing information. They select IT applications to create and edit business documents, gather, and share information and develop skills to communicate information.

Entry Requirements

National 4 Administration & IT.

Assessment Overview

Learners will be assessed through the combination of a question paper and an assignment.

Progression Pathways

Level 6 (Higher) Administration & IT
Appropriate College courses

Potential Career Pathways

Learners will develop a range of both generic and subject-specific skills, including the ability to use the following IT applications: word processing, spreadsheets, databases, presentations, and desk top publishing; and the ability to use technology, including the internet, for electronic communication and investigation.

The Course will support learners' personal and social development and will serve them very well in their day-to-day lives, as well as preparing them for the next stage in their education and for entering the world of work. Whatever path they choose, those who have completed this course will thus be able to play their part in the economic and social life of the 21st century effectively.

Course: Administration & IT – Higher

Overview

This course offers opportunities for pupils to develop the crucial skills and knowledge, which will allow them to access, understand and contribute to the dynamic and complex business environment. Pupils embarking on this course will develop a range of advanced IT skills for processing and managing information as well as acquiring skills in managing the organisation of events. This course is suitable for candidates who are interested in the management function of administration and advanced uses of digital technology.

ADMINISTRATIVE THEORY AND PRACTICE

This unit enables pupils to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Pupils will learn factors which contribute to the effectiveness of administration in terms of time and task management and for complying with workplace legislation. Customer care will also be studied.

IT APPLICATIONS

Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

Entry Requirements

Level 5 Administration & IT – Grade A or B
or with consultation with the teacher

Assessment Overview

Learners are assessed through a combination of a question paper and an assignment.

Progression Pathways

Further/Higher Education
Employment in an IT related career

Potential Career Pathways

This course will enable students to work towards industry standards in IT in an administration-related context. Students will develop a range of both generic and subject-specific skills, including the ability to use a range of functions, some of them complex, of the following IT applications: word processing, spreadsheets, databases, desktop publishing, presentation; the ability to take responsibility for key administrative tasks; and the ability to organise, manage and communicate relatively complex information. Students will also develop the ability to manage the organisation of events; the ability to comply with relevant health, safety and security legislation and workplace procedures; and the ability to solve problems in the context of administration.

Course: Business – National 4

Overview

Business plays an important role in society. We all rely on businesses to create wealth and wellbeing, prosperity, and jobs. The purpose of the Course is to develop learners' understanding of the way in which businesses operate in the current, dynamic, changing, competitive and economic environments, and to encourage entrepreneurial attitudes.

The following units of work are completed:

BUSINESS IN ACTION

In this unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners 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. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations, and human resources, and applying their understanding of these areas to support business planning and decision making.

INFLUENCES ON BUSINESS

In this unit learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive, and social environment in which businesses must operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

ADDED VALUE UNIT: ASSIGNMENT

In this unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across other Units of the course. This will be demonstrated by an assignment. The criteria for the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and how the findings may be presented.

Entry Requirements

An interest in the subject is important when choosing Business National 4.

Assessment Overview

All individual units are internally assessed, on a pass/fail basis, upon completion of the unit.

Progression Pathways

Level 5 Business Management
Appropriate College Course

Potential Career Pathways

A main feature of this course is the development of enterprise and employability skills; learners will gain a better understanding of the personal qualities and attributes required of people involved in business. This will be facilitated through activities to demonstrate understanding of risk taking and decision making, thereby enabling learners to cope more easily in our rapidly changing business environments.

The knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that learners can manage their own personal financial affairs with confidence, and gain a better understanding of the impact of economic issues on their lives.

Course: Business – National 5

Overview

Business plays an important role in society. We all rely on businesses to create wealth and wellbeing, prosperity, and jobs. A main feature of the course is the development of enterprising skills and employability skills.

The course comprises of 5 areas of study:

UNDERSTANDING BUSINESS

Candidates are introduced to the business environment and the role of different types of organisations in society.

MANAGEMENT OF MARKETING

Candidates learn about how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

MANAGEMENT OF OPERATIONS

Candidates learn about the processes and procedures used to maintain quality through the effective management of supplies, inventory, and methods of production in an ethical manner.

MANAGEMENT OF PEOPLE

Candidates learn about how employees contribute to the success of organisations.

MANAGEMENT OF FINANCE

Candidates learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

Entry Requirements

National 4 Business.

Assessment Overview

Learners will be assessed through the combination a question paper and an assignment.

Progression Pathways

Level 6 Business Management (Higher)
Appropriate College courses

Potential Career Pathways

This course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make and effective contributions to society as consumers, employees, employers and self-employed people.

Course: Business – Higher

Overview

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs, and choices. It is essential to have effective businesses and managers if they are to be successful. Business Management is for anyone who wishes to find out and learn about the business world. You will study real life organisations and learn how businesses start up, the resources they use, the main functional areas and the types of decisions that are made.

In the course you will be studying the following units:

UNDERSTANDING BUSINESS

In this unit, pupils will learn about the features and characteristics of large business organisations. They will also explore issues relating to the internal and external environment in which larger organisations operate and the effect this can have on decision making and profitability.

MANAGEMENT OF MARKETING AND OPERATIONS

In this unit, pupils will analyse and evaluate the effectiveness of a range of marketing activities and understand how they can be used to enhance customer satisfaction. In operations they will study a production process, inventory control and quality as well as evaluating the use of existing and emerging technologies.

MANAGEMENT OF PEOPLE AND FINANCE

In this unit, pupils will learn how the management of people can meet the objectives of large organisations through recruitment and selection, training, employee relations and legislation. They will also analyse how the management of finance contributes to the effectiveness of large organisations.

Entry Requirements

Level 5 Business Management A or B
Higher English (S6 only)

Assessment Overview

Learners will be assessed through a combination of a question paper and an assignment.

Progression Pathways

Further Education courses
Higher Education courses

Potential Career Pathways

The course develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through developing students' knowledge of financial management in a business context. The study of Business Management is suitable for all students interested in entering the world of business, whether that be as a manager, employee or self-employed person, as it gives students knowledge of the business environment.

Course: French & Spanish – National 4 & 5

Overview

The aim of this course is to further develop the skills of reading, listening, talking and writing in order to understand and use the foreign language in a variety of contexts. Learners will have the opportunity to extend their skills in communication, independent learning, critical literacy, personal, interpersonal and team working and creative thinking.

Understanding Language (National 5)

The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in the modern language and to understand detailed written and spoken language in the contexts of society, learning, employability, and culture.

Using Language (National 5)

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in the modern language, and to use detailed written and spoken language in the contexts of society, learning, employability, and culture.

Course assessment (National 5)

An external exam will take place to assess all four skills in the Modern Language.

Entry Requirements

Entry to this course would be the successful completion of introductory language skills as taught in S1 – S3.

Assessment Overview

NATIONAL 4

This course is completed in class under assessment conditions. It consists of 3 elements :

Understanding Language : learners can develop their reading and listening skills in a Modern Language

Using Language : learners can develop their talking and writing skills in a Modern Language

Added Value Unit : The general aim of this Unit is to provide learners with the opportunity to apply their language skills to investigate a chosen topic in the modern language. This assignment will allow the learner to demonstrate challenge and application.

NATIONAL 5

All four skills are assessed : Talking (25%), Reading (25%), Writing (25%), Listening (25%).

External exam:

- Paper 1 : Reading and Writing (job application)
- Paper 2 : Listening

Talking will be carried out internally with the class teacher and will be in the form of a short presentation followed by a short conversation.

A Writing assignment will be completed under exam conditions in class, then submitted to and marked by SQA.

The assessment will be graded A – D. The pupil’s overall grade will be based on their performance across the four skills of the course assessment.

Progression Pathways

This course may provide progression to Higher in the foreign language or to the study of other languages.

Potential Career Pathways

Course: French - Higher

Overview

The aim of Higher French is to enable students to begin to use the language independently and in a more flexible way. It is not simply for those wishing to continue the study of languages at University but it is also for those wishing to enhance their employment prospects at home and within Europe. By choosing a language, pupils can increase their opportunities to work abroad in the future, or take part in college-based work experience abroad. They are also able to enhance their future prospects of job mobility and choice.

Understanding Language (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in the modern language and to understand detailed written and spoken language in the contexts of society, learning, employability, and culture.

Using Language (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in the modern language, and to use detailed written and spoken language in the contexts of society, learning, employability, and culture.

Course assessment (Higher)

An external exam will take place to assess all four skills in the Modern Language.

Entry Requirements

National 5 French

Assessment Overview

All four skills are assessed : Talking (25%), Reading (25%), Writing (25%), Listening (25%).

External exam:

- Paper 1 : Reading and Writing
- Paper 2 : Listening

Talking will be carried out internally with the class teacher and will be in the form of a conversation in the Modern Language.

A Writing assignment will be completed under exam conditions in class, then submitted to and marked by SQA.

The assessment will be graded A – D. The pupil's overall grade will be based on their performance across the four skills of the course assessment.

Progression Pathways

Many degree courses at University now offer combined degrees such as Marketing and Languages, Business Studies and Languages etc. A Higher in Modern Languages is a considerable asset in the world of work as more companies have business dealings in Europe and beyond.

Potential Career Pathways

Course: Modern Languages for Life & Work – Level 4 & Level 5

Overview

You have the opportunity to learn French, Spanish and German. The course allows pupils to build not only their language skills, but their employability skills.

Entry Requirements

This Award is open to all learners, regardless of age, academic experience or ability.

Assessment Overview

This course is completed in class under assessment conditions. It consists of 3 elements :

Modern Languages for Life : learners can develop their reading and listening skills in a Modern Language

Modern Languages for Work: learners can develop their talking and writing skills in a Modern Language

Building Employability Skills : The general aim of this Unit is to provide learners with the opportunity to create a CV, explore different jobs and their roles and responsibilities.

Progression Pathways

Pupils can continue their interest in languages within National 4 or National 5 French or Spanish.

Potential Career Pathways

By building employability skills, learners are able to use these in any career they choose to focus on.

Course: Web Design – Level 5

Overview

This award aims to cover the following three topics:

- website design and development
- website graphics
- interactive media

The purpose of the NPA Web Design is to allow learners to develop the technical skills required to create websites and graphics and add interactivity to websites. There is also a focus on the importance of the website development process. The qualification will offer learners foundation skills in web design and provide a suitable qualification to permit progression to a higher level of study, such as a National Certificate in Computing with Digital Media, or similar awards at an appropriate level.

For Pupils:

Although the course is largely practical based there is a clear emphasis on the combination of knowledge and skills. Pupils will design and create a variety of websites through the interpretation of wireframes and develop programming skills. The course enhances computational thinking skills and helps to develop academic skills particularly ICT, numeracy and problem-solving skills.

Skills & Knowledge

- ◆ skills in writing code in HTML, CSS and JavaScript
- ◆ skills in sketching wireframes to design website layout
- ◆ an understanding of usability and legal implications associated with web design
- ◆ practical creativity and problem-solving skills
- ◆ develop workplace skills relevant to careers in web design

Entry Requirements

- Be practical
- Have experience of writing code
- Be creative
- Take pride in their work
- Show attention to detail
- Confident in using different types of ICT
- Have self-discipline
- Have a good work ethic

Assessment Overview

- 3 x Multiple-choice closed-book assessments (25 marks each)
- 3 x Practical open-book assignments

Progression Pathways

N5/Higher Computing Science (Discuss directly with teacher)

Potential Career Pathways

Web designer

Course: Graphic Communication – National 5 & Higher

Overview

For Parents:

As the name suggests Graphic Communication is the process of creating, producing and distributing images, drawings and visuals through a variety of different media to express data, concepts or emotions. This is typically from preliminary sketches and ideas through to production drawings and finally promotional material. The course covers the use of technical graphics in education, construction, industry and commerce and offers students the opportunity to communicate and develop in a stimulating, logical yet creative environment.

For Pupils:

This course involves technical drawing (2D & 3D), freehand sketching, colour rendering (pencil, marker and pastel), 2D computer aided drawing, 3D modelling, and desktop publishing. It will also involve the knowledge & interpretation of all graphics including colour theory, BSI symbols, hardware, software, building plans, and much more!

Skills & Knowledge covered in the course

- Producing preliminary, production & presentation graphics in familiar contexts
- Spatial awareness in familiar 2D, 3D & pictorial situations
- Applying design skills, including creativity, when developing solutions to design tasks
- Using standard graphic communication equipment, software & materials effectively
- Knowledge of the impact of Graphic Communication technologies in our environment and society
- Knowledge of computer-aided graphics techniques
- Knowledge of colour, illustration and presentation techniques.

Entry Requirements

National 5

- Enjoy sketching & drawing
- Have good spatial intelligence (2D-3D)
- Take pride in their work
- Show attention to detail
- Measure accurately
- Be logical / mathematical
- Be creative / artistic

Higher

N5 Graphic Communication (preferably at A or B) and:

- Enjoy sketching & drawing
- Have good spatial intelligence (2D-3D)
- Take pride in their work
- Show attention to detail
- Measure accurately
- Be logical / mathematical
- Be creative / artistic

Assessment Overview

National 5

2 Hour Question Paper (80 marks)

8 Hour Graphic Assignment (40 marks)

Higher

2.5 Hour Question Paper (90 marks)

8 Hour Graphic Assignment (50 marks)

Progression Pathways

BGE-Technical
N4 Graphic Communication
N5 Graphic Communication
Higher Graphic Communication
*Advanced Higher Graphic Communication

Potential Career Pathways

Architecture, Engineering (Mechanical, Civil etc), Construction, Design (Product, Interior, etc.) CAD Technician, Graphic Designer, Apprenticeships and much more!

Course: Design & Manufacture – National 5 & Higher

Overview

For Parents:

The course introduces students to the world of product design and manufacturing. In the course students will use creativity and logical thinking to solve various problems. The course provides students with an opportunity to develop skills in the design and manufacture of prototypes and the knowledge and understanding of manufacturing processes and materials. It also offers an insight into the impact of technology on our environment and society.

For Pupils:

This course involves designing through folio work and various research, creative, logical and modelling tasks. The design process involves problem solving, analysing, investigating, sketching, drawing (manual & CAD), evaluating and also the manufacture of prototypes. This will build a knowledge and understanding of the designing and manufacturing industries.

Skills & Knowledge

- Using a range of research techniques
- Applying a range of basic idea generation - techniques
- Evaluating existing products
- Selecting and using a range of tools, equipment, software and materials in designing, making and testing prototypes
- Using graphical techniques to visually represent design solutions
- Basic knowledge of the impact of design and manufacturing technologies on our environment and society
- Basic knowledge of manufacturing processes and the properties and uses of materials

Entry Requirements

National 5

- Enjoy problem solving
- Enjoy designing & making
- Be creative
- Be practical
- Take pride in their work
- Show attention to detail
- Measure accurately
- Have an inquisitive nature

Higher

N5 Design & Manufacture (preferably A/B) and:

- Enjoy problem solving
- Enjoy designing & making
- Be creative
- Be practical
- Take pride in their work
- Show attention to detail
- Measure accurately
- Have an inquisitive nature

Assessment Overview

National 5

1 hour 45 min Question Paper (80 marks)

Assignment – Design (55 marks)

Assignment – Practical (45 marks)

Higher

2 hour 15 min Question Paper (80 marks)

Assignment – Design (90 marks)

Progression Pathways

BGE-Technical

N4 Design & Manufacture

N5 Design & Manufacture

Higher Design & Manufacture

*Advanced Higher Design & Manufacture

Potential Career Pathways

Engineering (Mechanical, Civil etc), Design (Product, Interior, Building etc.) Manufacturing Industry, Apprenticeships and much more!

Course: Practical Woodworking – National 4 & National 5

Overview

For Parents:

The Course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity. The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood. The Course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

For Pupils:

Although the course is largely workshop based there is a clear emphasis on the combination of knowledge and skills. Pupils will manufacture a variety of models in wood through the interpretation of working drawings and develop their manual dexterity. The course enhances practical creativity and fosters a disciplined work ethic.

Skills & Knowledge

- 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

Entry Requirements

National 4

- Be practical
- Have good dexterity
- Be creative
- Take pride in their work
- Show attention to detail
- Measure accurately
- Have self-discipline
- Have a good work ethic

National 5

1 hour Question Paper (30 marks)
Practical Activity (70 marks)

Assessment Overview

National 4

Mandatory Units:

- Flat Frame Construction (6 SCQF credit points)
- Carcase Construction (6 SCQF credit points)
- Machining and Finishing (6 SCQF credit points)

Added Value Unit:

- Making a finished product from wood (6 SCQF credit points)

National 5

1 hour Question Paper (30 marks)
Practical Activity (70 marks)

Progression Pathways

BGE-Technical
N4/5 Design & Manufacture
N4/5 Practical Woodworking

Potential Career Pathways

Furniture/Cabinet making, Manufacturing Industry, Joinery and other apprenticeships and much more!

Course: Computing Science – National 5 & Higher

Overview

For Parents:

Some of the biggest innovations we see today stem from computer science. Studying this subject encourages innovation and creativity by challenging students to develop new solutions and applications that can change the way we live and work. There's no question that computer science is transforming our world, and with that comes a great demand for experts in this field. It encourages students to become successful, responsible and creative in using technologies, and to develop a range of qualities and transferable skills such as flexibility, perseverance, confidence and enterprise. All these open a wide range of career and study opportunities.

For Pupils:

Computer Science and the problem solving and IT skills it develops can be useful in many different careers such as information technology and information management, engineering and manufacturing, construction, broadcast media and performing arts, management, journalism and publishing, and medical technology.

The aim of National 5 computing science is to highlight how computing professionals are problem-solvers and designers and focuses on the far-reaching impact of information technology on our environment and society.

The 4 main areas you will build your knowledge and practical skills in are:

Web Design and Development

This unit allows pupils to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and JavaScript.

Software Design and Development

Pupils develop their programming and computational-thinking skills by building practical solutions and explaining how these programs work. They are expected to analyse problems and design, implement, test, and evaluate their solutions. Pupils will create software solutions using LiveCode.

Database Design and Development

Pupils develop knowledge, understanding and practical problem-solving skills in database design and development through a range of practical and investigative tasks. Pupils will use a range of development tools such as SQL.

Computer Systems

Pupils develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Skills & Knowledge covered in the course

- Using computational thinking skills to think logically and solve problems
- Develop a knowledge and understanding of the main concepts of Computing Science
- Develop skills in analysis, design, implementation, testing and evaluation
- Communicate computing ideas using appropriate terminology
- Build on communication and team working skills
- Develop an understanding of the role and impact of computing science in a changing world

Entry Requirements

National 5

- Achieved National 4 Computing Science award
- Problem solving skills
- Good team working skills
- Excellent resilience
- Take pride in their work
- Communication skills

- Show good attention to detail
- Be creative
- Be able to analyse and come up with solutions to problems.
- Have a passion for Computing Science

Higher

- Achieved National 5 Computing Science award
- Problem solving skills
- Good team working skills
- Excellent resilience
- Take pride in their work
- Communication skills
- Show good attention to detail
- Be creative
- Be able to analyse and come up with solutions to problems.
- Have a passion for Computing Science

Assessment Overview

National 5

- 1hr 30mins written exam (80 marks)
- 6-hour practical assignment (40 marks)

Higher

- 1hr 30mins written exam (80 marks)
- 6-hour practical assignment (40 marks)

Progression Pathways

Higher Computing Science

* Advanced Higher Computing Science

NPA Web Design

HNC Cyber Security (At college)

Potential Career Pathways

Studying Computing Science opens up a wide array of career opportunities. Along with traditional computing jobs more and more employers are looking for employees with good digital skills which can be gained from studying Computing Science.

Potential careers include Software Developer, Web Designer/Developer, Database Developer, Application Developer, Digital forensics, Cyber Security Analyst, Penetration Tester, Games Developer/Designer/Tester, Cyber Technical Analyst and many more...

Course: Physical Education – National 5 & Higher

Overview

Entry Requirements

National 5

- Always brings PE kit. It is an expectation of you, and we have high standards
- Attendance. We will cover a lot; you need to be present.
- Be prepared to work with others – not just your friends.
- Be prepared for theory – PE requires a mix of classroom and practical lessons.
- Use of Teams. All Teachers post lessons/homework – you are expected to use this effectively.
- Show the School values – you have elected to be in the subject, make sure your behaviour is of the highest possible standards.

Higher

An A or B pass at National 5

Assessment Overview

National 5

You will be assessed over:

- Two Practical Performances. (60 marks)
- A written Portfolio (60 marks)

Higher

You will be assessed over:

- Two Practical Performances (50 marks)
- A 2 and a half written exam (50 marks)

Progression Pathways

National 4 PE

National 5 PE

Higher PE

Potential Career Pathways

- | | |
|------------------------------|---------------------------------|
| • Sports Coach | • Performance Analyser |
| • Journalist | • Strength & Conditioning Coach |
| • Photographer | • Performance Life stylist |
| • Broadcaster | • Sports Development |
| • Reported | • Marketing Officer |
| • Match Official | • Events Organiser |
| • Physiotherapist | • Nutritionist |
| • Sports Psychologist | • Professional Athlete |
| • Active Schools Coordinator | • PE Teacher |

Course: Practical Cookery – National 5

Overview

You will cover a variety of topics from Food Preparation Techniques to Weighing and Measuring Equipment!

Entry Requirements

National 4 Practical Cookery or have an interest in food and cooking

Assessment Overview

You will be assessed throughout the year on Practical Cooking Skills which will be worth 82 marks in the final exam.

You will be expected to create detailed time plans which are worth 18 marks.

You will sit a one hour written exam worth 30 marks.

Progression Pathways

Potential Career Pathways

- Chef
- Nutritionist

Course: Photography NPA – Level 5

Overview

You will have the opportunity to develop skills in

- co-operative working
- communication skills
- research skills
- planning
- organising
- decision making
- problem solving
- ICT
- creative digital technology

The main content includes:

- camera operations
- camera care
- camera handling
- tutorials and practical demonstrations
- simple concepts, eg lighting, lighting composition and framing
- reviewing the work of prominent photographers and their work
- capturing good images
- making simple adjustments and enhancements to images
- editing and presentation
- storing photographs
- outputs, eg print online, mobile applications
- folio work
- exhibition work

Entry Requirements

Assessment Overview

There are 4 units, which are completed for this award:

- Understanding Photography
- Photographing People
- Photographing Places
- Working with Photographs

Progression Pathways

Potential Career Pathways

Photographer

Course: Art & Design – National 3, National 4, National 5, Higher & Advanced Higher

Overview

Advanced Higher

Advanced higher Art and Design usually builds on prior knowledge, skills and experience successfully gained from the Higher course. However, at this level allows pupils to work in a more specialised area in far greater depth. At the start of the year pupils will have a discussion with their teacher on which area they would like to specialise in (Design or Expressive Enquiry). Based on these discussions pupils will determine an area of personal interest which they will create work around to submit for their SQA portfolio. This is a fantastic opportunity for pupils who are wishing to pursue a career in the creative industries to use this time to create a body of work that will also form as a folio submission to prospective Creative Industry courses pupils are hoping to apply to.

Course content:

The main area of study will be **EITHER**;

Design Enquiry

This involves identifying and selecting a design brief on a theme of the pupils choice and creating pieces that also work around any Design problems which may arise and evaluate this. During this process pupils will be expected to study Designers' work and practice to help inform their own studies.

OR

Expressive Enquiry

This involves identifying a theme which will have enough depth to sustain them for the entirety of the course and evaluate their work. During this process pupils will be expected to study Artists' work and practice to help inform their own studies.

Higher

Section 1:

Art and Design: Expressive Activity Unit- This unit is a combination of both practical and theory. The practical section of the unit allows pupils to develop their skills in the Expressive element of the course, working through three stages : Research, Development and Final Solution. Throughout these stages pupils will explore a range of media, drawing techniques and media handling skills developed through compositions and a study of the visual elements. This unit will also be accompanied by the study of artists work in their practical folio. The theoretical part of the course consists of research and analysis of two artists's work using knowledge and experience gained from the practical folio to assist in critical studies.

Art and Design: Design Activity Unit- This unit is a combination of both practical and theory. The practical section of the course enables pupils to select an area of design for this session in Ceramics, Product Design, 2D Design or 3D Design. This unit like the Expressive section also consists of of three stages: Research, Development and Final Solution. Throughout these stages pupils will learn a variety of skills and explore a range of materials and techniques. This will also be accompanied by the study of Designers work in their practical folio. With the theoretical part of the course again will consist of research and analysis of two designers work using knowledge and experience gained from the practical folio to assist in critical studies.

Section 2:

Exam Question Paper- The question paper is based on the Artists and Designers studied in the Expressive and Design Activities undertaken throughout the year. This allows pupils to showcase their knowledge and understanding of Art and Design through an extended written response.

National 5

Section 1:

Art and Design: Expressive Activity Unit- This unit is a combination of both practical and theory. The practical section of the unit allows pupils to develop their skills in the Expressive element of the course, working through three stages : Research, Development and Final Solution. Throughout these stages pupils will explore a range of media, drawing techniques and media handling skills developed through compositions and a study of the visual elements. This unit will also be accompanied by the study of artists work in their practical folio. The theoretical part of the course consists of research and analysis of two artists’s work using knowledge and experience gained from the practical folio to assist in critical studies.

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Section 2:

Exam Question Paper- The question paper is based on the Artists and Designers studied in the Expressive and Design Activities undertaken throughout the year. This allows pupils to showcase their knowledge and understanding of Art and Design through an extended written response.

What is the difference between National 4 and National 5?

Pupils are still expected to complete the same quantities of work for their Expressive and Design Folio as the National 5’s, along side Artist and Design analysis writing. However at the end of the course, National 4’s will not have to sit an external written exam or submit folio work externally (e.g. drawings, paintings, ceramic pots etc.) as this is marked internally by the school department (following SQA external quality assurance to meet national standards). The marks received are pass or fail for this level and will show on pupils SQA qualification certificates.

National 4

Art and Design: Expressive Activity Unit- This unit is a combination of both practical and theory. The practical section of the unit allows pupils to develop their skills in the Expressive element of the course, working through three stages : Research, Development and Final Outcome. Throughout these stages pupils will explore a range of media, drawing techniques and media handling skills developed through compositions and a study of the visual elements. This unit will also be accompanied by the study of artists work in their practical folio. The theoretical part of the course consists of research and analysis of two artists’s work using knowledge and experience gained from the practical folio to assist in critical studies.

Art and Design: Design Activity Unit- This unit is a combination of both practical and theory. The practical section of the course enables pupils to select an area of design for this session in Ceramics, Product Design, 2D Design or 3D Design. This unit like the Expressive section also consists of of three stages: Research, Development and Final Outcome. Throughout these stages pupils will learn a variety of skills and explore a range of materials and techniques. This will also be accompanied by the study of Designers work in their practical folio. With the theoretical part of the course again will consist of research and analysis of two designers work using knowledge and experience gained from the practical folio to assist in critical studies.

Added Value Unit- Practical Activity – To be achieve National 4 Art and Design pupils must complete and pass both units alongside their Final outcome (Added Value Unit). The Added Value Unit is a means of finalizing and showcasing skills, knowledge and understanding gained from the course through completion of a final solution (final piece) for both Expressive and Design Units.

Entry Requirements

A pass or A/B at previous level.

Assessment Overview

SQA marks both the practical and theoretical/written exams are marked separately and then they gather together both sets of marks to give Learners their overall grade.

N5 MARKING:-

The practical folio's are marked out of a 100 each e.g.

Expressive folio 100 marks + Design Folio 100 marks = Total of 200 marks

The theory/ written exams are marked out of 50 e.g.

Expressive section 25 marks + Design section 25 marks = Total of 60 marks

Collated marks

Practical folio 200 marks + Theory/Written exam 50 marks = Learners Final Grade 250

A pass is 174/250 - B pass is 149/250 - C pass is 124/250 - D pass is 99/250

HIGHER

The practical folio's are marked out of a 100 each e.g.

Expressive folio 100 marks + Design Folio 100 marks = Total of 200 marks

The theory/ written exams are marked out of 60 e.g.

Expressive section 30 marks + Design section 30 marks = Total of 60 marks

Collated marks

Practical folio 200 marks + Theory/Written exam 60 marks = Learners Final Grade 260

A pass is 178/260 - B pass is 152/260 C pass is 126/260 - D pass is 100/260

ADVANCED HIGHER

What happens for the exam?

Marks are allocated as follows:

Section 1 — practical design work 64 marks Section 2 — contextual analysis 30 marks Section 3 — evaluation 6 marks = 100 marks

Pupils will submit a portfolio of work which will be externally marked by SQA.

There is a minimum of 8 single sided A1 sheets or equivalent and a maximum of 12 single sided A1 sheets or equivalent must be submitted to the SQA.

If the practical work exceeds the maximum, a penalty is applied.

The contextual analysis has a maximum of 2,000 words. If the word count exceeds the maximum by more than 10%, a penalty is applied.

Progression Pathways

Our school teaches Art & Design between N3 & Advanced Higher level,

Careers in Art & Design are growing day by day. Art & Design is all about creating things which are appealing to the eye coupling both aesthetic appeal and function. The two different areas may seem different, but both serve a vital part in our constantly changing environment / society. If a person knows what looks good, have a sense of why they like it, then they have a creative eye for detail coupled with a good sense of colour, shape and form.

Careers in Art vary, and a pupil could either go to college or further education like studying at Arts School. Whatever the role in art that person will constantly be creative, come up with new ideas and develop their own artistic style. It's challenging but exciting with a creative career full of possibilities for the future.

COLLEGE ENTRY QUALIFICATIONS:-

NC & NQ Access - FULL TIME – Fine Art or Graphic Design -

New College Lanarkshire - City of Glasgow College - Glasgow Clyde College - Glasgow Kelvin College - Ayrshire College - Borders College - Dumfries and Galloway College

HNC & HND Access - FULL TIME – Fine Art or Graphic Design -

City of Glasgow College - Dumfries and Galloway College - Borders College - Ayrshire College

Degree, DipHE & CertHE Access – FULL TIME - COURSES FINE ART & DESIGN

Glasgow School of Art, Robert Gordon University, City of Glasgow College, Edinburgh College, Edinburgh Napier University, Glasgow Caledonian University, Glasgow Clyde College, Abertay University, Heriot-Watt University

Potential Career Pathways

Fine Teacher, Artist, Graphic Designer, Architect, Web Designer, Product Designer, Animator, Film Maker, Publisher, Art Critic, Art Director, Illustrator, Painter, Landscape Designer, Packaging Designer, Interior Designer, Industrial Designer, Costume Designer, Fashion Designer, Theatre Designer, Television Designer, Digital Artist, Retail Designer, Photographer, Model Maker, Jewellery Designer, Sign Maker, Art Curator, Sculptor, Arts Administrator, Arts Coordinator, Art Worker, Art Therapist, Print Maker, Brand Manager, Cartoonist Tattoo Artist, Art Director, Make up Artist, Software Designer, Cartographer, Photo Journalist, Food Stylist, Potter/Ceramicist, Florist, Museum Director, Art Historian, Newspaper Artist, Magazine Designer, Greeting Card Designer, Textile Designer, Performance Artist, Craft Artist, Modeller, Hairdresser.

Course: Digital Media – SCQF Level 4, 5 & 6

Overview

The purpose of the **Digital Media: Audio** unit is to allow learners to gain/broaden their knowledge of audio creation and editing digital audio. Learners are required to acquire and edit pieces of digital audio and combine these into a single digital product. At all levels project planning skills are incorporated into this unit. In addition, at level 5 and 6, learners' evaluative skills are developed.

The purpose of the **Digital Media: Moving Images** unit is to allow learners to gain/broaden their knowledge of moving image creation and editing. This may be in the form of animation or video. Learners are required to acquire and edit moving image material and combine it into a single digital product. At all levels project planning skills are incorporated into this unit. In addition, at level 5 and 6, learners' evaluative skills are developed.

The purpose of the **Digital Media: Still Images** unit is to allow learners to gain/broaden their knowledge of still image creation and editing. Learners are required to acquire and edit a number of still images and then combine these into a single digital product. At all levels project planning skills are incorporated into this unit. In addition, at level 5 and 6, learners' evaluative skills are developed.

The qualification aims to provide foundation knowledge and skills in digital media to foster an interest in this area with the aim of increasing the number of learners choosing this field as a future career path. The progression through SCQF levels 4, 5 and 6 is accomplished by increasing the:

- **amount** of content (higher levels contain new topics)
- **scope** of content (higher levels expand the content)
- **complexity** of content (higher levels include more complex content)
-

Specific aims/skills gained through the qualifications

1. Deliver contemporary knowledge of digital media and develop abilities in the application of this knowledge.
2. Provide contexts in which to develop knowledge and skills relevant to the use of audio, moving images and still images.
3. Provide a recognised core of competences in digital media, while providing centres with choice to customise the award to local needs.
4. Develop academic rigour in design and planning in the context of digital media.
5. At SCQF levels 5 and 6, develop academic rigour with respect to problem solving, analytical thinking and evaluative skills in the context of digital media.
6. Develop vocational skills relevant to careers in digital media.
7. Facilitate progression to further study in digital media or related fields.
8. Make learners aware of the legal implications that must be considered when dealing with digital media.
9. Attract more women to computer science

Entry Requirements

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience.

- Any one of the component units, done on a free standing basis
- National 2 Information and Communications Technology
- National 3/4/5 Computing Science
- While possession of one or more of these qualifications would be advantageous to learners, they are not prerequisites.

Assessment Overview

Evidence of learners' underpinning knowledge from each outcome should be gathered towards the end of each unit. This may be in the form of multiple-choice questions, particularly at level 4 or through short response questions. Evidence of learners' practical editing skills should be assessed through the undertaking of a single project to meet a given brief.

Briefs should be supplied to learners and, where possible, should be wide enough to allow the learner to relate it to one of their own extra-curricular interests, while still achieving the relevant performance criteria. For example, sports, music, gaming, fashion, etc.

There is scope, for those undertaking the group award, to combine assessments from two or more units. For example, this could take the form of a video with accompanying voice over that would allow a learner to achieve the performance criteria from both the *Digital Media: Moving Images* (video) and *Digital Media: Audio* (voice over) units.

Progression Pathways

The NPAs in Digital Media have a hierarchical structure composed of three National Units at SCQF level 4, SCQF level 5 and SCQF level 6. This provides a clear pathway for learners to progress through the levels.

In addition, learners may progress to external qualifications. Suitable awards for progression include:

- NPA in Computer Networks and Systems at SCQF level 5
- NPA in Software Development at SCQF levels 4/6
- NPA in Digital Media Animation at SCQF level 5
- NPA in Computers and Digital Photography at SCQF level 5
- NPA in Cyber Security SCQF at levels 4/5/6
- NPA in PC Passport at SCQF level 4/5/6
- NPA in Web Design at SCQF level 5
- Computing Science at National 5

The above is not an exhaustive list. There are many other appropriate full/part-time courses at SCQF levels 5 and above in a wide range of subject areas.

Potential Career Pathways

Course: Music with Performing – Level 4, 5, 6 & 7

Overview

You will learn about a variety of different styles of music and concepts with them. Creating original music through composing, arranging or improvising. You can receive Instrumental lessons to support your skills development. Lessons with tutors are ½ a period on rotation each week to ensure you are not missing the same class twice.

Entry Requirements

Interest in learning new instruments

Assessment Overview

Level 4

- AVU ASSESSMENT
- Perform an 8 minute programme across both instruments and evaluate.

Level 5

- Perform an 8 minute programme across both instruments.
- Compose a short 1 minute piece
- Listening paper

Level 6

- Perform a 12 minute programme across both instruments.
- Compose a short 1.30 min piece
- Listening paper

Level 7

- Perform a 18 minute programme across both instruments.
- Compose a short 2 min piece
- Listening paper

Progression Pathways

L3 to L7

Potential Career Pathways

It is clearly documented that studying Music can lead to develop wider skills for all career paths

- Dexterity
- Creativity
- Leadership
- Organisation
- Discipline
- Resilience
- Evaluative skills
- Planning and Multi-tasking
- Working well with others
- Communication



Course: Music with Technology – Level 4, 5 & 6

Overview

Develop skills in music technology software and hardware to create soundscapes for...

- game design
- film soundtracks
- dance tracks
- recording songs

Develop listening skills in 20th/21st c. Music as well as learning about intellectual property law

Entry Requirements

Assessment Overview

Level 4

- AVU ASSESSMENT
- Folio to be submitted on chosen production (film, game, song, radio show, football commentary)

Level 5

- Folio same as above with 2 productions lasting between 1-3 minutes. (70% of mark)
- Listening paper (30% of mark)

Level 6

- Folio lasting at least 4 minutes in length and involve at least 10 tracks. (70% of mark)
- Listening paper (30% of mark)

Progression Pathways

L4 – L6

Potential Career Pathways

It is clearly documented that studying Music can lead to develop wider skills for all career paths

- Dexterity
- Creativity
- Leadership
- Organisation
- Discipline
- Resilience
- Evaluative skills
- Planning and Multi-tasking
- Working well with others
- Communication



NEW COLLEGE LANARKSHIRE



Royal Conservatoire of Scotland



Edinburgh Napier UNIVERSITY



Course: Music Performing – NPA Level 6

Overview

Develop a range of practical skills and allow pupils to gain skills and knowledge through

- Music promotion
- Planning, executing and evaluating a creative project
- Technical support

Entry Requirements

It is recommended before you choose this course you have achieved the core skills at SCQF Level 4.

Assessment Overview

Mandatory Units

- Live Performance- Level 6

(Contribute to the preparation of a programme of music for a live performance, evaluate own performance of music at a short live event and participate in the performance of a programme of music at a longer live event and implement identified strategies for improvement)

- F3F4 Performing Unit on one voice/instrument- Level 6 (10 minute programme)

Optional Units - You must choose one from the four below

- F3F4 Performing Unit on one voice/instrument- Level 5 (4 minute programme)
- Creative Project – Level 6
- Music: Technical Support – Level 6
- Music: Promotion in the Music Industry- Level 6

Progression Pathways

Potential Career Pathways

It is clearly documented that studying Music can lead to develop wider skills for all career paths

- Dexterity
- Creativity
- Leadership
- Organisation
- Discipline
- Resilience
- Evaluative skills
- Planning and Multi-tasking
- Working well with others
- Communication



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UNIVERSITY



Course: Creative Industries – SCQF Level 4 & 5

Overview

The course provides an introduction to the creative industries in the UK with a focus on experiential learning.

Learners will investigate a range of sectors and career opportunities in the creative industries before selecting a sector and job role of personal interest on which to focus. Learners will have the opportunity to practise and develop specific practical skills, learn the key stages of a creative process and work as part of a team to plan and implement a creative project.

A key focus of the course is to provide learners with the opportunity to work with others to plan, develop, implement and evaluate a creative project in response to a given brief.

This course is ideally suited to a wide range of creative contexts, eg:

- Musical show.
- Art exhibition/display.
- Production of school yearbook.
- Production of music CD.
- Drama production.
- Animated short film.
- Website or blog.
- Fashion show.
- Community project.

The course also provides opportunities to deliver the creative project through cross-curricular activities. For example, a musical production could involve music, dance, drama and art.

Entry Requirements

Assessment Overview

Level 4

The Group Award at SCQF level 4 offers realistic opportunities for holistic assessment across Outcomes and Units. Assessment will be on-going and integrated, and candidates will be expected to keep a record of their work in a folio. A key strand to undertaking and completing the award successfully centres on self-analysis and evaluation of course work, promoting candidate confidence in the skills needed for everyday use as a creative practitioner.

For example:

- understanding the different media involved in the creative industries
- identifying and using appropriate tools and resources for an agreed brief
- rehearsing and presenting a final production/product, and
- developing the ability to evaluate the final production and their contribution to it

Level 5

Unit assessment

Creative Industries: An Introduction (National 5) Written and/or oral evidence is required for this unit.

Written and/or oral evidence for outcomes 1, 2 and 3 is required to show learners' understanding of the creative industries, job roles, career options and the skills and qualifications needed for a job role of personal interest within a chosen sector of the creative industries.

This will take the form of a folio that the learner will gather in open-book conditions at appropriate points throughout the unit.

Learners will undertake a review of their employability skills at three appropriate points in the unit delivery. Learners will gather feedback from the teacher/lecturer on two occasions and another person on one occasion. The other person can be, for example, another learner or placement supervisor who has observed the learner.

Creative Industries: Skills Development (National 5)

Performance evidence and written and/or oral evidence is required for this unit. Evidence for the three outcomes will be gathered in a folio in open-book conditions throughout the unit.

Performance evidence must show that learners are able to demonstrate development and refinement of their own practical skills. Assessor observation checklists must be used to support performance evidence.

Written and/or oral evidence is required which demonstrates that learners can identify approaches for skills development and briefly plan how they will be implemented. An evaluation of learners' own skills development is also required.

Creative Industries: The Creative Process (National 5)

Learners will produce and present a personal response to a brief to their team for discussion. They will also contribute to discussions on the planning, development and presentation of the team response to this brief.

Evidence is required that demonstrates the learner has effectively carried out any agreed tasks. Performance evidence will be supported by an assessor observation checklist.

Learners will be required to identify strengths and areas for improvement in terms of the team's response in meeting the requirements of the brief.

Creative Industries: Creative Project (National 5)

Performance evidence is required to demonstrate that learners can contribute to the team planning and implementation of a creative project. Learners must demonstrate their ability to carry out agreed tasks as planned.

Written and/or oral evidence is required to demonstrate that learners can evaluate both their own and the team's contribution to the creative project, the implementation of the project and identify action points to improve future creative projects. Assessor observation checklists must be used to support performance evidence.

Progression Pathways

This course or its components may provide progression to:

- National Courses in a range of subject areas
- National Qualification Group Awards in the creative industries in a range of sectors
- Training/employment in the creative industries
- Further/higher education

Potential Career Pathways

- Raise learners' awareness of the creative industries in the UK and opportunities within sectors in terms of job roles and careers
- Develop specific and generic skills and attitudes which will enhance learners' employability within a sector.
- Develop practical skills.
- Develop presentation skills.
- Develop a positive and responsible attitude to work.
- Develop communication skills.
- Develop teamwork skills.
- Encourage skills in setting personal goals, reviewing and evaluating individual strengths and areas for improvement.
- Build learners' confidence.
- Raise learners' awareness of health and safety issues in a working environment.

- Prepare learners for further learning opportunities, study and training opportunities in the creative industries.
- Encourage learners to consider a career in the creative industries.

The NPA is primarily intended as part of a route to further study and/or preparation for employment; direct entry to employment on completion is unlikely. However, there are various avenues available to employment on completion of the NPA.

In particular, non-graduate entry level apprentice and training opportunities exist with media companies wishing to underpin major national events or through volunteering to support events (eg the 2014 Commonwealth Games) which may lead to employment.

In essence, the NPA is not restrictive and opens up a wide range of choices for candidates to consider in respect of employment opportunities. The skills and qualifications gained from the NPA will equip candidates to be more flexible and they might discover that they are interested in entering into other areas of study.

The creative industries themselves offer a very broad range of job opportunities for those who have gained relevant qualifications and experience. Employers look for key employability attributes, as outlined within the NPA, which include

- good timekeeping, punctuality and flexibility
- having a good attitude to work (work ethic)
- team working skills
- working on own initiative
-

Employers are increasingly looking for candidates to have these key or soft skills. These also underpin the Scottish government's curriculum aims set out in the Curriculum for Excellence Four Capacities.

Course: Biology - National 5

Overview

Biology is the study of living things and their vital processes. This course will give pupils the opportunity to develop a deeper knowledge and understanding of Biology and how it impacts society. They will also be given the chance to further develop their problem-solving skills, carry out more advanced practical techniques and learn about careers which involve Biology.

The course covers major areas of biology grouped into three main units:

- **Cell Biology**
- **Multicellular Organisms**
- **Life on Earth.**

The key areas covered in **Cell Biology** are cell structure, membrane transport, DNA structure, proteins, genetic engineering, and respiration

The key areas covered in **Multicellular Organisms** are stem cells, the brain and nervous system, reproduction, genetics, plant structures, the heart, the circulatory system, the lungs, and the digestive system.

The key areas covered in **Life on Earth** are ecosystems, distribution of organisms, photosynthesis, food production and evolution.

This Biology course includes the opportunity to develop transferable skills across a variety of subject areas. Experiences from other STEM subjects, literacy and health and wellbeing provide pupils with a challenging and enjoyable learning experience.

Entry Requirements

- Aptitude in Biology and/or a pass at National 4 Biology

Assessment Overview

SQA exam / assignment.

Learners will be expected to:

- Pass mid and end of unit tests.
- Pass problem solving tests
- Successfully complete research projects.
- Self-evaluate to rate and assess their progress in active learning, homework and unit assessments and discuss this with their teacher.

Progression Pathways

Then, depending on their results, National 5 Biology, NPA 5 Lab Science or Higher Human Biology in S5/6.

Potential Career Pathways



Course: Human Biology - Higher

Overview

This course gives pupils the opportunity to understand and investigate the human body. The course provides opportunities for pupils to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions, and develop an ethical view of complex issues.

The course covers major areas of human biology grouped into three main units:

- **Human Cells**
- **Physiology and health**
- **Neurobiology and immunology**

The key areas covered in **human cells** are division and differentiation in human cells, structure and replication of DNA, gene expression, mutations, human genomics, metabolic pathways, cellular respiration, and energy systems in muscle cells.

The key areas covered in **Physiology and health** 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) and blood glucose levels and obesity.

The key areas covered in **Neurobiology and immunology** 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 and clinical trials of vaccines and drugs.

Due to the interdisciplinary nature of the sciences, candidates may benefit from studying human biology along with other science subjects, mathematics and English, as this may enhance their skills, knowledge and understanding.

Entry Requirements

Pupils with a good pass in N5 Biology or a pass in a different Higher Science should consider Higher Human as an option.

Assessment Overview

Will be internally assessed with an SQA exam and assignment in May.

Learners will be expected to:

- Pass mid and end of unit tests.
- Prepare for timed class essays.
- Self-evaluate to rate and assess their progress in active learning, homework and unit assessments and discuss this with their teacher.

Progression Pathways

This course may provide progression to other Higher Sciences, NPA 5 Lab Science or Advanced Higher Biology in S6.

Potential Career Pathways



Course: Chemistry – National 5

Overview

Chemistry is the study of the properties and behaviour of matter. This course will give pupils the opportunity to develop a deeper knowledge and understanding of Chemistry and how it impacts society. They will also be given the chance to further develop their problem-solving skills, carry out more advanced practical techniques and learn about careers which involve Chemistry.

The course covers major areas of chemistry grouped into three main units:

- **Chemical Changes & Structure**
- **Nature's Chemistry**
- **Chemistry in Society**

The key areas covered in **Chemical Changes & Structure** are reaction rates, atomic structure, chemical bonding and properties, quantities and acids and alkalis.

The key areas covered in **Nature's Chemistry** are chemical families and their properties.

The key areas covered in **Chemistry in Society** are metals, electrochemistry, plastics, fertilisers, nuclear chemistry, and chemical analysis.

This Chemistry course includes the opportunity to develop transferable skills across a variety of subject areas. Experiences from other STEM subjects, literacy and health and wellbeing provide our pupils with a challenging and enjoyable learning experience.

Entry Requirements

- Aptitude in Chemistry and/or a pass at National 4 Chemistry

Assessment Overview

SQA exam / assignment.

Learners will be expected to:

- Pass mid and end of unit tests.
- Pass problem solving tests
- Successfully complete research projects.

Self-evaluate to rate and assess their progress in active learning, homework and unit assessments and discuss this with their teacher

Progression Pathways

NPA 5 Lab Science or Higher Chemistry in S5/6.

Potential Career Pathways



Course: Chemistry - Higher

Overview

This course allows candidates to acquire a deeper understanding of the central concepts of chemistry. Experimental and investigative approaches develop knowledge and understanding of chemical concepts, with knowledge of chemical apparatus and techniques being a key course component.

The course covers major areas of chemistry grouped into three main units:

- **Chemical Changes & Structure**
- **Nature's Chemistry**
- **Chemistry in Society**

The key areas covered in **Chemical changes and structure** are periodicity, structure and bonding, oxidising and reducing agents.

The key areas covered in **Nature's chemistry** are systematic carbon chemistry, alcohols, carboxylic acids, esters, fats and oils, soaps, detergents and emulsions, proteins, oxidation of food, fragrances and skin care.

The key areas covered in **Chemistry in society** are getting the most from reactants, controlling the rate, chemical energy, equilibria, and chemical analysis.

Due to the interdisciplinary nature of the sciences, candidates may benefit from studying chemistry along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

Entry Requirements

Pupils with a good pass in N5 Chemistry or a pass in a different Higher Science should consider Higher Chemistry as an option.

Assessment Overview

Will be internally assessed with an SQA exam and assignment in May.

Learners will be expected to:

- Pass mid and end of unit tests.
- Complete calculation assessments
- Self-evaluate to rate and assess their progress in active learning, homework and unit assessments and discuss this with their teacher.

Progression Pathways

May provide progression to other Higher Sciences, NPA 5 Lab Science or Advanced Higher Chemistry in S6.

Potential Career Pathways



Course: Physics – National 5

Overview

Physics is the study of matter and energy. This course will give pupils the opportunity to develop a deeper knowledge and understanding of Physics and how it impacts society. They will also be given the chance to further develop their problem-solving skills, carry out more advanced practical techniques and learn about careers which involve Physics.

The course covers major areas of chemistry grouped into three main units:

- **Electricity & Energy**
- **Dynamics & Space**
- **Waves & Radiation**

The key areas covered in **Electricity & Energy** are electrical charge carriers, potential difference (voltage), Ohm's law, practical electrical and electronic circuits, electrical power, specific heat capacity, specific latent heat, gas laws and the kinetic model.

The key areas covered in **Dynamics & Space** are vectors and scalars, velocity–time graphs, acceleration, Newton's laws, energy, projectile motion, space exploration and cosmology.

The key areas covered in **Waves & Radiation** are wave parameters and behaviours, electromagnetic spectrum, refraction of light and nuclear radiation.

This Physics course includes the opportunity to develop transferable skills across a variety of subject areas. Experiences from other STEM subjects, literacy and health and wellbeing provide our pupils with a challenging and enjoyable learning experience

Entry Requirements

- Aptitude in Physics and/or a pass at National 4 Physics

Assessment Overview

SQA exam / assignment.

Learners will be expected to:

- Pass mid and end of unit tests.
- Pass problem solving tests
- Successfully complete research projects.
- Self-evaluate to rate and assess their progress in active learning, homework and unit assessments and discuss this with their teacher.

Progression Pathways

This course may provide progression to National 4 or 5 Physics. Then, depending on their results, National 5 Physics, NPA 5 Lab Science or Higher Physics in S5/6.

Potential Career Pathways



Course: Physics - Higher

Overview

The Higher Physics course allows candidates to understand and investigate the world in an engaging and enjoyable way. It develops candidates' ability to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions.

The course covers major areas of chemistry grouped into three main units:

- **Our Dynamic Universe**
- **Particles & Waves**
- **Electricity**

The key areas covered in **Our Dynamic Universe** are motion (equations and graphs), forces, energy and power, collisions, explosions, and impulse, gravitation, special relativity, and the expanding Universe.

The key areas covered in **Particles & Waves** are forces on charged particles, the Standard Model, nuclear reactions, inverse square law, wave-particle duality, interference, spectra, and refraction of light.

The key areas covered in **Electricity** are monitoring and measuring AC, current, potential difference, power, and resistance, electrical sources and internal resistance, capacitors and semiconductors and p-n junctions.

Due to the interdisciplinary nature of the sciences, candidates may benefit from studying physics along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

Entry Requirements

Pupils with a good pass in N5 Physics or a pass in a different Higher Science should consider Higher Physics as an option.

Assessment Overview

Will be internally assessed with an SQA exam and assignment in May.

Learners will be expected to:

- Pass mid and end of unit tests.
- Complete calculation assessments
- Self-evaluate to rate and assess their progress in active learning, homework and unit assessments and discuss this with their teacher.

Progression Pathways

This course may provide progression to other Higher Sciences, NPA 5 Lab Science or Advanced Higher Physics in S6.

Potential Career Pathways



Course: Lab Science – NPA Level 5

Overview

The Lab Science course gives pupils the opportunity to 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.

This practical based course gives pupil the opportunity to be awarded a National Progression Award qualification at National 5 level at the end of S5/6.

Pupil's laboratory skills will be further expanded to include measuring, weighing and preparing compounds and solutions. They will also learn about the health and safety requirements needed when performing lab work.

Practical Skills in microscopy, handling microbes, chemical handling, chromatography, titration, distillation, and radioactivity will be developed.

All units of the course emphasise 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.

The Lab Science course includes the opportunity to develop transferable skills from numeracy, literacy and health and wellbeing. They also have the chance engage in dialogue with local and national businesses.

Entry Requirements

Pupils of all abilities are encouraged to think about Lab Science as an option including those in S6 planning on undertaking a Science based course at university.

Assessment Overview

Will be internally assessed.

Learners will be expected to:

- Pass practical assessments.
- Produce a plan to undertake a practical investigation to test scientific hypotheses.
- Reporting the results, conclusions and evaluations of their investigation.
- Review their own employability skills and seek feedback from others on their strengths and weaknesses.

Progression Pathways

This course may provide progression to other National 5 courses, college courses and employment.

Potential Career Pathways



Course: Health Sector – NPA Level 5

Overview

The Health Sector course gives pupils an introduction to different roles in the health sector, and the teamworking and practical skills involved. Learners produce a CV and take part in a mock interview. They investigate different job roles available in the health sector, taking part in supervised role plays and considering health and safety, and risk. They look at how technology and pharmaceuticals are used in diagnosis and treatment. They learn how the cardiovascular system works and practise taking measurements and providing basic practical life support. Learners look at health and lifestyle issues, and how they could apply and provide help and advice in a health sector role.

This course gives pupil the opportunity to be awarded a National Progression Award qualification at National 5 level at the end of S5/6 and the opportunity to develop employability skills and attitudes valued by employers in the health sector and beyond.

The course is made up of five main topics:

- **Health Sector: Working in Health Sector Settings**
- **Health Sector: Employability Skills in the Health Sector**
- **Health Sector: Medical Devices and Pharmaceuticals**
- **Health Sector: Improving Health and Well-being**
- **Health Sector: Physiology of the Cardiovascular System**

Please see a member of the science dept for more information on each.

The Health Sector course includes the opportunity to develop employability skills including CV and interview preparation, team work and self-reflection. They also have the chance engage in dialogue with health care professionals from different fields.

Entry Requirements

Pupils of all abilities are encouraged to think about Health sector as an option including those in S6 planning on undertaking a career in the health, medical or care sector.

Assessment Overview

Will be internally assessed within the school.

Learners will be expected to:

- Prepare a CV for a health sector job role
- Investigate different pieces of medical equipment and uses.
- Reporting on various health care issues.
- Develop their knowledge of the cardiovascular system
- Review their own employability skills and seek feedback from others on their strengths and weaknesses.

Progression Pathways

This course may provide progression to other National 5 courses, college courses and employment.

Potential Career Pathways



Course: Applications of Maths – National 5

Overview

MANAGING FINANCE AND STATISTICS
GEOMETRY AND MEASURES
NUMERACY

What skills will you develop?

- the ability to select and apply mathematical skills to a range of real-life problems or situations
- analyse real-life situations with some complex features involving mathematics
- the ability to interpret straightforward real-life situations and problems involving mathematics
- identify, combine, adapt valid mathematical operational skills to tackle unfamiliar real-life situations or problems
- confidence in the subject and a positive attitude towards the use of mathematics in unfamiliar real-life situations
- use mathematical operational skills to an appropriate degree of accuracy
- use mathematical reasoning skills to generalise, build arguments, draw logical conclusions and justify decisions
- communicate mathematical information in a variety of ways
- the ability to think creatively and in abstract ways

Entry Requirements

N4 Maths, N4 Applications of Maths or Level 5 Maths in Action

Assessment Overview

Will be internally assessed with an SQA exam and assignment in May.

Learners will be expected to:

- Pass mid and end of unit tests.
- Complete calculation assessments
- Self-evaluate to rate and assess their progress in active learning, homework and unit assessments and discuss this with their teacher.

Progression Pathways

H Applications of Maths or Lev 5 Maths in Action

Potential Career Pathways

Qualifications in Mathematics are essential in most STEM-orientated careers. However Higher Applications is said to benefit 70% of degree courses.

University of Glasgow—“Higher Applications is the ideal preparation for social sciences” - problem solving, research skills and critical thinking

University of Strathclyde—“Humanities, Business school and Education will accept Higher Applications of Mathematics in place of Higher Mathematics. STEM subject for example Science and Engineering will still require Higher Mathematics but will accept Higher Applications as an additional higher qualification.”

Course requirements for further and higher education are updated regularly, qualification levels and entry requirements can be found on individual college/university prospective student pages.

Course: Applications of Maths – Higher

Overview

Mathematical Modelling
Statistics and Probability
Finance
Planning and Decision Making

What skills will you develop?

- analyse complex real-life situations and problems involving mathematics
- select and apply skills in finance, statistics and probability, data modelling, and planning and decision making
- communicate mathematical information with complex features
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and draw conclusions or justify decisions
- use software where appropriate, for example to model and analyse statistical, mathematical, and financial problems

Entry Requirements

Entry: N5 Maths or Applications of Maths

Assessment Overview

To gain Higher Applications of Mathematics, learners must pass the Course Assessment. The Course Assessment consists of a project worth 30 marks and a question paper making use of software (80 marks). These are marked by the SQA. Higher Applications of Mathematics is graded from A to D or as No Award.

Progression Pathways

Potential Career Pathways

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Course: Mathematics – National 5

Overview

EXPRESSIONS AND FORMULAE

RELATIONSHIPS

APPLICATIONS

What skills will you develop?

- understanding and applying mathematical skills in algebra, geometry, trigonometry, and statistics
- simplifying and solving problems
- selecting and applying mathematical techniques to real-life contexts
- making connections and informed predictions
- using mathematical language and exploring mathematical ideas
- resilience and confidence in problem-solving
- analytical and evaluative skills
- interpreting, communicating and managing information in mathematical form
- logical reasoning skills
- assessing risk and making informed decisions
- creativity and the ability to think in abstract ways
- the manipulation of abstract terms to solve problems and generalise

Entry Requirements

N4 Maths or Level 5 Maths in Action

Assessment Overview

To gain National 5, learners must pass the Course Assessment. The Course Assessment consists of two Question Papers (exams marked by the SQA) and is graded A to D or as no award.

Progression Pathways

H Applications of Maths or Lev 5 Maths in Action

Potential Career Pathways

Qualifications in Mathematics are essential in most STEM-orientated careers. However Higher Applications is said to benefit 70% of degree courses.

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University of Strathclyde—“Humanities, Business school and Education will accept Higher Applications of Mathematics in place of Higher Mathematics. STEM subject for example Science and Engineering will still require Higher Mathematics but will accept Higher Applications as an additional higher qualification.”

Course requirements for further and higher education are updated regularly, qualification levels and entry requirements can be found on individual college/university prospective student pages.

Course: Mathematics – Higher

Overview

Expressions and Functions
Relationships and Calculus
Application

What skills will you develop?

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

Entry Requirements

N5 Maths

Assessment Overview

To gain Higher Mathematics, learners must pass the Course Assessment. The Course Assessment consists of two question papers (exams). These are marked by the SQA. Higher Mathematics is graded from A to D or as No Award.

Progression Pathways

H Applications of Maths or Adv H Maths

Potential Career Pathways

Qualifications in Mathematics are essential in most STEM-orientated careers. However Higher Applications is said to benefit 70% of degree courses.

University of Glasgow—“Higher Applications is the ideal preparation for social sciences” - problem solving, research skills and critical thinking

University of Strathclyde—“Humanities, Business school and Education will accept Higher Applications of Mathematics in place of Higher Mathematics. STEM subject for example Science and Engineering will still require Higher Mathematics but will accept Higher Applications as an additional higher qualification.”

Course requirements for further and higher education are updated regularly, qualification levels and entry requirements can be found on individual college/university prospective student pages.

Course: Maths in Action – National 5 Numeracy, Intermediate 2 Maths: Craft 1 & Level 5 Personal Finance

Overview

This course consists of 3 awards:

National 5 Numeracy
Intermediate 2 Maths: Craft 1
Level 5 Personal Finance

National 5 Numeracy

The general aim of this Unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions. Learners who complete this Unit will be able to: 1 Use numerical skills to solve real-life problems involving money/time/measurement 2 Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

Intermediate 2 Maths: Craft 1

This Unit is intended primarily for those candidates who wish to develop their knowledge and understanding of Mathematics at SCQF level 5 with a view to supporting and underpinning their studies in an engineering discipline. In such cases, delivery of the Unit should be set within the context of the award to which it contributes. The Unit is designed to develop aspects of the candidate's skills in numeracy, geometry, graphical communication, trigonometry and algebra, and to apply these skills in the appropriate engineering context. It is envisaged that the content of each Outcome is delivered and assessed with specific reference to the candidate's engineering specialism, where appropriate.

Level 5 Personal Finance

The Personal Finance Award at SCQF level 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter in life beyond school. The award will prepare pupils for financial decision making and managing personal finances throughout their lives, for example, student loans & pensions.

The award covers a range of topics, including calculating and comparing costs, household budgeting, different forms of borrowing, tax and National Insurance, credit cards, bank accounts, exchange rates, interest and inflation rates.

This course focuses on mathematical skills used in daily life, therefore is highly relevant for learners.

Entry Requirements

N4 Maths or N4 Applications of Maths

Assessment Overview

To gain these qualifications, candidates are assessed on each unit as they meet the course standards. Assessment is through coursework and online SQA Solar assessment. There is no final examination for this course.

Progression Pathways

Level 6 Maths in Action.

Potential Career Pathways

Qualifications in Mathematics are essential in most STEM-orientated careers. However Higher Applications is said to benefit 70% of degree courses.

University of Glasgow—"Higher Applications is the ideal preparation for social sciences" - problem solving, research skills and critical thinking

University of Strathclyde—"Humanities, Business school and Education will accept Higher Applications of Mathematics in place of Higher Mathematics. STEM subject for example Science and Engineering will still require Higher Mathematics but will accept Higher Applications as an additional higher qualification."

Course requirements for further and higher education are updated regularly, qualification levels and entry requirements can be found on individual college/university prospective student pages.