



INTRODUCTION

Welcome to our revised handbook, which has been designed to give you comprehensive information about the wide variety of courses that are offered to senior pupils at Coltness High School. We hope that it will be carefully read by everyone, both pupils and parents.

National Qualification courses are offered for Senior Phase pupils in all subject areas. These are available at four levels, Advanced Higher, Higher, National 5, National 4 and National 3. Explanations of the examination system are given elsewhere within the handbook, and all of these courses are described in detail so that the best and most appropriate decisions can be made by everyone.

By this stage **all** certificate courses are vocational, at whichever level they are taken. That is, they are intended to help lead to a job, to further education or to training. It is especially important therefore, that you choose carefully and well, by

- Considering what you wish to do on leaving school
- Gathering information from careers officers and the careers library
- Discussing options with parents and with Pupil Support staff.

Having made the choices be determined to succeed. You will need to work very hard in the coming session in order to achieve your goals. I hope that you have a productive, fulfilling and enjoyable time.

Mr J McGilp
Head Teacher



WHAT IS EXPECTED OF SENIORS

Coltness High School Staff and Parent Council take seriously our responsibility for young adults. Equally, we expect that our students will honour the commitment which they make to the school by signing the Agreement shown in Appendices I, II and III.

1. **ATTENDANCE**

We expect 100% attendance at all classes. If your attendance at any class falls below 80% for no acceptable reason we reserve the right to reconsider your presentation in that subject. If you fail to attend school for 20 days with no good reason, then you will be deemed to have left school.

2. **DRESS**

We expect the students in the Senior School to set a good example to the rest of the school in their behaviour both in and out of the classroom as well as in the wearing of the appropriate form of dress for school.

Wearing uniform plays a part in your personal and social development by promoting self-discipline and underlining the fact that there is a difference between clothes worn for work and clothes worn for leisure. By dressing appropriately you will become aware that a high standard of personal presentation is a first stage in acquiring self-respect and social confidence. It also indicates your commitment to the school and to the local community. We expect your **full** co-operation in this matter.

3. **BEHAVIOUR**

Younger pupils always look to the senior pupils to set standards. In order that Coltness continues to be a civilised school where pupils and staff respect one another. The senior pupils are expected to act in a mature responsible manner.



POSSIBLE CHOICES FOR NEXT SESSION

Now that you are reaching the end of S4 or S5 a number of options are open to you.

1. LEAVE SCHOOL

If you are 16 on or before **30 September 2022** you may leave school at the end of May 2022. Those who leave school may enter Training, seek employment, enter full time courses in Colleges of Further Education or, if you have the qualifications required, enter a University.

If you are 16 on or between 1 October 2022 and 28 February 2023 you must stay on at school until the end of the Winter term (December 2022).

2. STAY ON AT SCHOOL FOR FIFTH AND/OR SIXTH YEAR

Currently, over 70% of our pupils return for a fifth year. Returning to school to complete Fifth or Sixth Year offers you an opportunity to specialise and tailor your needs to your future career. A variety of different courses are offered and students may take a combination of all types: National Qualification courses at Higher, National 5 and National 4 levels, and Advanced Higher. These Qualifications may lead to employment, Further Education or Higher Education. Please study the individual subject notes to establish which courses will be available.

You should remember that, in addition to formal qualifications, prospective Employers will look for evidence of regular attendance and commitment to the courses being followed.

Before you make choices from the option sheet you must make sure that, by returning to school, you are making the right decision. If you are not sure, get advice from Teachers, Pupil Support Staff, Careers Officer, family and friends.



THINKING ABOUT YOUR FUTURE

You should make your choices of courses in a positive way, always taking into account your future needs. You should consider:

- 1 Your **CHANCES OF SUCCESS**. It is possible to attempt too much and equally possible to opt for a combination of courses which isn't demanding enough. Neither situation is desirable.
- 2 The importance of a particular course or subject as part of a **CAREER** or **JOB**.
- 3 Your needs for appropriate and useful **QUALIFICATIONS** for **FURTHER STUDY** in **FE** or **HE** establishments.
- 4 Your genuine **INTEREST IN A SUBJECT**.

SOME IMPORTANT ISSUES

Many of you will be very uncertain about likely success in examinations this summer. As a result, many of you will want to keep your options open. The choices made now will form the basis of individual timetables which will begin in June but changes can be negotiated in August once your results are known.

Clearly not every combination of subject is possible but every effort will be made to provide the combinations requested.

Good attendance during **the commencement of courses in June is essential and mandatory.**



CONSORTIUM ARRANGEMENTS

A number of courses are available for all senior pupils in the Motherwell/Wishaw area. This provides an opportunity for pupils to undertake courses not available in Coltness High School. These courses will be delivered online.

Please Note:

1. Online learning requires commitment and good organisational skills.
2. Access to ICT support, materials etc. will be arranged for pupils. This will be agreed with DHT and only concerns or problems must be discussed immediately



FINANCIAL ASSISTANCE

Education Maintenance Allowance

At the moment **EMA** is an allowance payable to some students who have reached the statutory school leaving age and have decided to stay on at school. The award (currently £30 per week for first time applicants) is dependent on household income and will not be paid when the household income before tax is above a certain level which varies each session. In 2020/2021 for families with only 1 child in full time education the limit on income was £24,421 and for families with more than 1 child in full time education the upper limit was £26,884

When a student is awarded an EMA there are certain rules which must be followed in order that they receive their weekly payment:

- They must sign a Learning Agreement. Payment ceases if the agreement is not upheld. The agreement requires 100% attendance although students are entitled to self-certify for up to 5 days over the life of the award. Any other absence must be covered by a medical certificate or authorised by the school
- Late coming is also monitored closely and students should be on time each day
- The parent/carer must inform the school of the absence on Day 1
- Recipients must make good progress in their studies throughout the session
- Application must be made each session.

Forms and information leaflets are available in school in June each year. Posters advising students of their availability will be displayed around the school or notices will be put in registers. Forms should be submitted to the local authority as soon as possible, even if the student is not eligible for support until January of the following year.

Further information is available on the website www.emascotland.com



HOMEWORK GUIDELINES

In Coltness High School regular homework is a vital part of each pupil's education, and parental support is essential for a successful homework programme. Homework serves a variety of functions. These include preparing for and consolidating work done in class, instilling good study habits, keeping parents informed about work done in school and relating schoolwork to the world outside.

Homework can take a variety of forms and will not be confined to written and learning tasks. It may include such diverse activities as gathering information from a variety of sources, library research, watching a television programme, interviewing family and friends, listening to tapes, drawing and designing.

Parents can greatly enhance their children's academic progress by their involvement. This entails showing an interest and discussing what is being done, setting aside time free from chores and leisure activities on a regular basis so that homework becomes part of a routine.

Failure to complete homework means that pupils are ill-prepared for, or even incapable of, carrying on to the next stage of the subject and therefore put themselves at a great disadvantage compared with the rest of the class. Homework not completed should therefore be made up as soon as possible. Such failure will be recorded by staff and referred to Pupil Support. Where there is persistent negligence, parents will be contacted by letter and their co-operation sought.

Because parents have ultimate control over what is done at home the school is particularly concerned about the views of parents and contact with the school will be welcome.



LEVELS OF STUDY IN SENIOR PHASE

The school offers various options to students who return to S5 and S6.

1. **ADVANCED HIGHER**

Students who had success, at **least a B Band** pass at Higher grade, in a subject may decide to continue their study of the subject towards the Advanced Higher. Classes at Advanced Higher will go ahead only if numbers justify this.

2. **HIGHERS**

Highers are difficult. There is a large gap between 4th year work and the standard required at Higher Level. National statistics indicate that you need at least a **National 5** to have much chance of success at Higher Grade in that subject in one year.

3. **NATIONAL 5**

As part of the National Qualification structure some subjects will be offering National 5 level to those students who gain a National 4 pass. Success in S5 at this level can allow a student to progress to the Higher Level.

4. **NATIONAL 4**

Again, as part of the National Qualification structure some subjects will be offering National 4 level to those students who are commencing that subject for the first time or who gain a pass at National 3. Success in S5 at this level can allow a student to progress to National 5.

5. **NATIONAL 3**

Again, as part of the National Qualification structure some subjects will be offering National 3 level to those students who this level is appropriate. Success in this Level would lead to National 4.



THE SENIOR PHASE ASSESSMENT STRUCTURE

NATIONAL 4

National 4 courses are made up of Units and an Added Value Unit and will be marked and assessed internally by the school. To achieve a Course at National 4 learners need to pass all Units plus the Added Value Unit assessment.

NATIONAL 5, HIGHER AND ADVANCED HIGHER

National 5, Higher and Advanced Higher courses have an exam and may have internal or external coursework.

If a learner does not achieve a Course assessment at National 4, National 5, Higher or Advanced Higher, they will still receive credit for any Units they have achieved at that level.

Courses at National 5, Higher and Advanced Higher will be graded A to D or 'No Award'.



THE OPTION SHEET

This will be issued during PHSE and explained as fully as possible. You must therefore:

- 1 Study the Option Sheet carefully.
2. Read this booklet carefully.
3. Discuss your options with teachers, parents, family, and Career's Officer (if necessary).
4. Ask questions.



CAREERS EDUCATION

SENIOR PHASE CAREERS

All pupils in S5 and S6 will have access to a wide variety of Careers Information.

CAREERS ADVISER

Pupils will be offered individual career interviews, when the pupil will be able to explore their future career options. The careers adviser may ask the pupils to research specific career areas and may also provide information. The careers adviser also operates a drop-in clinic during lunchtime one day a week. No appointment is necessary for the clinic. Pupils can also request an interview with the careers adviser at any time during S5 and S6. Parents can be present at these interviews if they wish.

CAREERS ON-LINE

Pupils have access to a variety of careers software and interest guides on the 'My World of Work' website. They can also access websites such as 'Plan It Plus' which contains up to date information on career opportunities.

SKILLS DEVELOPMENT SCOTLAND (SDS)

Skills Development Scotland organise several local events during the school year. Groups of pupils from S5 and S6 will have the opportunity to attend these events.



BUSINESS ICT

ACCOUNTING: MRS TELFER

HIGHER

Purpose

This course empowers young people with decision making and problem solving skills. By studying types of organisations and how they use and develop financial information, you will be able to clearly analyse and make comment on how a business is progressing. The use of computer spreadsheets as an accounting tool also features through the year of study.

Recommended Entry

Higher Accounting, studied by S5/6 candidates, is an excellent qualification to have for any branch of Business ICT or for Further Education entry. The course is for those who wish to further develop their accounting skills gained at National 5. S6 Students would normally be expected to have attained National 5 Accounting. Entry for SENIOR PHASE pupils is also at the discretion of the Department for pupils who have not studied Accounting in S3/4.

Course Details

The individual units are Financial Accounting and Management Accounting.

This course will enable students to learn about the preparation of the final accounts of a range of organisations. In addition, students will gain a knowledge and understanding of basic costing and be able to analyse accounting information, by making decisions and giving advice to companies based on their financial data.

What about Assessment?

In addition to topic tests, there is an Assignment which is undertaken during class time which uses spreadsheets to solve problems and make forecasts. This is worth 33% of total marks awarded. The external examination of compulsory questions is from both units. This will be of 2.5 hours duration and worth 67% of final marks.

Progression

Degree courses – e.g. BA Accounting, HND/HNC Accounting

National Certificate at appropriate level

A range of employment opportunities e.g. Insurance, Accounts Administration



BUSINESS ICT

ADMINISTRATION & IT: MRS TELFER

HIGHER / NATIONAL 5

Purpose

This course is designed to provide advanced ICT skills in industry-standard software. These attractive skills may indeed enable future employment opportunities to you. These skills gained will also provide many benefits to pupils studying at a Higher level in College or University. Furthermore, the activities of key levels of management are studied, to provide pupils with an awareness and understanding of the role of Administration within large organisations in today's society.

Recommended Entry

To study this course, pupils should have gained National 5 Administration & IT. In addition, SENIOR PHASE pupils who have particular ICT skills and experience can take up this subject. This is at the department's discretion.

Course Details

The course splits into 2 areas: Administrative Theory and IT-based work.

The bulk of the course time is spent on IT-based work. This unit is highly practical and is carried out on modern computer hardware using industry-standard software. Pupils will be developing their abilities in the use of E-Mail, the Internet, Databases, Spreadsheets, PowerPoint and Word processing. All learning is done in a relevant and realistic manner, true to a modern business-like environment. Through this varied and detailed use of technology, candidates will be more than able to study the use of IT in an administrative and business context. The second part of the course develops the problem solving and decision making skills of the pupil. Here, scenarios are set in the form of case studies and candidates have to solve problems and make appropriate decisions based on their newly acquired skills and knowledge. Topics studied here include:

Time and Task Management

The Impact of IT on working practices

What about Assessment?

In addition to the topic tests, candidates will sit an external Examination lasting for one hour 30 minutes worth 50 marks. A computer-based assignment will also be undertaken in class time which is worth 70 marks.

Progression

Degree courses

Higher National Programmes in Administration

Training and/or employment in Administration



BUSINESS ICT

BUSINESS MANAGEMENT: MRS TELFER

HIGHER

Purpose

This course gives pupils a **unique** opportunity to develop **crucial** skills, knowledge and understanding of the role and operation of business. There will be much focus on the extensive role of ICT in making business decisions today. As a result, the Course helps to **equip** pupils with the requirements of today's changing employment market. To help identify management decision-making in organisations, pupils are encouraged to surf the Internet for news and current affairs, and up-to-date articles and topics to aid classroom discussion and debate. In addition, business people will visit the class in order to provide a realistic viewpoint to course topics.

Recommended Entry

It will be taught as a one year Higher. There is no requirement for pupils to have studied any Business ICT subject in S3/S4. However, pupils should have achieved National 5 English.

Course Details

The course is split into 3 areas of study

Understanding Business

Management of People and Finance

Management of Marketing and Operations

What about Assessment?

In addition to the topic tests, candidates will sit a theory-based external Examination lasting for 2 hours 45 minutes. This will form 75% of the total marks awarded. A research-based assignment which will form 25% of the total marks will also be undertaken in class time.

Progression

University degree courses, particularly in Business Management/Business Education.
National Certificate courses at an appropriate level.



BUSINESS ICT

COMPUTING SCIENCE: MRS TELFER

HIGHER / NATIONAL 5

Purpose

The course introduces candidates to an advanced range of computational processes, where they learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

Recommended Entry

Higher

To study this course, pupils should have achieved a National 5 Qualification in Computing Science. S6 candidates could possess National 5 Qualification in Maths and English.

National 5

To study this course, pupils should have achieved a National 4 Qualification in Computing Science. S6 candidates could possess National 4 Qualification in Maths and English.

Course Details

The course has four topics of study:

Software design and development

Candidates develop knowledge and understanding of concepts and practical problem-solving skills in software design and development. They do this by using Python.

Computer systems

Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

Database design and development

Candidates develop knowledge, understanding and practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL.

Web design and development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript.



BUSINESS ICT

COMPUTING SCIENCE: MRS TELFER

HIGHER / NATIONAL 5

Continued.....

What about Assessment?

Candidates are assessed throughout the course at the end of each topic. These assessments will be based on theory and practical computer-based work. In addition, candidates will sit a formal end of year external examination, lasting 2.5 hours and which forms 70% of the mark awarded. Furthermore, there is an Assignment, which forms 30% of the overall mark and this is undertaken in class time.

Progression

- ◆ University Degree Courses
- ◆ College Courses
- ◆ National Certificate courses at an appropriate level



EXPRESSIVE ARTS

ART AND DESIGN: MR JOHNSTON

HIGHER / NATIONAL 5

Art and Design makes a unique contribution to the learning experience and aims to stimulate awareness, understanding and response to the visual world and the individual's relation to it. Enthusiasm and interest in the subject can be just as important as having a natural ability.

In this session we will be offering the following courses:

Higher and National 5

Students who gain a National 4 in S4 should consider pursuing Art and Design at National 5 level. Those gaining a National 5 in S4 should opt for Higher level. However, opportunities to transfer between levels during the session exist if it is felt that you could handle a more challenging course or you are finding the workload too demanding. However, you **MUST** speak to Mr Johnston before making these changes to your course level.

The course consists of:

- a) **Expressive Activity:** This develops media-handling skills and encourages self-expression in a visual manner. Areas of personal interest can be studied, such as still life or portraiture.

Design Activity: This develops problem solving through a design process (i.e. working from a brief to a final solution). Areas of personal interest can be studied such as graphic design or fashion and textile design.

- b) **Art and Design Studies:** Integrated into both expressive and design activities, these studies provide the means to understand and appraise artists and designers and their work. One of these studies must be of a contemporary issue.

In addition to producing a portfolio that is sent away for marking, there is also a final written exam. Next session, this written exam will be revised to sample more broadly from across the course. It will cover a wider range of expressive processes and design areas.

‘Crash’ National 5 Art and Design

A small number of places may be available to senior students who have had no formal Art & Design tuition since S2. However, you **MUST** speak to Mr Johnston to discuss this **BEFORE** you chose the subject if you haven't done any art and Design since S2.

Advanced Higher

Advanced Higher is essential if you wish to pursue further or higher education in this subject as the work produced forms a portfolio required for entry to courses in Art & Design and Architecture. The theme of each pupils' personal enquiry is determined by individual interests in a particular area of either art or design. Students studying Advanced Higher Art & Design have the opportunity to work in a studio environment.

Before deciding to do Advanced Higher in S6, please speak to your current Art and Design teacher to make sure you have the correct skills in order to under the course. You need to make sure the course is the right course choice for you. Therefore, speaking to your current Art and Design teacher before picking the course for your S6 year is essential

EXPRESSIVE ARTS



DRAMA: MR JOHNSTON

NATIONAL 5

Purpose and Aims

The purpose of the National 5 Drama course is to enable candidates to develop and use a range of drama skills and production skills. Candidates develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills. The course aims to enable candidates to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge and understanding of the use of a range of production skills when presenting drama
- explore form, structure, genre and style

Course Content

The National 5 Drama course has an integrated approach to learning which develops practical and evaluative skills as well as knowledge and understanding of drama and its influences. Throughout the course, candidates explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama. Candidates generate ideas for presenting text using production areas. They explore and develop practical skills in a range of production areas. They apply these skills to enhance text when presenting. Candidates develop knowledge and understanding of social and cultural influences on drama. They learn how to evaluate their own progress and the progress of others



EXPRESSIVE ARTS

DRAMA: MR JOHNSTON

NATIONAL 5 - CONTINUED

Skills, Knowledge and Understanding

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing awareness of social and cultural influences when creating drama
- exploring drama form, structure, genre and style
- gaining knowledge and understanding of a range of production skills
- using a range of drama and production skills when presenting using evaluative skills within the creative process

National 5 Drama Course Assessment

The National 5 course assessment is split, with 60% being a practical assessment (50 marks for the performance in an acting role & 10 marks for the preparation for performance essay) and the other 40% being a written exam paper component.

Candidates at National 5 level perform their acting role in front of a live audience and SQA Visiting Assessor



EXPRESSIVE ARTS

DRAMA: MR JOHNSTON

HIGHER

Purpose and Aims

The course enables candidates to develop and use a range of complex drama skills and production skills. Candidates develop practical skills in creating and presenting drama, and knowledge and understanding of historical, social and cultural influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of complex drama skills and production skills. The course enables candidates to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the historical, social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore drama form, structure, genre and style

Course Content

The course has an integrated approach to learning, giving candidates the opportunity to develop practical and evaluative skills, as well as knowledge and understanding of drama and its influences. Candidates explore and develop a range of complex drama skills and approaches to communicating thoughts and ideas to an audience. They explore acting skills by developing and portraying a range of characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and style when creating and presenting drama. Candidates generate ideas for presenting text using production areas. They explore and develop practical skills in a range of complex production areas. They apply these skills to enhance the presentation of text. Candidates develop knowledge and understanding of historical, social, cultural and theatrical influences on drama. They learn how to evaluate their own progress and the progress of others. Candidates also consider the influence that cultural values, identities and ideas have on drama.



EXPRESSIVE ARTS

DRAMA: MR JOHNSTON

HIGHER - CONTINUED

Skills, Knowledge and Understanding

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing knowledge and understanding of historical, social, cultural and theatrical influences when creating drama
- exploring drama form, structure, genre and style
- gaining knowledge and understanding of complex production skills
- applying complex drama and production skills when presenting
- applying evaluative skills within the creative process

Higher Drama Course Assessment

Component 1 of the Higher Drama assessment is a written question paper worth 40% of the overall grade. The question paper is 2 hours 30 minutes long and is in three sections, requiring candidates to write essay style or structured responses.

Section 1 – Theatre Production: Text in Context (20 marks)

Section 2 – Theatre Production: Application (10 marks)

Section 3 – Performance Analysis (20 marks)

Component 2 is the performance exam which accounts for 60% of the overall grade. Candidates will perform two interactive acting roles, each from a different play (50 marks) and complete a preparation for performance essay (10 marks). Candidates at Higher level perform their acting roles in front of a live audience and SQA Visiting Assessor

Many areas of the Higher Drama course are similar to areas of Higher English. Therefore, in order to ‘crash’ Higher Drama, having Higher English or a very strong pass in National 5 English is required.

If you haven't yet passed Higher English, we recommend that you must have at least an A for Nat 5 English and you are studying Higher English in the same year as you are taking Higher Drama. Therefore, you **MUST** speak to Mr Johnston if you are considering this to make sure you have the right skills to make it worthwhile undertaking the course. Otherwise, you will find the extensive written parts of the course (including a 2 and half hour final written exam) extremely challenging.



EXPRESSIVE ARTS

MUSIC: MR JOHNSTON

NATIONAL 5

The National 5 Music Course is made up of: Performing Music, Composing Music and Understanding Music.

Recommended Entry

Pupils **must** have obtained:

- A National 4 pass award. You cannot ‘crash’ National 5 Music unless you can already play 2 musical instruments to a very good level. If you’ve not been learning an instrument since second year, you will not be able to get to the required level of ability in time for the main February exam.

Course Details

Performing Music

In this, you will improve your skills on two instruments (or one instrument and your voice). This will normally be done by working through pieces of music that have been given to you by a teacher such as your class music teacher, instrumental music instructor or perhaps even someone who gives you music lessons outside the school, such as a piano or guitar teacher. You will sit and exam on these instruments in front of a visiting examiner in February.

Understanding Music

You will listen to several different examples of music (long and short) in in doing so you will develop your understanding of music concepts and music literacy. You will learn things such as how to identify the style of a piece of music, the instruments being used and the concepts that are present. You will also be taught how to understand and recognise the common music signs and symbols used in music notation. You will sit a written paper in May based on all of this work.

Composing Music

You will create your own piece of music that makes musical sense. To do this, you will need to learn about what inspires and influences other musicians to create their own music. You will also explore some of the different methods and techniques that can be used as well as any music ‘concepts’ that are present. What you’ve learned can then be used to create your own piece (or pieces) of original music, using some of these methods and techniques. You will also need to use any relevant National 5 music concepts. All of this can be done using the suite of Apple Mac computers with music software known as ‘Sibelius’. The work you do will be sent away to get marked in April.



EXPRESSIVE ARTS

MUSIC: MR JOHNSTON

HIGHER

The Higher Music Course is made up of 3 main areas. Performing Music, Composing Music and Understanding Music.

Recommended Entry

Pupils **must** have obtained:

- A National 5 pass. You cannot 'crash' Higher Music. If you've not been learning an instrument since second year, you will not be able to get to the required level of ability in time for the main February exam.

Course Details

Performing Skills

In this, you will improve your skills on two instruments (or one instrument and your voice). This will normally be done by working through pieces of music that have been given to you by a teacher such as your class music teacher, instrumental music instructor or perhaps even someone who gives you music lessons outside the school, such as a piano or guitar teacher. You will sit an exam on these 2 instruments in front of an examiner in February.

Understanding Music

In this, you will listen to several different examples of music (long and short) in in doing so you will develop your understanding of music concepts and music literacy. You will learn things such as how to identify the style of a piece of music, the instruments being used and the concepts that are present. You will also be taught how to understand and recognise the common music signs and symbols used in music notation. As a result, you will do a number of listening/literacy assessments throughout the year, as well as larger exams that cover all the concepts and literacy requirements at Higher. You will sit a written paper based on all this work in May.

Composing Music

The overall aim of this is for you to create your own piece of music that makes musical sense. To do this, you will need to learn about what inspires and influences other musicians to create their own music. You will also explore some of the different methods and techniques that can be used as well as any music 'concepts' that are present. What you've learned can then be used to create your own piece (or pieces) of original music, using some of these methods and techniques. You will also need to use any relevant Higher music concepts. You can do all of this as part of a group, but eventually you'll need to produce your own work. Finally, you will be asked to explain why you decided to do certain things in your piece, what you thought worked well and what could perhaps be improved. All of this can be done using the suite of Apple Mac computers with music software known as 'Sibelius'. The work you do will be sent away to get marked in April.



EXPRESSIVE ARTS

MUSIC TECHNOLOGY COURSE: MR JOHNSTON

HIGHER

The Higher Music Technology Course develops learners' skills in the use of music technology hardware and software to capture and manipulate audio, and in analysis of 20th and 21st century musical styles and genres. Learners use music technology creatively in sound production in a range of contexts and develop a broad understanding of the music industry, including an awareness of the implications of intellectual property.

The course is very detailed and has a large written content as well as a final written exam.

Higher music technology is suited to those pupils in S6 who passed Higher music in S5 or pupils who have gained a National 5 music pass but wish to take a music technology Higher rather than the traditional music performing Higher course.



EXPRESSIVE ARTS

PHOTOGRAPHY: MR JOHNSTON

HIGHER

In Higher photography, pupils are now required to sit a written paper that will assess candidates on their knowledge and understanding of photography from different genres and styles. This is a full Higher course with externally assessed elements including written class tests and a full written exam in the hall at the end of the year. Therefore, you need to have gained experience of sitting these types of exams in S4 by having already done some National 5 subjects in fourth year.

This written exam, combined with the overall requirements of the Higher course, will mean that you must have gained some National 5 exam experience in S4 (for example already have a National 5 Art and Design or National 5 English) otherwise you will find the demands of this Higher course extremely challenging. Higher photography is not an 'easy Higher'. It is a full Higher course with a lot of homework and project work to do and a full written exam in the hall in May. It is best to speak to Mr Johnston before choosing this subject to make sure it is the right choice for you. If you have a real interest in the subject and have, for example, done National 5 Art and Design this could be a good course choice, but please speak to Mr Johnston first.



LANGUAGES

ENGLISH: MRS FAGAN

NATIONAL 4

Skills, Knowledge and Understanding

- Listening, talking, reading and writing skills, as appropriate to purpose and audience
- Understanding, analysing and evaluating straightforward texts, as appropriate to purpose and audience in the contexts of literature, language and media
- Creating and producing straightforward texts, as appropriate to purpose and audience in familiar contexts
- Using knowledge of language

Course Structure – 4 Units

English – Analysis and Evaluation

English – Creation and Production

Literacy

Added Value Unit

Course Assessment

- **Literacy** - Learners will demonstrate their ability to communicate through talk and in writing. Learners will demonstrate technical accuracy in written texts
- **Added Value Unit** – Learners to investigate and report on a chosen topic. Learners will present their findings orally or in writing and respond to questions on the topic



LANGUAGES

ENGLISH: MRS FAGAN

NATIONAL 5

Skills, Knowledge and Understanding

- Listening, talking, reading and writing skills, as appropriate to purpose and audience
- Understanding, analysing and evaluating detailed texts, as appropriate to purpose and audience in the contexts of literature, language and media – texts studied must include Scottish texts
- Creating and producing detailed texts, as appropriate to purpose and audience in a range of contexts
- Knowledge and understanding of language

Course Structure – 2 Units and Course Assessment

English: Analysis and Evaluation

English: Creation and Production

Course Assessment

Component 1 – question paper: reading (70 marks)

Component 2 – portfolio: writing (30 marks)

Question Paper

‘**Reading for Understanding, Analysis, and Evaluation**’ will have 30 marks. These 30 marks will be awarded for addressing the challenge of applying reading skills in understanding, analysis and evaluation to one unseen non-fiction text. Assessment will involve learners answering questions to show their reading skills and completing a task that involves inference making and summarising.

‘**Critical Reading**’ will have 40 marks.

These 40 marks will be awarded for applying critical reading, knowledge and understanding.

Section 1 – Scottish Texts (20 marks)

Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts by answering questions on the work of one Scottish writer. The texts will be chosen from a list of specified texts covering the genres of drama, prose and poetry. These texts will be both contemporary, 20th century and pre-20th century and the list will be refreshed as required. An extract from each writer will be provided. Candidates will select one extract and answer questions on it. The final question will assess their wider knowledge of the writer’s work. It will be worth 8 of the 20 marks available.

Section 2 Critical Essay (20 marks)

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language, by selecting one question and writing one critical essay. In each section, learners must cover a different genre.

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. One hour will be allocated to ‘Reading for Understanding, Analysis and Evaluation’, and one hour and 30 minutes will be allocated to ‘Critical Reading’.

Portfolio

The portfolio will have 30 marks and will comprise two written texts that address the main language purposes, namely creative and discursive writing. Fifteen marks will be awarded for each writing piece chosen for the portfolio.

This portfolio is set by centres within SQA guidelines and conducted under some supervision and control. Evidence will be submitted to SQA for external marking.



LANGUAGES

ENGLISH: MRS FAGAN

HIGHER

Skills, Knowledge and Understanding

- Listening, talking, reading and writing skills, as appropriate to purpose and audience
- Understanding, analysing and evaluating detailed and complex texts, as appropriate to purpose and audience in the contexts of literature, language and media – texts studied must include Scottish texts
- Creating and producing detailed and complex texts, as appropriate to purpose and audience in a wide range of contexts
- Knowledge and understanding of language

Course Structure – 2 Units and Course Assessment

English: Analysis and Evaluation

English: Creation and Production

Course Assessment

Component 1 – question paper: reading (70 marks)

Component 2 – portfolio: writing (30 marks)

Question Paper

‘**Reading for Understanding, Analysis and Evaluation**’ will have 30 marks. These 30 marks will be awarded for addressing the challenge of applying reading skills in understanding, analysis and evaluation to two unseen non-fiction texts. Assessment tasks will involve learners answering questions to show their reading skills, and completing a task that involves inference making, summarising and making comparisons between two texts.

‘**Critical Reading**’ will have 40 marks.

These 40 marks will be awarded for applying critical reading, knowledge and understanding.

Section 1-Scottish Texts (20 marks)

Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts by answering questions on the work of one Scottish writer. The texts will be chosen from a list of specified texts covering the genres of drama, prose and poetry. These texts will be both contemporary, 20th century and pre-20th century and the list will be refreshed as required. An extract from each writer will be provided. Candidates will select one extract and answer questions on it. The final question will assess their wider knowledge of the writer’s work. It will be worth 10 of the 20 marks available.

Section 2 – Critical Essay (20 marks)

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language, by selecting one question and writing one critical essay. In each section, learners must cover a different genre.

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. One hour and 30 minutes will be allocated to ‘Reading for Understanding, Analysis and Evaluation’, and one hour and 30 minutes will be allocated to ‘Critical Reading’.

Portfolio

The portfolio will have 30 marks and will comprise two written texts that address the main language purposes, namely creative and discursive writing. Fifteen marks will be awarded for each writing piece chosen for the portfolio. This portfolio is set by centres within the SQA guidelines and conducted under some supervision and control. Evidence will be submitted to SQA for external marking.



LANGUAGES

ENGLISH: MRS FAGAN

ADVANCED HIGHER

Purpose

The purpose of this course is to provide an opportunity for students to continue the study of literature beyond higher level, and to explore various genres through this, and the completion of a folio of creative writing.

Recommended Entry

While entry is at the discretion of the school, students would normally be expected to have attained grade A or B at Higher. However, a C award at Higher coupled with a genuine enthusiasm for literature could secure entry to the course.

Provision

The course comprises three units. These units are offered as an integrated course.

Unit – Title, Length and Brief Description

Literature

This unit focuses on the reading of sophisticated texts and responding critically to that reading. Students will read and learn about a variety of literary texts of recognised quality, from Shakespeare to the present day. The texts studied will cover the three genres of prose fiction, poetry and drama.

Textual Analysis

This unit aims to develop skills of understanding, analysis and evaluation. The internal assessment task is two Textual Analyses on two genres exhibiting skills of critical appreciation, which can then be applied to any literature read.

For assessment purposes, candidates will produce four pieces in at least two of these forms.

Dissertation

Students will undertake a dissertation of 3000 – 4000 words which will take the form of a detailed analysis and evaluation of texts of the student's choice. These texts may be by the same author, or by different authors but on a common theme.

Assessment

Course work is assessed in school in accordance with SQA guidelines.

The final award is based on the dissertation and textual analysis and an external examination paper in literature.



LANGUAGES

ENGLISH: MRS FAGAN

COURSE OUTLINE: NATIONAL 5 MEDIA

The National 5 Media course offers candidates opportunities to develop and extend a wide range of skills necessary for life and work.

National 5 Media will offer pupils exciting and meaningful opportunities to create and analyse a wide variety of media texts. The course will also deepen pupils' understanding of the way in which various multiple forms of media impact upon our everyday lives and society as a whole.

In the **Media Analysis & Media Content** components of the course, pupils will learn how media texts are constructed and learn about vital concepts, such as target audience, stereotyping, institutions, camera angles and genre markers. They will have the opportunity to study film, adverts, social media, the internet and television amongst other forms of media. Additionally, pupils will gain an understanding of media texts as constructs informed by factors such as budget, bias and technology. Analysis may focus on relevant and modern types of media text, such as reality TV, soaps, horror film, social media concepts and music video. Through their analysis of media, pupils will learn about modern issues that affect and shape our lives. The course provides pupils with valuable opportunities to understand and discuss social issues relating to censorship, race, age and gender.

Finally, all **Media** pupils will participate in a group project, culminating in the design and creation of their own media product. This could be a short film or trailer, a print or moving-image advert, a poster, or a magazine cover. As well as this, pupils will gain confidence and experience in relevant media technology, such as digital recording equipment, and the iPad. Through the **Creating Media Content** part of the course, pupils, through their experiences of working with others, will gain essential life skills including communication, independent learning, critical literacy, personal and interpersonal working, and creative thinking.



LANGUAGES

FRENCH: MRS FAGAN

FRENCH – HIGHER

Purpose

This course offers learners the opportunity:

- to read, listen, talk and write in French
- to understand and use the foreign language
- to develop skills of translation
- to apply knowledge and understanding of the foreign language
- to further develop literacy skills

Recommended Entry

Pupils will be expected to have already gained a qualification at National 5.

Any pupil wishing to ‘crash’ any Higher Modern Language course must speak to the Principal Teacher before completing the options sheet.

Course Details

Two mandatory units:

1. Understanding Language – which provides learners with the opportunity to extend their reading and listening skills and to develop their knowledge and understanding of detailed and complex language in the contexts of Society, Learning, Employability and Culture.

2. Using Language – which provides learners with the opportunity to extend their talking and writing skills in the same contexts.

Assessment

To gain the award, the learner must pass all Unit Assessments and the Course Assessment.

- **Unit assessments:** Learners will be assessed in all four skills – one assessment each for reading, listening, talking and writing.
- **Course Assessment:** This will include the **Performance**, where learners demonstrate their talking skills, the **Assignment**, where learners will demonstrate their writing skills, and **two question papers** through which learners will show their reading, listening and writing skills. The total mark for all of these together will determine the grade A-D.

Progression

Attainment of the award will allow students to progress as follows:

- * **Advanced Higher course**
- * Scottish Baccalaureate In Languages
- * Higher Modern languages in another language
- * **employment** in areas such as **Education**, Law, Finance, Journalism, Marketing and Retail, Travel and Tourism, Hospitality amongst others



LANGUAGES

SPANISH: MRS FAGAN

SPANISH – HIGHER

Purpose

This course offers learners the opportunity:

- to read, listen, talk and write in Spanish
- to understand and use the foreign language
- to develop skills of translation
- to apply knowledge and understanding of the foreign language
- to further develop literacy skills

Recommended Entry

Pupils will be expected to have already gained a qualification at National 5.

Any pupil wishing to ‘crash’ any Higher Modern Language course must speak to the Principal Teacher before completing the options sheet.

Course Details

Two mandatory units:

1. **Understanding Language** – which provides learners with the opportunity to extend their reading and listening skills and to develop their knowledge and understanding of detailed and complex language in the contexts of Society, Learning, Employability and Culture.
2. **Using Language** – which provides learners with the opportunity to extend their talking and writing skills in the same contexts.

Assessment

To gain the award, the learner must pass all Unit Assessments and the Course Assessment.

- **Unit assessments:** Learners will be assessed in all four skills – one assessment each for reading, listening, talking and writing.
- **Course Assessment:** This will include the **Performance**, where learners demonstrate their talking skills, the **Assignment**, where learners will demonstrate their writing skills, and **two question papers** through which learners will show their reading, listening and writing skills. The total mark for all of these together will determine the grade A-D.

Progression

Attainment of the award will allow students to progress as follows:

- * **Advanced Higher course**
- * Scottish Baccalaureate In Languages
- * Higher Modern languages in another language
- * **employment** in areas such as **Education**, Law, Finance, Journalism, Marketing and Retail, Travel and Tourism, Hospitality amongst others



LANGUAGES

SQA NATIONAL 5 QUALIFICATION IN MODERN LANGUAGES FOR LIFE & WORK – FRENCH & SPANISH: MRS FAGAN

Our Modern Languages for Life and Work Awards aim to develop learners' language, employability and leadership skills, through studying one or two modern languages in practical and relevant contexts for life and work.

THE MODERN LANGUAGES FOR LIFE AND WORK AWARD

What is it?

- The Modern Languages for Life and Work Award will give you the opportunity to develop language skills in combination with employability and leadership skills while also being able to follow your own interests in a cultural context e.g. health, food and drink, geography, travel, ICT
- You can develop language skills in one or two modern languages French OR Spanish* which you can apply in life and work.
- You will gain a greater understanding of your own and other cultures by finding out about aspects of life in different countries and you will play a fuller part as a global citizen.
- It is a recognised course certified by the SQA .
- Lots of pupils are following this course throughout Scotland and having great success!

Why study it?

- You will develop a wide range of skills and attributes, including communication, self-awareness, confidence and independent learning.
- You will work with other people in vocational and cultural contexts.
- It is great fun and will be really useful to you in life!
- The Modern Languages for Life and Work Award consists of 3 mandatory units; Modern Languages for Life, Modern Languages for Work Purposes & Leadership: An Introduction (15 SCQF credit points)

Do you need to have studied the languages before?

- This Award is a broad-based qualification suitable for all learners and you do not have to have learned the language before.
- It lets you achieve in different ways and at a different pace. It is flexible!

*language dependent on staffing



MATHEMATICS: MR EARLY

Why Mathematics?

Mathematics is a rich and stimulating subject and plays an important part in everyday life. It uses a universal language of numbers and symbols, letting us communicate ideas in a brief, clear and concise way.

Mathematics is a good choice because it forms the basis of other school subjects like Chemistry, Biology, Physics and Computing, as well as being an important subject on its own. It is core to other specialist subjects at higher level, such as astronomy and statistics. Studying Mathematics will improve your reasoning, analytical and problem solving skills. And, it will help you think in more creative and abstract ways. This means it gives you many valuable qualities when you go to look for work.

The skills you learn in this course are useful in many careers involving engineering, medicine, technology, business and the physical sciences.

NATIONAL 5

Course Outline

This course is designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way.

It will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modelling
- numeracy skills in number processes and information handling

Assessment arrangements

Pupils will be assessed at three points throughout the year at exam level. Pupils will also sit the SQA National 5 Numeracy Unit.

Homework

Homework will be issued on a regular basis and pupils will be expected to prepare in advance for unit assessments. Additionally, students are expected to undertake continuous revision throughout the year.

Recommended minimum entry requirements

Pass at National 4 Mathematics.

Progression

On successful completion of National 5 the learner could progress to Higher Mathematics.



MATHEMATICS: MR EARLY

HIGHER

Course Outline

This course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow learners to interpret, communicate and manage information in mathematical form;
- develop skills which are vital to scientific and technological research and development deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas

Assessment arrangements

Pupils will be assessed at three points throughout the year at exam level.

Homework

Homework will be issued on a regular basis and pupils will be expected to prepare in advance for unit assessments. Additionally, students are expected to undertake continuous revision throughout the year.

Recommended minimum entry requirements

Grade A or B at National 5 Mathematics.

Progression

This Course or its Units may provide progression to:

- Advanced Higher Mathematics
- further study, employment and/or training



MATHEMATICS: MR EARLY

ADVANCED HIGHER

Advanced Higher Mathematics builds on your mathematical skills, knowledge and understanding and enables you to integrate your knowledge of different aspects of the subject. The course offers depth and breadth of mathematical experience and provides a sound basis for progression to further study or employment in the areas of mathematical and physical sciences, computer science engineering, biological and social sciences, medicine, accounting, business and management.

Entry to the course

This is at the discretion of the school/college but you would normally be expected to have attained one of the following:

- Higher Mathematics.

Course Outline

This course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow learners to interpret, communicate and manage information in mathematical form;
- develop skills which are vital to scientific and technological research and development deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas

Course assessment (8 SCQF credit points)

The course assessment consists of one component with a total of 100 marks:

- Component 1 – Question paper (100 marks).

The question paper will be set and marked externally by SQA.

Course Assessment

The course assessment consists of one external assessment of two question papers, non-calculator and calculator.



MATHEMATICS: MR EARLY

Progression

Successful completion of this course may lead to:

Further study, training or employment in:

Computing & ICT

Construction

Engineering

Finance

Health & Medicine

Manufacturing Industries

Science & Mathematics

Transport & Distribution.

APPLICATIONS OF MATHS: NATIONAL 4

Why Applications of Mathematics?

Mathematics is important in everyday life, allowing us to make sense of the world and manage our lives. You will learn how to model real-life situations and make connections and informed predictions. You will develop the skills to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. These skills will make you valuable to future employers.

Entry to the course

Entry is at the discretion of the school or college but you would normally have achieved:

- National 3 **Applications of Mathematics**

Course Outline

As well as being important in its own right, Mathematics has applications in many other subjects, particularly in science and engineering. This course will help you to acquire mathematical and numerical skills and apply them in a variety of real-life situations. You will develop skills in logical reasoning, analysis, problem solving, creativity, and the ability to think in abstract ways. The course includes the freestanding Unit in Numeracy at SCQF level 4.

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

Applications of Mathematics: Managing Finance and Statistics (6 SCQF credit points)

In this unit you will:

- learn how to use reasoning and financial skills to manage finance and statistics in real-life situations
- learn how to budget, and how to organise and present data.

Applications Mathematics: Geometry and Measures (6 SCQF credit points)

In this unit you will:

- learn how to apply reasoning skills and geometric skills in real-life situations
- learn how to use mathematical reasoning to interpret and use shape, space and measures



MATHEMATICS: MR EARLY

APPLICATIONS OF MATHS: NATIONAL 4 - CONTINUED

Numeracy (6 SCQF credit points)

In this unit you will

- develop your numerical and information-handling skills to solve real-life problems involving number, money, time and measurement
- learn how to interpret graphical data and use probability to solve real-life problems involving money, time and measurement.

Added Value Unit: Applications of Mathematics Test (6 SCQF credit points)

In this unit you will:

- complete a test that assesses your ability to organise and plan aspects of personal life, the workplace and the wider world using mathematical ideas and strategies
- use reasoning to apply and integrate financial, measurement, geometric and statistical skills in real-life contexts
- be assessed on your ability to use your numerical skills without the aid of a calculator.

Assessment

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

- practical work - handling money
- written work - spreadsheets and worksheets
- projects
- class-based exams.

You must pass all the units including the test to gain the qualification.

APPLICATIONS OF MATHS: NATIONAL 5

Entry to the course

Entry is at the discretion of the school or college but you would normally have achieved:

- **National 4 Applications of Mathematics**
- **National 4 Mathematics**

Course Outline

Through real-life contexts, you will learn how to apply mathematical operational skills that are directly relevant to life and work. You will develop your mathematical reasoning skills, your creativity, and your ability to draw conclusions and make and justify decisions. The course includes the freestanding Unit in Numeracy at SCQF level 5.

In this course you will:

- develop your reasoning and financial skills to manage finance and statistics in real-life situations
- learn how to analyse financial positions, budget, and organise and present data to justify solutions and/or draw conclusions.
- develop your reasoning and geometric skills in real-life situations
- learn how to analyse and use geometry and measures to identify and justify solutions to real-life problems.



MATHEMATICS: MR EARLY

APPLICATIONS OF MATHEMATICS: NATIONAL 5 - continued

Numeracy (6 SCQF credit points)

In this unit you will:

- develop your numerical and information-handling skills to solve real-life problems involving number, money, time and measurement
- interpret graphical data and use your knowledge of probability to solve real-life problems involving money, time and measurement.
- learn how to use your solutions to make and justify decisions.

Assessment

The course assessment for this course consists of two question papers totalling 90 marks:

- question paper 1 - non calculator (45 marks)
- question paper 2 - case studies (65 marks).

The question papers will be set and marked externally by the Scottish Qualifications Authority (SQA).

The course assessment is graded A–D.



PHYSICAL EDUCATION: MR RAE

HIGHER

AIMS OF THE COURSE

The course enables candidates to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities. Candidates demonstrate initiative, decision making and problem solving by engaging in physical activities. Candidates develop the ability to use strategies to make appropriate decisions for effective performance. These strategies will be based on an analysis and understanding of the impact of mental, emotional, social and physical factors on performance.

The skills, knowledge and understanding that candidates acquire by successfully completing the course are transferable to learning, to life and to the world of work.

The course enables candidates to:

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

Who is this course for?

The course is suitable for candidates who have an interest in developing complex movement and performance skills. It is particularly appropriate for candidates who would like to enhance their performance and develop a deeper understanding of factors that impact on personal performance. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. This makes the qualification accessible to the needs and aspirations of a diverse range of candidates. **The course provides a foundation for those considering further study or a career in a range of disciplines including physical education, sport, health and fitness.**

Course assessment structure: question paper - Question paper 50 marks

The question paper assesses the candidates' ability to integrate and apply knowledge and understanding from across the course. The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment.

Course assessment structure: performance - Performance 60 marks

The performance assesses candidates' ability to perform in two different physical activities. The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding. (performance skills) The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

Grading A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.



PHYSICAL EDUCATION: MR RAE

NATIONAL 5

Purpose and aims

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills in physical activities. By engaging in practical activities, candidates can demonstrate initiative, decision-making and problem-solving. The course encourages candidates to develop a positive attitude towards a healthy lifestyle. It also supports the way that individual attitudes, values and behaviours are formed.

Who is this course for?

This course is suitable for all candidates who have an interest in developing their movement and performance skills in physical activities and who enjoy learning in practical contexts. It is also suitable for candidates who have achieved the National 4 Physical Education course.

Course assessment structure: portfolio - Portfolio 60 marks

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

Setting, conducting and marking the portfolio. The portfolio is designed to allow candidates to demonstrate their ability to work independently and is sufficiently open and flexible to allow personalisation and choice in the activities selected.

This portfolio is:

- ◆ set by SQA
- ◆ conducted under controlled conditions
- ◆ submitted to SQA for external marking

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work. Candidates must use an official template which is provided to complete their portfolio.

Course assessment structure: performance

Performance 60 marks. The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities.

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.



PHYSICAL EDUCATION: MR RAE

National 4 Physical Education

Purpose and aims of the Course

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. The Course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.

Information about typical learners who might do the Course

This Course is suitable for learners who have an interest in and enthusiasm for developing their movement and performance skills in physical activities, and who enjoy learning in practical contexts. It is also suitable for learners who have achieved the National 3 Physical Education Course. The Course will help learners to develop decision-making, problem-solving and interpersonal skills, which are transferable to other life and work contexts.

The Course has **two mandatory Units** and an **Added Value Unit**:

Physical Education: **Performance Skills** (National 4) Candidates must pass N4 in 2 activities

Physical Education: **Factors Impacting on Performance** (National 4) - Candidates must submit a Logbook

Added Value Unit: Physical Education: Performance (National 4) Candidates must prepare for and carry out **a single 'one off' performance**.

Conditions of award

To achieve the National 4 Physical Education Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded. They are pass/fail.



PHYSICAL EDUCATION: MR RAE

COMMUNITY SPORTS LEADER AWARD

The CSLA will run from August until April. During this time, sessions will be split between the CSLA course requirements and additional activities designed to enhance the programme. The course is designed to improve confidence and equip pupils with the ability to lead groups within the school and the community. There is no written exam on this course.

Content

The course is divided into eight units of work. All units must be completed including the Voluntary Leadership Experience.

- Organisational Skills
- Safety in Sport
- Know Your Friends
- Fitness For Sport
- Leagues & Competitions
- Improvisation of Activities
- Games & Activity Experience
- 10 hours Voluntary Leadership Experience

This course is specifically designed for students who wish to pursue a career working and leading with young people, such as a career in teaching or coaching.

Furthermore, it will provide students the chance to develop leadership skills, communication skills, problem solving skills and organisational skills all of which are vital assets in the work of work.

PHYSICAL EDUCATION: MR RAE

PDA in Scottish Football Association: Refereeing at SCQF level 7

Professional Development Awards (PDAs) extend or broaden professional or vocational skills and are linked to National Occupational Standards. The PDA in Scottish Football Association: Refereeing at SCQF level 7 is designed to equip individuals with knowledge and understanding of Scottish Football Association (SFA) refereeing, concentrating on knowledge and understanding of the Laws of the Game of football. It also includes learning about formal controls, misconduct, match reports and fitness standards for referees. This knowledge is drawn together by refereeing a football match.



The award has been developed in partnership with the SFA's Referee Development Department. The Referee Development Department is in the vanguard of a range of initiatives that affect thousands of players of all ages and at all levels of ability.

Who does this qualification suit

This qualification is designed to enhance and accredit the skills of new, inexperienced or aspiring referees. It will also help in raising awareness and understanding of the Laws of the Game for pupils in S5 and S6. It offers candidates the opportunity to develop refereeing skills and enables progression to other widely-recognised SFA refereeing qualifications. As a PDA, it is a vocational qualification contributing to the continuous professional development of participants.

Access

Entry is at the discretion of the centre.

Learners do not need to have formal relevant qualifications to enter this PDA.

There are 2 mandatory units. Laws of the game and practical refereeing. Candidates must also pass the Multi stage fitness test to level 9.

SCIENCE: MR MILLER

ENVIRONMENTAL SCIENCE – National 5

This new course is designed for senior pupils who have done Environmental Science, Biology, Chemistry or Physics at National 4 level. It suits pupils who want to have a broad experience of different sciences. If you are successful in this course in S5, you may be able to go on to study a Higher Environmental Science course in S6.

Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats.

The National 5 Environmental Science Course covers the living environment, the Earth's resources and sustainability.



There are three units in the course:

Living Environment

Interdependence, food chains and food webs, adaptation, ecosystems, population growth, biodiversity, the nitrogen cycle, fertilisers.

Earth's Resources

Responsible use of non-renewable and renewable resources. Fossil fuels, uses of materials derived from crude oil. Risks and benefits of different energy sources, including those produced from plants. The balance of gases in the air.

Sustainability

Natural resources and how they affect human activity. The interaction between humans and the environment, and the impact of human activity on an area. The role of agriculture in the production of food. Society's energy needs. Sustainable transport systems.

There will be a variety of learning activities, including practical work.

The course is fun, and involves work in the school grounds and the local environment. You may go on some trips too.

There will be an Assignment which you will work on in class, and a final SQA exam.

For more information about the course, speak to Mrs Scoular in Science room 4.



SCIENCE: MR MILLER

BIOLOGY – National 4/5

Biology is the study of living things (plants and animals) and how they interact with their surroundings.

There are three units in the course:

Cell Biology

In this unit, you will learn about cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

Multicellular Organisms

An organism is a living thing. In this unit you will compare different organisms, finding differences and similarities between them. You will study plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and enzymes, control and communication, and health.

Life on Earth

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

In biology you will do a variety of activities including practical work. You will be given homework every week, and regular assessments so that you know how you are coping with the course work.

You will have to do an Assignment, where you research and report on a topical issue. For National 5, the Assignment is marked by the SQA and is worth 20% of your final mark. For National 4, all the units are marked by the school and there is no exam.

The National 5 course is suitable for pupils who have done well in S3 or National 4 biology. It might also be possible to study National 5 biology in S5 even if you haven't done biology in S3 or S4. If you are then successful at National 5 level, you might be able to go on to study Higher Human biology in S6.



SCIENCE: MR MILLER

HUMAN BIOLOGY – Higher

The Human Biology Course develops interest and enthusiasm for biology as it applies to our bodies. It covers cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species.

Recommended Entry

Students would normally be expected to have attained an award in National 5 Biology at Grade A - C.

Course Details

The course has three units as detailed below:

Human Cells

Stem cells, differentiation in somatic and germline cells, cancer cells, division and differentiation in human cells, structure and function of DNA, gene expression and the genome, the expression of the genotype, protein production, mutations and genetic disorders, DNA technology, sequencing, medical and forensic applications, metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

Physiology and Health

Reproduction, hormonal control and the biology of controlling fertility, treatments for infertility, contraception, ante-natal care, post-natal screening, the cardiovascular system, relevant tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

Neurobiology and Communication

Divisions of the nervous system and neural pathways, the cerebral cortex, memory, the cells of the nervous system and neurotransmitters at synapses, non-specific body defences, specific cellular defences against pathogens, immunisation, clinical trials of vaccines and drugs.

Progression

Students who achieve Higher Human Biology may progress to:

- * **Advanced Higher Biology**
- * **HNC, HND or degree level study in Biological Sciences and Medicine, Nursing, Physiotherapy, Dietetics, Radiography, Chiropody**
- * **Other further and higher education opportunities** using the award for general or specialist entry purposes.
- * A range of **employment** or training opportunities.



SCIENCE: MR MILLER

CHEMISTRY – National 4/5

Chemistry is the study of natural substances, what they are made of and what role they play in living things. It is vital to every aspect of our lives. Chemistry is often called the “central science” since it links with the other sciences and underpins many branches of technology. It is a good choice if you want to keep your options open, and it is worth noting that not all chemists wear white coats!

Throughout this course you will learn about atoms, how they make up matter and how they interact with each other to make all the substances we use in our everyday lives. You will also learn how these substances are produced on an industrial scale and about the environmental issues associated with producing these chemicals. Along the way, you will develop many skills such as analysing data from experimental work, evaluating the validity of experimental procedures and making predictions based on knowledge gained and experimental work undertaken.

The Units are:

Chemical Changes and Structure

In this unit, you will do experiments and develop skills. You will think about ethical and environmental issues, and learn how the chemistry of the atom affects our everyday lives.

Nature’s Chemistry

In this unit, you will use everyday products such as cosmetics, fuel and food. You will learn how chemistry is involved in materials we use every day, and consider environmental and ethical issues.

Chemistry in Society

You will have a chance in this unit to develop scientific thinking skills through investigating new materials and energy sources.

To help your learning and understanding, different teaching and learning approaches are used, including practical work. You will be given homework every week and regular assessments so that you know how you are coping with the course work.

The National 5 chemistry course is suitable for pupils who have done well in S3 or National 4 chemistry. It may also be possible to study National 5 chemistry in S5 even if you haven’t done chemistry in S3 or S4. If you are successful at National 5 level, you may be able to go on to study Higher chemistry in S6.

You will have to do an Assignment, where you research and report on a topical issue. For National 5, the Assignment is marked by the SQA and is worth 20% of your final mark. For National 4, all the units are marked by the school and there is no exam.



SCIENCE: MR MILLER

CHEMISTRY – Higher

CAREERS

Higher Chemistry is recommended for entry into many careers including Food Science, Health, Technology, Dentistry, Forensic Science, Medicine and many more. Some lawyers and accountants need to study Chemistry to be able to understand and deal with industrial disputes and finances!

ENTRY REQUIREMENTS

Students would normally be expected to have attained an award in National 5 Chemistry at Grade A - C. National 5 Maths would also be very desirable.

CONTENT

There are three curricular units, and a unit called “Researching Chemistry”.

Chemical Changes and Structure

This Unit covers reaction rates and periodic trends, collision theory and the use of catalysts in reactions, electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

Nature's Chemistry

This Unit covers organic chemistry within the context of the chemistry of food and everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated.

Chemistry in Society

This Unit covers physical chemistry. You will calculate quantities of reagents and products, percentage yield and the atom economy of processes. You will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Also covered are oxidising and reducing agents, their use in analytical chemistry, volumetric titrations and the purity of reagents and products.

Researching Chemistry

This Unit covers the key skills necessary to undertake research in chemistry. You will research the chemistry behind a topical issue. You will collect information from a number of different sources, plan and undertake a practical investigation, and communicate your results and conclusions.

Throughout the course you will carry out practical work. You will be given some notes and you will also be expected to produce some of your own. You will solve problems based on course work and practical work. Homework assignments will help you revise and consolidate all your work and should take no more than 2 hours per week.

ASSESSMENT

The assessment is similar to that of National 5. You no longer need to pass unit tests in each unit. Your SQA grade is determined only by the exam and the assignment.



SCIENCE: MR MILLER

PHYSICS – National 4/5

Physics helps us to explain how everyday things work. Physics is at the heart of engineering and technology, and is an exciting and modern science subject. It uses the latest technology, including laptops, interface units and electronic sensors. A qualification in Physics is well regarded by employers, colleges and universities. The units are:

Dynamics

Measuring speeds of vehicles, acceleration, light gates, gravity, forces, friction, air tracks, rockets, space flight, aerodynamics, seat belts, crumple zones.

Space

Satellites, space exploration, re-entry, telescopes, astronomy, exoplanets and the Big Bang.

Waves

Different types of waves – sound, light, electromagnetic. How they are used in medicine and communications. Echo-sounding (sonar), ultrasound, fibre optics, mobile phones, infrared, ultraviolet, X-rays, lasers.

Radiation

Radioactive material, half-life, safety, nuclear power, nuclear medicine.

Electricity

Energy in cars, solar cells, the Van de Graaff generator, current and voltage, resistors, LEDs, loudspeakers,

Energy

Power, household appliances, the National Grid, heating solids and liquids, spacesuits, heat pumps, gas laws.

Physics is very practical and you will do a lot of experiments. You will use computer simulations, quizzes and websites. Homework is issued weekly, and regular assessment will give you a good idea of how you are progressing.

The National 5 course is suitable for pupils who have done well in S3 or National 4 physics. It is also possible to study National 5 physics in S5 if you haven't done physics in S3 or S4. You will have to do an Assignment, where you research and report on a topical issue. The Assignment is marked by the SQA and is worth 20% of your final mark. It is important that you are quite good at Maths – if you don't have N5 Maths, you will find N5 physics difficult. If you are successful at National 5 level, you may go on to study Higher physics.

For National 4, all the units are marked by the school and there is no exam.



SCIENCE: MR MILLER

PHYSICS – Higher

Why choose Physics?

Physics is a basic subject which is at the heart of all science, engineering and technology. Physics is involved in everything around us, and knowledge of its laws can help us understand our world. Physics is constantly changing, exciting, challenging and rewarding. It is a very popular Higher in Scotland, and a qualification in Physics is well regarded by employers, colleges and universities.

What do you study in the course?

There are three units which lead on from the National 5 course:

| | |
|-----------------------------|---|
| Our Dynamic Universe | Motion, forces, collisions, gravity, space, relativity, the Big Bang |
| Particles and Waves | Models of the atom, interference, diffraction, spectra, nuclear power |
| Electricity | ac/dc, current, power and resistance, capacitors, semiconductors |

What are the entry requirements?

To take Higher Physics, you should have a National 5 award in Physics at Grade A – C. You should also be good at Maths – if you have not passed National 5 Maths, you are unlikely to pass Higher Physics.

What is the assessment like?

The assessment is similar to that of National 5. You no longer need to pass unit tests in each unit. Your SQA grade is determined only by the exam and the assignment.

What do you do in the class?

You will often work on problems, although on most days you will do an experiment. You will use a lot of sophisticated modern equipment to illustrate the basic ideas of Physics. You will also read notes, watch demonstrations and videos and use computers. Sometimes you will work on your own, but usually with a partner or in a group.

For each unit you will be given a package of notes, problems, guides, etc. This will help you to keep up at home if you are absent or have fallen behind.

Is there much homework?

Yes! You will be expected to do several hours per week at home.

What about careers?

Here are some ideas of careers where you may find people with a Physics qualification!

Aerospace, Astronomy, Alternative energy, Architecture, Computing, Defence, Dentistry, Education, Electricity Supply, Engineering, Environmental Physics, Food Science, Forensic Science, Geology, Geophysics, Medical Physics, Medicine, Metallurgy, Oceanography, Osteopathy, Pharmacy, Photography, Physiotherapy, Radiography, Robotics, Speech Therapy, Telecommunications, Television, Veterinary Medicine ...



SCIENCE: MR MILLER

STEM Leader

The Young STEM Leader Award is a nationally recognised qualification that enables young people to support and inspire others in STEM (Science, Technology, Engineering and Maths). You will work with younger pupils in the school and the local community.

Young STEM Leaders (YSLs) will deliver activities and run clubs and events. You will be supported by science teachers. You will design experiments and demonstrations, organise equipment and think about safety. You will share information on social media.

To pick this course you should be enthusiastic about science and be willing to encourage others. The skills you learn will be respected by employers.

For more information, go to <https://www.youngstemleader.scot/>



SOCIAL SUBJECTS

CRIMINOLOGY: MS CRAIG

NATIONAL 5

Course description

The award in Criminology focuses on the scientific study of crime including its causes, responses by the criminal justice system, and methods of prevention. This course introduces learners to criminology, including its history, the role of the media and crime prevention. It develops knowledge and understanding of the way crime and criminal justice operates. For the Forensic Science unit, you will work with the science department to learn forensic techniques such as DNA extraction, chromatography and counterfeit detection. This course is designed to develop transferable skills, not specific to one situation that learners can use in further education and employment.

Mandatory units

- Criminology: Crime in the Community
- Forensic Science: Applications
- Criminology: Crime Scenes

Assessment

This course has a portfolio-based assessment approach, and so there is no external exam. All assessments are done in class and gathered and developed throughout the year.

Entry Requirements – Students considering this course should have gained a **pass at National 5** in Social Subjects, Science and English.

Skills Development – Data handling, Critical analysis, Complex thinking, Problem solving, Research skills and Reaching conclusions

Developing the Young Workforce in Criminology

Criminology is one of the fastest growing academic disciplines in the UK. Criminology can lead to a varied and wide-ranging number of career paths including:

- Police detective
- Correctional officer
- Forensic scientist
- Crime scene technician
- Private investigator
- Crime analyst
- Teacher/Lecturer

SOCIAL SUBJECTS

EMPLOYABILITY AND CITIZENSHIP: MS CRAIG

NATIONAL CERTIFICATE

Course description

The primary focus of the National Certificate in Employability and Citizenship is to help young people pursue the goal of achieving employment or further study through providing a range of knowledge and skills. The certificate will enable learners to develop appropriate job seeking skills, understand the demands and challenges of a workplace and understand what skills they need to enter sustained employment. The course will work on building the young people's self-awareness, self-reliance, self-esteem and self-confidence.

Units

- Prepare for Employment First Steps
- Building own Employability Skills
- Responsibilities of employment
- Dealing with work situations
- Work/Virtual work placement



Assessment

The national certificate is assessed internally, there is no formal examination.

Entry Requirements – No pre-set entry requirements

Skills Development – Communication, Numeracy, Information and Communication, Problem Solving and Working with Others.

Developing the Young Workforce in Citizenship and Employability

The National Certificate aims to equip the young people with the skills and knowledge to enter most industries including but not limited to:

Retail
Hospitality
Construction
Administration
Health care
Manufacturing



SOCIAL SUBJECTS

GEOGRAPHY: MS CRAIG

NATIONAL 3/4/5

Course description

The purpose of Geography is to develop the learner's 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.

The contexts for study are local, national, international and global. Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

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 lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

Mandatory units

- Physical Environments
- Human Environments
- Global Issues

Assessment

National 3/4 is assessed internally. The three units are rigorously internally assessed and are verified by the SQA. There is also an assessed report to write based on real world geographical research.

At National 4/5 assessment of the courses are;

- Added Value Unit & Assignment Write-up
- National 5 Examination

Entry Requirements - Progression from the BGE & NQs.

Skills Development – Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in Geography

There are a varied and wide-ranging number of career paths that success in Geography can lead to including:

- Geographical Information Systems (GIS)
- Law
- Landscape Architecture
- Environmental Consultant
- Science and Medical Faculties
- Surveyor
- Town Planning
- Teaching



SOCIAL SUBJECTS

GEOGRAPHY: MS CRAIG

HIGHER

Course description

The purpose of Higher Geography is to still further develop the learner's 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. The skills developed in this course lean heavily on pupil's experience in National 5 Geography and often advanced key concepts rely on knowledge already firmly developed already at this level.

The contexts for study are local, national, international and global. Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines. The research methods for the Higher Geography AVU assignment are significantly more advanced than at National 5.

Mandatory Units:

- Physical Environments
- Human Environments
- Global Issues
- Application of Geographical Skills Course Assessment

Internal Assessment, External Assessment & Assignment.

Entry requirements:

Students considering this course should have gained **a pass at National 5.**

Skills Development – Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in Geography

There are a varied and wide-ranging number of career paths that success in Geography can lead to including:

Geographical Information Systems (GIS)
Law
Landscape Architecture
Environmental Consultant
Science and Medical Faculties
Surveyor
Town Planning
Teaching



SOCIAL SUBJECTS

HISTORY: MS CRAIG

NATIONAL 3/4/5

Course description

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World contexts.

History emphasises the development and application of skills by focusing on evaluating sources and will develop many key skills employers look for in different ways.

Mandatory units

- Migration & Empire, 1830-1939
- Making of Modern Britain, 1880-1951
- Free At Last? Civil Rights in the USA, 1918-1968

Assessment

At National 4/5 assessment of the courses are;

- Added Value Unit & Assignment Write-up
- National 5 Examination

Entry Requirements - Progression from the BGE & NQs

Skills Development - Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in History

There are a varied and wide-ranging number of career paths that success in History can lead to including:

Archaeologist
Broadcast journalist
Curator
Human Resources
Journalist
Lawyer
Lecturer
Market Researcher
Public Relations
Teacher
Tour guide



SOCIAL SUBJECTS

HISTORY: MS CRAIG

HIGHER

Course description

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World contexts.

History emphasises the development and application of skills by focusing on evaluating sources and will develop many key skills employers look for in different ways.

Mandatory units

- Migration & Empire, 1830-1939
- Britain, 1851-1951
- USA, 1918-1968

Assessment

Internal Assessment, External Assessment & Assignment.

Entry requirements:

Students considering this course should have gained a pass at National 5.

Skills Development – Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in History

There are a varied and wide-ranging number of career paths that success in History can lead to including:

Archaeologist
Broadcast journalist
Curator
Human Resources
Journalist
Lawyer
Lecturer
Market Researcher
Public Relations
Teacher
Tour guide



SOCIAL SUBJECTS

HISTORY: MS CRAIG

ADVANCED HIGHER

For those who already have an interest in History, the Advanced Higher course gives an opportunity to study a topic in-depth and with an emphasis on independent learning. The course is especially suited to those who are about to go to University, studying virtually any subject, because of its academic rigour and teaching and learning techniques.

Entry to the course

A Higher History pass at grade A or B is expected.

Course Outline

You will study Germany: From democracy to Dictatorship, 1918 – 1939.

Historical Research

This unit requires you to carry out an in-depth study of a historical topic and write a dissertation on it. The dissertation should be around 4000 words and have an introduction, development and conclusion. This work will enhance your research and presentation skills and encourage the more sophisticated skills of source analysis, sustained reasoning and independent study.

This is a chance to produce a piece of work that is original and something of which to be proud.

Assessment

Units are assessed internally and must be achieved. The final award is decided by the Dissertation and the final exam, in which two essays are written and source based questions answered.

Developing the Young Workforce in History

There are a varied and wide-ranging number of career paths that success in History can lead to including:

- Archaeologist
- Broadcast journalist
- Curator
- Human Resources
- Journalist
- Lawyer
- Lecturer
- Market Researcher
- Public Relations
- Teacher



SOCIAL SUBJECTS

MODERN STUDIES: MS CRAIG

NATIONAL 3/4/5

Course description:

Modern Studies is the study of social, political and economic elements of living in an ever-complex modern society. Students will have the opportunity to engage in discussions and debates, analysis and evaluation. The skills of conclusions, decision making and identifying bias are essential to success in Modern Studies.

Students will have leave the course possessing an excellent awareness of issues surrounding crime in the UK, the political system of Scotland and the UK as well as the causes and consequences of international Issues.

Mandatory units:

- Democracy in Scotland and the United Kingdom
- Social Issues in the United Kingdom.
- International Issues

Assessment

National 3/4 is assessed internally. The three units are rigorously internally assessed and are verified by the SQA.

At National 4/5 assessment of the courses are;

- Added Value Unit & Assignment Write-up
- National 5 Examination

Entry Requirements - Progression from the BGE

Skills Development - Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in Modern Studies

There are a varied and wide-ranging number of career paths that success in Geography can lead to including:

Broadcast journalist
Civil Service
Diplomatic Service
Journalist
Lawyer
Media
Politician
Political Researcher
Police Officer
Teacher



SOCIAL SUBJECTS

MODERN STUDIES: MS CRAIG

HIGHER

Course description:

Modern Studies is the study of social, political and economic elements of living in an ever-complex modern society. Students will have the opportunity to engage in discussions and debates, analysis and evaluation. The skills of conclusions, decision making and identifying bias are essential to success in Modern Studies.

Students will have leave the course possessing an excellent awareness of issues surrounding crime in the UK, the political system of Scotland and the UK as well as the causes and consequences of international Issues.

Mandatory units:

- Democracy in Scotland and the United Kingdom
- Social Issues in the United Kingdom.
- International Issues

Internal Assessment, External Assessment & Assignment.

Entry requirements:

Students considering this course should have gained **a pass at National 5.**

Skills Development – Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in Modern Studies

There are a varied and wide-ranging number of career paths that success in Geography can lead to including:

Broadcast journalist
Civil Service
Diplomatic Service
Journalist
Lawyer
Media
Politician
Political Researcher
Police Officer
Teacher



SOCIAL SUBJECTS

PSYCHOLOGY: MS CRAIG

NATIONAL 5

Course description

The purpose of this course is to develop knowledge and understanding of psychological concepts, theories and terminology. You will develop key skills that are transferable and will be useful when going onto to further education and in the work place. You will build your thinking skills when analysing, evaluating and applying knowledge and understanding of psychology. Throughout the course you will develop research skills which will allow you to plan and carry out psychological research. The courses offers pace, challenge and depth.

Mandatory units

- Individual Behaviour: sleep
- Individual Behaviour: Phobias
- Social Behaviour: Conformity
- Social Behaviour: Non Verbal Communication

Assessment

National 5 is assessed internally. There is also an assessed report to write based on research. At National 5 assessment of the courses are;

- Assignment
- National 5 Examination

Entry Requirements - Progression from the BGE/NQs

Skills Development - Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in Psychology

There are a varied and wide-ranging number of career paths that success in Psychology can lead to including: Social Sciences

Law
Teaching
Human Relations
Forensics
Police
Criminology



SOCIAL SUBJECTS

PSYCHOLOGY: MS CRAIG

HIGHER

Course description

The purpose of this course is to develop knowledge and understanding of psychological concepts, theories and terminology. You will develop key skills that are transferable and will be useful when going onto to further education and in the work place. You will build your thinking skills when analysing, evaluating and applying knowledge and understanding of psychology. Throughout the course you will develop research skills which will allow you to plan and carry out psychological research. The courses offers pace, challenge and depth.

Mandatory units

- Individual Behaviour: Sleep
- Individual Behaviour: Stress
- Social Behaviour: Conformity & Obedience
- Social Behaviour: Relationships

Internal Assessment, External Assessment & Assignment.

Entry requirements:

Students considering this course should have gained a pass at National 5 in Social Subjects and/or Human Biology and English

Skills Development – Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in Psychology

There are a varied and wide-ranging number of career paths that success in Psychology can lead to including: Social Sciences

Law
Teaching
Human Relations
Forensics
Police
Criminology



SOCIAL SUBJECTS

RMPs: MS CRAIG

NATIONAL 3/4/5

Course description

Candidates develop knowledge and understanding of religious, moral and philosophical issues that affect the world today by: studying a world religion in detail, developing an understanding of contemporary moral issues and responses, studying key aspects of religious and philosophical questions, exploring questions raised and solutions offered by religious and non-religious perspectives reflecting on these, and on their own experience and views. The RMPS class is a forum where different ideas and viewpoints can be expressed, and where the views of others are listened to with respect.

Mandatory units

- World religion
- Morality and belief
- Religious and philosophical questions

Assessment

National 3/4 is assessed internally. The three units are rigorously internally assessed and are verified by the SQA. There is also an assessed report to write based on real world research.

At National 4/5 assessment of the courses are;

- Added Value Unit & Assignment Write-up
- National 5 Examination

Entry Requirements - Progression from the BGE

Skills Development - Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in RMPS

There are a varied and wide-ranging number of career paths that success in Geography can lead to including: Administration

Civil Service

Healthcare

Human Resources

Law

Politics

Psychology

Teaching



SOCIAL SUBJECTS

RMPs: MS CRAIG

HIGHER

Course description

Candidates develop knowledge and understanding of religious, moral and philosophical issues that affect the world today by: studying a world religion in detail, developing an understanding of contemporary moral issues and responses, studying key aspects of religious and philosophical questions, exploring questions raised and solutions offered by religious and non-religious perspectives reflecting on these, and on their own experience and views. The RMPS class is a forum where different ideas and viewpoints can be expressed, and where the views of others are listened to with respect.

Mandatory units:

- World religion
- Morality and belief
- Religious and philosophical questions

Assessment:

Internal Assessment, External Assessment & Assignment.

Entry requirements:

Students considering this course should have gained **a pass at National 5**.

Skills Development - Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in RMPS

There are a varied and wide-ranging number of career paths that success in Geography can lead to including: Administration

Civil Service

Healthcare

Human Resources

Law

Politics

Psychology

Teaching



SOCIAL SUBJECTS

TRAVEL & TOURISM: MS CRAIG

NATIONAL 4/5

Course description

The National 4 and 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry. Learners will develop skills to become effective job-seekers and employees. Skills to deal effectively with all aspects of customer care and customer service in travel and tourism. The product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland and the rest of the United Kingdom and worldwide

Mandatory Units

- Employability (including work placement)
- Scotland Unit
- UK and Worldwide Unit
- Customer Service

Assessment

National 4/5 is assessed internally. Course will be assessed using ICT, Presentations and Work Experience.

To achieve the course;

- Learners must pass all of the required Units via the submission of portfolio evidence.
- This course is assessed and graded on a pass/fail basis

Entry Requirements - Progression from the BGE

Skills Development - Research, Investigation, Presenting, Critical Thinking, Analysing & Communications.

Developing the Young Workforce in Travel & Tourism

There are a varied and wide-ranging number of career paths that success in Geography can lead to including: Cabin Crew

Travel Agency

Hospitality

World Heritage

Customer Services

Tour Guides



SOCIAL SUBJECTS

MENTAL HEALTH & WELLBEING AWARD: MS CRAIG

NATIONAL 4 & 5

Course description

The award in Mental Health and Wellbeing aims to reduce stigma and dispel myths surrounding mental health. Within this course young people will learn healthy coping strategies, an understanding of positive and negative impacts on mental health and will gain an understanding of potential uses and impact of social media and the internet.

Mandatory units

- Understanding Mental Health Issues
- Understanding factors that may influence mental health
- Coping Strategies and resilience

Assessment

This course has a portfolio based assessment approach, and so there is no external exam. All assessments are done in class and gathered and developed throughout the year. This course will work to develop pupil's skills and confidence, as they will build on communication, team-working, and problem-solving throughout the year.

Entry Requirements - Progression from the BGE.

Skills Development – Research, Investigation, Self-Reliance, Resilience, Problem Solving Skills, Self-Esteem and Self confidence

Developing the Young Workforce in Mental Health & Wellbeing

There are a varied and wide-ranging number of career paths that success in Mental Health & Wellbeing can lead to including:

Medicine
Nursing
Social Sciences
Social Work
Teaching
Human Relations
Police
Community Health Care



TECHNOLOGIES

HEALTH AND FOOD TECHNOLOGY: MRS CANNING

NATIONAL 3 - 5 or HIGHER

The **Health and Food Technology** courses address contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices. Learners analyse the relationships between health, food and nutrition and plan, make and evaluate food products to a range of dietary and lifestyle needs.

Course Purpose

The purpose of this course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation, in order to make informed health, food and dietary choices

The course has inter-related aims that enable learners to:

NOTE: The course is knowledge and research based with limited practical activity

- Develop knowledge and understanding of the relationships between health, food, and nutrition.
- Understanding of the functional properties of food.
- Make informed food and consumer choices.
- Develop food research skills.
- Develop organisational and technological skills to make food products.
- Develop and apply safe and hygienic practices in practical food preparation.
- Participate in some employability (DYW) activities etc.

N3 - 5

Coursework

Research Assignment

N5/Higher Assessment

Component 1: Exam

Component 2: Research Assignment



TECHNOLOGIES

FASHION & TEXTILE TECHNOLOGY: MRS CANNING

NATIONAL 3 - 5 or HIGHER

The **Fashion and Textile Technologies** courses will develop the practical skills, construction techniques and knowledge and understanding, in relation to a wide range of fashion/textile-related activities. The knowledge, understanding and skills that learners acquire by successfully completing the course will be valuable for learning, for life and for the world of work.

Preferred Entry

National 4 Fashion and Textile Technology *or please discuss with Principal Teacher of Home Economics.*

Course Purpose:

These courses will help candidates develop an understanding of textile properties, characteristics, technologies, fashion item development, explore a range of fashion/textile trends and highlight factors which can affect fashion/textile choice.

Emphasis is placed on the development of practical skills and textile construction techniques, to make **complex, detailed and/or simple fashion/textile items**, to an appropriate standard of quality. Pupils often design their own clothing items. Likewise, these courses help learners to develop important skills, attitudes and attributes that are transferable e.g., numeracy, problem-solving skills and communication skills.

The course has inter-related aims that enable learners to:

- Understand how to complete complex/detailed or basic textile construction techniques.
- Ability to plan and make complex/detailed or basic fashion/textile items e.g. bags, shorts, dresses, trousers. Cushions or bunting etc.
- Understand how diverse textile properties and characteristics can be.
- Learn an appreciation of factors which can influence consumers, as well as fashion/textile choices and trends.
- Select, set up, adjust and use relevant textile and fashion-related tools and equipment safely.
- Research, investigate, evaluate and present a range of textile and fashion-related information/results etc.

N3 - 5

Coursework

Research Assignment

N5/Higher Assessment

Component 1: Exam

Component 2: Research Assignment



TECHNOLOGIES

DESIGN AND MANUFACTURE: MRS CANNING

NATIONAL 3 - 5 or HIGHER

The **Design and Manufacture** courses allow learners to explore the multifaceted world of product design and manufacturing. Creativity is at the heart of these courses and its combination with technology, makes it exciting and dynamic. The courses combine scientific, mathematical and technological challenge with design and manufacture creativity and innovation.

Preferred Entry

National 4 Design and Manufacture *or please discuss with Principal Teacher of Technical.*

Course Purpose

NOTE: The course is knowledge and research based with some practical activity for National 3- 5.

The course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively. The course stresses the integration of designing and making. It confirms that design is an iterative process, highlighting the close relationship between designing, making, testing, and refining design ideas.

The course has inter-related aims that enable learners to:

- Identify factors that influence design and apply these to produce a detailed design proposal.
- Develop, communicate and evaluate design concepts for a design task.
- Select and justify materials and manufacturing techniques and processes that would apply to a design proposal.
- Manufacture a range of types of models or prototypes to inform and refine design proposals.

- Participate in some employability activities (DYW) e.g., industry trips, college open days, guest lectures, design-competitions, design displays, STEM events, design challenges and clubs etc.

N3 - 5 Assessment

Component 1: Written Exam

Component 2: Practical Assignment - Design Portfolio

Component 3: Practical Exam - Model Development

Higher Assessment

Component 1: Written Exam

Component 2: Design Portfolio

Advanced Higher Assessment

Component 1: Written Exam

Component 2: Design Portfolio



TECHNOLOGIES

GRAPHIC COMMUNICATION: MRS CANNING

NATIONAL 3 - 5, HIGHER or ADVANCED HIGHER

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

Preferred Entry: National 4 Graphic Communication or please discuss with Principal Teacher of Technical.

Course Purpose

These courses are practical, exploratory and experiential in nature. They combine elements of creativity and graphic communication. These courses allow learners to engage with a range of technologies and help learners consider the impact that graphic communication and technologies have on our environment and society.

The course has inter-related aims that enable learners to:

- Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software.
- Extend and apply knowledge and understanding of graphic communication standards and protocols.
- Participate in employability activities (DYW) e.g. industry trips, college open days, STEM events, guest lectures, graphics-competitions, displays, school-based graphics challenges and clubs etc.

N3 - 5 Assessment

Component 1: Written Exam

Component 2: Practical Assignment

Higher Assessment

Component 1: Written Exam

Component 2: Practical Assignment

Adv. Higher Assessment

Component 1: Written Exam

Component 2: Practical Assignment



TECHNOLOGIES

PRACTICAL METALWORKING: MRS CANNING

NATIONAL 4/5

The National 4/5 Practical Metalworking courses provide opportunities for learners to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents, as well as an understanding of health and safety.

Preferred Entry: National 4 Practical Metalworking or please discuss with Principal Teacher of Technical.

Course Purpose

NOTE: The course is knowledge and research based with some practical activity

Candidates develop practical/psychomotor skills, (manual dexterity and control) in a popular craft context. Learners are introduced to safe working practices and become effective at practical aspects of health and safety. Learners will learn how to work effectively alongside others in a shared workshop environment and build self-confidence to enhance their skills in numeracy, thinking, planning, organising and communication.

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

- Skills in metalworking techniques.
 - Skills in measuring and marking out metal sections and sheet materials.
 - Safe working practices in workshop environments.
 - Practical creativity and problem solving skills.
 - Knowledge of sustainability issues in a practical metalworking context.
-
- Participate in employability activities (DYW) e.g. industry trips, college open days, guest lectures, displays, STEM events and school-based metalwork challenges and clubs etc.

N4

Coursework – Research Assignments
Practical Exam – Model Development

N5 Assessment

Component 1: Coursework – Research Assignments
Component 2: Planning Assignment – Model Development



TECHNOLOGIES

PRACTICAL WOODWORKING: MRS CANNING

NATIONAL 4/5

The **National 4/5 Practical Woodworking** courses provides opportunities for learners to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents. These courses are practical, exploratory and experiential in nature, they engage learners with a range of technologies, allowing them to consider the impact that practical woodworking skills can have on our environment and society.

Preferred Entry: National 4 Practical Metalworking or please discuss with Principal Teacher of Technical.

Course Purpose

NOTE: The course is knowledge and research based with some practical activity

These courses will allow learners to understand safe working practices, sustainability issues, and the role of recycling within a workshop environment. Each area of study covers a different set of woodworking skills. All areas include skills and associated knowledge in measuring, marking out, cutting and jointing techniques.

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
- Participate in employability activities (DYW) e.g. industry trips, college open days, guest lectures, competitions, displays, STEM events and school-based woodwork challenges and clubs etc.

N4

Coursework – Research Assignments
Practical Exam – Model Development

N5 Assessment

Component 1: Coursework – Research Assignments
Component 2: Planning Assignment – Model Development



SQA - PERSONAL DEVELOPMENT AWARD

This is a practical based course, which seeks to develop candidates' potential as employable, contributing members of society through the development of life skills relating to:

- task management
- social interaction
- self-evaluation



It also provides opportunities for candidates to demonstrate the ability to:

- manage information
- communicate effectively
- deliver a product or a service

Through the development of these skills and abilities pupils can become reflective learners which will help them to build self-confidence and self-esteem.

This will complement and enhance their learning in other subjects giving them the potential to achieve success in new and challenging situations.

COURSE CONTENT

The course is made up of four mandatory units:

- Self-Awareness
- Self in Society
- Self and Work
- Practical Abilities

Pupils will complete these units by organising various events/activities throughout the school, as well as planning trips and different experiences. They will target-set and evaluate their individual skills and contributions.

ASSESSMENT

Pupils complete an individual folio of work based on the work covered in the mandatory units.



IMPORTANT NOTES

REASONS FOR MAKING CHOICES

Pupils should choose a subject which:

- They have researched thoroughly in the SENIOR PHASE handbook
- They are likely to be successful
- Will be useful for their career aspiration
- They will enjoy

REASONS FOR NOT MAKING CHOICES

Pupils should not choose a subject:

- Because your friend is picking it
- You like the teacher you previously had.

PROCEDURES FOR COMPLETING S5 OPTION FORMS

Pupils should:

- Write their name and pupil support class in the spaces provided
- Circle their choice in each column
- Get their Parent/Carer to sign and date the Option Choice Form
- Return the Option Form to their PTPS by Friday 1st April 2022

PROCEDURES FOR COMPLETING S6 OPTION FORMS

Pupils should:

- Write their name and pupil support class in the spaces provided
- Circle their choices in 4 or 5 columns
- Get their Parent/Carer to sign and date the Option Choice Form
- Return the Option Form to their PTPS by Friday 1st April 2022

PLEASE NOTE

A space has been provided for pupils to indicate any courses not offered in the option form which they wish to study. A small number of courses at Advanced Higher level may be available in other local schools. This will be discussed with S6 pupils and SMT as required.

FINAL DECISION

The subjects chosen will form the timetable to be followed from June 2022. However, the final decisions about each pupil's course choices will take account of all relevant considerations, including the pupil's progress and availability of staff. **This may result in some pupils having to modify their original course choices.** All pupils will be given a chance to review their course choices in the light of SQA Examination results issued in August 2022.



S4 CURRICULUM AGREEMENT

General Conditions

1. Normal school rules apply.
2. All pupils should have a full timetable.
3. Absence from school or college must be covered by a letter from parent or guardian.
4. Acceptance into the proposed course of study is agreed to with the provision that continuance in the course is subject to the satisfactory attendance and conduct of the pupil.
5. Pupils must undertake to return **all** books and equipment belonging to the school to the relevant teachers **before** leaving.

Proposed Course of Study

| SUBJECT | LEVEL | LOCATION |
|---------|-------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Agreement

The above course and conditions have been agreed after negotiation between the school and

Signature (on behalf of school) _____ Date _____

Signature (of pupil) _____ Date _____

Signature (of parent) _____ Date _____



S5 CURRICULUM AGREEMENT

General Conditions

1. Normal school rules apply.
2. All pupils should have a full timetable.
3. Absence from school or college must be covered by a letter from parent or guardian.
4. Acceptance into the proposed course of study is agreed to with the provision that continuance in the course is subject to the satisfactory attendance and conduct of the pupil.
5. Pupils must undertake to return **all** books and equipment belonging to the school to the relevant teachers **before** leaving.

Proposed Course of Study

| SUBJECT | LEVEL | LOCATION |
|---------|-------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Agreement

The above course and conditions have been agreed after negotiation between the school and

Signature (on behalf of school) _____ Date _____

Signature (of pupil) _____ Date _____

Signature (of parent) _____ Date _____



S6 CURRICULUM AGREEMENT

General Conditions

1. Normal school rules apply.
2. Absence from school or college – on return pupils must complete a self-certification form. Where an absence extends beyond one week an absence note signed by parent or guardian should be produced.
3. Acceptance into the proposed course of study is agreed to with the provision that continuance in the course is subject to the satisfactory attendance and conduct of the pupil.
4. Pupils must undertake to return **all** books and equipment belonging to the school to the relevant teachers **before** leaving.

Proposed Course of Study

| SUBJECT | LEVEL | LOCATION |
|---------|-------|----------|
| | | |
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| | | |

Agreement

The above course and conditions have been agreed after negotiation between the school and

Signature (on behalf of school) _____ Date _____

Signature (of pupil) _____ Date _____

Signature (of parent) _____ Date _____



Name _____ Class _____

S5/6 Course Choice 2022 / 2023

RETURN BY FRIDAY 1ST APRIL

| Level | Column A | Column B | Column C | Column D | Column E |
|--|--|--|--|--|--|
| ADVANCED HIGHER (Level 7) S6 only | English (ONLINE) | Scottish Football Referee Development Award Mathematics | Art & Design Graphic Communication | | |
| HIGHER (Level 6) | English Mathematics Psychology (S6 only) | English Mathematics Photography Religious, Moral and Philosophical Studies (RMPS) | Computing Studies Design & Manufacture Fashion and Textile Technology French Geography Graphic Communication History Human Biology Music Physics Psychology (S6 only) | Accounting Administration Art & Design Chemistry Drama Modern Studies Physics Psychology (S6 only) | Art & Design Business Management Chemistry Geography Health & Food Technology Human Biology Music Music Technology Physical Education Spanish Psychology (S6 only) |
| Foundation Apprenticeship (Higher level) | Social Services (Children & Young People) ONLINE | | Social Services (Healthcare) ONLINE | Social Services (Children & Young People) ONLINE Social Services (Healthcare) ONLINE Construction | Civil Engineering (S5 only) ONLINE Engineering (S5 only)ONLINE FA Work Placement (2nd Year of FA) |
| NATIONAL 5 (Level 5) | English Media (S6 only) Mental Health & Wellbeing Award | Mathematics Mathematics Applications Media Studies (S6 only) Religious, Moral and Philosophical Studies (RMPS) | Computing Studies Design & Manufacture Fashion and Textile Technology French Geography Graphic Communication History Music Physical Education Make Up Artistry (Coltress) | Administration Art & Design Biology Drama Languages for Life & Work Modern Studies Physics Travel & Tourism | Art & Design Business Management Chemistry Geography Health & Food Technology Metalwork Music Physical Education Spanish Woodwork Early Education & Childcare (ONLINE) |
| NATIONAL 4 (Level 4) | English Mental Health & Wellbeing Award | Mathematics Applications RMPS Practical Cake Craft | Environmental Science Geography History Physical Education | Modern Studies Travel & Tourism | Geography Health & Food Technology Metalwork Woodwork |
| Wider Achievement (S5&6) S6 ONLY | Private Study | Private Study | Personal Development/Employability & Citizenship/ Fitness Private Study | Community Sports Leadership Award (CSLA) Private Study | STEM Leader / Criminology Private Study |

Requests - include any subjects not on form and any combinations which are not possible.

Signature (student) (parent) (PTPS)