



# S5 AND S6 COURSE CHOICE BOOKLET

This booklet is designed to support your decision making about courses you may want to study in S5 and S6. There is an index on Page 3 which will direct you to the subject page and all the details you might need to make up your mind. If you have a question not answered in the booklet, please ask your teacher, the Principal Teacher of the subject or your Year Head.

Theresa McDade

## Introduction

The information in this booklet is designed to help pupils moving from **S4 into S5** and **S5 into S6** make informed decisions about which courses to choose.

We know that it is not always easy to make these decisions at this time, however most pupils will have a good idea of the courses they wish to continue with based on their recent tracking reports, strengths and their planned career.

It is also important for the school to have this information to allow us to plan for next session's courses.

We would encourage all young people to have conversations with their parent/guardian about these choices to make sure there is a shared understanding of the expectations of the course and the relevance to post school destinations.

Pupils will be able to meet their year head or their Pupil Support Teacher to discuss this and help make the right choices.

## How many subjects do I choose?

**All pupils entering S5** must have a complete timetable of **5 SUBJECTS, one from each of the columns**. As pupils move into S5 they should only choose subjects which they have previously studied in S4. Further specialisation or CRASH courses can be picked up in S6.

**Pupils entering S6** should aim to select 5 subjects, to ensure that they have a wide range of suitable qualifications for post school: - college, university or employment opportunities, however they may be permitted to leave one column blank. This column would be to allow the young person to have some time for personal study and undertake voluntary work in the school or wider community, or take advantage of work experience opportunities with one of our partners.

## How to Choose?

Think about the subjects you are doing at the moment and what you and your teachers think are your strengths. In S4 if you are currently on track to pass National in a subject then you should be considering taking that course at Higher.

**What do I need for my Career?** If you already have a good idea of the career you would like to follow, or even the area you would like to work in make sure you have the right subjects, if you are unsure you can chat to the careers adviser, your Pupil Support Teacher or check the My world of Work link on the school website.

## What courses should I choose?

This booklet contains details of all courses available in Cardinal Newman High School. If you need any further details ask the Principal Teacher of the subject, your own class teacher, your pupil support teacher or your Year Head. Subject power points are also available on the school website.

This booklet is organised by faculty, the index on the next page will tell you where to find information on each different subject/course.

**Some courses are available to S6 students only, as they are specialised and aimed at preparing more for work, or further study.**

**If staffing changes or uptake of a course is very low, we may need to withdraw a course and students will need to choose an alternative, we do always try to avoid this.**

### **What Level Should I Choose**

All courses follow a Progression pathway with the next level being more demanding the one before. The general rule of this is shown below.

| <b>National Qualification Level<br/>achieved or on track to achieve in<br/>S4 or S5</b> | <b>Next Level</b>   |
|---|---|
| National 5  | Higher/ Level 6   |
| National 4  | National 5/National 5 Units/SCQF Level<br>5/National Progression Awards (NPA) |
| National 3  | National 4/ Units/ Skills for work<br>courses                                 |
| Higher  | Advanced Higher/Level 7   |

***Level 5 and Level 6 courses normally have continuous assessment and no final examination.***

| <b>Subjects</b>                     | <b>Level</b>                       | <b>Page</b> |
|-------------------------------------|------------------------------------|-------------|
| Administration and IT               | Level 5                            | 68-69       |
| Art and Design                      | National 5/Higher /Advanced Higher | 5           |
| Biology                             | National 5                         | 57          |
| Human Biology                       | Higher                             | 58          |
| Biology                             | Advanced Higher                    | 59          |
| Business                            | Higher                             | 70-71       |
| Cake Craft                          | Level 5                            | 27-28       |
| Chemistry                           | National 5 and Higher              | 61-62       |
| Computing                           | Higher                             | 10          |
| Child Care                          | Level 5                            | 31-32       |
| Digital Media                       | Level 5                            | 12          |
| Drama                               | Higher                             | 51          |
| Duke of Edinburgh                   |                                    | 21-22       |
| English: Literacy and Employability | Level 5                            | 34-35       |
| English                             | National 5                         | 36          |
| English                             | Higher                             | 37          |
| English                             | Advanced Higher                    | 38          |
| Foundation Modern Apprenticeship    | Level 6                            | 88          |
| Geography                           | Higher                             | 72-73       |
| Graphic Communication               | Higher/National 5                  | 13          |
| Health Sector Skills for Work       | Level 5                            | 60          |
| Health and Food Technology          | Higher                             | 23-24       |
| History                             | Higher                             | 74-75       |
| History                             | National 5                         | 76          |
| Hospitality Skills for Work         | Level 5                            | 25-26       |
| Hospitality (SNAPDRAGON)            | SVQ Level 2                        | 29-30       |
| Maths                               | National 4                         | 44          |
| Maths                               | <i>National 5 Pathway 1</i>        | 45-46       |
| Maths                               | <i>National 5 Pathway 2</i>        | 47          |
| Maths                               | Higher                             | 48          |
| Maths                               | Advanced Higher                    | 49          |
| Mental Health and Well Being Award  | Level 5                            | 89-91       |
| Mentoring                           |                                    | 92          |
| Modern Studies                      | Higher                             | 77-79       |
| Music Performance                   | Higher                             | 52          |
| Music Performance                   | Advanced Higher                    | 55          |
| Music Technology                    | Higher                             | 53-54       |
| Photography                         | Higher                             | 6-7         |
| Photography                         | NPA                                | 8-9         |
| Physical Education                  | Higher                             | 15-16       |
| Physical Education                  | Performance Only Level 6           | 15-16       |
| Physics                             | Higher                             | 65-66       |
| Play in a Sports Environment        | Level 6                            | 17-18       |
| Politics                            | Higher                             | 80-81       |
| Practical Woodwork                  | National 5                         | 11          |
| Refereeing                          | Level 7                            | 19-20       |
| Science Ambassador                  | Level 6                            | 91          |
| Scottish Studies                    | Level 5                            | 82-83       |
| Spanish                             | Higher                             | 38-42       |
| Travel and Tourism                  | Level 5                            | 84-85       |
| YASS                                | Level 7 Equivalent                 | 94          |

## **Faculty of Art, Computing and Technical**

**Principal Teacher: Mr Kennedy**

### **Courses Available:**

Art and Design: National 5, Higher and Advanced Higher

Photography: Higher and National Progression Award

Computing: Higher and National 5

Digital Media: National Progression Award

Practical Woodwork: National 5

Graphics: Higher and National 5

## Art & Design: National 5 and Higher

|               |             |  |
|---------------|-------------|--|
| Suitable for: | National 5: | S5 Students who completed Nat 4 in S4<br>S6 Students returning to Art who completed Nat 4 in S4  |
|               | Higher :    | S5 Students who completed Nat 5 in S4<br>S6 Students who completed Nat 5 in S5<br>S6 Students returning to Art who completed Nat 5 in S4 |

### Relevant Career Opportunities and Pathways

Studying Art & Design creates opportunities for students to pursue a wide range of career pathways. Art & Design is a sought after qualifications in careers such as Architecture, Graphic Design, Fashion/Textile Design, Artist, Set Design & Production, Web Design, Comic Book and Video Game Design, Dentistry, Hair Stylist, Make-Up Artist, Photography, Illustration and many more.

### Aims of the Course

Courses in Art & Design in the senior phase allow for students to build on the experiences and attainment previously acquired. Students will continue to develop their skills and abilities in practical applications as well as in their critical thinking and analysis. The course will encourage creativity and problem solving skills. Students are encouraged to show a level of personalisation within their work that will result in a variety of different outcomes allowing for individuality from each other.

### Course Content (summary not full SQA descriptor)

At both levels, National 5 and Higher, students will be required to complete two practical portfolios in Expressive artwork and in Design work. In both areas students will also be required to undertake critical studies research and analysis work that is complementary to the area of practical study. In the expressive portfolio, students will generate a body of expressive artwork that shows an ability to research a given theme, experiment with a range of materials, to make informed choices about developing their visual ideas in order to produce a final large scale artwork. In the design portfolio, students will be given a set design brief in which they will select and research a range of stimuli that will inspire their design, to experiment with ideas and materials that can then be developed and manipulated in a way that allows for the production of a final design outcome that meets the requirements of the design brief.

### Skills/Methodologies and Key aspects of Learning

Research and Development  
Critical Analysis and Evaluation  
Problem Solving  
Visual Dexterity  
Experimenting with Materials and Resources  
Craft Work  
Practical and Digital Outcome

### Homework

Homework is ongoing and is issued regularly. In practical work, homework will require students to continue artworks and design ideas started in class to be completed at home. Critical activity work will also be issued. This will be in the form of completion of research and analysis of the work of Artists and Designers, as well as completing sample questions for exam preparation.

### Assessment

The course is continuously monitored and assessed by teachers throughout the year. Both practical portfolios will be uplifted and externally assessed by the SQA. At both National 5 and Higher level students will also be required to sit a written exam on critical studies work carried out in class.

# Higher Photography

## **Suitable for:**

The course is suitable for S5 and S6 candidates with an interest in photography and an awareness of where it can lead. It is suitable for candidates with a general interest in the subject and for those wanting to progress to higher levels of study. This qualification will allow candidates to consolidate and extend creative skills developed through, for example, the National 5 or Higher Art and Design. It also provides a creative and technical learning experience for students who have focused mainly on academic subjects.

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 pupils. There is a substantial written element to the course that requires a high degree of ability.

## **Relevant Career Opportunities and Pathways**

Higher Photography builds skills that are a gateway to many diverse career opportunities. From the obvious Photojournalism and Wedding Photographer to careers in film and television. The skills acquired in Higher Photography are base for all of these options. Anything that uses photographs needs a skilled, talented photographer to provide the images.

Photographer, Wedding Photographer, Photojournalist, Crime Scene Photographer, Medical Photographer, Fashion Photographer, TV/Movie Camera Operator, TV/Movie Editor, TV/Movie Lighting Technical/Designer Theatre Lighting Technical/Designer, Special FX Technical/Designer, Graphic Designer, magazine features editor, Medical illustrator, Digital marketer, Media planner, Multimedia specialist, Museum/Gallery curator, Stylist, Visual Merchandiser, Web content designer/manager, Drone Photography/Video, Drone Inspection.

## **Aims of the Course**

The course encourages pupils to be inspired and challenged by visually representing their personal thoughts and ideas through photography. An integrated approach to learning means pupils plan, develop and produce creative and technically proficient photographs.

Candidates develop skills that are valuable for learning, life and work. The course allows them to broaden their skills base and to widen their horizons regarding the range of vocations available to them.

## **Course Content**

The course has an integrated approach to learning. It combines practical learning activities that are underpinned by knowledge and understanding of photography.

The initial stage is dedicated to building basic creative and technical photography skills. Candidates then move on to produce a free standing unit inspired by a specific photographer. The culmination of the course is a self-motivated photography project generating a range of photographs using different techniques. The project requires photography research, creative problem-solving skills resolving visual and technical problems. Pupils will reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.

## **Skills/Methodologies and Key aspects of Learning**

Research and Development

Critical Analysis and Evaluation

Problem Solving

Technical and Creative Photography skills

Lighting techniques

Visual Literacy

IT skills – Photoshop and Word

Team work and Managing people

**Homework**

Homework is ongoing and is issued regularly. Critical and technical homework will be given regularly. This will be in the form of photographer research and exam preparation questions. Practical photography will also be expected of student appropriate to the theme they have developed. If a pupil chooses to undertake a landscape theme, they will need to visit appropriate locations for photoshoots.

**Assessment**

The course is continuously monitored and assessed by teachers throughout the year. The core technical and creative tasks are monitored and assessed to maximise attainment. The final Practical Assignment is uplifted and externally assessed by the SQA. There is also a written exam on the technical, creative and analytical aspect of photography.



## **NPA Photography: Level 4 and Level 5**

**Suitable For:** S5 and S6 Students who want to explore their interest in photography, increase their understanding and develop their skills in practical photography and in working with photographs. The course does not rely on specialist photographic equipment and can be completed using a basic camera or digital device with a camera. Therefore, the course is accessible for all learners. The NPA course is a great first step for learners to take to start their learning journey for further photography courses and qualifications.

### **Relevant Career Opportunities and Pathways**

The NPA course is an introduction to photography and so the progression from this course would be to then complete the Higher Photography course. The skills taught in NPA and Higher Photography can lead to a large variety of career opportunities such as Photojournalist, Crime Scene Photographer etc.

#### **Aims of the Course**

These National Progression Awards (NPA) develop knowledge and understanding in photography.

#### **The Aims of the course are to:**

- provide a general introduction to photography
- encourage and support learners to develop their interest in photography
- develop aspects of Core Skills, especially in Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others
- develop research skills
- develop critical thinking skills
- develop organisational skills
- develop the ability to give and receive feedback and discuss own work
- develop evaluation skills to improve and reflect on working practices
- develop presentation skills
- promote progression routes to further study options which may include other subjects within creative industries

Candidates plan, develop and produce creative and technically proficient photographs.

Candidates develop skills that are valuable for learning, life and work. The course allows them to gain a base knowledge and understanding of photography concepts, widens their practical skills base and introduces the widening of their horizons regarding the range of vocations available to them.

### **Course Content**

In this course pupils will learn about photography terminology, the creative and technical concepts used in photography, to create effective images when photographing people and places and how to create plans for photographic sessions.

**The course is broken up into projects of work which all must be completed to pass the course.**

Understanding Photography

Photographing People

Photographing Places

Working with Photographs

All work will be produced as a folio which is critically analysed and evaluated by the candidate.

### **Skills/Methodologies and Key aspects of Learning**

Research and Development

Critical Analysis and Evaluation

Problem Solving

Technical and Creative Photography skills

Visual Literacy  
IT skills – Photoshop and Word

**Homework**

Homework is issued as part of the NPA Photography course. This will be in the form of critical work, researching photographers and techniques of photography.

**Assessment**

The course is continuously monitored and assessed by teachers throughout the year. All tasks are built into a folio and need to be completed to pass the course.

## Computing Science Higher

**Suitable for:** S4 students who pass National 5 Computing Science in fourth year.  
S5 students who have passed National 5 Computing Science or who have the determination and work-ethic to 'crash' the subject in S6.

### Relevant Career Opportunities and Pathways:

Study Computing at college or University, digital skills are very much in demand.

Really good for pupils interested in Law or Accounting/Finance, all careers now have some element of digital engagement.

Anyone interested in coding or programming for a career, including web design.

Local colleges such as New College Lanarkshire, offers many courses such as Cyber Security and software development.

Scottish Universities offer a variety of courses such as Computing Science, Computer Games Design, and app development.

### Aims of the Course

To give pupils a broad introduction to certain parts of Computing Science.

You will learn to program using a high-level language – LiveCode

You will perform complex database queries inside Microsoft Access (lots of career opportunities are available in Database Management).

You will create complex webpages and use HTML, CSS and JavaScript to build full websites.

### Course Content (summary not full SQA descriptor)

- Software, Design and Development
- Databases
- Web, Design and Development
- Computers Systems (binary, the study of processors, computer memory and computer architecture)

### Skills/Methodologies and Key aspects of Learning

Are you able to concentrate and work under your own supervision to create a running computer program? Do you pay attention to small details: are you able to spot errors in your own code to debug your program? Do you enjoy working on the computers?

If so, you will create programs and websites and advanced databases queries to Higher level standard.

### Homework

Is a mix of written (in your jotter) and online (via MS Teams).

You will be asked to write code and complete past-paper type questions to prepare for the final exam.

### Assessment

The course is made up of an assignment, completed in class, which represents 31% of the overall grade and a final exam which is the remaining 69%.

### Assessment

3 mandatory units each with an end-of-unit test and digital solution for a specified brief required.

Digital Media (Audio)

Digital Media (Still Images)

Digital Media (Moving Images)

If necessary, pupils are able mix-and-match units and still gain a group award (at the level of the lowest unit). For example, if a learner undertakes the SCQF level 5 award but can only pass the *Digital Media: Audio* unit at SCQF level 4, then they would gain the group award at SCQF level 4.

## Practical Woodwork: National 5

**Suitable for:**                    **National 5:**     S5 Students who completed Nat 4 in S4  
S6 Students returning to Technical who completed Nat 4 in S4

### Relevant Career Opportunities and Pathways

This course will give you a broad introduction to practical woodworking skills. You will learn the correct use of tools and equipment, and a range of materials, processes and techniques. And, you will be able to read and interpret diagrams, and work safely in a workshop-based setting. You will get to use some creative skills, and plan your activities through to completing a finished product in wood. The skills you learn in this course will help you move into career areas such as craft, design, engineering and graphics.

### Aims of the Course

This course will help you develop and enhance your practical, creative and problem solving skills. You will learn about the correct use of a range of tools, equipment and a range of woodworking materials. And, you will learn how to work effectively alongside others in a workshop environment. You will develop an appreciation of safe working practices in a workshop setting. And, you will look at environmental issues and good practice in recycling in a woodworking context.

### Course Content (summary not full SQA descriptor)

#### Flat-frame Construction

You will:

Learn how to use woodworking tools

Make woodworking joints and assemblies commonly used in flat-frame joinery. Some tasks will involve complex features

Be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

#### Carcase Construction

You will:

Make woodworking joints and assemblies commonly used in carcase construction. This will involve some complex features and may include working with manufactured board or with frames and panels

Use working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

#### Machining and Finishing

You will:

Learn how to use common machine and power tools

Learn a variety of woodworking surface preparations and finishing techniques.

Skills/ Key Aspects.

Use a range of woodworking tools, equipment and materials in a safe manner

Follow all safety practices.

Practical creativity in the context of simple woodworking tasks.

Knowledge and understanding of woodworking materials.

### Homework

Homework tasks ongoing throughout course, especially on revision and research.

### Assessment.

The course assessment has two components totalling 130 marks:

Component 1: question paper – worth 60 marks

Component 2: practical Activity – worth 70 marks.

For the practical activity you will be asked to make a finished product from wood working from design drawings. The assignment will be set by the Scottish Qualifications Authority (SQA). Your work will be assessed by a visiting SQA assessor.

## **NPA Digital Media at level 4/5 for S5/S6 classes**

### **Suitable for:**

S4 students who are sitting Nat 3 Computing and want to continue to study Computing in S5, NPA Digital Media SCQF Level 4 would be suitable for them.

Also, S4 students who are sitting Nat 4 Computing and want to continue to study Computing in S5 but National 5 Computing Science would be too challenging, NPA Digital Media SCQF Level 5 may be suitable for them.

S5 students who have N3 or N4 Computing in S4 (who perhaps found the N5 content in S4 too challenging but enjoyed working on the computer), NPA Digital Media SCQF level 4 or 5 would be suitable in S6.

Any S6 pupil with a strong interest in being creative using technology.

### **Relevant Career Opportunities and Pathways:**

Any Computing related college course.

For example: 'Introduction to Computing and Digital Media' or 'NQ Computing, IT and Digital Media', 'NQ Computing Science', or 'HNC Digital Design & Web Development' are possible follow up courses currently on offer at New College Lanarkshire, Motherwell campus.

### **Aims of the Course:**

To develop confidence in our young people mainly through positive use of technology.

To engage with and inspire them to participate and contribute, all through the use of many and varied technologies – recording with microphones, capturing images via tablet computers, creating digital videos and presenting complete media solutions.

### **Course Content (summary not full SQA descriptor)**

Split into 3 units:

Audio - planning, recording and editing audio of themselves and others.

Still images – digital image theory then plan, take and edit photographs using a variety of devices and software.

Moving images – plan, setup and record moving images, edit them using software.

### **Skills/Methodologies and Key aspects of Learning**

Pupils should ideally have an interest in the subject.

Throughout the course pupils will learn to use a variety of digital devices as tools to create various 'digital solutions' – a video tour of the school, interviewing a member of staff (or the Head Boy and Girl) and possibly create content for the school's social media accounts at various times throughout the year.

### **Homework**

Pupils are also allowed to edit media (a key aspect of the course) outwith the classroom, as long as it's their own work.

### **Assessment**

3 mandatory units each with an end-of-unit test and digital solution for a specified brief required.

Digital Media (Audio)

Digital Media (Still Images)

Digital Media (Moving Images)

## Graphic Communication: National 5/Higher

|               |             |  |
|---------------|-------------|--|
| Suitable for: | National 5: | S5 Students who completed Nat 4 in S4<br>S6 Students returning to Technical who completed Nat 4 in S4  |
|               | Higher :    | S5 Students who completed Nat 5 in S4<br>S6 Students who completed Nat 5 in S5<br>S6 Students returning to Technical who completed Nat 5 in S4 |

### Relevant Career Opportunities and Pathways

Careers in the fields of Engineering, Architecture, Designing, Illustration, Photography, Multi Media, Advertising

### Aims of the Course

The course provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions.

### Course Content

2D Graphic Communication. 3D Graphic Communication. Pictorial Graphic Communication

### Skills/Methodologies and Key Aspects of the Learning

Skills in graphic communication techniques, including the use of equipment, graphics materials and software

The ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions

An understanding of the impact of graphic communication technologies on our environment and society.

### Homework

Revision of class work. Further research tasks as set by class teacher.

### Assessment

External written exam paper – 80 marks (2 hours)

Assignment – 40 marks

**FACULTY OF HEALTH AND WELLBEING**  
**(incorporating PE and Home Economics)**

**Principal Teacher: Mrs Chambers**

Courses Available (*Course in Red are for S6 only*)

Physical Education: Higher, and Performance Only

*Refereeing: Advanced Higher*

*Duke of Edinburgh*

*Play in a Sports Environment (National Progression Award SCQF 6)*

Health and Food Technology: Higher and National 5

Hospitality Skills for Work

Practical Cake Craft

SVQ Food Production (Level 2/SCQF 5)

Early Learning And Childcare: Level 5

## Higher PE

### Suitable for:

- Pupils who have **successfully passed the National 5 PE course**.
- This course is suitable for all candidates who have an interest in developing complex movement and performance skills in physical activities and who enjoy learning in practical contexts.

### Relevant Career Opportunities and Pathways

On successful completion of the course, pupils may progress to other courses offered by the PE Department;

- NPA Play in Sports Environment
- PDA SFA Refereeing
- DofE Bronze

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

- Teaching
- Coaching
- Sports Science
- Community Learning
- Physiotherapy
- Fitness Industry
- Outdoor Education
- Leisure Management

### Aims of the Course

Pupils will participate in 3 activities and develop their knowledge and understanding of gathering data, factors impacting on performance (physical, mental, social, emotional), development programmes to improve performance and evaluation of the performance development process.

### Course Content

The course comprises two areas of study:

#### 1. Performance

This aims to develop candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

#### 2. Factors impacting on performance

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for



enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance.

Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

### **Skills/Methodises and Key aspects of Learning**

- Develop movement and performance skills in physical activities
- Through practical activities, develop initiative, problem-solving and decision-making skills
- Develop positive attitude towards healthy lifestyle
- Working with others/inter-personal skills
- Application of KU to real-life context
- Awareness of development process including data collection, analysis and evaluation

### **Homework**

Weekly formal tasks

### **Assessment**

50/50 split theory/practical

1. **Question Paper - Exam (50 marks)**
2. **Performance (60 marks)** The performance assesses candidates' ability to perform in **two different** physical activities.

## **NPA Play in a Sports Environment**

### **Suitable for:**

- This course is aimed at senior phase pupils who have an interest in learning new skills, being a responsible sports leader and are interested continuing their learning in PE.

### **Relevant Career Opportunities and Pathways**

On successful completion of the course, pupils may progress to HNC/D programmes in:

- Sport Coaching with Sport Development
- Fitness Health and Exercise
- Sport and Recreation Management
- Sports Therapy
- Applied Sports Science
- Other SQA awards and SVQs

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

- Teaching
- Coaching
- Playworker
- Early years worker
- Nursery practitioner
- Sports science
- Physiotherapy
- Fitness Industry
- Outdoor Education
- Leisure Management
- Many other careers which involve sport/children/leading/managing

### **Aims of the Course**

The NPA in Play in a Sports Environment provides learning and practical opportunities for candidates wishing to develop their play-work skills in working with children and young people.

It will allow candidates to develop their personal qualities and to develop their knowledge and skills in play and play-work, communication and development well-being, health and safety surrounding the topic.

This course is a national progression award (NPA) which means it is internally assessed and equates to a 'C' pass at higher.

### **Course Content**

The course comprises of 3 Units;

- Working with children and young people to provide play in a sport environment

- Health, safety and well-being of children and young people in a sport environment
- Provide Play Sessions in a Sport Environment

### **Skills/Methodises and Key aspects of Learning**

- Practical lessons are spent learning basic games and practices which can be easily delivered to children in PS (e.g. Warm up games, passing games, striking games)
- Planning and delivering PE/sport sessions to Primary 6/7 pupils in feeder primary schools
- The importance of planning, health and safety, child protection and risk assessment
- The theories of play and physical activity and how they help children develop

### **Homework**

Weekly formal tasks

### **Assessment**

All 3 Units are assessed internally, in school, throughout the year with a 50/50 split between theory and practical sessions.

## **SFA Refereeing (Level 7)**

### **Suitable for:**

- This course is aimed at senior phase pupils who have an interest in learning new skills, being a responsible sports leader and are interested continuing their learning in PE.

### **Relevant Career Opportunities and Pathways**

It also allows candidates an opportunity to progress to further academic and/or professional qualifications. This includes possible routes to:

- other PDAs in Sport at SCQF level 7 and level 8
- SFA refereeing structure

On successful completion of the course, pupils may also progress to HNC/D programmes in:

- Sport Coaching with Sport Development
- Fitness Health and Exercise
- Sport and Recreation Management
- Sports Therapy
- Applied Sports Science
- Other SQA awards and SVQs

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

- Teaching
- Coaching
- Playworker
- Early years worker
- Nursery practitioner
- Sports science
- Physiotherapy
- Fitness Industry
- Outdoor Education
- Leisure Management
- Many other careers which involve sport/children/leading/managing

### **Aims of the Course**

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.

## Course Content

This award will enable learners to:

1. Apply the *Laws of the Game* of football, in a professional manner, taking account of Scottish FA requirements.
2. Develop analytical skills and complete tactical and strategic reports in line with Scottish FA requirements.
3. Utilise appropriate problem-solving models when dealing with interpretation of the *Laws of the Game* in a refereeing context.
4. Improve their professional effectiveness by means of developing their fitness, practical skills and knowledge in football analysis.
5. Present match reports using suitable analytical techniques.

## Skills/Methodises and Key aspects of Learning

- Communication skills – working with others, peers, children, match reporting
- Leadership – leading & controlling match, players inspection
- Independent learning & research – developing KU Laws of Games
- ICT skills – audio visual playback matches
- Problem Solving
- Numeracy skills

## Homework

Weekly formal tasks

## Assessment

- Unit 1: Laws of the Game (Digital Exam)
- Unit 2: Practical Refereeing- fitness training, report writing & refereeing a football match.

## Duke of Edinburgh (Bronze Award)

### Suitable for:

- **S6** pupils who have an interest in learning new skills. Beyond your academic achievements, universities want to see evidence of so called 'soft skills' that you have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. Your **DofE Award** is a fantastic way to demonstrate and evidence these skills in practice.

### Relevant Career Opportunities and Pathways

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

- Teaching
- Coaching
- Playworker
- Early years worker
- Nursery practitioner
- Sports science
- Physiotherapy
- Fitness Industry
- Outdoor Education
- Leisure Management
- Many other careers

### Aims of the Course

A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers.

- Achieving an Award will give you skills, confidence and an edge over others when you apply for college, university or a job.
- Beyond your academic achievements, universities want to see evidence of so called 'soft skills' that you have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork.
- You'll also make a difference to other people's lives and your community, be fitter and healthier, make new friends and have memories to last you a lifetime.
- Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and uni and job applications. Top employers recognise the work-ready skills Award holders bring to their business.

### Course Content

There are four sections to complete at Bronze level.

- Skills (first-aid)
- Physical (participating in physical activity)
- Volunteering (community, clubs, Scouts/Guides etc)
- Expedition (planning & completing)

You will also develop skills in areas such as navigation, compass work and camp-craft in preparation for expedition.

### **Skills/Methodises and Key aspects of Learning**

- Communication
- Team-work
- Leadership
- Independent learning & research
- Problem Solving
- Numeracy skills

### **Homework**

Completion of eDofE online profile containing evidence to support completion of 4 sections.

### **Assessment**

- Completion of eDofE profile
- Expedition

## Higher Health & Food Technology

### Suitable for:

- S5/6 pupils who have an interest in cooking, food and health and who enjoy learning in practical contexts.
- Pupils who have successfully passed the National 5 Health & Food Technology course.

### Relevant Career Opportunities and Pathways

On successful completion of the course, pupils may progress to other courses offered by the HE Department;

- N5 Practical Cake Craft
- SFW Hospitality
- SVQ Food Production

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

- Dietician
- Food Technologist
- Hospitality Industry
- Nutritionist
- Chef
- Healthcare

### Aims of the Course

The course allows candidates to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Candidates develop their understanding of the properties of food in relation to food production, processing and the development of food products.

The course uses an experiential, practical and problem-solving learning approach and promotes independence in learning.

### Course Content

The course comprises 3 units of study:

- Contemporary Food Issues
- Food for Health
- Food Product Development



## **Skills/Methodises and Key aspects of Learning**

The course has five broad and inter-related aims that enable candidates to:

- analyse the relationships between health, nutrition and food
- develop and apply skills, knowledge and understanding related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

## **Homework**

Weekly formal tasks/Assignment tasks

## **Assessment**

- Exam 60 Marks – 2 hours (50%)
- Assignment 60 Marks - (50%) Completed in school.
- For the Assignment pupils are given a choice of briefs to meet where they will carry out research, analyse information, make a food product prototype and evaluate it.

## **Skills for Work: Hospitality (Level 5)**

### **Suitable for:**

- S4/5/6 pupils who have an interest in cooking, food, hospitality and who enjoy learning in practical contexts.
- Pupils who have successfully passed the National 5 Health & Food Technology course and/or other courses in the HE department.

### **Relevant Career Opportunities and Pathways**

On successful completion of the course, pupils may progress to other courses offered by the HE Department;

- N5 Practical Cake Craft
- SVQ Food Production
- N5 Early Learning & Childcare

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

- Modern Apprenticeship in Hospitality Sector
- Hospitality Industry
- Hotel Management
- Event Planning
- Chef

### **Aims of the Course**

This National 5 Skills for Work Hospitality course has been designed to provide a qualification in hospitality which reflects skills required for the hospitality industry. The course will enable learners to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

### **Course Content**

Candidates will develop practical and vocational skills as well as knowledge in the following Units:

- menu planning;
- preparing, cooking and presenting a range of foods in a professional kitchen; serving food and drinks;
- undertaking reception duties and customer care;
- and planning, organising and running small hospitality events.

All 4 units must be complete along with participation-in and evaluations-of at least two events.

### **Skills/Methodises and Key aspects of Learning**

The specific aims of this course are to:

- prepare learners for work in the hospitality industry
- develop team-working skills
- develop customer care skills
- develop food preparation, cooking and presentation skills
- develop food and drink service skills
- apply relevant health and safety and food hygiene procedures
- develop personal presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop aspects of the Core Skill of Working with Others
- encourage skills in setting personal goals, reviewing and evaluating
- build learners' confidence
- prepare learners for further learning, study and training opportunities in the hospitality industry

### **Homework**

Weekly tasks/research

### **Assessment**

- 4 units must be complete along with participation and evaluation of at least two events.
- As there is no practical or theory exam in this qualification the paperwork for the above 4 units and 'week to week' participation and involvement is vital to the success of the course.
- ' participation and involvement is vital to the success of the course.

## **National 5 Practical Cake Craft (SCQF 5)**

### **Suitable for:**

- S5/6 pupils who have an interest in cooking, food and health and who enjoy learning in practical contexts.
- This course is designed for those wishing to acquire cake baking and finishing skills and to develop and demonstrate innovativeness in these areas. An interest in the creative and artistic aspect of the course would be an important consideration.

### **Relevant Career Opportunities and Pathways**

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry.

On successful completion of the course, pupils may progress to other courses offered by the HE Department;

- Higher Health & Food Technology
- SFW Hospitality
- SVQ Food Production

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

- Modern Apprenticeship in Hospitality Sector
- Hospitality Industry
- Hotel Management
- Chef/Baker
- Career in other creative industries

### **Aims of the Course**

The course aims to enable candidates to:

- acquire knowledge and understanding of methods of cake production
- develop knowledge and understanding of functional properties of ingredients used in cake production
- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

## **Course Content**

### **Unit 1: Cake Baking**

Pupils have to successfully make and bake 6 different cake types;

- Medium Sponge
- Light Sponge
- Tray Bakes
- Madeira Sponge
- Lightly Fruited/Rich Fruit Cakes

### **Unit 2: Cake Finishing**

Pupils learn different ways of finishing cakes such as icing and filling. They also develop skills in modelling, crimping, embossing, cutting, piping and stencilling.

## **Skills/Methodises and Key aspects of Learning**

Pupils will participate in the following activities;

- interpreting a design brief
- carrying out a practical activity to meet the requirements of a design brief
- knowledge of methods of cake baking and finishing
- knowledge of functional properties of ingredients used in production of cakes and other baked items
- skills in baking and finishing in the production of cakes and other baked items
- creatively applying finishing techniques to cakes and other baked items
- working safely and hygienically
- using specialist tools and equipment with dexterity and precision in routine and familiar tasks
- organisational and time management skills
- the ability to evaluate both the product and the process

## **Homework**

Weekly formal tasks

## **Assessment**

- Exam 25 Marks – 45 mins (25%)
- Practical/Assignment 100 Marks – Completed in school (75%)
- The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — designing, planning, making, finishing and evaluating a cake — which will provide evidence for both components.

## **SVQ Food Production (Level 2/SCQF 5- SNAPDRAGON)**

### **Suitable for:**

- S5/6 pupils who have an interest in cooking, food, hospitality and who enjoy learning in practical contexts.
- Pupils who have successfully passed the National 5 Health & Food Technology course and/or other courses in the HE department.

### **Relevant Career Opportunities and Pathways**

On successful completion of the course, pupils may progress to other courses offered by the HE Department;

- N5 Practical Cake Craft
- SVQ Food Production
- N5 Early Learning & Childcare

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

- Modern Apprenticeship in Hospitality Sector
- Hospitality Industry
- Hotel Management
- Event Planning
- Chef

### **Aims of the Course**

The Scottish Vocational Qualification (SVQ) in Food Production at SCQF Level 5 allows candidates to demonstrate competence in job-related skills in their area of work and expertise. This qualification covers areas such as workplace health and safety; food safety; standards of behaviour in hospitality; team working; and producing a wide range of dishes.

### **Course Content/ Key aspects of Learning**

The SVQ in food production is made up of 11 work based Units. The qualification covers areas such as ;

- workplace health and safety;
- food safety;
- standards of behaviour in hospitality;
- team working;
- producing a wide range of dishes.

Each Unit defines one aspect of the job or work-role of a trainee chef and over the course of the qualification it is the candidate's responsibility to gather the experiences and evidence needed to demonstrate competence in each aspect of the job.

Pupils will be required to;

- Attend each week to enhance practical and work-based skills
- Maintain food diary as evidence
- Work though part of a Friday lunch break to provide the food take-away service - this is essential to the success of the qualification and should be no more than 20 minutes
- Work in mature way, as part of a team, to a time deadline.

### **Homework**

Weekly tasks/research

### **Assessment**

- Ongoing assessment throughout the year (no exam)
- To be awarded a full SVQ Level 2, learners must achieve each of the 11 SVQ Units by practically demonstrating that they are competent in each aspect of the job.

## **Skills for Work: N5 Early Learning & Childcare**

### **Suitable for:**

- S5/6 pupils who have an interest in childcare and the early years education sector.
- Pupils who wish to pursue a career in teaching, community learning, psychology.

### **Relevant Career Opportunities and Pathways**

On successful completion of the course, pupils may progress to other courses beyond school such as;

- C714 76 Childcare and Development (SCQF level 6) — Higher
- G8K1 46 Early Education and Childcare (SCQF level 6) — National Certificate
- GL7A 46 Foundation Apprenticeship in Social Services: Children and Young People
- GH5V 22 SVQ in Social Services (Children and Young People) (SCQF level 6)
- G8WE 22 SVQ in Playwork (SCQF level 6)
- Further study, employment and/or training

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

- Playworker
- Childcare worker
- Early Years Practitioner
- Teacher
- Nanny/child-minder
- Social Worker
- Midwifery
- Nursing

### **Aims of the Course**

This course develops the skills, knowledge and attitudes needed for work in early education and the childcare sector. It will introduce you to physical and emotional child development and the importance of play in the early development stages of children.

### **Course Content**

Four Units of work will be studied;

- Development and wellbeing of Children and Young People
- Play in Early Learning and Childcare
- Working in Early Education and Childcare
- Care and Feeding of Children and Young People.

### **Skills/Methodises and Key aspects of Learning**



- Develop an understanding of how important play is when working with children.
- Gain an insight into child development and its value in working with children.
- Become aware of health and safety issues related to a range of activities.
- Develop essential skills such as communication and working with others.
- The above will allow you to develop good practice skills preparing you for further study or employment.

### **Homework**

Weekly formal tasks

### **Assessment**

This course has no formal end of course exam, an overall pass is based on passing each of the 4 units of work.

To achieve the overall course award, you must complete all four units.

Assessment will be based on: tests, case studies alongside project work and a folio.

**Faculty of Languages**

**Course on Offer**

**Principal Teacher: Mrs Hamilton**

English: National 5, Higher, Advanced Higher

Literacy and Employability: National 5.

Spanish: Higher

## **National 5 Literacy and Employability**

**Suitable for:** S5 students who passed National 4 in S4

S5 students who are hoping to leave school at the end of S5.

S5/6 students who have passed National 4 and would benefit from completing this course as a bridge to National 5 English.

### **Relevant Career Opportunities and Pathways**

#### **Aims of the Course**

This course is an enjoyable and challenging course, giving students the opportunity to practically apply their skills of reading, writing, talking and listening and to support students in preparing for the workplace. Students will be supported in applying these skills in completing job applications, CVs and presentations focusing on key employability and entrepreneurial skills. The course aims to support students in preparing for entering the world of work or in supporting the progression towards National 5 English. The course is fun, fast-paced and has an excellent success rate.

#### **Course Content**

This course does not have a final exam, but there are several assessments which take place over the course of the year. If students successfully pass each of these assessments, they will secure a level 5 award in Literacy, and a Level 5 award in Employability.

The course practically applies the skills of writing where in addition to the styles of writing students will have experienced in English before – they can practically apply their skills by completing job application forms, curriculum vitae, online applications and report writing – skills that will greatly support them in the workplace. Students will continue to develop their reading skills, and they will be encouraged to read more challenging texts and media content and to respond critically to them. Students will also complete presentations on the skills required for different employment sectors, encouraging them to explore entrepreneurial and interview skills.

#### **Skills/Methodises and Key aspects of Learning**

This course is a mix of the traditional approach to English alongside a more practical approach where students can clearly see the value of the skills of reading, writing, talking and listening and how these are required in the work place.

Students will work collaboratively on presentations, giving them the opportunity to enhance their team work and leadership skills.

Over the course of the year, students will enjoy studying a variety of texts, including media, whilst over taking assignments to enhance their knowledge and experience of employability skills.

#### **Homework**

Students will be allocated homework on a daily basis, which will be a mixture of tasks designed to consolidate classroom learning, along with research tasks to develop their reading and critical thinking skills.

#### **Assessment**

- RUAE (Reading assessments)
- Writing
- Talking – both as an individual and as a group.
- Job Applications and CV Writing
- Interview Skills
- Enterprise projects.

## National 5 English

**Suitable for:** S4 Students who achieved level 3 or were working within level 4 in S3  
S5/6 students who have passed National 4/National 5 Literacy and Employability

### Relevant Career Opportunities and Pathways

Progression and career pathways – Higher English, Advanced Higher English in S6, journalism, creative writing, digital/film and television media, law, media and public relations.

### Aims of the Course

This is a challenging course that allows students to broaden their experience of literature and further develops skills in reading, writing, talking and listening. Students will enjoy reading challenging texts and developing their ability to understand and analyse complex texts. This course is structured in a very similar way to our higher course, therefore providing an excellent springboard to this course. This course challenges students, promotes critical thinking and independent learning, providing students with the opportunity to strengthen their communication skills.

### Course Content

The course structure mirrors that of our higher course, where students will study literature such as Shakespeare, George Orwell, 'To Kill a Mockingbird' in order to broaden their experience of literature. Students will enjoy working collaboratively to analyse these texts and to develop their ability to respond critically to them. Students will also study a Scottish-set Text – which will be either a selection of poems by Norman MacCaig or the play 'Sailmaker' by Alan Spence or 'Tally's Blood' by Ann Marie di Mambro. The last area of the course is the traditional Reading for Understanding, Analysis and Evaluation. Students will also submit a folio of two essays which they will work independently on at home.

### Skills/Methodises and Key aspects of Learning

Students can greatly enhance their progress within all areas of this course by reading challenging texts at home which is a great support in broadening their vocabulary. We will encourage students to learn their texts well and students are required to learn some 'quotations' by heart to allow them to demonstrate analytical skills in assessments. In addition to this, we will encourage students to work collaboratively with each other. Students, with some support from their teacher, will work independently to produce a folio of two styles of writing.

### Homework

Students will be allocated homework on a daily basis, which will be a mixture of tasks designed to consolidate classroom learning. **Students will work on their folio largely at home**, which will make up a large part of their homework for this course. Students will also be encouraged to access revision material on digital forums to support their progress.

### Assessment

- RUAE (Reading assessments)
- Writing – a folio of two essays (usually personal/creative and discursive/persuasive)
- Talking – both as an individual and as a group.
- Critical Reading – Scottish-Set Text and Critical Essay

## Higher English

**Suitable for:** S5 students who achieved an A or B pass at National 5 level in S4  
S6 students who achieved an A or B pass at National 5 level in S5

### Relevant Career Opportunities and Pathways

Advanced Higher English, studying law, English Literature, journalism, creative writing, digital/film and television media, public and media relations – the opportunities are endless.

### Aims of the Course

This is a challenging course that allows students to broaden their experience of literature and further develops skills in reading, writing, talking and listening. Students will enjoy reading challenging texts and developing their ability to understand and analysis complex texts. This course is structured in a very similar way to our National 5 course, which therefore provides an excellent grounding for this course. This course challenges students, promotes critical thinking and independent learning, providing students with the opportunity to strengthen their communication skills.

### Course Content

The course structure allows students to study literature such as Shakespeare, “The Great Gatsby,” “The Cone Gatherers,” and “Lord of the Flies” to name only a few. We promote challenging and enjoyable texts in order to broaden students’ experience of literature. Students will enjoy working collaboratively to analyse these texts and to develop their ability to respond critically to them. Students will also study a Scottish-set Text – which will be a selection of poems by Carol Ann. Students will also undertake the traditional Reading for Understanding, Analysis and Evaluation (interpretation/close reading) exercise. **Students will also submit a folio of two essays which they will work independently on at home.**

### Skills/Methodises and Key aspects of Learning

Students can greatly enhance their progress within all areas of this course by reading challenging texts at home which is a great support in broadening their vocabulary. We will encourage students to learn their texts well and students are required to learn some ‘quotations’ by heart to allow them to demonstrate analytical skills in assessments. In addition to this, we will encourage students to work collaboratively with each other. Students, with some support from their teacher, will work independently to produce a folio of two styles of writing.

### Homework

Students will be allocated homework on a daily basis, which will be a mixture of tasks designed to consolidate classroom learning. Students will work on their folio largely at home, which will make up a large part of their homework for this course. Students will also be encouraged to access revision material on digital forums to support their progress.

### Assessment

- RUAE (Reading assessments)
- Writing – a folio of two essay (usually personal/creative and discursive/persuasive)
- Talking – both as an individual and as a group.
- Critical Reading – Scottish-Set Text and Critical Essay

## Advanced Higher English

**Suitable for:** S6 students who achieved an A or B pass in higher English in S5.

### Relevant Career Opportunities and Pathways

Progression and career pathways include – going on to study English literature within further or higher education; journalism, law, film and television media, creative writing, public and media relations to name only a few.

### Aims of the Course

This is an enriching, challenging course that provides an excellent bridge into further and higher education. 60% of the final mark in this course is based on assessments which require pupils to work independently. The course aims to provide a rich experience of literature and allows pupils to work collaboratively to enhance their skills in responding critically to challenging texts and comparing texts by the same author/poet/playwright. Students will enjoy working on a folio of writing where they can express themselves in a variety of ways – poetry, scriptwriting, the opening chapter of a novel – the opportunities are endless.

### Course Content

This course is structured in a way that it provides a student experience similar to that of studying English literature at university. Students will usually study two novels by Thomas Hardy and work on comparing all aspects of these novel. Students will be assessed on this in the Literary Study exam. Students will work throughout the year to develop their critical and textual analysis skills, and in the exam, are assessed on their ability to respond critically to an unseen text. The remaining part of the course is the Dissertation (a critical essay of up to 3000 words) – where student can select a theme or writer of their choice and study and compare a number of their texts. Lastly, students submit a folio of two styles of writing – this can be personal/script writing/a selection of poetry/short story/persuasive - the genre is open to allow pupils to enjoy writing and to develop their style within an area of their choice.

### Skills/Methodises and Key aspects of Learning

Students will enjoy a workshop/tutorial style approach to teaching and learning – again – a style which is excellent preparation for college or university education. Students will read their texts independently, produce collaborative presentations to enhance their skills and understanding. Students will work independently on their folio and dissertation with some guidance and feedback from teachers.

### Homework

Homework for this course will largely focus on the independent aspects of this course such as the dissertation and folio. Students will be asked to complete essays and revision exercises at home regularly.

### Assessment

- Literary Study
- Textual Analysis
- Folio
- Dissertation

## National 5 Spanish

**Suitable for:** S5 students who passed National 4 Spanish in S4.

### Relevant Career Opportunities and Pathways

Career pathways and progression include – developing your skills further at Higher level. Progressing to study languages in further or higher education, working in international business, the diplomatic service, the travel sector, working as a translator – the list is endless!

### Aims of the Course

National 5 Spanish is a vibrant, exciting course that aims to enhance pupil skills in the components of reading, writing, talking and listening. Students will continue to develop their understanding of culture and society in Spanish speaking countries as well as their employability and learning skills.

### Course Content

The National 5 course build on the same skills developed within the BGE and/or National 4 Spanish – reading, writing, talking and listening. These are grouped into understanding language and using language. The course is designed to allow students to develop the ability to competently communicate in Spanish and to develop a strong understanding of the language and the culture of Spanish speaking countries. This serves as an excellent foundation for studying Spanish at Higher.

### Skills/Methodises and Key aspects of Learning

- Students should memorise and learn all new vocabulary on a daily basis to build a strong foundation for developing their language skills further.
- Students will be directed to digital resources by their teacher to supporting learning.
- Students should practice talking skills at home and will be given opportunities to practice with their teacher in school.
- Students can support their progress by immersing themselves as much as possible in the language by watching films in Spanish, listening to podcasts, Spanish music etc.

### Homework

- Students are expected to revise vocabulary and grammar daily.
- Students will be issued with regular homework which consolidates learning in class and revises important aspects of language to build skill in all of the elements of the course.

### Assessment

- Reading – students read a passage in Spanish and answer questions in English to demonstrate their understanding. Students can use a dictionary in this assessment.
- Writing – students respond in Spanish to source material, demonstrating their ability to use the language to communicate. Students can use a dictionary in this assessment.
- Listening – students listen to audio of spoken Spanish and answer questions in English, demonstrating their understanding.
- Assignment – Students are required to write 120-200 words in Spanish. This is submitted to SQA for marking.



- Talking – students should prepare a spoken presentation which they will deliver to a teacher within our school. Following this, students should complete the conversational part of the assessment, endeavouring to answer some questions using detailed language. This assessment is recorded and verified by the SQA.

## Higher Spanish

**Suitable for:** S5/6 Students who secured an A or B pass at National 5 in S4

### Relevant Career Opportunities and Pathways

Progression and career pathways include – further and higher education; careers in translation, International Relations, International Business, working within the travel sector or diplomatic service – the list is endless and the possibilities infinite!

### Aims of the Course

Again, within the context of employability, learning, society and culture, students will continue to develop their skills within reading, writing, talking and speaking. The Higher course, like National 5, is a vibrant course that opens students' minds to the exciting possibilities that studying languages offers – communication, travel, culture and further and higher education. Students will enjoy the opportunity to reach a level where they can confidently converse in Spanish.

### Course Content

Building on the skills from National 5, students will continue to work on the same key areas of employability, learning, culture and society. Students will continue to broaden their vocabulary within these areas and develop their use of language to support them in holding conversations and developing their ability in writing in Spanish in more detail.

### Skills/Methodises and Key aspects of Learning

Students should continue to develop and broaden their vocabulary in Spanish whilst enhancing their understanding of grammar, supporting them in using the language more independently. Students will be given the opportunity to develop their talking skills and embarking on the difficult task of conversing in Spanish and answering questions. At higher level, students are given the exciting opportunity of participating in Spanish Immersion Sessions where they will work with students across North Lanarkshire in spending some time immersing themselves in the language which is a fantastic chance to challenge their skills.

### Homework

Students will be asked to learn vocabulary and grammar points on a daily basis to support their progress in addition to tasks allocated by their teacher to consolidate learning within the classroom.

We would also encourage students to challenge their skills by immersing themselves in the language by listening to podcasts in Spanish or watching films in Spanish which is a fantastic way of supporting their progress.

Students will also be directed to digital programmes online to support their learning and progress in Spanish.

### Assessment

- Reading – students read information in Spanish and demonstrate their understanding by answering questions in English.
- Directed Writing – write 150-180 words, with an option of two tasks.
- Listening – Students listen to two audio files of people speaking Spanish and demonstrate their understanding by answering questions in English.

- Assignment – students should demonstrate their skills in writing, producing 200-250 words in Spanish on a selected topic, expressing opposing viewpoints.
- Talking – candidates can select a topics and conduct a discussion with their teacher around these topics for approx. 10 minutes and can be supported with brief notes.

**Faculty of Maths and Numeracy**

**Courses Available**

**Principal Teacher: Mrs Campbell**

National 4 Maths

National 5 Maths:

Higher Maths

Advanced Higher Maths

# National 4 Mathematics

**Suitable for:** S5 & S6 pupils who have passed National 3 Applications of Mathematics.

S5 & S6 pupils who have passed some units at National 4.

## Pathways

National 5 Mathematics – Pathway 2

## Aims of the Course

National 4 Mathematics is made up of 3 units of work:

## Numeracy

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement.

## Expressions and Formulae

This unit develops skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The outcomes cover aspects of algebra, geometry, statistics and reasoning.

## Relationships

This unit develops skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

## Course Content

The 3 units are mandatory and the course is assessed by 3 SQA Unit Assessments and a final Added Value Unit Assessment. Each assessment requires a minimum of 60% to pass and upon successful completion learners will be awarded National 4 Mathematics.

## Skills/Methodises and Key aspects of Learning

The course develops and expands a range of mathematical skills. It allows the learner to develop further skills in algebra, statistics, formulas and geometry within mathematical contexts. Learners are required to apply themselves in every aspect of this course as it progressively becomes more challenging.

## Homework

3 nightly tasks per week will be set to further enhance the learning intention from each lesson.

## Assessment

4 SQA Unit Assessments which allows a calculator to be used.

## **National 5 Mathematics – PATHWAY 1**

**Suitable for:** S4 & S5 pupils who require a resit at National 5 Mathematics to upgrade their mark  
S4 & S5 who have passed National 4 maths without resitting any units.

### **Relevant Career Opportunities and Pathways**

Higher Mathematics in S6.

National 5 Mathematics is suitable for many career pathways including those in sciences and technology.

### **Aims of the Course**

Mathematics at National 5 provides the foundation for many developments in the sciences and in technology.

It is made up of three units of work:

- Applications
- Expressions and Formulae
- Relationships

### **Course Content (summary not full SQA descriptor)**

The 3 units are mandatory and the course is assessed by SQA. The exam will consist of 2 papers; a 1 hour 15 minute non-calculator paper (50 marks) and a 1 hour 50 minute calculator paper(60 marks).

Pupils studying National 5 Maths will develop the following skills:

- apply mathematical technique in a variety of mathematical and real life situations.
- problem solving and applying it in unfamiliar contexts.
- Interpret, communicate and manage information in mathematical form: skills which are essential to scientific research and development.
- use mathematical language and become familiar with its use.
- develop skills relevant to life and work.

### **Skills/Methodises and Key aspects of Learning**

The course develops and expands a range of mathematical skills. It allows the learner to develop further skills in algebra, geometry, trigonometry and statistics within mathematical contexts.

Learners are required to apply themselves in every aspect of this course as it progressively becomes more challenging and the final grade is solely based on the final exam.

### **Homework**

Formal homework exercises are issued to provide young people with regular feedback.

Nightly tasks will be set to further enhance the learning intention from each lesson.

### **Assessment**

3 Formal assessments that follow the style of the exam and contain both a non calculator and calculator paper.

and

A final exam during the May SQA Exam Diet.

## **National 5 Mathematics – PATHWAY 2**

**Suitable for:** S4 & S5 pupils who have passed National 4 Maths but have found the work challenging.

### **Relevant Career Opportunities and Pathways**

National 5 Mathematics Pathway 1

National 5 Mathematics Pathway 2 gains a course award in National 5 Numeracy which is desirable in many different jobs and careers.

### **Aims of the Course**

Mathematics at National 5 provides the foundation for many developments in the sciences and in technology.

It is made up of three units of work:

- Applications
- Expressions and Formulae
- Relationships

### **Course Content (summary not full SQA descriptor)**

The 3 units are mandatory and the course is assessed by 3 SQA Unit Assessments. Each assessment requires a minimum of 60% to pass and upon successful completion learners will be awarded National 5 Units and N5 Numeracy Course Award. There is no final exam.

Pupils studying National 5 Maths will develop the following skills:

- apply mathematical technique in a variety of mathematical and real life situations.
- problem solving and applying it in unfamiliar contexts.
- Interpret, communicate and manage information in mathematical form: skills which are essential to scientific research and development.
- use mathematical language and become familiar with its use.
- develop skills relevant to life and work.

### **Skills/Methodises and Key aspects of Learning**

The course develops and expands a range of mathematical skills. It allows the learner to develop further skills in algebra, geometry, trigonometry and statistics within mathematical contexts.

Learners are required to apply themselves in every aspect of this course as it progressively becomes more challenging.

### **Homework**

Formal homework exercises are issued to provide young people with regular feedback.

Nightly tasks will be set to further enhance the learning intention from each lesson.

### **Assessment**

3 SQA Unit Assessments which allows a calculator to be used.



## Higher Mathematics

**Suitable for:** S5 & S6 pupils who have passed National 5 Mathematics

### Relevant Career Opportunities and Pathways

Advanced Higher Mathematics in S6.

The skills, knowledge and understanding in the course also support learning in technology, science, and social studies and any careers in this field.

### Aims of the Course

Mathematics at Higher provides the foundation for many developments in the sciences and in technology. It is made up of three units of work:

- Applications
- Expressions and Functions
- Relationships and Calculus

### Course Content (summary not full SQA descriptor)

The 3 units are mandatory and the course is assessed by SQA. The exam will consist of 2 papers; a 1 hour 30 minute non-calculator paper (70 marks) and a 1 hour 45 minute calculator paper (80 marks).

Pupils studying Higher Maths will develop the following skills:

- 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 mathematical employment.
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world.
- interpret, communicate and manage information of a mathematical form, skills which a vital to scientific and technological research and development.
- Deepen skills using mathematical language and explore advanced mathematical ideas.

### Skills/Methodises and Key aspects of Learning

The course develops and expands a range of mathematical skills. It allows the learner to develop further skills in algebra, geometry, trigonometry and calculus within mathematical contexts. Learners are required to apply themselves in every aspect of this course as it progressively becomes more challenging and the final grade is solely based on the final exam.

### Homework

Formal homework exercises are issued to provide young people with regular feedback.

Nightly tasks will be set to further enhance the learning intention from each lesson.

### Assessment

3 Formal assessments that follow the style of the exam and contain both a non calculator and calculator paper, and a final exam during the May SQA Exam Diet.

## Advanced Higher Maths

**Suitable for:** S6 pupils who have passed Higher Mathematics

### Relevant Career Opportunities and Pathways

The Advanced Higher Mathematics course develops existing knowledge and introduces advanced mathematical techniques, which are critical to successful progression beyond Advanced Higher level in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, science, and social studies. The importance of logical thinking and proof is emphasised throughout the course.

### Aims of the Course

Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value. It is made up of three units of work:

- Methods of Algebra and Calculus
- Applications of Algebra and Calculus
- Geometry, Proofs and Systems of Equations

### Course Content (summary not full SQA descriptor)

The 3 units are mandatory and the course is assessed by SQA. The exam will consist of 2 papers; a 1-hour non-calculator paper and a 2 hour 30 minute calculator paper.

Pupils studying Advanced Higher Maths will develop the following skills:

- select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extending skills in interpreting, analysing, communicating and managing
- information in mathematical form, while exploring more advanced techniques
- clarify their thinking through the process of rigorous proof

### Skills/Methodises and Key aspects of Learning

The course develops and expands a range of mathematical skills. It allows the learner to develop further skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts. Learners are required to apply themselves in every aspect of this course as it progressively becomes more challenging and the final grade is solely based on the final exam.

### Homework

Formal homework exercises are issued to provide young people with regular feedback.

Nightly tasks will be set to further enhance the learning intention from each lesson.

### Assessment

3 Formal assessments that follow the style of the exam and contain both a non calculator and calculator paper, and a final exam during the May SQA Exam Diet.

**Faculty of Performing Arts**

**Courses Available**

**Principal Teacher: Mr McLaughlin**

Drama Higher

Music Performance Higher and Advanced Higher

Music Technology Higher

# Higher Drama

**Suitable for: S5/6 students who have studied Drama at National 5**

## **Skills**

**Learners will be able to:**

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the 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

## **Opportunities for Learners**

Learners will be able to:

- use their drama skills and apply their production skills to present drama to communicate meaning to an audience
- explore, develop and communicate ideas in drama through creating, presenting and using complex drama and production skills
- explore voice, movement and characterisation skills
- work collaboratively

## **Assessment**

To gain Higher Drama, learners must pass the two Units and the Course Assessment (Performance and Question Paper for 100 marks)

- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA.
- The Course Assessment consists of a Performance (60 marks) and a Question Paper (exam for 40 marks) which is in two sections (see below). The Performance is marked collaboratively by the centre and by an SQA Visiting Assessor and the Question Paper is marked externally by the SQA
- Higher Drama is graded from A to D or as No Award.

## Music - Higher

**Suitable for:** S5/6 students who have studied music at National 5

What skills are developed?

- Sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- The ability to create original music using compositional methods and music concepts and music concepts when composing, arranging or improvising
- Deeper knowledge and understanding of the social and cultural factors influencing music
- Deeper knowledge and understanding of music and musical literacy by listening to music
- Identifying level-specific annotated music signs, symbols, concepts and styles
- Understanding the creative process and expressing him or herself through music
- Personal creativity and applying music concepts to personal practice
- Critical and analytical listening skills and evaluation for improvement

**What does the course involve?**

A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes

Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages

Space for personalization and choice: in research methodology, choice of Pieces, composition style

### ASSESSMENT

- To gain Higher, learners must pass all Units and the Course Assessment (Question Paper, Performance and Assignment)
- Unit assessment (or 'evidence of learning') will demonstrate performing

Competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or presentations, podcasts, answers to questions and may be stored in an e-portfolio. Digital recordings of performances could be included

- The Course Assessment consists of a Question Paper (exam with listening component – 35%), a Performance (a 12 minute programme of music with two instruments or instrument and voice – 50%) and a composition assignment (short piece of music submitted to SQA in April -15%).

## **Music Technology Higher**

Suitable for:     Students who have passed National 5 Music Technology  
                         Students who have passed Higher Music.

### **Content**

The course has three areas of study:

- Developing an understanding of 20th and 21st century music
- Developing music technology skills
- Music technology contexts

### **Skills**

Learners will be able to:

- use music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production in a range of contexts
- analyse music in the context of 20th and 21st century musical styles and genres
- develop a broad understanding of the music industry, including an awareness of the implications of intellectual property
- critically reflect on their own work and that of others

### **Opportunities for Learners**

Learners will be able to:

- develop a deeper understanding of the skills and knowledge required by the music industry
- creatively use music technology hardware and software to capture and manipulate audio
- develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments
- use music technology skills in a range of contexts e.g. live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming

### **Assessment**

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.
- The marks are scaled so that the assignment makes up 70% of the total assessment mark and the question paper 30%.
- In the question paper, learners use listening skills and draw on and apply knowledge and understanding of technological terms, technological developments, styles and genres, and music concepts.
- In the assignment, learners plan, implement and evaluate a creative production using music technology.



## Advanced Higher Music

**Suitable for:** Students who have passed Higher Music

### What skills will my child develop?

- Sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice.
- The ability to create original music using compositional methods and music concepts and music concepts when composing, arranging or improvising
- Deeper knowledge and understanding of the social and cultural factors influencing music
- Deeper knowledge and understanding of music and musical literacy by listening to music
- Identifying level-specific annotated music signs, symbols, concepts and styles
- Understanding the creative process and expressing him or herself through music
- Personal creativity and applying music concepts to personal practice
- Critical and analytical listening skills and evaluation for improvement
- Active and independent learning through self and peer evaluations, responding to feedback
- A blend of classroom approaches including practical and experiential learning; using music technology such as audio recordings, computer music programmes
- Collaborative learning: with others in multi-instrument groups; shared listening experiences; whole class discussion and exploration; group improvisation; curricular links with the expressive arts and languages
- Space for personalisation and choice: in research methodology, choice of pieces, composition style

### ASSESSMENT

Competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles. Evidence may be oral, observational, a diary or blog or presentations, podcasts, answers to questions and may be stored in an e-portfolio. Digital recordings of performances could be included

The Course Assessment consists of a Question Paper (exam with listening component – 35%), a Performance (an 18 minute programme of music with two instruments or instrument and voice – 50%) and a composition assignment (short piece of music & analysis essay submitted to SQA in April -15%).



## **Faculty of Science**

**Principal Teacher: Mrs Love**

### **Courses Available**

Biology National 4 and 5

Human Biology Higher

Biology Advanced Higher

Chemistry National 5

Chemistry Higher

Physics National 5

Physics Higher

Health Sector Skills for Work

## National 5 Biology

### Who is the course suitable for?

The course is suitable for any young person in S4, S5 or S6.

### Relevant Career Opportunities and Pathways

Successful completion of this course can lead to progression into **Higher Human Biology** and/or **Skills for Work; Health Sector**. Career opportunities range from nursing, child care, medicine, veterinary, sports science, pharmacy, biomedical, research scientist and zoologist to name a few.

### Course Content

Biology is the study of living things. This field of study explores the world around us through closer examination of animals, plants and microbes. The course is split into 3 topics; Cell Biology, Multicellular Organisms and Life on Earth. Cell Biology takes a closer look at cells, what they are made of and what each of the specific parts do. Multicellular Organisms examines the role of the different organ systems, what they are made up of, and how they work. Life on Earth delves deeper into the study of our natural world around us and what the different components are as well as the need to better understand the impact of humans on our living world.

### Skills Development

The study of **National 5 Biology** will build on those life skills developed in National 4. This includes the ability to solve problems, analyse and think creatively. The course also provides opportunities to carry out practical investigations, evaluate biological issues, assess risk and make informed decisions and develop an ethical view of complex issues. This course will also provide a platform for young people to develop their literacy, numeracy, health and wellbeing and digital literacy skills.

### Homework

Homework will be issued weekly and will reflect the work content covered in class. The main format that the questions take are past paper style questions. This allows for the consolidation of knowledge, the practise of skills as well as embedding the development of examination practise.

### Assessment

National 5 Biology has 2 main assessments; a final SQA examination and an assignment.

| Assessment Type | Time to Complete                                 | Marked By |
|-----------------|--|-----------|
| SQA Exam Paper  | 2hr 30 minutes                                   | SQA       |
| Assignment      | 8 hours to prepare & 1 hr 30 minutes to write-up | SQA       |

## Higher Human Biology

### Who is the course suitable for?

The course is suitable for any young person who has successfully completed and passed **National 5 Biology**.

### Relevant Career Opportunities and Pathways

Successful completion of this course can lead to progression into **Advanced Higher Biology** and/or **Skills for Work; Health Sector**. Career opportunities range from nursing, child care, medicine, veterinary, sports science, pharmacy, biomedical, research scientist and zoologist to name a few.

### Course Content

The course is exclusively studying human biology. The course will delve deeper into the understanding of cellular processes, physiological mechanism and their impact on health, aspects of the nervous system, and defence mechanisms as they apply to the human species.

### Skills Development

The study of **Higher Human Biology** will continue to develop lifelong skills as well as promote young people to be more independent and proactive with their learning. Young people will also develop their ability to solve problems, analyse and think creatively. The course also provides opportunities to carry out practical investigations, evaluate biological issues, assess risk and make informed decisions and develop an ethical view of complex issues. This course will also provide a platform for young people to develop their literacy, numeracy, health and wellbeing and digital literacy skills.

### Homework

Homework will be issued weekly and will reflect the work content covered in class. The main format that the questions take are past paper style questions. This allows for the consolidation of knowledge, the practise of skills as well as embedding the development of examination practise.

### Assessment

Higher Human Biology has 2 main assessments; a final SQA examination (split into 2 papers) and an assignment.

| Assessment Type                       | Time to Complete                                 | Marked By |
|---------------------------------------|--|-----------|
| SQA Exam Paper 1<br>(Multiple Choice) | 40 minutes                                       | SQA       |
| SQA Exam Paper 2                      | 2 hours 20 minutes                               | SQA       |
| Assignment                            | 8 hours to prepare & 2 hours minutes to write-up | SQA       |

## Advanced Higher Biology

### Who is the course suitable for?

The course is suitable for any young person who has successfully completed and **passed Higher Human Biology**.

### Relevant Career Opportunities and Pathways

Career opportunities range from medicine, dentistry, veterinary, physiotherapy, pharmacology and pharmacy.

### Course Content

Advanced Higher Biology is split into three units; Cells & Proteins, Organisms & Evolution, and Investigative Biology. As well as learning about and examining these areas in great detail, young people will also have the opportunity to experience and learn about laboratory techniques for biologists, field techniques for biologists and scientific principles and processes.

### Skills Development

The study of **Advanced Higher Biology** will promote the development of skills for life, learning and work. This includes the ability to be independent with their studies as well as solve problems, analyse and think creatively. The course also provides opportunities to carry out practical investigations, evaluate biological issues, assess risk and make informed decisions and develop an ethical view of complex issues. This course will also provide a platform for young people to develop their literacy, numeracy, health and wellbeing and digital literacy skills.

### Homework

Homework will be issued weekly and will reflect the work content covered in class. The main format that the questions take are past paper style questions. This allows for the consolidation of knowledge, the practise of skills as well as embedding the development of examination practise.

### Assessment

Advanced Higher Biology has 2 main assessments; a final SQA examination and an assignment.

| Assessment Type | Time to Complete  | Marked By |
|-----------------|---|-----------|
| SQA Exam Paper  | 3 hours   | SQA       |
| Project         | Minimum of 15 hours to prepare.<br>Final project should be between 3000-3600 words. | SQA       |

## National 5 Skills for Work: Health Sector

### Who is the course suitable for?

The course is suitable for any young person in S6 (and in some circumstances S5) who is interested in a career within the health sector or child care.

### Relevant Career Opportunities and Pathways

Career opportunities range from nursing, child care, teaching, medicine, veterinary, sports science, pharmacy, biomedical, research scientist and zoologist to name a few.

### Course Content

This course focuses on developing **employability skills** needed for a career in the health sector. The course is to prepare young people for working in the health sector and develop employability skills valued by employers. Young people will develop a range of knowledge and skills required in this vocational area. Pupils will investigate a range of job roles and career opportunities as well as participating in a job interview. Pupils will have **flexibility** and **personalisation** of choice.

The 5 units are:

1. Improving Health & Wellbeing
2. Life Sciences Industry and the Health Sector
3. Physiology and the Cardiovascular System
4. Working in a Non Clinical Role
5. Working in the Health Sector

### Homework

Young people will be required to work independently as well as part of team in order to complete the five, internally assessed, units. Young people will be required to complete some of that work at home.

### Assessment

There are 5 units that are all **internally assessed** (no final exam).

## National 5 Chemistry

### Who is the course suitable for?

The course is suitable for any young person in S4, S5 or S6.

### Relevant Career Opportunities and Pathways

Successful completion of this course can lead to progression into **Higher Chemistry** and/or **Skills for Work; Health Sector**. Career opportunities range from medicine, veterinary, pharmacy, chemical engineer, forensic scientist, toxicologist to name a few,

### Course Content

Chemistry is the study of the properties, composition and structure of substances, including how these substances are used to improve the lives of everyone. This is a progression of what would be learned at National 4. In National 5 Chemistry you will study 3 Units. Chemical Changes and Structure – the properties of different elements and compounds and the changes they undergo during different processes and reactions. Nature's Chemistry – the substances that can be extracted from nature and the products made that are used to enhance our way of life. Chemistry in Society – the way that substances are used in everyday life, including metals, plastics, fertilisers and radioactivity.

### Skills Development

The study of **National 5 Chemistry** will build on those life skills developed in National 4. This includes the ability to solve problems, analyse and think creatively. The course also provides opportunities to carry out practical investigations, scientific inquiry, think analytically and make reasoned evaluations. This course will also provide a platform for young people to develop their literacy, numeracy, health and wellbeing and digital literacy skills.

### Homework

Homework will be issued weekly and will reflect the work content covered in class. The main format that the questions take are past paper style questions. This allows for the consolidation of knowledge, the practise of skills as well as embedding the development of examination practise.

### Assessment

National 5 Chemistry has 2 main assessments; a final SQA examination and an assignment.

| Assessment Type | Time to Complete                                 | Marked By |
|-----------------|--|-----------|
| SQA Exam Paper  | 2hr 30 minutes                                   | SQA       |
| Assignment      | 8 hours to prepare & 1 hr 30 minutes to write-up | SQA       |

## Higher Chemistry

### **Who is the course suitable for?**

The course is suitable for any young person who has successfully completed and passed **National 5 Chemistry**.

### **Relevant Career Opportunities and Pathways**

Successful completion of this course can lead to progression into **Advanced Higher Chemistry** and/or **Skills for Work; Health Sector**. Career opportunities range from medicine, veterinary, pharmacy, chemical engineer, forensic scientist, toxicologist to name a few.

### **Course Content**

In Higher Chemistry you will study 4 Units. Chemical Changes and Structure – The study of the atoms and how they combine to make different products. Nature's Chemistry – The study of carbon and the multitude of different organic compounds that are used in the world today. Chemistry in Society – How is Chemistry used to make all the different products including the processes involved to maximise profit during chemical reactions. Researching Chemistry – The practical investigations to make different products using all your knowledge of chemistry.

### **Skills Development**

The study of **Higher Chemistry** will continue to develop lifelong skills as well as promote young people to be more independent and proactive with their learning. This includes the ability to solve problems, analyse and think creatively. The course also provides opportunities to carry out practical investigations, scientific inquiry, think analytically and make reasoned evaluations. This course will also provide a platform for young people to develop their literacy, numeracy, health and wellbeing and digital literacy skills.

### **Homework**

Homework will be issued weekly and will reflect the work content covered in class. The main format that the questions take are past paper style questions. This allows for the consolidation of knowledge, the practise of skills as well as embedding the development of examination practise.

### **Assessment**

Higher Chemistry has 2 main assessments; a final SQA examination (split into 2 papers) and an assignment.

| Assessment Type                       | Time to Complete                                 | Marked By |
|---------------------------------------|--|-----------|
| SQA Exam Paper 1<br>(Multiple Choice) | 40 minutes                                       | SQA       |
| SQA Exam Paper 2                      | 2 hours 20 minutes                               | SQA       |
| Assignment                            | 8 hours to prepare & 2 hours minutes to write-up | SQA       |



## National 5 Physics

### Who is the course suitable for?

The course is suitable for any young person in S4, S5 or S6.

### Relevant Career Opportunities and Pathways

Successful completion of this course can lead to progression into **Higher Physics** and/or **Skills for Work; Health Sector**. Career opportunities range from Electrician, Astronomer, Nanotechnologist, Radiation Protection Practitioner, Sound Engineer, Architect, Engineer, Medicine, Dentistry and Veterinary to name a few.

### Course Content

The National 5 Physics course is made up of 6 different topics. **Dynamics** is about vectors and scalars, velocity, acceleration, energy, projectile motion and Newton's laws. **Space** covers space exploration and cosmology. **Electricity** examines electrical charge carriers, potential difference (voltage), Ohm's law, practical electrical and electronic circuits and electrical power. **Properties of Matter** covers specific heat, gas laws and the kinetic model. **Waves** examines wave parameters and behaviours, the electromagnetic spectrum and refraction of light. And the final topic covers **Radiation**.

### Skills Development

The study of **National 5 Physics** will build on those life skills developed in National 4. This includes the ability to solve problems, analyse and think creatively. National 5 Physics provides young people the opportunity to use an experimental and investigative approach to further develop their knowledge and understanding. Young people will also interpret physical phenomena using mathematical skills. This course will also provide a platform for young people to develop their literacy, health and wellbeing and digital literacy skills.

### Homework

Homework will be issued weekly and will reflect the work content covered in class. The main format that the questions take are past paper style questions. This allows for the consolidation of knowledge, the practise of skills as well as embedding the development of examination practise.

### Assessment

National 5 Physics has 2 main assessments; a final SQA examination and an assignment.

| Assessment Type | Time to Complete                                 | Marked By |
|-----------------|--|-----------|
| SQA Exam Paper  | 2hr 30 minutes                                   | SQA       |
| Assignment      | 8 hours to prepare & 1 hr 30 minutes to write-up | SQA       |

## Higher Physics

### Who is the course suitable for?

The course is suitable for any young person who has successfully completed and passed **National 5 Physics**.

### Relevant Career Opportunities and Pathways

Successful completion of this course can lead to progression into **Advanced Higher Physics** and/or **Skills for Work; Health Sector**. Career opportunities range from Astronomer, Nanotechnologist, Radiation Protection Practitioner, Sound Engineer, Architect, Engineer, Medicine, Dentistry and Veterinary to name a few.

### Course Content

The Higher Physics course gives insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Higher Physics covers three separate units; **Our Dynamic Universe, Particles and Waves** and **Electricity**.

### Skills Development

The study of Higher Physics will continue to develop lifelong skills as well as promote young people to be more independent and proactive with their learning. This includes the ability to solve problems, analyse and think creatively. Higher Physics provides young people the opportunity to use an experimental and investigative approach to further develop their knowledge and understanding. Young people will also interpret physical phenomena using mathematical skills. This course will also provide a platform for young people to develop their literacy, health and wellbeing and digital literacy skills.

### Homework

Homework will be issued weekly and will reflect the work content covered in class. The main format that the questions take are past paper style questions. This allows for the consolidation of knowledge, the practise of skills as well as embedding the development of examination practise.

### Assessment

Higher Physics has **2** main assessments; a final SQA examination (split into **2** papers) and an assignment.

| Assessment Type                       | Time to Complete                                 | Marked By |
|---------------------------------------|--|-----------|
| SQA Exam Paper 1<br>(Multiple Choice) | 45 minutes                                       | SQA       |
| SQA Exam Paper 2                      | 2 hours 15 minutes                               | SQA       |
| Assignment                            | 8 hours to prepare & 2 hours minutes to write-up | SQA       |

## **Faculty of Social Studies**

**Principal Teacher(s) Mrs Hobson and Mrs Watson**

### **Courses Available**

Administration and IT: National 5

Business Higher/National 5

Geography Higher

History Higher and National 5

Modern Studies Higher

Politics Higher

Travel and Tourism Level 5

Scottish Studies Level 5/6

## **Administration and IT National 5**

**Suitable for:** Students who have not previously studied Business or Computing but would like to develop their software skills and understanding of the administrative support function of an organisation would be suited to this course. Pupils who are on track to achieve Business or Computing at National 4 would have an advantage if taking this subject.

### **Relevant Career Opportunities and Pathways**

This would greatly help you to prepare for a range of courses at college or university including Administration, Events Management, Customer Service, Business Management, Marketing, Human Resources. With the course preparing students for the world of work it would also help you to prepare for all employment opportunities as these are skills required by all forms of businesses.

### **Aims of the Course**

This course is designed for students who are interested in the practical uses of IT and want to develop their skills and understanding of a variety of business software, including Word, Excel, Databases, Desktop Publishing.

### **Course Content**

The units you will be studying are:

- Word-processing and/or desktop publishing (DTP), Spreadsheets and Databases
- Presentations and Electronic communication
- Administration theory in the workplace, Customer service and Health and Safety
- Security of people, property and information

- Sources of information from the internet; File management and Corporate image

### **Skills/Methodises and Key aspects of Learning**

You will develop skills in using spreadsheets, databases, word-processing, desktop publishing and presentations and in using technology for electronic communication. You will also learn about the duties and skills of administrators in a practical work setting, the benefits and consequences of customer service and develop a greater understanding about company legislation in relation to health and safety and security.

### **Homework**

Homework will be given when appropriate to enhance students' preparation for assignments and the Question Paper.

### **Assessment**

There is an externally set Question Paper, which accounts for 50 marks, and a practical assignment which accounts for 70 marks. These assessments contain a significant practical component that encourages the development of skills, knowledge and understanding of a variety of software learnt in class.

# **Business Management Higher**

**Suitable for:** This course is suitable to S5 students who have successfully attained a N5 in Business Management or can be taken in S6 with a higher pass in English or a higher within another Social Subject (History, Modern Studies, Geography).

## **Relevant Career Opportunities and Pathways**

This course is suitable to students who are interested in entering the world of business, as a manager, employee or self-employed person.

This course prepares you for all jobs as you will very likely work for a business later in life. There are so many further and higher educational qualifications this will prepare you for as well as a very wide expanse of occupations. These include but are not limited to Marketing, Entrepreneurship, Setting up your own Business, Sales, Accountancy, Law, Retail, Banking, Human Resources, Teaching.

## **Aims of the Course**

Business Management highlights the different ways in which large organisations operate. Students will learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. You will develop an understanding of the ways in which society relies on organisations and how external influences can affect them. You will learn a range of methods that businesses and other organisations use to meet customer needs. You will also develop entrepreneurial skills and be able to analyse and interpret business information with a view to communicating your findings in a business format.

## **Course Content**

You will study 5 units:

- **Understanding Business:** You will develop your understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. You will analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.
- **Management of Marketing:** You will develop knowledge of the importance of effective marketing systems to large organisations. You will learn about the various theories, concepts and procedures used by businesses to improve their competitiveness and customer satisfaction.

- **Management of Operations:** You will develop your knowledge of the importance of businesses having effective operations systems. You will learn about the relevant theories, concepts and procedures used by organisations to maintain and improve quality and the importance of satisfying both internal and external customers' needs.
- **Management of People:** You will learn about the issues facing organisations when managing its staff/workers. You will learn about the concepts used by businesses when dealing with staff, including retention, training, leadership and motivation.
- **Management of Finance:** You will learn about the issues facing large organisations when managing finance. You will develop your understanding and interpretation skills when dealing with financial situations.

### **Skills/Methodises and Key aspects of Learning**

Students will develop a range of skills whilst studying Business Management including:

Applying knowledge of the impact of business activities on society and analysing the effectiveness of a range of marketing and production activities.

Applying the ideas of ethical and effective business decision making to solve strategic business-related problems.

Communicating effectively complex business ideas and opinions and understanding leadership styles and how they can be used to enhance the contribution of staff.

Understanding how entrepreneurial attributes and the analysing of financial data can help with business development and risk management.

### **Homework**

Homework will be given when appropriate to enhance students' understanding in preparation for the examination and also in preparation for the Higher assignment which they will complete in class.

### **Assessment**

Students will be assessed in a variety ways throughout the course.

Students will undertake an externally set Question Paper and will also undertake a written assignment on a business organisation of their choosing, which they will individually research, analyse and make recommendations for.



# Higher Geography

**Subject Name and Level:** Higher Geography for S4/5 pupils

## **Suitable for:**

Anyone in S4/5 who has previously passed the National 5 Geography course and has an interest in the subject moving forward into Higher.

For S6 pupils who are ‘crashing’ Higher Geography; it would be beneficial to have a background in any other social studies subject or science but this is not essential.

Higher Geography will provide you with a wider knowledge of the world around us and will provide you with a wealth of skills adaptable to any career choice.

Higher Geography is a continuation from National 5 and it helps to develop a deeper understanding of some complex Physical, Human and Global relationships which exist in the world today.

## **Relevant Career Opportunities and Pathways**

Pathways include moving into relevant college and university courses in the coming years. For the majority of courses, Geography counts as both a science and an art so it is very versatile.

Studying higher Geography is a stepping stone to any Geography related career.

Geography can be found in any subject and has many cross curricular links. For people who choose a career in Geography they are often desirable candidates as they are aware of wider issues facing the planet just now e.g. climate change, population growth and migration to name a few.

Geography can take you to careers in the following areas: Travel, Planning and Regeneration, Meteorology, Zoology, Renewables, Journalism, Engineering, Teaching and many more.....

## **Aims of the Course**

The aim of the Higher Geography course is to develop pupil’s knowledge and skills to enable them to contribute to their local communities and wider society. It helps introduce pupils to a changing world, human interactions and complex physical processes.

## **Course Content (summary not full SQA descriptor)**

Pupils cover 4 main units of work in the Higher Geography course:

1. Physical Environments
  - Pupils develop knowledge of the processes and interactions at work within the physical environment. They learn about Atmosphere, Hydrosphere, Lithosphere and Biosphere.

## 2. Human Landscapes

- Pupils develop knowledge of the processes and interactions at work within the human environment. They learn about Population, Rural and Urban environments.

## 3. Global Issues

- Pupils develop knowledge of the processes and interactions at work within significant global issues. They learn about Development and Health and Climate Change.

## 4. Geographical Skills

- Pupils develop a wide range of skills including numerical and graphical, research and map work in the context of a scenario.

The above topics are taught within a wide range of case studies allowing pupils to learn about many cities and countries and across the world in context.

### **Skills/Methodises and Key aspects of Learning**

Pupils should have an interest in the subject and enjoy the complex ways in which the world works. They will learn about the world through 4 units of work: Physical, Human, Global Issues and Geographical Skills to expand their skills set and knowledge of the environment we live in and its complex and diverse relationship.

Geography is a subject that helps develop Literacy, Numeracy and HWB across the higher course. Pupils will learn through discussion, writing and reading while gaining key skills such as group work and independent learning.

### **Homework**

Homework will be issued out as the course demands. This is to help consolidate learning in class and to prepare for any assessments.

### **Assessment**

For Higher Geography pupils are assessed through a final exam and assignment. The final exam consists of two papers; Paper 1 and Paper 2 which is worth 73% and an assignment worth 27% to compile an overall grade of 100%.

Regular assessments will take place throughout the year to engage progress and to identify next steps.

# Higher History

**Suitable for:** Students that have achieved a National 5 pass in History.

Students that have achieved a Higher pass in English or another Social Subject.

## Relevant Career Opportunities and Pathways

History develops literacy skills, reading skills, analysis skills and evaluation skills which are beneficial for many career pathways. History is seen as a valuable qualification for many careers, some of which are listed below:

Law, Journalism, Broadcasting, Accountancy, Architecture, the Civil Service, Libraries, and Museum Service.

## Aims of the Course

Higher History aims to give candidates:

- An understanding of the past and the ability to think independently
- The ability to apply a historical perspective in different contexts
- An understanding of the impact different factors had on historical events
- The skills of analysing, evaluating and writing historical information
- The skills to research historical issues and create a well-reasoned conclusion

## Course Content

Higher History gives students knowledge and understanding of the past through the study of British, European and world, and Scottish contexts in a variety of time periods. Topics cover political, social, economic and cultural history.

### Historical Study: Scottish (The Impact of the Great War, 1914 - 1928)

This unit looks at the experiences of Scots on the Western Front and the overall contribution of Scottish military personnel. Attention then turns to the impact of war on Scottish society and culture, from recruitment, conscription, pacifism and conscientious objection to the changing role of women during wartime. This unit explores the scale and impact of military losses on Scottish society. The Scottish unit also looks at the industrial and economic effects of war on Scottish industries. As well as political developments, ranging from the growth of radicalism and Red Clydeside to continuing support for political unionism.

### **Historical Study: British (Britain 185 - 1951)**

The British unit explores the development of Britain into a modern democracy from 1851 – 1928. It focuses on the effects of industrialisation and urbanisation on society and the extension of the franchise to both men and women. This unit looks at the role of the state in the welfare of its citizens, looking at the reasons why the Liberals introduced social welfare reforms (1906-1914), and how successful they were. Students will also look at the effectiveness of the Labour social welfare reforms (1945-1951).

### **Historical Study: European and World (Germany 1815 - 1939)**

In this unit students examine the growth of nationalism in nineteenth century Germany and the various obstacles to unification. Issues covered range from the impact and influence of the French Revolution and Napoleonic Wars on support for German nationalism, through to the role of Bismarck in unifying Germany by 1871. Attention then shifts to the development of extreme nationalism after 1918. Students will evaluate the reasons why the Nazis came to power in Germany in 1933 and then assess the reasons why the Nazis were able to stay in power.

### **Skills/Methodises and Key aspects of Learning**

Higher History will help students develop valuable skills in evaluating the origin, purpose, content and context of historical sources. It will also enhance their analytical skills to help them create well-reasoned conclusions, supported with evidence.

Students will be required to complete independent research tasks, group work and written tasks.

### **Homework**

Students will be given regular homework. This may include research tasks, reading work or written tasks.

### **Assessment**

Pupils will be assessed throughout the course in a variety of ways. They will self-assess, peer assess and they will be subjected to ongoing assessments when in class. Progress will be closely monitored to ensure all pupils are supported and can achieve their full potential.

### **SQA Assessments:**

Exam: Question Paper 1 — Pupils have to complete 2 essays in 1 hour and 30 minutes

Exam: Question Paper 2 — Pupils have to complete source questions in 1 hour and 30 minutes

Assignment – Pupils have 1 hour 30 minutes to complete an assignment in class.

## **National 5 History**

**Suitable for:** Students that have achieved a confident pass in National 4 History.

### **Relevant Career Opportunities and Pathways**

History develops literacy skills, reading skills, analysis skills and evaluation skills which are beneficial for many career pathways. History is seen as a valuable qualification for many careers, some of which are listed below:

Law, Journalism, Broadcasting, Accountancy, Architecture, the Civil Service, Libraries.

### **Aims of the Course**

National 5 History aims to give candidates:

- An understanding of the past and the ability to think independently
- The ability to apply a historical perspective in different contexts
- An understanding of the impact different factors had on historical events
- The skills of investigating historical events and forming evidence based views
- The skills to explain historical events and draw conclusions

### **Course Content**

#### **Historical Study: Scottish - Migration and Empire, 1980-1939**

This unit looks at the causes and results of the movement of population into and away from Scotland during the period of 1830s to 1930s.

#### **Historical Study: British – The Atlantic Slave Trade, 1770-1807**

The British unit explores the nature of the British Atlantic slave trade in the late 18<sup>th</sup> Century, changing attitudes towards it in Britain and the pressures that led to its abolition.

#### **Historical Study: European and World – Hitler and Nazi Germany, 1919-1939**

In this unit students study the attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

### **Skills/Methodises and Key aspects of Learning**

Students will be required to complete independent research tasks, group work and written tasks.

### **Homework**

Students will be given regular homework. This may include research tasks, reading work or written tasks.

### **SQA Assessment**

Exam: Question Paper — Pupils have to complete a question paper of 80 marks in 2 hours and 20 minutes. Assignment – Pupils have 1 hour to complete an assignment in class.

## Higher Modern Studies

**Suitable for:** S5/6 students who have gained a National 5 Modern Studies qualification or a Higher within another Social Subject (History, Geography, Business or Politics).

### Relevant Career Opportunities and Pathways

There are so many further and higher educational qualifications and jobs associated with Modern Studies. These include but are not limited to law, journalism, policing, nursing, working within the care industry, teaching, work within a government context, advice and advocacy, non-governmental organisations and research.

### Aims of the Course

Higher Modern Studies develops a candidates understanding of events which are taking place in the world today. The course is appropriate for a wide range of learners, who may wish to achieve a greater understanding of the current issues impacting society and their place in it, to those wishing to progress to more specialised training, further education or employment.

The course will look at current political and social issues which impact upon the world. We look at these issues from a Scottish, United Kingdom and International view point to gain an understanding of how these issues impact the world in which we live.

By the end of their time in Higher Modern Studies pupils will have developed the skills they need to understand and participate in many social and political processes which they will encounter throughout their lives.

### Course Content

#### Democracy in Scotland and the United Kingdom

Possible alternatives for the governance of Scotland

Implications of the UK's decisions to leave the European Union

How the Government is held to account.

strengths and weaknesses of different electoral systems used in elections within the UK

Factors which influence voting behaviour including class, age and media

ways in which citizens can influence government decision-making, including pressure groups

#### Social Inequality

Reasons why income and wealth inequality exists

Reasons why health inequalities exist

Effect of inequality on a group or groups in society

Individualist and collectivist debate

Effectiveness of measures taken to tackle inequalities, including government measures

### **World Issues**

social, economic and political factors which have caused the issue

Effects of the issue on individuals, families and communities

Effects of the issue on the governments involved and the wider international community

Effectiveness of individual countries in tackling the issue

Effectiveness of international organisations in tackling the issue

### **Skills/Methodises and Key aspects of Learning**

Candidates will develop a range of skills whilst studying Modern Studies including

A range of research and information handling skills which will allow them to evaluate the information they see, develop supporting and opposing view points on an issue, make a decision about how they feel about an issue and draw conclusions about issues based on evidence.

They will learn how to construct their own detailed arguments, communicate their own view point and opinion about issues impacting the world.

Students will develop a detailed understanding of the democratic process, social and economic issues impact society and national and international issues impacting the world.

Students will also learn the skills needed to address the needs and inequalities impacting the world and their part in it.

An understanding of different views about the extent Government should be involved in the running of society

An understanding of the nature and processes of conflict resolution

An understanding of human and legal rights and responsibilities and their application in different societies

### **Homework**

Homework will be given when appropriate to enhance pupils learning, check progress within the course and for revision purposes.

### **Assessment**

Pupils will be assessed in a variety of ways throughout the course. Pupils will also undertake a written assignment on a topic of their choosing, which they will get to research and present their own unique view point on. **Some pupils will sit an end of year national exam.**



## Higher Politics

**Suitable for:** S6 students who have gained a Higher pass in Modern Studies, History, English or a Higher within another Social Subject.

### Relevant Career Opportunities and Pathways

There are so many further and higher educational qualifications and jobs associated with Politics. These include but are not limited to law, journalism, policing, business, marketing, industry, finance, teaching, work within a government context, advice and advocacy, non-governmental organisations and research.

### Aims of the Course

The aim of this course is to provide knowledge and understanding of political concepts and principles. You will develop skills in interpreting, analysing and evaluating political arguments and learn to debate in a critical way. The course encourages a comparative approach to politics and uses a wide range of local, national and international examples.

### Course Content

#### Political theory

You will study the key political concepts of power, authority and legitimacy, with particular reference to the work of Steven Lukes and Max Weber, and analyse the relevance of these concepts today. You will also study the concept of Democracy and look at the benefits of both Direct Democracy and Representative Democracy.

#### Political systems

You will study the constitutional arrangements in different political systems, focussing on the roles of executive and legislative branches within each system. You will compare and contrast the respective powers of individual branches of government within the two political systems and draw balanced conclusions about these.

You will study the political systems of both the UK and USA.

#### Political parties and elections

You will compare the electoral impact of two different dominant ideas. This can either be from within one political party or between two different political parties, and the impact of political campaign management strategies and theoretical analyses of voting behaviour. You can choose from the following: the Conservative Party, the Labour Party, Liberal Democrats or the Scottish National Party.

### Skills/Methodises and Key aspects of Learning

Candidates will develop a range of skills whilst studying Politics including

A range of research and information handling skills which will allow them to evaluate the information they see, develop supporting and opposing viewpoints on an issue, make a

decision about how they feel about an issue and draw conclusions about issues based on evidence.

They will learn how to construct their own detailed arguments, communicate their own viewpoint and opinion about issues impacting the topics studied and including the viewpoints of various political theorists.

Students will develop a detailed understanding of the theory and theorists, political systems and political parties and election strategies and campaigns,

### **Homework**

Homework will be given when appropriate to enhance pupils learning, check progress within the course and for revision purposes.

### **Assessment**

Pupils will be assessed in a variety ways throughout the course, essay questions, check up tests, quizzes and debates.

The course assessment has **three** components **totalling 110 marks**:

- Component 1: question paper 1 – **worth 52 marks** (consisting of 3 sections: section 1 - Political theory, section 2 - Political systems, and section 3 - Political parties and elections, all worth either 12 or 20 marks)
- Component 2: question paper 2 – **worth 28 marks**
- Component 3: assignment – **worth 30 marks**.

For the assignment component, you will be asked to choose a political topic or issue to research, and organise your findings to address the issue, using a politics resource sheet to collate your evidence and references.

Both the question papers and the assignment are set and externally marked by the Scottish Qualifications Authority (SQA).

The grade awarded is based on the total marks achieved across course assessment.

## **Scottish Studies Award SCQF level 5**

**Suitable for:** Students who attained a N4 in S4 in History, Geography, Modern Studies or Business and wish to attain a N5 in a Social Subjects subject.

### **Relevant Career Opportunities and Pathways**

This course could lead to vocational training or employment in a variety of sectors including tourism, hospitality and the creative, cultural and heritage industries. The Award may provide progression to a variety of related Courses, Awards or Units at SCQF level 6.

### **Aims of the Course**

This course will provide you with opportunities to broaden your understanding and appreciation of the society in which we live. It will develop your understanding of Scotland and you will have the opportunity to learn to apply important skills, knowledge and understanding in subject areas which are of particular interest to you.

### **Course Content**

All students must complete the mandatory Scottish Studies: Scotland in Focus (SCQF level 5) unit. You will also complete 3 units from at least two of the following groups:

- |         |                                   |
|---------|-----------------------------------|
| Group 1 | Language and Literature           |
| Group 2 | Society and Environment           |
| Group 3 | Arts and Culture                  |
| Group 4 | Business, Industry and Employment |

These will be delivered and assessed in a Scottish context.

### **Skills/Methodises and Key aspects of Learning**

You will develop skills in making connections across the breadth of units you are studying in a Scottish context. You will develop an understanding of the contribution that Scotland and its people past and/or present, have made and continue to make. You will develop the skills of planning, researching, selecting and using information, and skills of reflection.

### **Homework**

Homework will be given when appropriate to enhance students' preparation for assessment evidence.

**Assessment**

The nature of assessment will depend on the combination of Units which are selected. A large proportion of the course is based on assignments and successful completion of outcomes done in class.

## **Travel & Tourism National 5**

**Suitable for:** S4 or S6 students who have gained a N4 pass in Business, History, Geography, Modern Studies. This course is also open to any S4 or S5 pupil who have not attained a N4 in a Social Subject, looking to gain another N5 and is interested in pursuing a career in this subject.

### **Relevant Career Opportunities and Pathways**

This course develops the skills and knowledge needed to work in the travel and tourism industry. There are so many further qualifications and jobs associated within the Travel and Tourism industry. These include but are not limited to hotel management, holiday rep, travel agent, airport staff, tourist guide, working for an airline, entertainment.

### **Aims of the Course**

The aim of this course is to develop skills to become effective job-seekers and employees. You will develop skills to deal effectively with all aspects of customer care and customer service in travel and tourism. You will develop product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide.

### **Course Content**

You will study 4 units:

- **Employability:** you will investigate different job roles within the Travel and Tourism industry, specifically into their responsibilities, training and qualifications, experience, qualities and career paths with a view to reviewing your own employability skills.
- **Customer Service:** you will develop customer service skills and an understanding of the features and benefits of products and services in the travel and tourism industry. You will also research into the effectiveness of promotional material used by businesses in the industry.
- **UK and Worldwide:** you will develop an understanding of destinations and attractions a potential customer might be interested in visiting in the UK and Worldwide. You will research into the negative and positive impacts of travel and tourism on society.
- **Scotland:** you will investigate tourist destinations in Scotland, taking into account different customers' needs and requirements. You will research into the travel and tourism trends and what effects these may have on customer choice in the future.

### **Skills/Methodises and Key aspects of Learning**

Candidates will develop a range of skills whilst studying Travel and Tourism including:

A range of research and information handling skills which will allow them to make a decision about how best to meet customers' needs.

Students will develop a detailed understanding of the various job roles within the Travel and Tourism industry and develop their skills in preparation for such occupations.

They will develop their knowledge of the impact of travel and tourism, the trends of the industry and develop an in-depth knowledge of travel destinations in Scotland, UK and Worldwide.

### **Homework**

Homework will be given when appropriate to enhance students' preparation for assignments which they will complete in class.

### **Assessment**

There is no external assessment for this course. All four units are assessed via assignments. Students must complete each Unit to achieve the full course. The unit assessments are completed in school and externally verified by SQA.

Pupils will be assessed in a variety ways throughout the course, including displays, written reports, role plays and there is also a practical element of the course for the Employability Unit.

## **Alternative and College Based Courses**

**YASS**

**Science Ambassador**

**Mentoring**

**Mental Health and Wellbeing Award**

**Foundation Modern Apprenticeships**

## **Foundation Modern Apprenticeships**

Foundation Apprenticeships are a work-based learning opportunity for senior-phase secondary school pupils.

Lasting one or two years, pupils begin their Foundation Apprenticeship in S5 or S6. Young people spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers.

Completion leads to a qualification at the same level of learning as a Higher and can lead to progression on to a job, such as a Modern or Graduate Apprenticeship.

Foundation Apprenticeships are recognised as entry qualifications by all Scottish colleges and universities.

In CNHS pupils can complete a Foundation Modern Apprenticeship in the following areas

### **Social Services and Young people**

#### **Social service and Health Care**

#### **Civil Engineering**

**Please see your Yearhead if you are interested in one of these courses.**



## **Mental Health and Wellbeing Award – SCQF Level 5**

**Suitable for:** Students in S5 or S6 that have already achieved a National 4 or 5 in one or more of the following subjects- English, History, Modern Studies, Geography Business or PE.

Students in S5 or S6 that are considering a career in Health and Social Care and/or interested in increasing their understanding and awareness of issues about mental health and wellbeing.

### **Relevant Career Opportunities and Pathways**

This award would be useful for students interested in Health and Social Care. The award also develops literacy skills, reading skills, citizenship skills and enterprise skills which are beneficial for other career pathways.

### **Aims of the Course**

The award has been designed to enable learners to increase their understanding and awareness of issues around mental health and wellbeing. As a result, they will be better equipped to undertake further education, training or employment, live a healthy lifestyle and become responsible, contributing citizens. The award aims to:

- Help students understand Mental Health Issues
- Explore the Influences on Mental Health and Wellbeing
- Explain coping strategies and how to build resilience

This award supports the Scottish Government's Mental Health Strategy 2017 – 2027. To prevent and treat mental health problems with the same commitment, passion and drive as we do with physical health problems.

### **Course Content**

The award explores the following content:

- How to reduce stigma surrounding mental health.
- Healthy coping strategies for young people.
- Knowledge of the impact of mental health on behaviour.
- Myths surrounding mental health.
- Positive and negative impacts on mental health.
- How to help individuals to make the right choices.
- The potential uses and impact of social media and the internet.
- How to build resilience.

This qualification seeks to address the inaccuracies surrounding perceptions of mental health and, instead, provide accurate information, promote understanding and equip learners with positive coping strategies to improve and maintain mental health and wellbeing.

### **Skills/Methodises and Key aspects of Learning**

This award provides learners with pertinent and valuable skills which can be applied in many living contexts.

Students will be required to complete independent research tasks and group work. They will explore how mental health is portrayed in films, the media and by celebrities. Students will also research mental health organisations and the support they can offer. Promote mental health awareness in school and provide written submissions about mental health and wellbeing. A key aspect of this course will be class discussions and debates.

### Homework

Students will be given regular homework. This may include research tasks, reading work or written tasks.

### Assessment

This Mental Health and Wellbeing Award has 3 key units - understanding Mental Health Issues, exploring the Influences on Mental Health and Wellbeing and coping strategies and resilience. These units are internally assessed with no exam. Research and written submissions will be required to successfully pass each unit. Progress will be closely monitored to ensure all pupils are supported and can achieve their full potential.

### Skills Development

The study of **Higher Physics** will continue to develop lifelong skills as well as promote young people to be more independent and proactive with their learning. This includes the ability to solve problems, analyse and think creatively. **Higher Physics** provides young people the opportunity to use an experimental and investigative approach to further develop their knowledge and understanding. Young people will also interpret physical phenomena using mathematical skills. This course will also provide a platform for young people to develop their literacy, health and wellbeing and digital literacy skills.

### Homework

Homework will be issued weekly and will reflect the work content covered in class. The main format that the questions take are past paper style questions. This allows for the consolidation of knowledge, the practise of skills as well as embedding the development of examination practise.

### Assessment

Higher Chemistry has 2 main assessments; a final SQA examination (split into 2 papers) and an assignment.

| Assessment Type                       | Time to Complete                                 | Marked By |
|---------------------------------------|--|-----------|
| SQA Exam Paper 1<br>(Multiple Choice) | 45 minutes                                       | SQA       |
| SQA Exam Paper 2                      | 2 hours 15 minutes                               | SQA       |
| Assignment                            | 8 hours to prepare & 2 hours minutes to write-up | SQA       |

## **Science Ambassador - Level 6**

### **Who is the course suitable for?**

This course is suitable for pupils in S6 who have attained 2 Highers in Science and are either taking Advanced Higher Science and/or looking to further study in the field of Science or Education.

### **Relevant Career Opportunities and Pathways**

- Skills and experiences gained can be used as evidence of demonstration in personal statements.
- Personal Development (SCQF level 6)
- SQA points can count towards college or university courses.
- Employment
- Career progression

### **Course Content**

This course focuses on developing skills such as leadership, organisation and communication as well promote self-esteem and confidence. The course provides an opportunity to deliver science lessons to p7 pupils from our cluster Primary Schools as well as support young people in S1 and Science Club. Successful completion of the course outcomes *can* lead to a Higher Leadership Award (SCQF 6).

### **Skills Development**

The course is designed to develop sustainable skills for life, learning and work.

### **Homework**

The homework requirements are to ensure that the internal assessments and requirements are kept up to date.

### **Assessment**

All aspects are internally assessed throughout the year in order to achieve the Higher Leadership Award.

## **Mentoring Award** – SCQF Level 4

### **Suitable for:**

Senior pupils who are interested in –

- contributing to the life of the school,
- working with younger pupils,
- developing their interpersonal skills,
- taking on a leadership role in their school community,
- increasing their experience of working with others.

(This course may require you to support younger pupils who are vulnerable. You will be expected to show maturity, understanding, resilience and discretion in this role.)

### **Relevant Career Opportunities and Pathways**

This course will be useful to those pupils wishing to pursue study, vocational training or employment in a variety of areas including youth work, education, health & social care and the voluntary sector.

### **Aims of the Course**

The main aims of this award are to:

- prepare mentors for the process and some of the basic techniques involved in mentoring;
- provide a route to certification for those developing skills through their involvement in an organised mentoring programme;
- cover the underpinning knowledge and understanding needed to successfully perform the role of a mentor;
- ensure that learners understand their responsibilities but also the benefits they can gain from being part of an organised mentoring programme;
- ensure that learners know what to expect and how to react in different situations and how to assist the mentee for the duration of the mentoring relationship.

## Course Content

In order to achieve the Mentoring Award, learners must achieve both of the mandatory units listed below. There are no optional units in this award.

| 4 code | 2 code | Unit Title                 | SQA Credit | SCQF Credit Points | SCQF Level |
|--------|--------|----------------------------|------------|--------------------|------------|
| J02R   | 44     | Mentoring: An Introduction | 1          | 6                  | 4          |
| J02S   | 44     | Mentoring in Practice      | 1          | 6                  | 4          |

The first unit *Mentoring: An Introduction* focuses on helping learners to develop an understanding of the theories, techniques and responsibilities related to mentoring.

The second unit *Mentoring in Practice* focuses on learners working with a mentee and recording and reflecting on this process.

## Skills and Key Aspects of Learning

Pupils will develop a variety of transferrable skills by completing this award. They will develop and improve their skills in communication, active listening, leadership, self-organisation, team-working and empathy, among others.

## Homework

Homework will be given when appropriate to enhance each pupil's preparation for producing assessment evidence.

## Assessment

The first unit *Mentoring: An Introduction* is assessed online through SOLAR (SQA's e-assessment system). Pupils will be asked a series of online questions – a mixture of multiple choice and typed-answer questions – focusing on the mentoring theories, techniques and responsibilities they have studied. There will be opportunity to complete SOLAR online practice assessments first.

The second unit *Mentoring in Practice* will require pupils to gather evidence – e.g. meeting records, a reflective logbook, witness testimony, etc. – as they work through the mentoring process with a mentee.

## **YASS: Level 7**

YASS is The Open University in Scotland's national bridging programme for S6 pupils. It is delivered online by University Tutors.

It offers pupils the opportunity to study Open University Level 1 courses alongside other subjects in school. The programs are designed to help develop skills that support the transition from school to University.

The courses are Level 7 and are the equivalent of and Advanced Higher.

What does it involve?

These courses are very interesting but also require a considerable amount of independent learning. A typical 30 credit course runs from October to June and will need up to 10 hours of independent study each week.

Registration is done through completing an application form and passing it to your Year head.

If you are interested in YASS, you should collect a booklet with more detailed information from your year head.

### **Some Possible courses.**

**English for Academic Purposes.**

**Art**

**Communication Skills for Business and Management**

**Fundamentals of Accounting**

**Technologies in Practice**

**Health and Social Care**

**Exploring Languages and Culture**

**Languages: French, Spanish, German,**

**Law Making in Scotland**

**Introducing Statistics**

**Physics and Space**

**Contemporary subjects in Science**

**Sports and Exercise.**