



A GUIDE TO COURSES AND QUALIFICATIONS S5/6

CONTENTS

Design Faculty - Art /Home Economics/ Technical

Art & Design – National 5	Art & Design - Higher
NPA Art & Design Drawing Skills - SCQF Level 5	Photography - Higher
Hospitality (Practical Cookery) – National 4/5	
Hospitality (Practical Cake Craft) – National 5	
Early Learning & Childcare – SCQF Level 5	
Design & Manufacture – National 5	Design & Manufacture – Higher
Graphic Communication – National 5	Graphic Communication – Higher
Practical Woodworking – National 4/5	

Performance Faculty – Music/ Physical Education/ Drama

Music – National 4/5	Music – Higher
PE – National 4/5	PE – Higher
PE – Sports Development Level 6	
	Drama – Higher

English & Literacy Faculty

English – National 4/5	English – Higher
English – Literacy for Life Short Course	Journalism NPA

Humanities Faculty

Geography – National 4/5	Geography – Higher
Travel & Tourism – National 4/5	History – Higher
History – National 4/5	Modern Studies – Higher
Modern Studies – National 4/5	RMPS – Higher
RMPS – National 5	Politics Higher
	Psychology - Higher

Mathematics & Numeracy Faculty

Applications of Mathematics – National 4	Applications of Mathematics – National 5
Applications of Mathematics- Higher	
Mathematics – National 5	Mathematics – Higher
Mathematics – Advanced Higher	

Modern Languages Faculty

French - National 4/5	French - Higher
German - National 4/5	German - Higher
Spanish - National 4/5	Spanish - Higher

Science Faculty

Biology – Higher	Biology–Advanced Higher (If Numbers allow)
Chemistry – Higher	Chemistry–Advanced Higher (If Numbers allow)
Physics – Higher	Physics– Advanced Higher (If Numbers allow)
Laboratory Skills- NPA SCQF Level 5	Applied Science – NPA SCQF Level 5
Computing Science – Higher	PC Passport - NPA SCQF Level 4, 5 & 6

NPA ART & DESIGN DRAWING SKILLS – SCQF LEVEL 5

Aims of the course

The specific aim of the National Progression Award in Drawing Skills at level 5 is to provide a structured award that creates opportunities for candidates to investigate, develop and refine drawing skills using a wide range of materials, techniques and subject matter.

Candidates:

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

Recommended entry

Entry to this course would be recommended for pupils who have previously studied N4 Art & Design and would benefit from additional drawing skills before undertaking N5 Art & Design. In addition – this course will be suitable for pupils who have a 'low' pass at National 5 Art & Design and would benefit from consolidating their drawing skills before undertaking Higher Art & Design.

Course Content:

National Progression Awards in Art and Design comprise of three SQA Units grouped together:

Drawing & Drawing Media

Drawing Skills – Analytical Drawing

Art & Design: Location Drawing – Local Environment

Assessment

Assessment of the NPA awards will be by practical assessments under open-book assessment conditions. There is no final exam for the award allowing for continuous assessment throughout the year.

Progression

Subject to prior attainment:

National 5 Art & Design / Higher Art Design

ART & DESIGN - NATIONAL 5

Aims of the course

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to experiment with how they can represent their thoughts and ideas and create imaginative expressive and design work.

In the Course, learners will experiment with using art and design materials, techniques and/or technology. They will develop their critical thinking skills as they develop their understanding of art & design practice.

The Course will enable learners to:

- communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology
- develop knowledge and understanding of art and design practice
- plan, develop, produce and present creative art and design work
- develop understanding of the social and cultural influences on artists and designers and their work
- develop problem solving, critical thinking and reflective practice skills

Recommended entry

Pupils must have studied Art & Design in S3 in order to progress in National 5 in S4/5. Entry into National 5 will be agreed between the learner and teacher dependant on performance in S3.

Course Content:

Expressive Activity

This Unit helps learners to develop their personal thoughts and ideas in visual form. Pupils will look at the work of artists, their influences and their materials and techniques They will select stimuli and produce analytical drawings and studies. They will research and develop their thoughts and ideas in 2D and/or 3D. They will produce observational drawings and studies and develop their expressive ideas and compositions.

Design Activity

This Unit helps learners to plan, research and develop design ideas in response to a given brief. Learners will develop their problem-solving skills as they consider the design opportunities and constraints of the brief. They will develop their understanding of designers' working practices and the factors that influence their work. They will experiment with and develop media handling skills in 2D and/or 3D formats.

Assessment

There are two assessable components in National 5 Art & Design:

1. Portfolio of their course work including the production of one piece of expressive art work (40%) and one design (40%)
2. External examination – Question paper (20%)

All practical work is submitted to the SQA for external Course assessment and will include assessment of the added value which will focus on the challenge and application in the course.

Progression

Dependent upon successful completion of the course, pupils will be able to progress to Higher Art & Design, further training or employment

ART & DESIGN - HIGHER

Aims of the course

The Higher Art and Design Course enables learners to communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology. Learners analyse a range of art and design practice and critically reflect on the impact of external factors on artists, designers and their work. They plan, develop, produce and present creative art and design work, develop personal creativity, and use problem solving, critical thinking and reflective practice skills.

Recommended entry

Pupils must have studied Art & Design at National 5. Entry into Higher will be agreed between the learner and teacher and is dependent on performance in the previous session.

Course Content:

Expressive Activity

The general aim of this Unit is to develop learners' ability to produce expressive ideas and development work in response to stimuli. Learners will also develop critical understanding of the social and cultural factors influencing art practice.

On completion of the work, learners will be able to use a range of art materials, techniques and/or technology for visual impact when developing their personal ideas and artwork in 2D and/or 3D formats.

Design Activity

The general aim of this Unit is to develop learners' ability to develop creative design research and development ideas in response to a design brief. In this Unit learners will analyse the impact that social and cultural factors have on designers and their practice. They will produce investigative research and development work in response to the brief, showing understanding of the design area requirements.

On completion of this work, learners will be able to develop and produce creative design ideas in response to a brief and to critically reflect on their own work and the work of other designers.

Assessment

There are three assessable components in Higher Art & Design:

Expressive Portfolio – 100 marks (38.5%)

Design Portfolio – 100 marks (38.5%)

Question Paper – 60 marks (23%)

All practical work is submitted to the SQA for external Course assessment and will include assessment of the added value which will focus on the challenge and application in the course.

Progression

Dependent upon successful completion of the course, pupils will be able to progress to Advanced Higher Art & Design in S6, College or University, further training or employment

PHOTOGRAPHY – HIGHER

Aims of the course

The Higher Photography Course is designed to help learners develop practical skills in photography, drawing on their knowledge and understanding of a range of photographic media, camera techniques and processes. In the Course, learners will demonstrate technical photography skills and show imaginative and personal creative responses when photographing a variety of subjects.

The aims of the Course are to enable learners to:

- Communicate personal thoughts, feelings and ideas using photography
- Develop problem solving, thinking and reflective practice skills, becoming critically self-reflective autonomous learners
- Develop technical and creative skills in using photographic media, techniques and processes
- Develop knowledge and understanding of photography practice and analyse the impact of social and cultural influences on photographers' work

Recommended entry

Pupils must have or be in the process of studying Higher English with a prior qualification at National 5 Level already gained. Entry into Higher will be agreed between the learner and teacher dependent on previous experience and future aspirations.

Course Content:

Photography: Image Making (Higher)

In this Unit, learners will develop knowledge and understanding of camera techniques and controls. They will also investigate and analyse the factors which influence photographers and their work. They will apply their knowledge of light and image formation when creating photographic images. They will use exposure times, composition and framing in creatively for photographic effect, organise their files and output their photographic images.

Photography: Contextual Imagery (Higher)

In this Unit, learners will explore and experiment with using a variety of photographic techniques, technology and processes. They will use their understanding of the social and cultural interplay between photographers and society when developing their own personal, creative approaches to photography. They will plan, produce and present photographic images in different styles and genres, before evaluating their own work and their use of imaging techniques.

Assessment

Course Project – 100 marks (77%)

External Examination - 30 marks (23%)

All practical work is submitted to the SQA for external Course assessment and will include assessment of the added value which will focus on the challenge and application in the course.

Progression

Dependent upon successful completion of the course, pupils will be able to progress to College, Training or employment.

HOSPITALITY (PRACTICAL COOKERY) - NATIONAL 4

Aims of the course

The aims of this course are to develop practical cookery skills so that the candidate has experience in various cookery processes and has a range of food preparation skills. The course develops organisational skills and basic food hygiene. Pupils will also learn about the uses of different ingredients in terms of flavours and technical uses in recipes.

Recommended entry

Pupils who have undertaken the Hospitality course in S3. Additionally pupils must have an interest in practical cookery and be motivated to learn, able to work on their own initiative and enjoy fast paced practical cookery lessons.

Course Content: The course has four mandatory Units, one of which is the Added Value Unit

Cookery skills techniques and processes (National 4) - The general aim of this Unit is to develop learners' cookery skills, food preparation techniques and their ability to follow cookery processes, in the context of producing dishes with minimal guidance. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Understanding and using ingredients (National 4) - The general aim of this Unit is to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice. Learners will develop an ability to select and use appropriate ingredients, with minimal guidance, in the preparation of dishes and to do so safely and hygienically.

Organisational skills for cooking (National 4) - The general aim of this Unit is to develop learners' organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. They will also further develop the ability to carry out an evaluation of the product.

Added Value Unit National 4 (Producing a Meal) - This Unit aims to enable learners to draw on the knowledge, understanding and skills developed in the other three Units. Learners will carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale. It will require learners to demonstrate their ability to follow safe and hygienic practices throughout.

Assessment

To achieve the National 4 Hospitality: Practical Cookery Course, learners must pass all of the required Units, including the Added Value Unit.

National 4 Courses are not graded and there is no formal written examination

Progression

Hospitality at National 4 can lead onto to Hospitality or Practical Cake Craft at National 5 or other qualifications in Hospitality or related areas or further study, employment and/or training.

HOSPITALITY (PRACTICAL COOKERY) - NATIONAL 5

Aims of the course

The aims of this course are to develop practical cookery skills so that the candidate has experience in various cookery processes and has a range of food preparation skills. The course develops organisational skills and basic food hygiene. Pupils will also learn about the uses of different ingredients in terms of flavours and technical uses in recipes.

Recommended entry

Pupils who have undertaken the Hospitality course in S3 or have a qualification in the subject at National 4. Additionally pupils must have an interest in practical cookery and be motivated to learn, able to work on their own initiative and enjoy fast paced practical cookery lessons.

Course Content:

Cookery skills, techniques and processes (National 5) - The general aim of this Unit is to develop learners' cookery skills, food preparation techniques and their ability to follow cookery processes, in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Understanding and using ingredients (National 5) - The general aim of this Unit is to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice. Learners will develop an ability to select and use appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

Organisational skills for cooking (National 5) - The general aim of this Unit is to develop learners' organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes and to work safely and hygienically. They will also further develop the ability to carry out an evaluation of the product.

Assessment

There are two assessable components within the National 5 Hospitality: Practical Cookery course:

Practical Activity (75%) used to assess skills developed through coursework

External Examination (25%) used to assess knowledge and understanding developed through coursework

Progression

Hospitality at National 5 can lead onto other qualifications in Hospitality or related areas or further study, employment and/or training.

Other progression pathways are also possible including progression to other qualifications at the same or different levels i.e. Practical Cake Craft at National 5

SKILLS FOR WORK – EARLY LEARNING & CHILDCARE – SCQF LEVEL 5

Aims of the course

Skills for Work: Early Learning and Childcare is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in the early learning and childcare sector.

At this level learners begin to prepare for working in the sector. They also develop transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities (eg time-keeping, appearance, customer care)
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- skills to become effective job-seekers and employees

Recommended entry

This course is recommended for pupils who have a keen interest and desire to work within a childcare setting in the future. Learners would normally be expected to have attained the skills, knowledge and understanding at National 5 English.

Course Content:

The Skills for Work Course in Early Learning and Childcare consists of 3 mandatory Units:

Development and Wellbeing of Children and Young People – This unit is designed to introduce learners to the principles of development and wellbeing of children and young people. Learners will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Learners will also learn about the wellbeing of children and young people and how a variety of factors may affect their development.

Play in Early Learning and Childcare – This unit allows learners to develop an understanding of the benefits of play for children and young people. The learner will demonstrate how children and young people benefit from a range of play experiences through planning, preparing and reviewing play experiences, either in a real or simulated context. The learner is not required to have a work placement to complete this unit but would benefit from visiting Early Learning and Childcare settings which offer high quality child-centred play provision.

Working in Early Learning and Childcare - This unit allows the learner to develop an understanding of the Early Learning and Childcare sector and to explain ways in which the sector meets the care, learning and development needs of children and young people aged 0–16 years. Learners will consider career options within the sector and the skills, values, knowledge and qualifications required to fulfil these roles. They will reflect on their own skills, qualities, attitudes and achievements in relation to these. There is no requirement for learners to have a placement within an Early Learning and Childcare setting but the learner will carry out an investigation of the sector. This may require the learner to visit Early Learning and Childcare settings. Learners may work and be assessed in groups, as well as individually.

<p>Assessment</p> <p>For each of the units, evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.</p> <p>Evidence will be gathered in a range of ways throughout the year which will assess learners' knowledge in the form of:</p> <p>Written/Oral Assignments Practical Demonstrations</p>
<p>Progression</p> <p>The Skills for work: Early Learning & Childcare course will provide opportunities for learners to continue study in further education within the following courses:</p> <p>Childcare and Development (SCQF level 6) — Higher Early Education and Childcare (SCQF level 6) — National Certificate Foundation Apprenticeship in Social Services: Children and Young People (SCQF level 6) SVQ in Social Services (Children and Young People) (SCQF level 6) SVQ in Playwork (SCQF level 6) Further study, employment and/or training</p>

HOSPITALITY (PRACTICAL CAKE CRAFT) - NATIONAL 5

<p>Aims of the course</p> <p>The National 5 Hospitality: Practical Cake Craft Course enables learners to develop technical and creative skills in cake baking and finishing while following safe and hygienic practices. Developing their knowledge and understanding of cake design, and following trends in cake production, learners will use organisational skills to manage time and resources.</p>
<p>Recommended entry</p> <p>Pupils who have undertaken the Hospitality Practical cookery course at National 4. Additionally pupils must have an interest in practical cake baking and decoration, be motivated to learn and able to work on their own initiative.</p>
<p>Course Content:</p> <p>Cake Baking (National 5) – The purpose of this Unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this Unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.</p> <p>Cake Finishing (National 5) – The purpose of this Unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing</p>

processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this Unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts.

Assessment

The Course assessment will consist of two Components:

Practical Activity (75%)

- stage one — designing
- stage two — implementing
- stage three — evaluating

External Examination (25%) – Used to assess knowledge and understanding developed through coursework.

Progression

Hospitality: Practical Cake Craft at National 5 can lead onto other qualifications in Hospitality or related areas or further study, employment and/or training.

Other progression pathways are also possible including progression to other qualifications at the same or different levels.

DESIGN & MANUFACTURE - NATIONAL 5

Aims of the course

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products. This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

Recommended entry

National 4 Design and Manufacture Course or relevant component Units

Course content

Design and Manufacture: Design

In this Unit, evidence will be provided by the production, evaluation and justification of design proposals, including a simple specification in response to a brief. Knowledge will also be assessed.

Design and Manufacture: Materials and Manufacturing

In this Unit, evidence will be provided by the production and evaluation of simple products in response to given instructions. Knowledge will also be assessed.

Design and Manufacture: Course Assessment

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course by addressing breadth, challenge and application.

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. These will be assessed through a combination of an assignment and a question paper.

Assessment

There are three assessable components within the National 5 Design & Manufacture course:

Assignment 1 – Design (30%) used to assess skills developed through coursework

Assignment 2 –Manufacture (25%) used to assess skills developed through coursework

External Examination (45%) used to assess knowledge and understanding developed through coursework

Progression

This Course or its Units may provide progression to:

Other SQA qualifications in Design and Manufacture or related areas,
Further study, employment or training

DESIGN & MANUFACTURE - HIGHER**Aims of the course**

The Higher Design and Manufacture Course develops learners' research skills, idea generation techniques, and ability to read drawings and diagrams. Learners also gain the ability to communicate design ideas and practical details, to evaluate and apply both tangible and subjective feedback, and to devise, plan and develop practical solutions to design opportunities.

Recommended entry

National 5 Design and Manufacture Course or relevant component Units

Course Content**Design**

In this Unit, evidence of progress will be provided by the production, evaluation and justification of design proposals, including a detailed specification in response to a brief.

Materials and Manufacturing

In this Unit, evidence of progress will be provided by the production and evaluation of everyday products in response to given instructions.

Course Assessment

At Higher, the added value will be assessed in the Course assessment. The added value for the Course will address the key purposes and aims of the Course by addressing breadth, challenge and application.

Assessment

There are two assessable components within the Higher Design & Manufacture course:

External Examination – 80 marks (47%)

The question paper is used to assess knowledge and understanding developed through coursework.

Assignment – 90 marks (53%)

The final project is used to assess skills developed through coursework.

Progression

This Course or its Units may provide progression to:

Other SQA qualifications in Design and Manufacture or related areas, further study at College or University, employment or training.

GRAPHIC COMMUNICATION - NATIONAL 5

Aims of the course

The National 5 Graphic Communication Course enables learners to develop skills in graphic communication techniques, including the use of equipment, graphics materials and software. Learners extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, and develop an understanding of the impact of graphic communication technologies on our environment and society.

Recommended entry

Pupils who have undertaken the National 4 course. Additionally pupils who have an interest in 2d/3d computer work, graphic presentation, sketching and drawing. Pupils must be motivated to learn, able to work on their own initiative and enjoy learning about all forms of graphic communication

Course Content

2D Graphic Communication (National 5)

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

3D and Pictorial Graphic Communication (National 5)

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

Assessment

There are two assessable components within the National 5 Graphic Communication course:

Component 1 - Assignment (33%)

The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired.

Component 2 - External Examination (67%)

The purpose of the Graphic Communication Assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course.

Progression

This Course or its Units may provide progression to:

- Qualifications in Graphic Communication (Higher) or related areas of study
- Further study, employment or training

GRAPHIC COMMUNICATION - HIGHER

Aims of the course

The Higher Graphic Communication Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. Pupils will be expected to develop manual drawing and sketching skills, computer graphic skills in 2d & 3d and graphic presentation skills.

Recommended entry

Pupils must have studied Graphic Communication at National 5. Entry into Higher will be agreed between the learner and teacher and is dependent on performance in the previous session.

Course Content:**2D Graphic Communication (Higher)**

This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

3D and Pictorial Graphic Communication (Higher)

This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Assessment

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

Component 1 — Question paper 90 marks (64%)

The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired.

Component 2 — Assignment 50 marks (36%)

The purpose of the Graphic Communication Assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course.

Evidence will be produced through the learner's graphic response to a brief.

Progression

Dependent upon successful completion of the course, pupils will be able to progress to Advanced Higher Graphic Communication in S6, College or University, further training or employment

PRACTICAL WOODWORKING - NATIONAL 4**Aims of the course**

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 aims of the Course are to enable learners to develop:

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

Recommended entry

Pupils must have studied Practical Woodwork in S3 in order to progress to National 4 in S4.

Course Content

Practical Woodworking: Flat-frame Construction (National 4)

Practical Woodworking: Carcase Construction (National 4)

Practical Woodworking: Machining and Finishing (National 4)

Added Value Unit Making a Finished Product from Wood (National 4)

Assessment

Each unit is internally assessed on a pass/fail basis. All units have to be passed for an overall Course Award. There is no formal examination in National 4.

Practical Woodworking: Flat-frame Construction (National 4)

In this Unit, evidence will be required that the learner can produce basic flat-frame joints and assemblies to a given standard. Evidence of knowledge will also be required.

Practical Woodworking: Carcase Construction (National 4)

In this Unit, evidence will be required that the learner can produce basic carcase constructions to a given standard. Evidence of knowledge will also be required.

Practical Woodworking: Machining and Finishing (National 4)

In this Unit, evidence will be required that the learner can carry out simple machining and finishing to a given standard. Evidence of knowledge will also be required.

Added Value Unit

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through a practical activity which involves producing a finished product in wood to a given standard. The task will be sufficiently open and flexible to allow for personalisation and choice and for learners to demonstrate practical creativity.

Progression

This Course or its Units may provide progression to:

- Practical Woodwork National 5 or other qualifications in practical technologies or related areas
- further study, employment or training

PRACTICAL WOODWORKING - NATIONAL 5

Aims of the course

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 aims of the Course are to enable learners to develop:

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

Recommended entry

Pupils must have studied Practical Woodwork in a previous session in order to progress to National 5. The level will be determined by the teacher following discussion with the pupil.

Course Content**Practical Woodworking: Flat-frame Construction (National 5)**

In this Unit, evidence will be required that the learner can produce flat-framed woodworking joints and assemblies to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.

Practical Woodworking: Carcase Construction (National 5)

In this Unit, evidence will be required that the learner can produce carcase constructions to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.

Practical Woodworking: Machining and Finishing (National 5)

In this Unit, evidence will be required that the learner can carry out machining and finishing to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.

Assessment

There are two assessable components within the National 5 Practical Woodworking course

Practical Activity (70%) – used to assess skills developed through coursework

External Examination (30%) used to assess knowledge and understanding developed through coursework

Progression

This Course or its Units may provide progression to:

- Other qualifications in practical technologies or related areas
- further study, employment or training

DRAMA – HIGHER**Aims of the course**

This course allows you to develop practical skills creating and presenting drama, as well as drama production skills. Learning Drama encourages you to exercise imagination and creativity. As you develop practical skills creating and presenting drama, you will also develop knowledge and understanding of the cultural and social influences on drama. You will analyse and evaluate how the use of self-expression, language and movement can develop your ideas for drama. You will develop critical thinking skills as you investigate and develop complex drama skills.

The skills that you develop in Drama are valuable in a wide range of career sectors, including communications and media, theatre, film, TV, radio, costume design, production, writing and teaching.

Recommended entry

Pupils should have passed National 5 as this provides a foundation on which to build.

Course Content

The course consists of **two** compulsory units and the course assessment unit.

Drama Skills (9 SCQF credit points)

In this unit you will:

- explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience
- learn how to respond to text, including stimuli
- learn how to develop character in a range of ways
- develop understanding of form, structure, genre and style when creating and presenting drama
- develop knowledge and understanding of the social and cultural influences on drama
- learn how to evaluate your own progress and that of others.

Drama: Production Skills (9 SCQF credit points)

In this unit you will:

- develop complex production skills
- use these skills to enhance drama when presenting
- use problem-solving skills in order to generate ideas for presenting drama.

Course Assessment (6 SCQF credit points)

The course assessment has two components:

- a question paper (40 marks)
- a performance (60 marks).

The question paper will assess your breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA. The performance will involve creating and presenting a drama. The question paper will require demonstration of a depth of knowledge and understanding from the course.

Assessment

Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass both units and the course assessment to gain the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

Progression

If you complete the course successfully, it may lead to: Advanced Higher Drama

Further study, training or employment in: Communications and Media & Performing Arts

MUSIC - NATIONAL 4

Aims of the course

- To develop performing skills on 2 instruments
- To explore the background of and learn to identify various styles of music
- To gain an understanding of musical literacy and use this to explore composition techniques

Recommended entry

National 4 – Pupils opting for National 4 should have achieved Level 3 in S1-S3

Course Content

The music course contains 3 elements: Performing, Understanding Music and Composing. In performing, pupils will learn 2 instruments (or one instrument and voice). In the Understanding

element pupils will explore a wide range of styles from Scottish Music to Classical and including Pop and Rap. This will influence the composing element where pupils will complete a series of short projects learning how to incorporate the new concepts they have learned into their own music.

The course has **three** compulsory units, plus an **added value** unit that assess your practical skills.

Music: Performing Skills (6 SCQF credit points)

In this unit you will:

- develop your performing skills on two selected instruments, or on one selected instrument and voice
- learn how to perform music accurately while maintaining the musical flow
- develop your own technical and musical performing skills.

Music: Composing Skills (6 SCQF credit points)

In this unit you will:

- experiment with and use compositional methods and music concepts in imaginative ways when creating your own music
- reflect on your own creative choices and decisions and develop a basic understanding of how composers develop their ideas and create their music.

Understanding Music (6 SCQF credit points)

In this unit you will:

- develop your knowledge and understanding of a range of music concepts and music literacy
- learn how to identify the distinguishing features of specific music styles, and how to recognise music concepts in excerpts of music
- learn how to understand and recognise common music signs and symbols used in music notation.

Added Value Unit: Music Performance (6 SCQF credit points)

In this unit you will:

- prepare and perform a programme of music in a solo setting and/or as part of a group.

Assessment

Assessment will be ongoing throughout the course. Pupils will be assessed on performances throughout the year. Their composition work will be marked task by task. Understanding of music will be evaluated through the use of questioning techniques, class discussions and listening tests. Teachers will regularly provide meaningful feedback to pupils who will also have a role in the assessment of both their own and others' work. Pupils will be encouraged to become skilled in setting their own targets and taking responsibility for personal learning.

Progression

Pupils who are successful in National 4 may choose to progress to National 5. There are many NQ college courses available studying performing, musical technology and musical theatre.

MUSIC - NATIONAL 5

Aims of the course

- To develop performing skills on 2 instruments
- To explore the background of and learn to identify various styles of music
- To gain an understanding of musical literacy and use this to explore composition techniques

Recommended entry

National 5 – Pupils opting for National 5 should have achieved Level 4 in S1-S3

Course Content

The music course contains 3 elements: Performing, Understanding Music and Composing. In performing, pupils will learn 2 instruments (or one instrument and voice). In the Understanding element pupils will explore a wide range of styles from Scottish Music to Classical and including Pop and Rap. This will influence the composing element where pupils will complete a series of short projects learning how to incorporate the new concepts they have learned into their own music.

Music: Performing Skills (6 SCQF credit points)

In this unit you will:

- develop your performing skills on two selected instruments, or on one selected instrument and voice
- learn how to perform music accurately while maintaining the musical flow
- develop your own technical and musical performing skills.

Music: Composing Skills (6 SCQF credit points)

In this unit you will:

- experiment with and use compositional methods and music concepts in imaginative ways when creating your own music
- reflect on your own creative choices and decisions and develop a basic understanding of how composers develop their ideas and create their music.

Understanding Music (6 SCQF credit points)

In this unit you will:

- develop your knowledge and understanding of a range of music concepts and music literacy
- learn how to identify the distinguishing features of specific music styles, and how to recognise music concepts in excerpts of music
- learn how to understand and recognise common music signs and symbols used in music notation.

Assessment

Assessment will be ongoing throughout the course. Pupils will be assessed on performances throughout the year. Their composition work will be marked task by task. Understanding of music will be evaluated through the use of questioning techniques, class discussions and listening tests. Teachers will regularly provide meaningful feedback to pupils who will also have a role in the assessment of both their own and others' work. Pupils will be encouraged to become skilled in setting their own targets and taking responsibility for personal learning.

At National 5 level pupils will be required to pass units in Understanding Music, Composing Skills and Performing Skills. These will be internally assessed and will be subject to verification by the SQA.

In National 5 only, an SQA examiner will visit the school to assess a performance given by each pupil on both of their instruments (or one instrument and voice). This performance will be worth 60% of the final grade. Pupils will also be required to sit a question paper to test their knowledge of musical concepts, notation and styles. This question paper will be set and marked by the SQA and will be worth 40% of the final grade. The National 5 course is graded from A – D.

Progression

Pupils who are successful at National 5 may choose to progress to Higher. There are many NQ college courses available studying performing, musical technology and musical theatre.

MUSIC – HIGHER

Aims of the course

On completing this course you will be able to: perform a programme of music with accuracy and maintaining musical flow; create your own original music; self-reflect on and evaluate your own work and that of others; listen to music with awareness, understanding and discrimination; and improve your musical creativity and performing skills by critically evaluating your own work and the work of others.

Recommended entry

Pupils opting for Higher should have achieved National 5.

Course Content The course consists of three compulsory units and the course assessment unit.

Music: Performing Skills (6 SCQF credit points) - In this unit you will:

- develop performing skills on two selected instruments, or on one selected instrument and voice
- perform challenging level-specific music with sufficient accuracy and maintain the musical flow realising the composers' intentions
- through regular practice and critical reflection and evaluation, develop your technical and musical performing skills.

Music: Composing Skills (6 SCQF credit points) - In this unit you will:

- experiment with, and creatively use complex compositional methods and music concepts to realise your intentions when creating original music
- critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions
- analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

Understanding Music (6 SCQF credit points) - In this unit you will:

- through listening, develop detailed knowledge and understanding of a range of complex music concepts, and music literacy
- identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

Course Assessment (6 SCQF credit points) - The course assessment has two components:

- a question paper (40 marks)
- a performance (60 marks)

The question paper will assess your understanding of music concepts and music literacy. You will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles. The question paper will be set and marked by SQA. The performance will assess your practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music. The performance can be solo and/or in a group setting.

Assessment

Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

Progression

Pupils who are successful at Higher may choose to progress to Advanced Higher. There are many NQ college courses available studying performing, musical technology and musical theatre.

PHYSICAL EDUCATION – NATIONAL 4

Why Study National 4 PE?

Physical Education is a practical subject that develops your physical movement and performance skills. You may experience a range of activities such as Badminton, Basketball, Gymnastics, Volleyball, Trampolining, Table Tennis and Fitness. You will learn how to reflect on and develop your performance.

Entry Qualifications

Pupils should have chosen PE in S4 as this provides a foundation on which to build.

Course Details

The course has **two** compulsory units, plus an **added value** unit that assesses your practical skills.

Physical Education: Performance Skills (9 SCQF credit points)

In this unit you will:

- demonstrate a range of movement and performance skills in physical activities
- develop some consistency in your control, fluency of movement and body and spatial awareness
- learn how to respond to the physical demands of performance in a safe and effective way.

Physical Education: Factors Impacting on Performance (9 SCQF credit points)

In this unit you will:

- demonstrate knowledge of factors that affect personal performance in physical activities
- develop personal performance
- record, monitor and review your own performance.

Added Value Unit: Physical Education Performance (6 SCQF credit points)

In this unit you will:

- prepare for and carry out a performance in a physical activity
- adapt skills and techniques in performance situations
- follow rules and guidelines for that physical activity.

Assessment

Your work will be assessed by your teacher on an ongoing basis throughout the course. Items of work might include:

- practical work - performance of a physical activity
- research assignments and reports
- projects

You must pass all the units including the performance unit to gain the course qualification

Progression Routes

If you complete the course successfully, it may lead to National 5 Physical Education. Further study, training or employment in: Armed Services or Security & Protective Services or Sport and Leisure.

PHYSICAL EDUCATION – NATIONAL 5

Why Study National 5 PE?

Physical Education is a practical subject that develops your physical movement and performance skills. You may experience a range of activities such as indoor and outdoor team games, racquet sports, fitness related activities and athletics. You will learn how to reflect on and develop your performance.

Entry Qualifications

Pupils should have chosen PE in s3 as this provides a foundation on which to build

Course Details

The course has **two** compulsory units. The units are similar to those for **National 4** but you will be expected to work to a higher standard.

Physical Education: Performance Skills (9 SCQF credit points)

In this unit you will:

- develop your range of movement and performance skills
- learn how to select, use, demonstrate and adapt these skills
- develop consistency in control and fluency during movement to enable you to perform safely and effectively.

Physical Education: Factors Impacting on Performance (9 SCQF credit points)

In this unit you will:

- develop your understanding of the factors that affect physical performance
- consider the effects of mental, emotional, social and physical factors on performance
- learn how to plan for, monitor, record and evaluate the process of personal performance.

Assessment

Both units will be assessed internally by your teacher or lecturer as 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course. Items of work might include:

- practical work - performance of a physical activity
- research assignments and reports
- projects.

Units do not contribute to your overall grade but to achieve the course qualification, you will need to pass both units plus a course assessment. The course assessment for this course consists of **two** components:

- performance (60 marks)
- portfolio (40 marks).

The performance component is internally marked by your school or college. It will be externally verified by SQA.

The portfolio component will be set and externally marked by SQA. The course assessment is graded A-D.

Progression Routes

If you complete the course successfully, it may lead to Higher Physical Education. Further study, training or employment in: Armed Services or Security & Protective Services or Sport and Leisure.

PHYSICAL EDUCATION – HIGHER

Aims of the course

This course gives you the opportunity to develop and enhance movement and performance skills and to apply knowledge and understanding to the analysis and evaluation of performance in physical activities. You will develop your thinking skills through planning, problem-solving and analysing performance. Personal qualities necessary would be motivation, dedication and co-operation. The ability to study and research at home is critical.

Recommended entry

National 5 English will be necessary as writing accurately, concisely and in detail, is an important element of the course. National 5 performance is essential with a high level of practical ability in Badminton, Basketball and Gymnastics essential in order to pass the Performance Skills unit. S6 pupils wishing to choose higher should note that previous experience of Certificated PE is desirable but not essential.

Course Content

The course consists of **three** compulsory units and the course assessment unit.

Physical Education: Performance Skills (9 SCQF credit points) In this unit you will:

- develop a broad and comprehensive range of complex movement and performance skills
- select, demonstrate, apply and adapt these skills, and use them to make informed decisions
- develop knowledge and understanding of how these skills combine to produce effective outcomes
- develop consistency, precision, control and fluency of movement
- learn how to respond to and meet the demands of performance in a safe and effective way.

Physical Education: Factors Impacting on Performance (9 SCQF credit points) In this unit you will:

- develop knowledge and understanding of the four factors that impact on personal performance in physical activities
- consider how mental, emotional, social, and physical factors can influence effectiveness in performance
- develop knowledge and understanding of a range of approaches for enhancing performance, and select and apply these to factors that impact on your personal performance
- create development plans, monitor these and justify decisions relating to future personal development needs.

Course Assessment (6 SCQF credit points) The course assessment has two components:

- a question paper (40 marks)
- a performance (60 marks)

The question paper will sample from your breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA. The performance will assess your ability to plan, prepare for, effectively perform and evaluate personal performance in **one** physical activity.

Assessment

Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

Progression

If you complete the course successfully, it may lead to:

- Advanced Higher Physical Education
- Higher National Certificates or Higher Education degree courses.

Further study, training or employment in:

- Armed Services
- Security and Protective Services
- Sport and Leisure

PE SPORTS DEVELOPMENT

The Sports Development course will provide pupils with the opportunity to:

- Plan, lead and review a number of sport and physical activity sessions for younger pupils and cluster primary schools
- Promote a positive culture of P.E, sport and physical activity throughout the school, primary cluster schools and local community
- Develop their knowledge, understanding and application of sports development programs and how they are structured in order to engage individuals and promote lifelong physical activity
- Undertake a number of different roles within a sporting environment including:
 - Participating, Coaching, refereeing
- To develop skills and personal qualities which will allow pupils to:
 - Be confident speaking in front of small and large groups
 - Work with pupils in primary schools
 - Engage primary school pupils in well planned, progressive lessons
 - Engage with the wider community and sports clubs to promote sport and physical activity

There will also be opportunities to achieve various National Awarding Body Awards

Positive Coaching Scotland

Mini Tennis Leaders

Badminton Basics (Badminton Scotland)

Basketball fundamentals

RECOMMENDED ENTRY

The Sports Development course is offered to S5/6 students who have a **genuine interest in physical activity and sport** and are keen to learn how to coach and deliver sessions to primary schools and younger pupils. Pupils should enjoy working as part of a team and like working with younger children in sport. Pupils who are considering a career in Sport, Education (Childcare, Primary and Secondary) with develop skills and experience which will help them in college, university and the workplace.

COURSE CONTENT

Sports Development (NPA Level 6)

Unit 1: Activity and Participation Opportunities in the Community

- 1 Identify and explain opportunities for participation within a sport or fitness facility.
- 2 Participate in and evaluate recreational physical activity.
- 3 Describe the benefits of different types of participation to the individual and community.

Unit 2: Investigate Activity Development Opportunities in an Organisation

- 1 Explain the concept of Sports Development.
- 2 Describe the opportunities and facilities for physical activity currently available to members of an organisation.
- 3 Identify potential development projects to meet the needs of members.
- 4 Describe financial, physical, and human resources required for the development of physical activity.
- 5 Identify systems required to support and sustain a physical activity development plan.

PROGRESSION

Learners who undertake this Award could expect:

- Further study, training or employment in:

NC sport and fitness

HNC Coaching and Developing Sport

HNC Fitness Health and Exercise

HND Coaching and Developing Sport

BSC in Sports Coaching

BA in Physical Education

Jobs in Sports Coaching

ASSESSMENT

Course assessment will be internally assessed and verified by the SQA.

Assessment will be as follows:

Unit 1

- Written essay (1000 words)
- Research based report (500 words)
- Recording and evaluation performance of **10 hours** of; participation, coaching & refereeing
- **Pupils must** VOLUNTEER in **extra curricular clubs** or during **S1-S3 PE lessons**
- Completion of Placement Booklet containing lesson plans and written assessment
- Assessment of coaching ability

Unit 2

- An Interview with an active schools coordinator
- Research of community based sports programs
- Plan, lead and evaluate a sports development project
- Detail plans for sustainability i.e. finance, human resource

ENGLISH ~ NATIONAL 4

Aims of course:

Our aim is to ensure that all learners develop the knowledge, skills and attributes they will need for life, learning and work, now and in the future.

Recommended Entry:

A secure understanding of the Level 3 *Experiences and Outcomes* in the *Broad General Education* (S1 – S3).

Course Content:

The course follows on from the *Experiences and Outcomes* of the *Broad General Education* and focuses on extending the skills of reading, writing, listening and talking. Along with completing class work, learners are expected to undertake tasks such as reading, completing research assignments, preparing presentations and engaging with online resources.

The course consists of four mandatory units:

English: Analysis and Evaluation

Learners have the opportunity to develop their reading and listening skills through the contexts of literature, language and media. The outcome is to understand, analyse and evaluate straightforward texts.

English: Creation and Production

Learners have the opportunity to develop their writing and talking skills through the contexts of literature, language and media. The outcome is to create and produce straightforward texts in both written and oral forms.

Literacy

Learners have the opportunity to develop their competence in the skills of reading, writing, listening and talking using 'real life' contexts. The outcome is to understand straightforward ideas and information presented orally and in writing. Learners should also be able to communicate orally and in writing with a degree of technical accuracy.

Added Value English Assignment

Learners have the opportunity to investigate and report on a topic of their choice. The outcome is to demonstrate challenge and to apply previously learned language skills in producing the assignment.

To achieve the National 4 course, learners must pass all four of the required units.

Assessment:

All units are internally assessed on a pass/fail basis.

Progression:

This course or its units may provide progression to other qualifications in English, for example, National 5. Learners could also proceed to further study, employment or training.

ENGLISH - NATIONAL 5

Aims of course:

Our aim is to ensure that all learners develop the knowledge, skills and attributes they will need for life, learning and work, now and in the future.

Recommended Entry:

A secure understanding of the Level 3 and 4 *Experiences and Outcomes* in the *Broad General Education* (S1 – S3) OR a National 4 qualification.

Course Content:

The course follows on from the *Experiences and Outcomes* of the *Broad General Education* and enables and encourages learners to develop their language skills in reading, writing, talking and listening. Although these essential skills can be dealt with and treated separately, often the most effective and natural teaching and learning approaches will allow for them to be integrated.

When operated together, the elements can be said to support each other, and often work on one skill can aid the development of another: broad reading of literature and language will not only strengthen key reading skills of understanding, analysis and evaluation, but will have an impact on a learner's ability to write. Spoken language has a part to play here too: it is often through discussion that a deeper understanding of language and literature emerges. Talking and listening activities also help to improve learner interaction and engagement. In this way, a holistic approach is taken to course content. Areas and topics of study will encompass many of the skills required.

The course has one mandatory, internally assessed unit:

Performance—spoken language

The purpose of this performance—spoken language is to provide evidence of the learners' skills in talking and listening. This performance, which is part of course assessment, is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in National 5 English.

The spoken language performance comprises the skills of talking and listening. There are four aspects to the spoken language performance, and learners must achieve them all. These are:

- employs detailed and relevant ideas and/or information using a structure appropriate to purpose and audience
- communicates meaning effectively through the selection and use of detailed spoken language
- uses aspects of non-verbal communication
- demonstrates listening skills by responding to spoken language

In this assessment learners have to do at least one of the following spoken language activities:

- Take part in a group discussion, or discussion-based activity, to which they contribute relevant ideas, opinions, or information, using detailed language. Learners must take account of the contributions of others and stay focused on the topic or task.
- Prepare and present a presentation. The presentation must be detailed in content, and must be structured in a clear and relevant way. Learners must answer questions from the audience at some point in the presentation.

Assessment:

The course also has two externally assessed components:

Portfolio

Learners have the opportunity to develop their knowledge and understanding of writing for different purposes and audiences. The outcome of this is to produce two pieces of writing: one broadly creative and one broadly discursive.

Examination

The exam consists of two papers: *Reading for Analysis and Evaluation* and *Critical Reading*. In the first paper, learners read and answer questions on an unseen text and in the second, learners apply critical reading skills and knowledge and understanding in addressing two tasks which are based on literary texts. One task involves a series of questions on a set Scottish text; the other is a critical essay on any text in a genre different to that of the Scottish text.

Progression:

This course or its units may provide progression to other qualifications in English, for example, Higher. Learners could also proceed to further study, employment or training.

ENGLISH - HIGHER

Aims of course:

Our aim is to ensure that all learners develop the knowledge, skills and attributes they will need for life, learning and work, now and in the future.

Recommended Entry:

An A or B at National 5.

Course Content:

The course follows on from the *National 5 English* course and enables and encourages learners to develop their language skills in reading, writing, talking and listening. Although these essential skills can be dealt with and treated separately, often the most effective and natural teaching and learning approaches will allow for them to be integrated.

When operated together, the elements can be said to support each other, and often work on one skill can aid the development of another: broad reading of literature and language will not only strengthen key reading skills of understanding, analysis and evaluation, but will have an impact on a learner's ability to write. Spoken language has a part to play here too: it is often through discussion that a deeper understanding of language and literature emerges. Talking and listening activities also help to improve learner interaction and engagement. In this way, a holistic approach is taken to course content. Areas and topics of study will encompass many of the skills required.

The course has one mandatory, internally assessed unit:

Performance—spoken language

The purpose of this performance—spoken language is to provide evidence of the learners' skills in talking and listening. This performance, which is part of course assessment, is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in Higher English.

In this assessment learners have to do at least one of the following spoken language activities:

- Take part in a group discussion, or discussion-based activity, to which they contribute relevant ideas, opinions, or information, using detailed language. Learners must take account of the contributions of others and stay focused on the topic or task.
- Prepare and present a presentation. The presentation must be detailed in content, and must be structured in a clear and relevant way. Learners must answer questions from the audience at some point in the presentation.

Assessment:

The course also has two externally assessed components:

Portfolio

Learners have the opportunity to develop their knowledge and understanding of writing for different purposes and audiences. The outcome of this is to produce two pieces of writing: one broadly creative and one broadly discursive.

Examination

The exam consists of two papers: *Reading for Analysis, Evaluation and Summarising* and *Critical Reading*. In the first paper, learners read and answer questions on two unseen texts and in the second, learners apply critical reading skills and knowledge and understanding in addressing two tasks which are based on literary texts. One task involves a series of questions on a set Scottish text; the other is a critical essay on any text in a genre different to that of the Scottish text.

Progression:

This course or its units may provide progression to other qualifications in English, for example, Advanced Higher. Learners could also proceed to further study, employment or training.

ENGLISH – National 5 – Literacy for Life

Aims of course:

Our aim is to ensure that all learners develop the knowledge, skills and attributes they will need for life, learning and work, now and in the future.

Recommended Entry:

A secure understanding of the Level 3 *Experiences and Outcomes* in the *Broad General Education* (S1 – S3).

Course Content:

The course follows on from the *Experiences and Outcomes* of the *Broad General Education* and focuses on extending the practical literacy skills of reading, writing, listening and talking.

The course consists of 8 topics:

Finding and Handling Information

Learners will develop knowledge and skills in finding sources, assessing reliability, note taking, using and creating bibliographies.

Presenting Information

Learners will develop knowledge and skills in structuring their work, effective layout, technical accuracy and editing.

Literacy for Work

Learners will develop knowledge and skills in filling in application forms and CVs, using the correct grammar in forms and at interviews and honing interview technique.

Reading Skills

Learners will develop knowledge and skills in skimming and scanning, summarising and predicting and decoding vocabulary.

Team Work Skills

Learners will develop knowledge and skills in talking in groups, delegating tasks, understanding roles and responsibilities in groups and reviewing work.

Persuasive Speaking

Learners will develop knowledge and skills in debating and public speaking.

Media Literacy

Learners will develop knowledge and skills in the use of bias and persuasion, sales and scams, adverts and journalism.

Presenting to an Audience

Learners will develop knowledge and skills in creating resources, organising structure, engaging the audience and confidence building.

Learners must complete all of the topics in accordance with the success criteria to attain National 5 Literacy.

ADMINISTRATION AND IT – NATIONAL 4/5

Aim(s) of course

Administration and IT is a growing employment sector. Administration and IT are not only required for a wide range of jobs but also equip you with many core skills which will help you throughout your life.

Administrative and IT skills which will enable you to carry out a range of tasks essential for the smooth running of all types of organisation.

The aim of a course in Administration and IT is to enable learners to:

- Develop an understanding of administrative activities in the workplace
- Develop IT skills and use them to complete administrative tasks

Learning and Teaching Content

The National 4 and 5 courses contain 3 units

Administrative Practices

- the tasks, skills and qualities of administrators
- customer service
- The key personal responsibilities in health and safety and the security of people, property and information
- Event Management

IT Solutions for Administrators

- Word processing
- Spreadsheets
- Databases
- Desk top publishing
- Using the internet and email
- Organising, processing and communicating information

Communication in Administration

- Using electronic methods to communicate information
- use of emerging technologies:
 - blogs
 - podcasts
 - instant messaging
 - forums

Assessment

National 4 Units are assessed internally and are practical based task assessing both ICT skills and knowledge of Administrative Practices. Assessment at National 5 is a practical assessment (28% of grade) and Theory and IT examination (72% of final grade) which determines your final course award.

Homework

Formal written homework is issued regularly and will assess knowledge and skills developed throughout the course.

Progression to S5 Senior Phase

This Course or its components may provide progression to:

Course Level National 4 Administration and IT – Progress to National 5 Administration and IT

Course Level National 5 Administration and IT – Progress to Higher Administration and IT

ADMINISTRATION AND IT – HIGHER

Why study Higher Administration and IT?

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.

The Course enables learners to:

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

The course also supports the wider curriculum through its emphasis on IT.

Course Details

The Higher Admin and IT Course develops learners' advanced administrative and IT skills and enables them to contribute to the effective functioning of organisations in supervisory administrative positions.

This Course comprises three mandatory units.

- Administrative Theory and Practice
- IT Solutions for Administrators
- Communication in Administration

To gain an award in the Course, the learner must pass all of the Units.

Learners will also develop the ability to manage the organisation of events, comply with relevant health, safety and security legislation and workplace procedures and the ability to solve problems in the context of administration. 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.

Assessment

Throughout the year, pupils will be required to sit 2 practical based and 1 theory based unit assessments:

- Administrative Theory and Practice
- IT Solutions for Administrators
- Communication in Administration

To gain an overall award in Admin and IT pupils must pass Unit Assessments as well as a combination of a question paper (30%) and an Administration and IT based assignment (70%).

Progression Routes:

- HNC/HND courses.
- Degree courses in some Universities.
- Employment in Admin based industries

The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

BUSINESS MANAGEMENT – NATIONAL 4/5

Aim(s) of course

Business plays an important role in society. Businesses and entrepreneurs create wealth, prosperity, jobs and choices which benefits the country and its citizens. By following this course you will understand the way in which businesses operate in a dynamic and changing world and adopt entrepreneurial attitudes.

This course will develop many skills which prepares pupils for everyday life, the world of work or further study of the many business courses available at further education colleges and universities. This course is also suitable for all learners interested in entering the world of business – whether as a manager, employee or self-employed person.

The aim of a course in Business Management is to enable learners to develop:

- Knowledge and understanding of the way society relies on business to satisfy our needs
- An understanding of the steps taken by organisation to improve their overall performance
- An insight into how organisations ensure customers' needs are met
- An awareness of how external influences including the economy, impact on organisations.
- A financial awareness through a business context

Learning and Teaching Content

You will learn about the different factors which contribute to business success and the role of different departments within a business.

The National 4 course contains 2 units

- **Business in Action**
- **Influences on Business**

with an added value unit which is a **Business Based Assignment** which will require learners to choose an element of business which interests them and complete a business report from research and analysis.

The National 5 course contains 3 units

- **Understanding Business**
- **Management of People and Finance**
- **Management of Marketing and Operations**

Interdisciplinary Learning

Pupils will be able to use their Business Management skills and knowledge across different curriculum areas when exploring a theme or an issue, meeting a challenge or solving a problem.

Assessment

Each N4 unit is internally assessed. Assessments use a variety of methods: written answers, IT tasks and presentations. The National 5 course has a final written assessment in May under SQA conditions which contributes to 70% of the final grade as well as a Business Report Assessment (30% of the final grade).

Homework

Formal written homework is issued regularly to consolidate learning and understanding.

Progression into S5 Senior Phase

This Course or its components may provide progression to:

- Course Level National 4 Business – Progress to National 5 Business Management
- Course Level National 5 Business Management – Progress to Higher Business Management
- Higher Business Management – Progress to Advanced Higher

BUSINESS MANAGEMENT – HIGHER

Why study Higher Business Management?

Business and Enterprise are at the heart of national growth and development and during these uncertain economic times, it is important that young people understand the role of business and Enterprise in Society.

The Business Management course offers opportunity for young people to develop the crucial skills and knowledge which allow them to access, understand and contribute to the dynamic, complex business and enterprise environment.

Business Management not only assists pupils in acquiring knowledge and understanding of the role and operation of business, but also develops analytical skills, application of skills to business situations, and to communicate effectively in a variety of ways. The course benefits all young people, whether or not they wish to follow a career in business.

The study of Business Management can provide a valuable experience which can enhance an individual's understanding of a society and provide the skills and knowledge which can be used in a wide variety of employment. It promotes the development of an enterprise oriented society and encourage young people to take a positive view of setting up business for themselves.

Course Details

The Higher Business Management Course builds on the skills, knowledge and understanding gained in National 5 Business Management and can act as an entry to the study of business in further education.

At this level the course focuses on the following key areas of Business

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

Assessment

Throughout the year, pupils will be required to sit 3 Unit Assessments:

1. Understanding Business
2. Marketing and Operations
3. Human Resources and Finance

To gain an overall award in Business Management pupils must pass Unit Assessments as well as the final SQA exam in May and Coursework.

The final SQA exam is a Questions Paper under exam conditions is worth 70 % and the Coursework is worth 30% of the final grade.

Progression Routes

Pupils can progress to Advanced Higher Business Management.

BUSINESS STUDIES – PC PASSPORT

Aim(s) of course

The National Progression Award (NPA) PC Passport at SCQF levels 4, 5 and 6 provides learners with up-to-date knowledge and skills in a range of popular IT software, such as Office 365. Learners will improve skills in key areas such as word processing, spreadsheets, and presentation software, preparing them for employment and further study.

PC Passport is perfect for pupils who want to learn how to use computers, or to improve their existing knowledge. At each level, it is possible to achieve individual units or a National Progression Award (NPA) with embedded core skills. This course is largely self-led, giving pupils the chance to work at their own pace, working with the teacher to set individual goals. This course will be delivered in conjunction with the Computing Science department.

Learning and Teaching Content

PC Passport improves skills in using contemporary application packages, including word processing, spreadsheets, and presentation software. It also improves skills in using the collaborative aspects of these packages by using the cloud-based features and develops an understanding of the uses and limitations of contemporary application software.

Assessment

We currently offer the following levels:

- SCQF Level 4 - PC Passport
- SCQF Level 5 - PC Passport
- SCQF Level 6 - PC Passport

All three levels contain three main units that pupils can complete individually or do all three together to obtain the NPA. There is no external examination in this subject.

Homework

Learners will be expected to practise their practical skills at home. Materials will be available on the class team. Learners can download Microsoft Office free of charge using their Glow accounts.

Progression

Learners will progress through all three levels of the NPA.

GEOGRAPHY - NATIONAL 4

Aims of the course

The purpose of this course is to develop the learner's knowledge and understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. The contexts for study are local, national and global. Through the successful completion of this course, learners will develop a range of skills including: using and interpreting a range of geographical information; using a range of maps; and researching skills, including fieldwork.

Recommended entry

Pupils must have studied Geography in S4 in order to progress to National 4 in S5/6.

Course Content

The course has four mandatory units:

1. Physical Environments: formation of 2 different landscape types and features, land use and management, sustainability and weather.
2. Human Environments: Urban, Rural and Population – changing urban and rural landscapes, population distribution and change.
3. Global Issues: 2 selected from 6 options eg. Environmental Hazards, Health.
4. Added Value Unit: Choice of field work investigation based on a physical or human landscape topic.

Assessment

All units are internally assessed as there is no formal examination in National 4.

At the end of each unit pupils will undertake a formal assessment. Pupils will also undertake additional assessments throughout each unit which may include format such as poster work.

Progression

Pupils will be able to progress to National 5 Geography in sixth year depending upon success at National 4.

Pupils will also be able to opt to choose an additional social subject in S6 at National 4 or National 5.

GEOGRAPHY - NATIONAL 5

Aims of the course

The purpose of this course is to develop the learner's knowledge and understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. The contexts for study are local, national and global. Through the successful completion of this course, learners will develop a range of skills including: using and interpreting a range of geographical information; using a range of maps; and researching skills, including fieldwork.

Recommended entry

Pupils must have previously passed National 4 Geography in order to progress to National 5 in S5/6. Entry into National 5 will be agreed between the learner and teacher dependant on performance in National 4.

Course Content

The course has four mandatory units:

1. Physical Environments: formation of 2 different landscape types and features, land use and management, sustainability and weather.
2. Human Environments: Urban, Rural and Population – changing urban and rural landscapes, population distribution and change.
3. Global Issues: 2 selected from 6 options e.g. Climate change, Environmental Hazards, Health.
4. Assignment Unit: A field work investigation based on a physical or human landscape topic.

Assessment

There are two formal assessments in National 5 Geography:

1. External Examination – question paper worth 80 marks.
2. Assignment – completed in class under controlled conditions and marked by the SQA – 20 marks.

Learners will be assessed on an on-going basis which will include a formal assessment at the end of each topic as well as a preliminary exam in preparation for the final exam.

Progression

Dependent upon successful completion of the course, pupil will be able to progress to Higher Geography in S5 or to another Social Subject at National 5 level.

GEOGRAPHY – HIGHER

Why study Higher Geography?

In the Higher Geography course students develop an awareness of the ways in which people and the environment interact. Geographical methods and techniques including the skills of mapping, research and numerical and graphical analysis are developed via studies of the Physical and Human Environment and in-depth case studies. Homework will be issued on a regular basis.

Course Details

The course content is divided into 4 components:

Physical Environments: topics linked to atmosphere, hydrosphere, lithosphere, biosphere

Human Environments: issues related to population, and urban and rural landscapes.

Global Issues: 2 topics chosen from 6 – e.g. Development & Health, Climate Change

Geographical Skills: A scenario based question that utilises the use of sources including mapping, numerical and graphical information,

Assessment

There are 2 aspects to assessment in Higher Geography

1. Externally Assessed Examinations – worth 73% of grade

- Paper One – Physical & Human Environments – 50 marks (scaled from 100)
- Paper Two – Global Issues & Geographical Skills – 30 marks (scaled from 60)

2. Assignment – 30 marks - externally assessed – worth 27% of grade

Progression

Careers:

surveying, environmental science, international development, flood management, civil service, landscape architecture, civil engineering, cartographic science, tourism, transport, ecology, geophysics, teaching, meteorology, conservation, ordinance survey and geology – to name but a few!

Higher Geography is useful for entrance to both a science and an arts degree.

A Higher Geography can also be used to gain entry into Advanced Higher.

TRAVEL & TOURISM – NATIONAL 4/5

Aims of the course

The Travel & Tourism Course enables pupils to build initial skills for the travel and tourism industry.

Pupils will gain customer service skills through classroom based tasks and by meeting people working in the travel and tourism industry. The course will allow learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry. The contents for study in local, national and global.

Through successful completion of the course, learners will develop a range of skills in self-evaluation, promoting products and services, problem solving skills, communication skills, literacy, numeracy and ICT skills and developing a positive and responsible attitude to work and the workplace.

Recommended entry

For National 5 Travel and Tourism, pupils should have achieved a minimum of National 4 in a Social Subject course or Business Management

For National 4 Travel and Tourism pupils should have achieved a minimum of National 3 in a Social Subject course or Business Management

Course Content: the course has four mandatory units

- 1) **Employability:** Pupils will learn about different careers in the travel and tourism industry, discuss their own employability skills, attitude and review for improvements during a work related practical activity, and complete a detailed investigation into a chosen job role within the travel and tourism industry.
- 2) **Customer services:** Pupils will be able establish and respond to customer needs in a, promote a wide range of products or services and deal with customer issues in a travel and tourism environment.
- 3) **Scotland:** Pupils will research and describe a wide range of destinations and tourist attractions/activities/amenities in Scotland and be able to produce an itinerary to meet a customer needs. They will also be explaining positive and negative impacts of tourism and discussing current tourism trends in Scotland.
- 4) **UK and worldwide:** Pupils will research and describe a wide range of destinations, routes and tourist attractions/activities/amenities in the UK and worldwide and produce an itinerary to meet a customer needs. They will also be explaining positive and negative impacts of tourism in worldwide contexts and discuss current worldwide tourism trends.

Assessment

All units are internally assessed for National 4 and 5 on an ongoing basis based on tasks set related to each topic. Each unit will be assessed on a Pass/Fail basis.

Progression

This course could lead to other SQA Travel and Tourism Courses in a further education setting or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism.

Career options may include working in hotels, travel agents, cruise ships, tour operators, tourist information officer, airline or train stewards to name a few!

Pupils will be able to proceed to National 4 or 5 level in Geography, Business Management or another Social Subject dependant on successful completion of the course.

HISTORY - NATIONAL 4

Aims of the course

The course contributes to the learner's understanding of the society in which they live and work by helping them to develop a map of the past, an appreciation and understanding of the forces which have shaped the world today. The purpose of History is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

Recommended entry

Pupils must have studied History in S3 in order to progress to National 4 in S4.

Course Content

The course has four mandatory units:

1. Historical Study: Scottish – The Era of the Great War, 1910-1928
2. Historical Study: British – The Atlantic Slave Trade, 1770-1807
3. Historical Study: European and World – Hitler and Nazi Germany, 1919-1939
4. Added Value Unit: written piece of work on The Era of the Great War.

Assessment

All units are internally assessed as there is no formal examination in National 4.

At the end of each unit pupils will undertake a formal assessment. Pupils will also undertake additional assessments throughout each unit in various formats including oral presentations and poster work.

Progression

Pupils will be able to progress to National 5 History in fifth year, and possibly Higher History in sixth year depending upon success at National 4 and 5.

Pupils will also be able to opt to choose an additional social subject in S5 at National 4 or National 5.

HISTORY - NATIONAL 5

Aims of the course

The course contributes to the learner's understanding of the society in which they live and work by helping them to develop a map of the past an appreciation and understanding of the forces which have shaped the world today. The purpose of History is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

Recommended entry

Pupils must have studied History in S3 in order to progress in National 5 in S4. Entry into National 5 will be agreed between the learner and teacher dependant on performance in S3.

Course Content

The course has four mandatory units:

1. Historical Study: Scottish – The Era of the Great War, 1910-1928
2. Historical Study: British – The Atlantic Slave Trade, 1770-1807
3. Historical Study: European and World – Hitler and Nazi Germany, 1919-1939
4. Assignment: written piece of work on any Historical Study.

Assessment

There are two assessments in National 5:

1. External Examination – question paper worth 80 marks.
2. Assignment – completed in class under controlled conditions and marked by the SQA – 20 marks.

Learners will be assessed on an on-going basis which will include a formal assessment at the end of each topic as well as a preliminary exam in preparation for the final exam.

Progression

Dependent upon successful completion of the course, pupil will be able to progress to Higher History in S5 or to another Social Subject at National 5 level.

HISTORY - HIGHER

Why study Higher History?

If you are interested in how events in the past have shaped our lives today then History is the subject for you! In the Higher History course students develop an awareness and understanding of key elements in History. The skills of research, analysis, evaluation, presentation and essay structure are taught through studies of Scottish, British and European & World History.

Assessment involves, an exam and an extended essay which is completed in class but assessed by the SQA. Homework will be issued on a regular basis.

Course details

- **The USA 1918–1968**

Students will study immigration in the USA, reasons behind the control of immigration, prosperity and poverty in the 1920s, migration of Black Americans to the North, history of racial laws, case studies of racial hatred such as the KKK and the rise of civil rights in the USA.

- **Church, State and Feudal Society 1066-1406**

Students will study feudal society in Scotland and England throughout Medieval society. The role of the Church is considered, along with the reigns of David I King of Scotland and Henry II King of England. Finally there is an understanding of the decline of Feudalism in the 14th century.

OR

- **Britain 1851-1951**

Students will study the growth of Democracy in the 19th and early 20th century. An important study around the reasons why women gained greater political equality by 1928. There will also be studies on the reasons for the Liberal Reforms in the early 1900s, the Liberal Reforms 1906-14 and the Labour Social Welfare Reforms Post-1945.

- **The Wars of Independence 1286-1328**

Students will study the Scottish Wars of Independence; the succession crisis from 1286-1296, resistance 1297-1305 and the contribution of Robert the Bruce 1306-1329.

OR

- **The Age of the Reformation, 1542-1603**

Students study the reformation in Scotland. The role of Mary Queen of Scots and the struggle between Kirk and Monarch.

In each unit of work, pupils will complete written work, essay writing, participate in group and class discussions, watch historical films and documentaries, construct arguments and points of view and examine historical sources to gain an insight into life in the past.

Assessment

At Higher level candidates are required to complete an assignment (30 Marks) in class, which is marked externally – as well as a final exam (80 Marks).

Progression

Higher History can allow you to enter access courses at colleges or can be used with your other results to gain a place at University.

Higher History is also a useful qualification in the following careers; teaching, civil service, journalism, law, architecture, librarian, tourism, etc.

MODERN STUDIES - NATIONAL 4

Aims of the course

The purpose of this CfE course is to encourage learners to develop informed attitudes, an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. The course develops a greater understanding of the contemporary world and learners' place in it. The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics.

Recommended entry

Pupils must have studied Modern Studies in S3 in order to progress to National 4 in S4.

Course Content

The course has four mandatory units:

1. Democracy in Scotland and the United Kingdom.
2. Social Issues in the United Kingdom – Crime and the Law.
3. International Issues – World Powers: USA.
4. Added Value Unit - Choice of investigation on a chosen Modern Studies Topic.

Assessment

All units are internally assessed as there is no formal examination in National 4.

At the end of each unit pupils will undertake a formal assessment. Pupils will also undertake additional assessments throughout each unit in various formats including oral presentations, practice describe & explain questions, as well as enquiry skills and poster work.

Progression

Pupils will be able to progress to National 5 Modern Studies in S5, and possibly Higher Modern Studies in S6 depending upon success at National 4 and 5.

Pupils will also be able to opt to choose an additional Humanities subject in S5 at National 4 or National 5.

MODERN STUDIES - NATIONAL 5

Aims of the course

The purpose of this course is to encourage learners to develop informed attitudes, an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. The course develops in learners a greater understanding of the contemporary world and their place in it. The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics.

Recommended entry

Pupils must have studied Modern Studies in S3 in order to progress to National 5 in S4. Entry into National 5 will be agreed between the learner and teacher dependant on performance in S3.

Course Content

The course has four mandatory units:

1. Democracy in Scotland and the United Kingdom
2. Social Issues in the United Kingdom – Crime and the Law.
3. International Issues – World Powers: USA.
4. The assignment.

Assessment

There are two formal assessments in National 5 Modern Studies:

1. External Examination – question paper worth 80 marks, to be completed in 2 hours and 20 minutes
2. Assignment – completed in class under controlled conditions and marked by the SQA – 20 marks.

Learners will be assessed on an on-going basis which will include a formal assessment at the end of each topic as well as a preliminary exam in preparation for the final exam.

Progression

Dependent upon successful completion of the course, pupil will be able to progress to Higher Modern Studies in S5 or to another Humanities Subject at National 5 level.

MODERN STUDIES – HIGHER

Why study Higher Modern Studies?

In the Higher Modern Studies course students develop an awareness and understanding of key elements in modern British society and topical International issues.

If you are interested in current affairs then this is the subject for you! Knowledge, analysis and evaluation are assessed through essay writing and source work and are taught via studies of British social and political issues and a detailed insight into selected International topics. Essay based homework will be issued on a regular basis.

Course details

The course has 4 mandatory units:

1. Democracy in Scotland and the UK – Decision making in Central Government – students will study the constitutional impact of Brexit, the question of Scottish Independence, the role and function of the UK Parliament, the powers of the Prime Minister and the role of the Cabinet, the Civil Service and the role and the effectiveness of Pressure Groups and the Media in British politics. They will also study what influences voters in the run-up to an election – is it powerful television advertising, a sophisticated and polished leader, or party loyalty. Electoral systems will be examined including the Scottish Parliament system which has seen the first Scottish Nationalist Government in history.

3 Crime and the Law. – Focus will be on relevant and contemporary aspects of crime, criminology and the law. We will look at The role of law in society and the different theories than can help explain the causes of crime. The impact of crime on society, victim, offender and their families will also be examined and the possible methods organisations use to tackle crime.

4. International Issues: World Issues – Poverty in Africa. –this is an eye-opening unit on what causes the extreme levels of poverty which exists in many African nations. We examine the factors that causes poverty such as lack of education, healthcare systems, political corruption and civil war. The second part of this unit will evaluate the effectiveness of different voluntary and government organisation who try to tackle these issues.

Assessment

There are two formal assessments in Higher Modern Studies:

1. External Examination – Question paper: 80 Marks
2. Assignment – completed in class under controlled conditions and marked by the SQA – 30 marks.

Learners will be assessed on an on-going basis which will include a formal assessment at the end of each topic as well as a preliminary exam in preparation for the final exam.

Progression Routes

Dependent upon successful completion of the course, pupils will be able to progress to Advanced Higher Modern Studies in S6.

Higher Modern Studies can allow you to enter access courses at college or can be used with your other results to gain a place at University.

Higher Modern Studies is very useful for a number of careers including; law, journalism, civil service, the Police, teaching, social work to name but a few!

RMPS – NATIONAL 5

Why study N5 Religious, Moral and Philosophical Studies?

In the N5 Religious Moral and Philosophical Studies, students develop a philosophical, critical and analytical approach to the study of: moral and ethical issues and values which are of fundamental importance in the contemporary world. In undertaking the course, students will develop and reflect on their own personal beliefs and values, and those values and beliefs that underpin society. Homework will be issued on a regular basis.

Course content

World Religion

The aim of this unit is to develop in-depth factual and philosophical knowledge and understanding of the impact of religion today. You will study some of the key beliefs and practices and demonstrate how these beliefs and practices are informed by religious sources, and the way these sources impact on the life of the followers.

Morality and Belief: Religion medicine and the human body

The aim of this unit is to evaluate and express well-structured views about contemporary moral questions and responses. You will develop factual and philosophical knowledge of the issues and you will present balanced and critical analysis of the issues from the religious and non-religious perspectives.

Religious and Philosophical Questions: Origins

The aim of this unit is to critically examine and analyse religious and philosophical questions and responses. You will develop in-depth factual knowledge and understanding of the questions raised and the religious and philosophical responses given.

Assessment

You will be required to choose a religious, moral or philosophical question or issue which will enable you to demonstrate your knowledge of the contemporary role of religion. You will research the question or issue demonstrating your knowledge, understanding and analysis of the question or issue.

Developing Skills:

The course provides considerable opportunities to further develop your skill in reading, writing and personal learning. You will be required to use different sources, to evaluate, analyse and apply the sources to the life of the follower.

RMPS – HIGHER

Why study Higher Religious, Moral and Philosophical Studies?

In the Higher Religious Moral and Philosophical Studies, students develop a philosophical, critical and analytical approach to the study of: moral and ethical issues and values which are of fundamental importance in the contemporary world. In undertaking the course, students will develop and reflect on their own personal beliefs and values, and those values and beliefs that underpin society. Homework will be issued on a regular basis.

Course content

World Religion

The aim of this unit is to develop in-depth factual and philosophical knowledge and understanding of the impact of religion today. You will study some of the key beliefs and practices and demonstrate how these beliefs and practices are informed by religious sources, and the way these sources impact on the life of the followers.

Morality and Belief: Religion medicine and the human body

The aim of this unit is to evaluate and express well-structured views about contemporary moral questions and responses. You will develop factual and philosophical knowledge of the issues and you will present balanced and critical analysis of the issues from the religious and non-religious perspectives.

Religious and Philosophical Questions: Origins

The aim of this unit is to critically examine and analyse religious and philosophical questions and responses. You will develop in-depth factual knowledge and understanding of the questions raised and the religious and philosophical responses given.

Assessment

You will be required to choose a religious, moral or philosophical question or issue which will enable you to demonstrate your knowledge of the contemporary role of religion. You will research the question or issue demonstrating your knowledge, understanding and analysis of the question or issue

Developing Skills:

The course provides considerable opportunities to further develop your skill in: reading, writing and personal learning. You will be required to use different sources, to evaluate, analyse and apply the sources to the life of the follower.

POLITICS - HIGHER

Aims of the course

Higher Politics develops knowledge and understanding of contemporary political issues. The study of Politics enables learners to develop analytical, reasoned and critical argument, which is crucial not only in this subject but in personal and vocational contexts. While Politics is in a sense everywhere and significant in everyone's lives, there is no single focus, no entire approach that can provide all the answers to political questions.

Recommended entry

For S6 pupils, ideally a pass (A-C) at Higher level in S5 in another Humanities subject or English. Pupils who have gained a National 5 pass in a Humanities subject or English can also be considered.

Course Content: The course has three mandatory units and an assignment.

Politics: Political Theory (Higher) In this Unit students will draw balanced conclusions about the nature and relevance of political concepts such as power, authority and legitimacy, within a variety of political systems. This will be achieved through the study of political ideologies from across the political spectrum, namely Socialism and Conservatism.

Politics: Political Systems (Higher) In this Unit students will compare and contrast the political processes of the UK and USA. Students will develop and apply knowledge and understanding of the role of constitutions and the legislative, executive and judicial branches of government, and adopt a comparative approach.

Politics: Political Parties and Elections (Higher) In this Unit students will interpret and evaluate electoral data relevant to UK political parties. Students will develop and apply knowledge and understanding of the ideas and issues within a political party in the UK and how these and other factors have impacted on their electoral performance.

Assessment

Assessment There is a focus on essays as well as handling statistical and other source data. The final examination is worth 73% of overall marks and is made up of two papers.

Paper 1 lasts one hour and forty-five minutes, with a focus on essay writing. The second paper lasts one hour and fifteen minutes and involves handling sources such as electoral data. Students also gain up to 27% of their final marks from a research topic related to the course.

Students will be expected to write up in essay style their findings in 90 minutes in the run up to Easter. This is also marked by the SQA.

Progression

The subject content and skills for Politics, like Modern Studies, lend themselves to a wide range of occupations such as journalism, TV and Film, law, business and marketing, social work, police and the armed forces and in general any occupation requiring well-informed young people. The course is aimed at S6 pupils who are intending to study social science in Higher Education.

PSYCHOLOGY – HIGHER

Why study Higher Psychology?

In the Higher Psychology course, students develop the ability to analyse psychological explanations for individual and social behaviour. Psychology provides candidates with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave.

The course is suitable for all candidates with an interest in finding out more about the human mind and behaviour. Candidates should be interested in developing their thinking, research and communication skills. They do not need to have prior experience of studying psychology. This is however, an S6 only subject and they will need to have achieved Higher English in S5 to study this higher.

Course details

The course has 2 mandatory units:

Individual Behaviour: We study two sub-topics in this area: Sleep and Dreams and Stress.

Social Behaviour: We study two sub-topics in this area: Conformity and Obedience and Social Relationships

Research:

Although this area is not examined upon, questions relating to research can be asked in the individual and social behaviour sections of the question paper. In addition, candidates must carry out research for the assignment.

Assessment

There are two formal assessments in Higher Psychology:

1. External Examination – Question paper: 80 marks
2. Assignment – an experimental report worked on throughout the school year. This is then submitted and marked by the SQA – 40 marks.

Learners will be assessed on an on-going basis which will include a formal assessment at the end of each topic as well as a preliminary exam in preparation for the final exam.

Progression Routes

Careers:

Higher Psychology is very useful for a number of careers including; applied psychology – educational, criminal, clinical, occupational, sports, as well as further education teaching and lecturing or research, business and management, law, civil service, the Police, teaching, and social work.

Higher Psychology is useful for entrance to both a science, a social science and an arts degree.

NPA CRIMINOLOGY LEVEL 5

Aims of the course

It will interest you if you want to develop your knowledge of understanding criminal behaviour and crime. You may be interested in a career in police, law, social work, probation service, legal services, or community work.

Most of us will have a fascination for trying to understand the criminal mind. This will likely have been developed from watching popular crime shows or reading crime novels. You may even be watching popular shows that demonstrate the forensic analysis of solving a crime. If you watch any of these shows such as CSI, or Criminal Minds – then this may really be the right area of study for you!

Recommended entry

The course will interest S5/S6 pupils who want to develop their knowledge of understanding criminal behaviour and crime. It will also appeal to pupils in S5/6 interested in a career in police, law, social work, probation service, legal services or community work.

Entry to the course - pupils are required to have a National 4 full award pass in English and another written subject such as History, Modern Studies and Geography.

Course Content:

The course has 3 units:

- ✓ Criminology: Crime in the Community
- ✓ Social Issues: Crime and the Law
- ✓ Crime Scenes

Assessment

There is no external exam for Level 5 NPA Criminology

Learners will be assessed on an on-going basis, which will include a formal assessment at the end of each topic.

Progression

When you successfully complete this course, you'll have the choice of:

- Moving onto a Level 6 course such as NPA Criminology at College
- Moving onto a Level 6 Higher Humanities subject such as Politics or History or Modern Studies
- Exploring your future career options in a wide range of disciplines and sectors.

Possible careers options include education, campaigning, research, the media, social work, the Police Service, voluntary sector, health and social care.

Application of Mathematics – National 4

Aims of the course

The purpose of the Lifeskills Mathematics Course is to motivate and challenge students by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. The Course also enables students to make informed decisions based on data presented in a variety of forms.

The Course includes the freestanding Unit in Numeracy.

Recommended entry

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

- National 3 Lifeskills Mathematics or relevant component Units

Course content

Application of Mathematics: Managing Finance and Statistics (National 4)

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts. This includes using skills in budgeting as well as skills in organising and presenting data, to explain solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

Application of Mathematics: Geometry and Measures (National 4)

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts. This includes using skills in interpreting and in using shape, space and measures to determine and explain solutions. The Outcomes cover aspects of geometry and measurement in real-life situations requiring mathematical reasoning.

Numeracy (National 4)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these 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 straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Assessment

The 3 units are assessed internally. There is then an Added Value Unit which covers all topics listed in the course outline, this is also internally assessed. The Added Value Unit consists of 2 tests

- Non-calculator - 20 minutes
- Calculator - 40 minutes

The pass mark is 60%.

Progression

Successful completion of this course may lead to:

- National 5 Application of Mathematics

Application of Mathematics – National 5

Aims of the course

The purpose of the Lifeskills Mathematics Course is to motivate and challenge students by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. The Course also enables students to make informed decisions based on data presented in a variety of forms.

The Course includes the freestanding Unit in Numeracy.

Recommended entry

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

- National 4 Application of Mathematics or relevant component Units
- National 4 Mathematics or relevant component Units

Course content

The course is delivered in three units as follows:

Application of Mathematics: Managing Finance and Statistics (National 5)

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

Application of Mathematics: Geometry and Measures (National 5)

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems. The Outcomes cover aspects of geometry and measurement in real-life situations requiring reasoning.

Numeracy (National 5)

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.

Assessment

To gain the award of the course, the learner must pass the Course assessment. The Course assessment will provide the basis for grading attainment in the Course award. Learners gain a graded (A-D) course award via an external assessment.

Applications of Mathematics – Higher

Aims of the course

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce.

The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts. Applying mathematics in real-life contexts includes identifying relevant information, formulating a problem in appropriate mathematical or statistical terms, selecting and applying tools correctly, finding solutions, interpreting solutions in the context of a problem, and evaluating the approach taken.

The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

Recommended entry

Entry to this course is at the discretion of the centre. Candidates should have achieved the:

- National 5 Mathematics course
- National 5 Applications of Mathematics course or equivalent qualifications and/or experience prior to starting this course

Course content

The Higher Applications of Mathematics course develops, deepens and extends the operational and reasoning skills necessary for solving problems. Through real-life contexts, candidates acquire and apply mathematical and statistical skills directly relevant to life and work, and learn about how mathematics affects the world they live in. Candidates analyse complex real-life problems and gain experience in making and justifying decisions and drawing conclusions. Skills, knowledge and understanding Skills, knowledge and understanding for the course. The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- 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

Assessment

External Exam – 65 Marks

Project- 30 marks

Candidates research and report on a topic that allows them to apply statistical skills and knowledge in Applications of Mathematics at a level appropriate to Higher

MATHEMATICS - NATIONAL 5

Aims of the course

Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Recommended entry

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

- ♦ National 4 Mathematics Course or relevant component Units

Course Content

Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Mathematics: Expressions and Formulae (National 5) The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

Mathematics: Relationships (National 5) The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Mathematics: Applications (National 5) The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.

Assessment

To gain the award of the Course, the learner must pass the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. Learners gain a graded (A-D) course award via an external assessment.

Progression

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

- ♦ Higher Mathematics

MATHEMATICS - HIGHER

Aims of the course

The course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form. An introduction to calculus gives learners a flavour of how maths is used to explain and predict phenomena in the world around us.

Recommended entry

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

- ♦ National 5 Mathematics Course or relevant component Units

Course Content

The course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Mathematics: Expressions and Functions (Higher) The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of Mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Mathematics: Relationships and Calculus (Higher) The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

Mathematics: Applications (Higher) The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry and calculus, and also skills in mathematical reasoning and modelling.

Assessment

To gain the award of the Course, the learner must pass the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. Learners gain a graded (A-D) course award via an external assessment.

Progression

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

- ♦ Advanced Higher Mathematics

MATHEMATICS – ADVANCED HIGHER

Aims of the course

The course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form. Learners will be introduced to new mathematical concepts such as complex numbers and matrices and will develop their calculus skills learned at Higher.

Recommended entry

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

- ♦ Higher Mathematics Course or relevant component Units

Course Content

The course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Unit 1: The general aim of this Unit is to develop knowledge and skills that involve the manipulation of algebraic expressions through further calculus, partial fractions and Gaussian modelling.

Unit 2: Unit 2 will introduce the concept of complex numbers and solving equations that have no real number solutions. The outcomes also develop pupils calculus skills by introducing further differentiation and integration techniques.

Unit 3: The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus to solve differential equations. The Outcomes cover aspects of algebra, geometry and calculus, and also skills in mathematical reasoning and modelling.

Assessment

To gain the award of the Course, the learner must pass the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. Learners gain a graded (A-D) course award via an external assessment.

Progression

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

- ♦ STEM related university/college course.

FRENCH/ GERMAN / SPANISH - NATIONAL 4

Aims of the course

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.

The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on their use of English.

Recommended entry

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

Course Content

There are 3 units in this course :

Understanding Language (National 4)

The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in the modern language and to develop their knowledge of straightforward language in the contexts of society, learning, employability, and culture.

Using Language (National 4)

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge of straightforward language in the contexts of society, learning, employability, and culture.

Added Value Unit: Assignment (National 4)

The purpose is to provide learners with the opportunity to apply their language skills to investigate a chosen topic in a familiar context in the modern language.

Assessment

All Units are internally assessed on a pass/fail basis.

Modern Languages: Understanding Language (National 4)

Learners will be required to provide evidence of their **reading** and **listening** skills in the modern language, using straightforward language, in two or more of the following contexts: society, learning, employability, or culture.

Modern Languages: Using Language (National 4)

Learners will be required to provide evidence of their **talking** and **writing** skills in the modern language, using straightforward language, in two or more of the following contexts: society, learning, employability, or culture.

Added Value Unit

Learners will be required to provide evidence of their ability to apply their reading, listening, talking and writing skills in the modern language on a chosen topic.

Progression

This Course or its Units may provide progression to Nat 5 in the foreign language or to the study of other languages.

FRENCH/ GERMAN/ SPANISH - NATIONAL 5

Aims of the course

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.

The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on their use of English.

Recommended entry

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

Course Content

There are 3 units in this course :

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 after the successful completion of the Understanding Language and Using Language units.

Assessment

Two units are internally assessed on a pass/fail basis. These are :

Understanding Language (National 5)

Learners will be required to provide evidence of their **reading** and **listening** skills in the modern language, using detailed language, in two or more of the following contexts: society, learning, employability, or culture.

Using Language (National 5)

Learners will be required to provide evidence of their **talking** and **writing** skills in the modern language, using detailed language, in two or more of the following contexts: society, learning, employability, or culture.

Course Assessment (National 5)

The external exam has 3 components : Talking, Reading and Writing, 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.

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

Progression

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

FRENCH – HIGHER

Aims of the course

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.

Recommended entry

Entry to this course would be having achieved a qualification at National 5 level French.

Course Content

Two units:

- Understanding language
- Using language

Assessment

Four internal unit assessments:

- Reading
- Listening
- Writing Folio
- Talking

These are assessed on a *pass / fail* basis.

One internal/external unit assessment:

- Talking Performance

External exam:

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

Progression

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.

GERMAN – HIGHER

Aims of the course

The aim of Higher German 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.

Recommended entry

Entry to this course would be having achieved a qualification at National 5 level German or French.

Course Content

Two units:

- Understanding language
- Using language

These are delivered through the four contexts.

Assessment

Four internal assessments:

- Reading
- Listening
- Writing Folio
- Talking

These are assessed on a *pass / fail* basis.

One internal/external unit assessment:

- Talking performance

External exam:

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

Progression

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.

SPANISH - HIGHER

Aims of the course

The aim of Higher Spanish 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.

Recommended entry

Entry to this course would be having achieved a qualification at National 5 level French or Spanish.

Course Content

Two units:

- Understanding language
 - Using language
- These are delivered through the four contexts.

Assessment

Four internal unit assessments:

- Reading
- Listening
- Writing Folio
- Talking

These are assessed on a *pass / fail* basis.

One internal/external unit assessment:

- Talking performance

External exam:

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

Progression

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.

MODERN LANGUAGES – MODERN LANGUAGES FOR LIFE & WORK

Aim(s) of course

The National Progression Award (NPA) Modern Languages for Life and Work (MLLW) at SCQF levels 4, 5 and 6 provides learners with knowledge and skills in a range of languages of the learner's choice. Learners will improve linguistic skills in the following: French, German, Spanish & Italian, preparing them for employment and further study.

MLLW is perfect for pupils who want to learn the basics across a range of different languages. At each level, it is possible to achieve individual units or a National Progression Award (NPA) with embedded core skills. This course is largely self-led, giving pupils the chance to work at their own pace, working with the teacher to set individual goals.

Learning and Teaching Content

Learners can choose to study between two and four languages, covering the four skills of Reading, Writing, Talking and Listening in the foreign language of their choice. They will also further develop literacy skills, ICT skills and cultural knowledge of the languages they choose.

Assessment

We currently offer the following levels:

- SCQF Level 4 - MLLW
- SCQF Level 5 - MLLW
- SCQF Level 6 - MLLW

All three levels contain three main units that learners can complete individually or do all three together to obtain the NPA. There is no external examination in this subject.

Homework

Learners will be expected to practise their skills at home and learn as much new vocabulary as possible to support their newly acquired skills. Materials will be available on the class Team, along with resources given out in class. We will also use and recommend language learning websites to support group and individual study.

Progression

Learners can progress through all three levels of the NPA.

BIOLOGY – HIGHER

Why study Biology Higher?

Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

This course aims to develop your interest and enthusiasm for Biology in a range of contexts. The skills of scientific enquiry and investigation are developed throughout the course by investigating the applications of biology. This will enable you to become scientifically literate, and able to review the science based claims that you meet.

The skills that you learn in Biology are useful in many careers, including medicine, veterinary work, nursing, dentistry, physiotherapy, food science, sport science, pharmacology and beauty therapy.

Course details

The course consists of three national units of work.

H4KD 76 Biology: DNA and the Genome

H4KE 76 Biology: Metabolism and Survival

H4KF 76 Biology: Sustainability and Interdependence

The course allows students to understand more about cells, genetics and inheritance and how living things function and survive. Practical work is an important part of the course and there are assessed practical activities in each unit.

Recommended Entry

You would normally be expected to have National 5 Biology or relevant units from the course. This course is a more demanding course than the National 5 Biology course and it is essential that pupils use a weekly planned home revision programme.

Assessment

The Higher Biology course is assessed in three parts: the National Units, an assignment and a course examination. The grading of the course award (A, B, C or D) comes from the assignment and the course exam marks.

Each of the three National Units is assessed within the school. In addition students will have to write up an experiment they have carried out.

The assignment is an open book task that is based on some research that students have carried out in class time. Students will have to write up the work in the form of a report. The assignment is worth 20 marks and is marked by the SQA.

The course examination is a single paper consisting of questions that test knowledge, application of knowledge, scientific enquiry, analysis and problem-solving skills.

Progression

If you complete the course successfully it may lead to Advanced Higher Biology or other qualifications in Biology or related areas.

BIOLOGY – ADVANCED HIGHER

Why study Advanced Higher Biology?

Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

This course aims to develop your interest and enthusiasm for Biology in a range of contexts. The skills of scientific enquiry and investigation are developed throughout the course by investigating the applications of biology. This will enable you to become scientifically literate, and able to review the science based claims that you meet.

Course details

The course consists of three national units of work.

Cells and Proteins

The key areas covered are: ♦ laboratory techniques for biologists ♦ proteins ♦ membrane proteins ♦ communication and signalling ♦ protein control of cell division

Organisms and Evolution

The key areas covered are: ♦ field techniques for biologists ♦ evolution ♦ variation and sexual reproduction ♦ sex and behaviour ♦ parasitism

Investigative Biology

The key areas covered are: ♦ scientific principles and process ♦ experimentation ♦ reporting and critical evaluation of biological research

The course develops a systems approach to the study of biological science. It allows candidates to integrate their learning, and to appreciate the global dimension of life on Earth and the importance of understanding biological issues in society. The course encourages candidates to become scientifically literate citizens, who are able to make rational decisions based on scientific evidence and information. The course gives further experience in independent investigative work.

Recommended Entry

The course is suitable for candidates who are secure in their attainment of Higher Biology, Higher Human Biology or an equivalent qualification. It is designed for candidates who can respond to a level of challenge, especially those considering further study or a career in biology and related disciplines.

Assessment

Question Paper

The course assessment structure comprises of a 100 mark question paper scaled by SQA to represent 75% of the overall marks for the course assessment. Candidates have 3 hours to complete the question paper

The question paper assesses breadth, challenge and application of skills, knowledge and understanding from across the course. It assesses the application or extension of knowledge and/or skills in unfamiliar situations, practical and theoretical contexts. It also assesses scientific inquiry skills, analytical thinking skills, and problem-solving skills.

Project

The project has 30 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment.

The project allows candidates to carry out an in-depth investigation of a biology topic and produce a project report.

Candidates are required to individually plan and carry out a biology investigation. Candidates should keep a record of their work as this will form the basis of their project report. This record should include details of their research, experiments and recorded data.

Progression

If you complete the course successfully it may lead to

- A Higher National Diploma (HND) or degree in biology or a related area, such as medicine, dentistry, veterinary medicine, pharmacology, environmental science, or health.
- A career in a biology-based discipline or a related area, such as health sector, agricultural science, or education, environmental services
- Further study, employment and/or training

CHEMISTRY – HIGHER

Why study Chemistry Higher?

The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Course details

The course consists of four national units of work.

H4KH 76 Chemical Changes and Structure

H4KK 76 Researching Chemistry

H21J 76 Nature's Chemistry

H21L 76 Chemistry in Society

The Course content has been selected to allow learners to study key chemical areas within situations of personal relevance using up-to-date contexts. Skills of scientific investigation, communication skills, literacy and numeracy are all developed within the Course. The Units offer opportunities for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work.

Recommended Entry

Learners would normally be expected to have National 5 Chemistry or relevant units from the course. This course is a more demanding course than the National 5 Chemistry course and it is essential that pupils use a weekly planned home revision programme.

Assessment

The CfE Higher Chemistry course is assessed in three parts: the National Units, an assignment and a course examination. The grading of the course award (A, B, C or D) comes from the assignment and the course exam marks.

The assignment is a task that is based on some research that students have carried out in class time. Students will have to write up the work in the form of a report that will be marked by the SQA.

The course examination is a single paper consisting of questions requiring demonstration of breadth of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

Progression

This Course or its Units may provide progression to:

- CfE Advanced Higher Chemistry
- other qualifications in Chemistry or related areas
- further study, employment and/or training

CHEMISTRY – ADVANCED HIGHER

Why study Advanced Higher Chemistry?

Chemistry, the study of matter and its interactions, plays an increasingly important role in most aspects of modern life. This course allows candidates to develop a deep understanding of the nature of matter, from its most fundamental level to the macroscopic interactions driving chemical change. Candidates develop their abilities to think analytically, creatively, and independently to make reasoned evaluations, and to apply critical thinking in new and unfamiliar contexts to solve problems. The course offers candidates' flexibility and personalisation as they decide the choice of topic for their project.

Course Details

The course content includes the following areas of chemistry:

Inorganic Chemistry

The topics covered are: ♦ electromagnetic radiation and atomic spectra ♦ atomic orbitals, electronic configurations and the periodic table ♦ transition metals

Physical Chemistry

The topics covered are: ♦ chemical equilibrium ♦ reaction feasibility ♦ kinetics

Organic Chemistry and Instrumental Analysis

The topics covered are: ♦ molecular orbitals ♦ synthesis ♦ stereo chemistry ♦ experimental determination of structure ♦ pharmaceutical chemistry

Researching Chemistry

The topics covered are: ♦ common chemical apparatus ♦ skills involved in experimental work ♦ stoichiometric calculations ♦ gravimetric analysis ♦ volumetric analysis ♦ practical skills and techniques

Recommended Entry

The course is suitable for candidates who are secure in their attainment of Higher Chemistry or equivalent qualifications. It is designed for candidates who can respond to a level of challenge, especially those considering further study or a career in chemistry and related disciplines.

Assessment

Question Paper

The question paper has 110 marks. This is scaled by SQA to represent 75% of the overall marks for the course assessment. The question paper has 2 sections. Section 1 contains multiple-choice questions and has 25 marks. Section 2 contains restricted-response and extended-response questions and has 85 marks.

Project

The project has 25 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment. The project allows candidates to carry out an in-depth investigation of a chemistry topic and produce a project report. Candidates are required to individually plan and carry out a chemistry investigation.

Progression

If you complete the course successfully it may lead to

- A Higher National Diploma (HND) or degree in chemistry or a related area, such as medicine, law, dentistry, veterinary medicine, engineering, environmental science, or health.
- A career in a chemistry-based discipline or a related area, such as renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics, research and development, oil and gas exploration, management, civil service and education, or in a wide range of other areas
- Further study, employment and/or training

PHYSICS – HIGHER

Why study Physics Higher?

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific enquiry and investigation are developed throughout the course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

The course develops scientific understanding of issues relating to physics. It will enable learners to gain an in-depth knowledge of concepts of physics, and to develop confidence in the skills of scientific inquiry.

Course details

The course consists of four national units of work.

The course has three compulsory units. The units are similar to those for National 4 but you will be expected to produce a higher standard of work. Good quality summary notes and learning outcomes accompany each unit.

H4KY 76 : Our Dynamic Universe

The Unit covers the key areas of kinematics, dynamics and space time.

Areas studied include :

- ◆ Motion
- ◆ Special Relativity
- ◆ Forces, Energy and Power
- ◆ The Expanding Universe

- ◆ Collisions, Momentum and Energy
- ◆ The Big Bang Theory
- ◆ Projectiles and Satellites
- ◆ Uncertainties



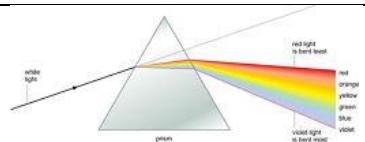
H4LO 76 : Particles and Waves

The Unit covers the key areas of particles and waves.

Areas studied include :

- ◆ The Standard Model
- ◆ Wave Properties
- ◆ Electric Fields

- ◆ Refraction Of Light
- ◆ Nuclear Reactions
- ◆ Spectra



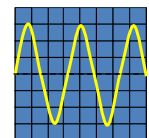
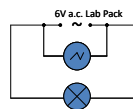
H4KX 76 : Electricity

The Unit covers the key areas of electricity, and electrical storage and transfer.

Areas studied include :

- ◆ Electrons and Electricity
- ◆ Electromotive Force
- ◆ Semiconductors
- ◆ Capacitors and Capacitance

- ◆ Current, Power, Resistance
- ◆ Peak Current and Voltage



H4L1 76 : Researching Physics

Learners will develop knowledge and skills associated with standard laboratory apparatus and in the recording and processing of results

Learners develop ability in describing and interpreting physical phenomena using mathematical skills, and will practice scientific methods of investigation from which general relationships are derived and explored.

Recommended Entry

Learners would normally be expected to have National 5 Physics or relevant units from the course. This course is a more demanding course than the National 5 Physics course and is essential that pupils use a weekly planned home revision programme.

Assessment

The CfE Higher Physics course is assessed in three parts: the National Units, an assignment and a course examination. The grading of the course award (A, B, C or D) comes from the assignment and the course exam marks.

The assignment is a task that is based on some research that students have carried out in class time. Students will have to write up the work in the form of a report that will be marked by the SQA.

The course examination is a single paper consisting of questions requiring demonstration of breadth of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

Progression

This Course or its Units may provide progression to:

- CfE Advanced Higher Physics
- other qualifications in Chemistry or related areas
- further study, employment and/or training

PHYSICS – ADVANCED HIGHER

Why study Advanced Higher Physics?

In this course there is an emphasis on developing an understanding of physics concepts and applying this to familiar and unfamiliar contexts. The course also gives candidates the opportunity to develop and apply skills of scientific inquiry. The course develops candidates' ability to think analytically, creatively and independently, and to make reasoned evaluations. It gives candidates the opportunity to apply critical thinking to solve problems.

Course Details

The course content includes the following areas of physics:

Rotational Motion and Astrophysics

The topics covered are: ♦ kinematic relationships ♦ angular motion ♦ rotational dynamics ♦ gravitation ♦ general relativity ♦ stellar physics

Quanta and Waves

The topics covered are: ♦ introduction to quantum theory ♦ particles from space ♦ simple harmonic motion ♦ waves ♦ interference ♦ polarisation

Electromagnetism

The topics covered are: ♦ fields ♦ circuits ♦ electromagnetic radiation

Units, Prefixes and Uncertainties

The topics covered are: ♦ units, prefixes and scientific notation ♦ uncertainties ♦ data analysis ♦ evaluation and significance of experimental uncertainties

Recommended Entry

Entry to this course is at the discretion of the centre. Candidates should have achieved the Higher Physics course or equivalent qualifications and/or experience prior to starting this course.

Assessment

Question Paper

The question paper has 155 marks. This is scaled by SQA to represent 75% of the overall marks for the course assessment. The question paper contains restricted-response and extended-response questions. A data sheet and a relationships sheet are provided.. Version 2.0 27 Course assessment structure: project

Project

The project has 30 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment. The purpose of the project is to allow the candidate to carry out an in-depth investigation of a physics topic and produce a project report

Progression

If you complete the course successfully it may lead to

- ♦ A Higher National Diploma (HND) or degree in physics or a related area, such as engineering, electronics, computing, design, architecture, or medicine
- ♦ A career in a physics-based discipline or a related area, such as renewable energy, oil and gas exploration, construction, transport, or telecommunications
- ♦ Further study, employment and/or training

Laboratory Skills – Level 5
LABORATORY SKILLS – NATIONAL 5

Why study LABORATORY SKILLS NATIONAL 5?

Course Details

Laboratory Skills National 5 is a Skills for Work course that is structured to provide candidates with practical and theoretical knowledge of the STEM employability skills required to work in a laboratory or scientific environment.

There is an emphasis on students to take responsibility for their own learning, supported by the teaching staff. The course is Portfolio based, candidates will successfully complete a series of practical and written assignments spread across 4 National 5 level units to achieve the qualification.

Candidates will undertake a range of activities: IT research, practical laboratory skills, self-evaluation, industrial visits/visiting speakers.

Recommended Entry

Experience in any scientific discipline would be beneficial to prospective candidates.

Learners should have achieved 1 of the following: level 3 maths, National 4 mathematics or SCQF level 4 mathematics.

Consistent attendance is compulsory.

Course Content

The course consists of 4 units

Unit 1 (Careers using Laboratory Science) introduces candidates to the wide range of industries and services which use scientific knowledge and laboratory skills. Candidates will develop a research portfolio looking at various local and international businesses and gain some experience in the job application process through developing a CV and case studies.

Unit 2 (Working in a Laboratory) provides candidates with the opportunity to gain practical experience in measuring and weighing quantities, writing detailed risk assessments, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work.

Unit 3 (Practical Skills) provides candidates with the opportunity to learn and develop the skills most commonly used in laboratories. This unit covers material from all three scientific disciplines (Biology, Chemistry and Physics) and gives candidates a flavour of the type of work carried out in a working laboratory.

Unit 4 (Practical Investigation) candidates will work with others to produce a plan to investigate a scientific topic using practical procedures. Candidates will generate data from

their investigation which will be processed and written into a full scientific report to complete their portfolio.

Assessment

Units are internally assessed by teaching staff and verified by the SQA. **There is no external exam.**

Your work will be assessed by your teacher on an ongoing basis throughout the course
Items of work might include:

- practical experiments
- research assignments and reports
- projects

Progression Routes

Successful completion of the course can open opportunities for:

National 5 in a discrete science (Biology, Chemistry, Physics)

NPA Level 5 Applied Science

Modern apprentice programs within various sectors (Health sector, food production, quality assurance etc).

HNC/HND courses at college.

Further study, employment, and/or training in science laboratories.

Applied Science – Level 5
Applied Sciences - National Progression Award (SCQF Level 5)

Aims of course

The NPA in Applied Sciences at SCQF level 5 will provide you with knowledge and understanding of Biology, Chemistry and Physics as well as practical laboratory skills in each area.

You will use a variety of scientific techniques incorporating a range of equipment which will aid and enhance your learning experience and development. In addition, you will develop effective preparation skills, and an awareness of health and safety required to carry out safe scientific work.

Specific aims of the NPA in Applied Sciences at SCQF level 5 group award are to:

- Develop knowledge and understanding of biology, chemistry, and physics.
- Prepare learners for progression to extended qualifications at SCQF level 5 and above.
- Develop skills in good laboratory practice and health and safety.

Recommended Entry

For the NPA in Applied Sciences at SCQF level 5 it would be expected that learners have successfully completed either National 4 Biology, National 4 Chemistry or National 4 Physics and have studied Mathematics to at least Level 3/National 4 standard.

Core Skills Developed

- Literacy: Report writing, processing information & exam language.
- Numeracy - Recording measurements, processing information using numerical calculations, reading information from graphs and drawing graphs.
- Information and Communication Technology (ICT)- Accessing information from the internet.
- Problem Solving - Interpret data and draw conclusions.
- Working with Others - Working in pairs or groups to carry out practical tasks/investigations.

Progression Pathways

- National 5 discrete Science
- Level 5 NPA in Laboratory Skills
- It may also facilitate progression qualifications in other disciplines related to science, e.g. engineering, nursing, and sports science.

Learning and Teaching Content

Cell Biology (J4A9 75)

This unit covers the key areas of cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering and respiration.

Chemical Changes and Structure (J239 75)

This unit covers the key areas of rates of reaction, atomic structure and bonding related to properties of materials, formulae and reaction quantities, acids, and bases.

Physics: Waves and Radiation (J2CL 75)

This unit covers the key areas of waves and nuclear radiation including wave parameters, the electromagnetic spectrum and light.

Laboratory Science: Practical Skills (J2W3 75)

This unit will provide you with the opportunity to develop the skills most used in laboratories. You will learn how to work safely with microorganisms and develop competence using different laboratory equipment.

Assessment

The NPA in Applied Sciences at SCQF level 5 will be assessed via a combination of practical and knowledge assessments under closed - and open-book assessment conditions.

There is no external exam.

COMPUTING SCIENCE / BUSINESS STUDIES – PC PASSPORT

Aim(s) of course

The NPA PC Passport at SCQF levels 4, 5 and 6 provides learners with up-to-date knowledge and skills in a range of popular IT software, such as Office 365. Learners will improve skills in key areas such as word processing, spreadsheets and presentation software, preparing them for employment and further study. This course builds on the ICT skills that learners have previously developed.

This course is particularly suitable for learners who may find complex problem-solving, mathematical and technical computing concepts challenging but want to build on their confidence and practical skills in using ICT effectively. Learners will benefit from a hands-on learning style and will further develop their practical ICT skills that will help in everyday life and a wide range of careers.

At each level, it is possible to achieve individual units or a National Progression Award (NPA) with embedded core skills. This course is largely self-led, giving pupils the chance to work at their own pace, working with the teacher to set individual goals. This course will be delivered by both the Computing Science and Business Studies department.

Learning and Teaching Content

PC Passport improves skills in using contemporary application packages, including word processing, spreadsheets, and presentation software. It also improves skills in using the collaborative aspects of these packages by using the cloud-based features and develops an understanding of the uses and limitations of contemporary application software.

Assessment

We currently offer the following levels:

- SCQF Level 4 - PC Passport
- SCQF Level 5 - PC Passport
- SCQF Level 6 - PC Passport

All three levels contain three main units that pupils can complete individually or do all three together to obtain the NPA. Each Unit has several assessments which must be passed. The assessments are a combination of multiple-choice questions and practical tasks. There is no external exam, all assessments are completed during class time.

Homework

Learners will be expected to practise their practical skills at home. Materials will be available on the class team. Learners can download Microsoft Office free of charge using their Glow accounts. All learners are also welcome to use the school ICT facilities during designated times, such as intervals or after school, to ensure they can still revise their skills.

Progression

Learners will progress through all three levels of the NPA.

COMPUTING SCIENCE - HIGHER

Why study Higher Computing Science?

The aim of this course is to develop confident and creative learners with an interest and passion for Computing Science through a rich and engaging curriculum. This course is designed for pupils who enjoy working with technology beyond just using applications. Learners should want the challenge of writing and testing program code, want to design and create websites, want to learn how to write SQL queries for database and want to understand how computers work. This course builds upon the knowledge and understanding of computing concepts studied at National 5 level. Learners should also enjoy computing challenges and problem-solving tasks and be confident in maths and analytical and logical thinking. Pupils are encouraged to research, investigate and develop key skills and learning as they go. Pupils will acquire both skills and understanding when using computers not merely be end users.

Course Details

The course is designed to develop Computing Science skills from National 5, such as programming, database and computer Systems.

The Higher course contains 3 units:

- Software Design and Development: Programming
- Information System Design and Development: Database
- Computer Systems

The Higher Computing Science course will allow pupils to develop their knowledge and skills using Databases, SQL, Programming in Python and Computer Systems. Learners will develop their programming skills by designing and developing code by creating software and websites. They will develop their digital skills, using databases to sort, search and edit information, and learn more about physical computer systems.

Assessment

All learners will be internally assessed using end of unit assessments. At Higher level, learners will also complete a practical Assignment (worth 40 marks) and a written exam (worth 80 marks) in May which will contribute to their final grade at Higher Level.

Progression Routes

Pupils can progress to PC Passport.