



COATBRIDGE HIGH SCHOOL

Senior Phase S5/6 Course Choice Guide



Session 2026/2027

Welcome

Dear S4/5 Pupil, Parent or Carer,

Choosing options for the Senior School is always both challenging and exciting. Pupils must consider so many demands on their time and their future plans in order to make the right choices.

Future S5

In S5 pupils must follow a full timetable and are not permitted to have any free columns. It is vital to ensure that you think about the level of pass you realistically hope to achieve in S4, to consider where you should place yourself in S5 classes. You should also consider whether you hope to apply to university or college from S5 or S6. If you have a clear goal in mind, ensure that you check what the entrance requirements are for the course you wish to study before you choose your subjects! Please visit the careers library or make an appointment with our careers officer Angie Reilly.

Future S6

Choosing your subjects in S6 must be geared towards getting the best outcome possible for leaving at the end of the year, whether to a job, apprenticeship or a course at a Further or Higher Education Institution. It is vital that you are informed about what subjects and levels of qualification you require, before you make your choices. Please visit the careers library or make an appointment with our careers officer.

Pupils returning to S5 and S6 this year will sign a contract which will specify the level of attendance, behaviour and effort required of Senior Pupils. This contract will be sent home for signature by parents or carers also. It is vital that Senior pupils realise that there is a great deal to be gained from their two years, but there is also responsibility that goes with their position in the Senior School.

I realise that there will be questions and I hope that this booklet answers many of them. Please speak to Principal Teachers of Subjects, Pupil Support staff or any member of the Senior Management Team, if you would like any further details about anything contained in the booklet.

Yours sincerely

Mrs Macmillan
Depute Head Teacher

EDUCATION MAINTENANCE ALLOWANCE

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to enable them to remain at school. In session 2025/2026 students who were 16 years of age or over before 30th September 2025 may be eligible for an EMA from the beginning of the August school term. For those 16 years of age after 1 October 2025 and before 28 February 2026, they may be eligible for an EMA from January 2026.

All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he/she is resident. The income used as the basis of the assessment is the gross household income for the preceding financial year

The income levels set for 2025/2026 are as follows:

Where the applicant is the only child in the household who is in full-time education the £30 per week was paid where the income threshold is £24,421. When there are other dependant children in the household in full-time education the income threshold is £26,884.

Students in receipt of an EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over 5 days self certification would continue to require submission of a medical certificate.

Similarly only 5 lates are deemed to be acceptable. More than 5 may affect payment.

An email will be sent to all parents as soon as applications for next session's EMA open online, this is usually in May/June.

Online application forms and guidance documents are available on the North Lanarkshire Council website.

Students who are eligible for EMA for the full academic session should apply as early as possible. Students who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA section for advice.

General

INFORMATION ON COURSES

The courses offered to S5/6 pupils are described under the heading of the department which teaches the course. All courses are of 120 hours duration. A further 40 hours of study is included for induction and preparation for external assessment.

PLEASE NOTE

The courses on offer will run if staffing levels remain unchanged and student numbers justify the courses. If staffing changes or too few pupils select a course we cannot guarantee to run that course.

Some courses will be delivered by other schools as part of a consortium arrangement or by New College Lanarkshire.

CONTENTS

BE-IT Faculty

Business Education	Administration & IT Business Management Accounting Games Design
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English

English
English – Media
Journalism
Literacy

HEART Faculty

Art & Design	Art & Design Photography
Home Economics	Health and Food Technology Practical Cookery Practical Cake Craft
Technical Education	Graphic Communication Design & Manufacture Practical Woodworking Furniture Making

Humanities Faculty

Religious Education	Religious, Moral & Philosophical Studies
Social Subjects	Travel & Tourism Geography History Modern Studies Criminology (Jointly with Science) NC Social Sciences

PEPA Faculty

Music	Music Music with Performance
Drama	Drama Drama with Performance
Physical Education	Physical Education Sports Leadership and Volunteering Exercise and Fitness Leadership

Mathematics

Mathematics
Applications of Mathematics
Personal Finance

Modern Languages

Spanish
French

Science

Biology
Chemistry
Physics
Criminology (jointly with Humanities)
Health Sector
Applied Science
Young Stem Leader

Additional

Events

Mental Health and Wellbeing Award

New College Lanarkshire College Courses (see separate booklet from New College Lanarkshire)

GUIDE TO PROGRESS

Education in S5/6 should provide a progression from work undertaken in S4/5. The guide below indicates the courses which follow on from national qualifications and the result achieved. Pupils entering S6 should take into account results obtained in S4 and S5.

Progression into S5/6

National 5 to Higher
National 4 to National 5

ADVANCED HIGHER

Advanced higher courses may be available in other secondary schools via an online delivery, pupils should speak to Mrs Macmillan for further details.

ADMINISTRATION AND IT –HIGHER, N5



Administration and IT courses highlight the increasing role that ICT plays within organisations.

Students develop crucial skills and knowledge through the use of a range of software application packages such as word processing, databases, spreadsheets and presentation and using these to solve business and technological problems. They will also access websites to research and present findings and thus develop skills of solving problems by using real time data.

Entry requirements:

Entry to a level will be through discussion, previous knowledge and overall qualifications however a broad guide is shown below:

Higher	Admin and IT Computing Science	N5 N5	Grade A or B
National 5	Admin and IT Computing Studies	National 4 or Units only National 4	

It may also be possible to study these courses with no previous knowledge but that will be subject to discussion between parent/pupil and staff.

The aims of a course in Administration are to develop

- Skills in information technology
- Skills in communication
- Skills in problem-solving and personal effectiveness



The Higher course consists of 3 units :

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



The National 5 courses consist of 3 units :

- Administrative Practices
- IT Solutions for Administrators
- Communications in Administration

Assessment

To pass the Administration and IT courses, the department will follow new guidelines issued by the Scottish Government and the SQA.

BUSINESS MANAGEMENT – HIGHER, N5

The study of Business Management will enable students to acquire knowledge and understanding of the role and operations of business, develop problem solving skills and make use of these skills in real or simulated situations.



Students will be encouraged to keep up to date with current developments and events in the business world. They will have to develop and demonstrate problem solving skills in a business context as well as develop team working and presentation skills. They will be encouraged to use ICT to research and present their findings.

Entry Requirements

No previous knowledge of Business Management is required but recommendation for entry to pupils in S5/6 is to pupils who have the following qualifications:-

Entry for N6 (Higher)

- obtained or currently studying N6 English
- obtained N5 Business Management

Entry for N5 will be:

- obtained or currently studying N5 English
- obtained N4 Business

Course Description

The course is made up of 3 units:

➤ **Understanding Business**

Studies the different types of business organisations and their aims, role of enterprise, stakeholders, factors affecting operation of business, identifying business opportunities and factors affecting decision making.

➤ **Management of Marketing and Operations**

Marketing studies the role and importance of marketing including pricing strategies, promotional strategies, market research.

While the Operations topic covers production systems, stock control, distribution, delivery and quality control.

➤ **Management of People and Finance**

The Finance area studies the role and importance of finance in companies, interpreting trading, profit and loss accounts and balance sheets, liquidity and decision making, budgetary control and ratio analysis to compare performance.

The Human Resource area looks at changing patterns of employment, recruitment and selection, training and development, employee relations and employment legislation.

Assessment

There are 3 unit assessments for both levels. The external assessment for both courses will be based on a question paper worth 70 marks and an Assignment worth 30 marks.

HIGHER ACCOUNTING

Pupils studying Higher Accounting will develop skills in communicating essential financial information to various stakeholders and organisations. It combines the practical and theoretical aspects of learning related to accounting, allowing candidates to use ICT to complete tasks.

Entry Requirements

No previous knowledge of Accounting is required but recommendation for entry to pupils in S5/6 is to pupils who have the following qualifications:-

- obtained N5 Maths or N5 Applications of Maths

Course Description

Made up of 2 units:

- Preparing Financial Accounting Information
 - Financial accounting enables pupils to understand how entrepreneurial and non-profit making organisations are structured, financed, managed and controlled. Pupils will develop the ability and knowledge required to prepare financial statements and the skills necessary to analyse and evaluate business performance.
- Preparing Management Accounting Information
 - Management accounting enables pupils to develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. This information would be used when making decisions about the planning, control and future direction of an organisation.

Assessment

Made up of 2 sections:

Question paper worth 120 marks, 67% of overall grade, pupils will be asked to:

- select accounting information to determine business revenues, costs and profits in complex contexts
- prepare accounting statements using computational techniques and appropriate layouts
- prepare, interpret and analyse accounting information, some of which may be complex
- use accounting techniques to facilitate decision making
- apply knowledge and understanding of accounting concepts and theories in unfamiliar contexts
- evaluate business success based on accounting information
- produce written responses to theory questions

Assignment worth 60 marks, 33% of overall grade, pupils will:

- select appropriate data to prepare accounting statements using computational techniques and appropriate layouts
- compare, analyse and make decisions using a range of complex accounting information
- make appropriate use of spreadsheet software to complete the assignment
- prepare a report outlining reasons for the decisions taken

NPA COMPUTER GAMES DEVELOPMENT LEVELS 4 AND 5



The NPAs in Computer Games Development at SCQF levels 4 and 5 introduce learners to the genres, trends and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing — while also developing employability skills and Core Skills through enterprise activities.

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

Qualification and Structure

Computer Games Development SCQF level 4

The NPA in Computer Games Development at SCQF level 4 consists of three mandatory units (18 SCQF credit points).

Computer Games Development at SCQF level 5

The NPA in Computer Games Development at SCQF level 5 consists of three mandatory units (18 SCQF credit points).

Structure

Each award comprises three mandatory units. To achieve the award, learners must achieve all component units (shown below) at each level.

- Computer Games: Design
- Computer Games: Media Assets
- Computer Games: Development

The NPA at Level 4 and level 5 can be undertaken without previous experience of computer games development. The development part of the award focuses on writing code to produce a game.

Why study this qualification?

Employment

The computer games industry remains strong in Scotland and the rest of the UK. Coding is an important part of this qualification and skills in software development are in demand. The knowledge and skills gained by undertaking this qualification may lead to eventual employment in a games or programming position.

ENGLISH AND LITERACY - NATIONAL 5, HIGHER AND ADVANCED HIGHER

NATIONAL 5 ENGLISH

National 5 English consists of an internally assessed Spoken Language Unit, a Writing Folio and a final exam.

Units

Spoken Language Unit

Spoken language is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in National 5 English.

It assesses the following skills, knowledge and understanding:

- ◆ skills in talking, showing the ability to include detailed content and language, to structure spoken language in a clear way, and to use some appropriate non-verbal communication
- ◆ skills in listening, showing, through contributions to discussion, or by answering questions, that effective listening has taken place

Portfolio – 30% of final grade

- Pupils need to complete 1 piece of writing which are externally marked by SQA markers,

Final Exam

This is worth 70% of final grade, there are two main sections

1. Reading for Analysis – 1 hour

- Pupils will be given a passage (non-fiction) and asked to answer questions which assess candidates' understanding of key vocabulary, the writers' ideas, as well as their ability to identify and analyse techniques.

2. Critical Essay – 1 hour 30 minutes

- Part 1 is the Scottish set text section. Pupils will be given an extract from a Scottish set text (which they have studied in class) then answer 4 - 5 of questions on the extract before writing an extended answer on the text as a whole.
- Part 2 of this exam involves answering a question on a text studied throughout the year. Pupils will be expected to write a critical essay under exam conditions without notes or the text.

HIGHER ENGLISH

The Higher English course is structured in the same way as the National 5 Exam. This is beneficial to pupils as it allows seamless progression from one course to the next. The Higher English consists of an internally assessed Spoken Language Unit, a Writing Folio and a final exam.

Recommended Entry:

Our recommendation for the Higher English course is a National 5 English award at C or above. This provides the best opportunity for success in this course.

Units

Spoken Language Unit

Spoken language is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in National 5 English.

It assesses the following skills, knowledge and understanding:

- ◆ skills in talking, showing the ability to include detailed content and language, to structure spoken language in a clear way, and to use some appropriate non-verbal communication
- ◆ skills in listening, showing, through contributions to discussion, or by answering questions, that effective listening has taken place

Portfolio – 30% of final grade

- Pupils need to complete 1 piece of writing which are externally marked by SQA markers

Final Exam

This is worth 70% of final grade, there are two main sections

1 Reading for Analysis – 1 hour 30 minutes

- Pupils will be given a passage (non-fiction) and asked to answer 25 marks worth of questions, before reading a second passage and comparing both writers' views. The questions assess candidates' understanding of key vocabulary, the writers' ideas, as well as their ability to identify and analyse techniques.

2 Critical Essay – 1 hour 45 minutes

- Part 1 is the Scottish set text section. Pupils will be given an extract from a Scottish set text (which they have studied in class) then answer 4 - 5 of questions on the extract before writing an extended answer on the text as a whole.
- Part 2 of this exam involves answering a question on a text studied throughout the year. Pupils will be expected to write a critical essay under exam conditions without notes or the text.

ADVANCED HIGHER ENGLISH

The Advanced Higher English course is beneficial to pupils as it allows progression to a Level 7 qualification which focuses on the critical and creative study of complex and sophisticated literature and language. It gives candidates opportunities to add specialism, depth and independence to their English and study skills. There is opportunity for personalisation and choice, and freedom within the course to plan according to the needs of candidates, taking account of their interests and motivations.

In both guided and independent study, pupils will develop their skills of literary analysis, make informed critical responses to texts to various literary genres and develop their skills in both creative and critical writing. The course encourages candidates to appreciate the ways in which complex and sophisticated literature promotes cultural and personal self-awareness and self-definition. It invites candidates to consider, for example, personal, moral, ethical, social and cultural concerns. It fosters lifelong learning, curiosity and cultural engagement, enabling candidates to access their own cultural heritage and history, as well as the culture and history of others. The structure of the course allows pupils to have an experience of working independently which helps prepare them for Further and Higher Education.

Recommended Entry:

Our recommendation for the Advanced Higher English course is a Higher English award at B or above. This provides the best opportunity for success in this course.

Portfolio Writing – 30 marks

Candidates produce one written text for the portfolio. The writing can be from any of the following genres:

- ◆ persuasive
- ◆ informative
- ◆ argumentative
- ◆ reflective
- ◆ poetry
- ◆ prose fiction
- ◆ drama

Project: Dissertation – 30 marks

The project–dissertation assesses candidates’ independent reading of complex and sophisticated literature. It provides evidence of candidates’ skills in critical analysis, evaluation, investigation and writing.

Exam

Literary Study – 20 marks

This question paper assesses candidates’ application of their critical reading skills and their knowledge and understanding of previously-studied literary texts.

Textual Analysis – 20 marks

This question paper assesses candidates’ application of critical reading skills to an unseen literary text.

MEDIA

Media is the study of a range of media texts from print journalism, social media to fiction films and documentaries. It presents pupils with the opportunity to develop their skills critical and independent thinking skills by looking at how texts are constructed and how they influence us. Media is welcomed by colleges and universities around the UK and is highly recommended for pupils considering careers in Law, Education, Journalism or the Civil Service among others.

HIGHER MEDIA

Entry requirements: National 5 English (achieved or currently sitting)

Course description: Higher Media consists of an assignment that is externally assessed by the SQA which is worth 60 marks and a final exam worth 60 marks. The course involves analysing a variety of media in relation to the key media aspects of Categories, Representations, Language, Narrative, Audience and Institutions. It encourages students to think critically and develop analytical skills previously used in National 5 English.

Recommended Entry:

Our recommendation for the Higher Media course is a National 5 English award at C or above. This may have been achieved previously, or be a level at which you are currently studying. This provides the best opportunity for success in this course.

Media Assignment: The assignment requires students to create a piece of media content. This could be a film poster, a radio programme or a short film. It consists of two sections: Planning and Development. The Planning section is worth 25 marks while the Development section is worth 35 marks. The assignment is worth 50% of the overall grade.

Final Exam: Paper 1: 1 hour and 30 minutes. The paper consists of two sections. One section asks questions to discuss media content in context - previously studied in class - referencing key aspects of media literacy in addition to testing candidates' knowledge and understanding of the role of media in our society. The second section is an unseen analysis assessment. Candidates are presented with two film posters where they must analyse how successful the text has been in relation to key aspects of media. The exam accounts for 50% of the overall grade.

Paper 2: 1 hour. This paper sees candidates debate the role of media in our society before offering conclusion detailing their opinion. The texts candidates discuss in the paper have been previously studied in class.

LEVEL 6 JOURNALISM NPA

We currently offer S5 pupils the opportunity to achieve a Level 6 qualification in Journalism. This will be achieved whilst also preparing for the Higher English course which these pupils will go on to sit in S6.

The Level 6 Journalism course will provide pupils with the opportunity to explore language in a new context. They will look at interview techniques, feature writing as well as the process of producing a journalistic article. This course contains many transferable skills which will benefit pupils when they embark on the Higher English course in S6.

This will be recommended by class teachers and will be aimed at pupils who achieved a C or D at National 5. This approach allows pupils a realistic opportunity to achieve Higher English in S6, due to additional time for preparation in S5, whilst also achieving a Level 6 qualification in Journalism (equivalent to a C pass at Higher).

Recommended Entry:

Our recommendation for the Level 6 Journalism course is a National 5 English award at D or above. This provides the best opportunity for success in this course.

HOMEWORK

In all courses homework will take the form of preparation and completion of classwork and assessments with the expectation that pupils will be engaged in homework for approximately three hours per week. This should include working through close reading past papers and working on the class texts. While designated homework tasks will be regularly issued by staff members it is essential for pupils to take ownership of their learning and complete additional work out-with that issued by their teacher.

MODERN LANGUAGES DEPARTMENT – P. T. Mr T Cowan

HIGHER SPANISH OR HIGHER FRENCH



Career value:

Having a qualification in a foreign modern language is a huge bonus for your C.V. and your future job prospects. In this competitive world of work, employers actively seek out candidates for their posts who are able to communicate in a second language and in many cases, demonstrate an awareness of other cultures and customs. Being able to speak other languages, therefore, gives you the edge when competing for jobs once you leave school. Some colleges and universities require a pass in a foreign modern language.

The course consists of two mandatory units: **Understanding Language** (Reading and Listening) and **Using Language** (Talking and Writing). Topics covered include Society, Learning, Employability, and Culture.

Entry requirements: Pass at National 5 Modern Languages.

Course aims

These units enable learners to develop the ability to:

- Read, listen, talk and write in a Modern Language
- Understand and use a Modern Language
- Develop the language skills of translation
- Apply knowledge and understanding of a Modern Language

Internal assessment

For the internal assessment students will have to provide evidence of their Reading, Listening, Talking, and Writing skills in **one** of the following contexts: Society, Learning, Employability or Culture.

External Assessment

The external assessment will consist of three components:

Component 1: Section 1- Reading and Translation (30 marks)
Section 2 - Directed Writing (10 marks)

Component 2 : Section 1 – Listening (20 marks)
Section 2 – Discursive Writing (10 marks)

Component 3: Performance - Talking
Presentation – 10 marks
Conversation – 20 marks

HOME ECONOMICS, ART & DESIGN and TECHNICAL FACULTY PT – MR A. CAMPBELL

ART & DESIGN ADVANCED HIGHER

Entry requirements: Pass in Higher Art and Design at 'B' or above

Pupils must consider and discuss this option with their teacher to make sure that they choose the most suitable course for their needs and strengths. The Advanced Higher structure consists of two units, which can be studied individually or as part of a complete course.

Mandatory unit:

Design or Expressive enquiry 80hrs.

Art & Design Studies

Optional units;

Expressive, design or visual presentation 40hrs.

Advanced Higher has no written or practical exam.

Folio Preparation

Folio Preparation is of vital importance for entry to Art College or other related higher education course where a portfolio of the students creative visual work is required for entrance. Jewellery and Silversmithing

Pupils may take folio preparation in conjunction with Advanced Higher and will be required to negotiate additional study time.

HIGHER PHOTOGRAPHY

Entry requirements: Pass in English at National 5.

Photography is a new and exciting project based creative Higher qualification. You will learn digital camera techniques, editing and image manipulation. You will also learn about the different uses of the photographic image in today's society.

This links well to Advanced Higher Art although can be selected without. The course consists of three mandatory units that draw upon research, evaluative and practical skills. There are two written elements in the final project.

A large part of the course involves external excursions where pupils undertake different projects.

Time in class is then used to compile and extend their projects and gain further technical skills

Please see Ms A McLaughlin in the Art & Design department for further details.

There is also a written element of the course with an exam contributing to 23% of the overall mark.

ART & DESIGN HIGHER

Higher Art & Design is a challenging subject that demands a high level of skill, creativity, commitment and the ability to problem solve. Learners may use this qualification to pursue a career in the creative industries or as one of a group of subjects for entry into most university and higher education routes.

Entry requirements : National 5 Art and Design

The Higher Art and Design course consists of three elements:

- Expressive activity
- Design activity
- Art and Design studies

Expressive and Design activities offer pupils the opportunity to investigate and create within an area of personal interest in the visual arts and design e.g. still-life or landscape painting along with graphic or three dimensional design.

Art and Design Studies involves evaluating the work of artists and designers past and present in the form of two written assignments.

This course will also require you to sit a 1½ hour written examination.

Higher Art and Design is acceptable as one of a group of qualifications for most university courses.

ART & DESIGN NATIONAL 5

Entry requirements : National 5

The national 5 course contains the same elements as Higher Art and Design :

- Expressive Unit with Integrated Art and Design Studies
- Design unit with integrated Art & Design Studies

Art and Design studies includes two written assignments. There will also be a 1 hr 10 min written examination.

TECHNICAL EDUCATION DEPARTMENT

GRAPHIC COMMUNICATION HIGHER

Course Structure

- 2 core units - 2D Graphics and 3D Graphics

Entry Level

- Pass A/B in National 5 Graphic Communication

Course Content

Using investigative, manual and computer graphic techniques you will-

- replicate familiar and some new graphic forms with some complex features 2D, 3D and pictorial representations
- apply recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- initiate, plan and produce preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features
- apply graphic design skills, including creativity, when developing solutions graphics tasks with some complex features
- gain understanding of the application of colour, illustration and presentation techniques in a broad range of graphics contexts
- critically review graphics work as it progresses and evaluate completed task suggesting strategies for improvement
- extend visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views
- extend graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features
- select, manage, and use graphic communication equipment, software and materials effectively across tasks
- gain understanding of a broad range of computer-aided graphics techniques including commercial/industrial practice
- become informed and gain understanding of the impact of graphic communication technologies on our environment and society and their likely impact in the future

External Assessment

- One written examination paper worth 70 marks.
- Thematic presentation, incorporating manual and computer-aided graphics worth 70 marks.

Progression

- Advanced Higher
- College and university courses

Future Careers

- Advertising, animation, architecture, desk top publishing, engineering industry, marketing, print design, computer aided design, graphic design, product design, digital design, multimedia design, construction, illustration, surveying, civil engineering, exhibition design, teaching, web design.

Additional Info

To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

GRAPHIC COMMUNICATION NATIONAL 5

Course Structure

- 2 core units - 2D Graphics and 3D Graphics
- Pass in National 4 Graphic Communication
- By negotiation with the Technical Department

Entry Level

Course Content

- Using investigative, manual and computer graphic techniques you will-
- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts
- initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- visual literacy by interpreting simple but unfamiliar graphic communication
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- knowledge of graphic communication standards, protocols and conventions straightforward but unfamiliar contexts
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- the ability to take initiative in evaluating work in progress and completed graphics, and applying suggestions for improvement in presentation
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts
- knowledge and understanding of the impact of graphic communication technologies on our environment and society
- A combination of internal and external assessment
- One written examination paper, covering all 3 units of the course

External Assessment

Progression

Future Careers

- Higher (National 5)
- College and university courses
- Advertising, animation, architecture, desk top publishing, engineering industry, marketing, print design, computer aided design, graphic design, product design, digital design, multimedia design, construction, illustration, surveying, civil engineering, exhibition design, teaching, web design.
- To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Additional Info

PRACTICAL WOODWORKING NATIONAL 5

Course Structure

3 Practical units, course project and a small written exam

Entry Level

- Practical Woodworking National 5
- By negotiation with the Technical Department

Course Content

- Flat frame construction
- Carcass construction
- Machining and finishing (wood) - lathe turning
- Exam worth 30% of course

External Assessment

- A combination of internal and external assessment

Progression

- College courses

Future Careers

- Joiner, carpenter, furniture manufacturer, cabinet maker, wood machining, sawmill work, construction crafts, craftwork, shop fitting, craft trades.

Additional Info

- To gain the award of the course, the candidate must pass all the unit assessments as well as the course project.

NPA Furniture Making SCQF level 5

This National Progression Award (NPA) introduces learners to tools and techniques that are important in the furniture manufacturing sector.

It develops knowledge and understanding of planning and organising, workshop practice skills, woodworking joints, timber framing and carcass making, and provides bite-sized chunks of learning that are straightforward for centres to adopt and for learners to study.

Why Study this course

The NPA in furniture making is designed for a wide range of learners.

The qualification is also suitable if you are looking to further skills in practical woodworking through reading and interpreting workshop drawings, selecting appropriate materials, use of a range of woodworking tools, developing productive work practices, and understanding workshop health and safety.

As well as practical skills you will develop transferable skills of critical thinking, planning and organising, problem solving, oral and written communication, and evaluation.

Access to the course

Entry requirements to Furniture Making at level 5 are at the discretion of the centre.

Practical Woodwork would be beneficial.

Learners may have some previous experience of, for example, art and design, woodworking, design and manufacture or industry experience.

Learners opting to study this subject in school may have already completed the National 5 Practical Woodworking course.

Employment and Progression

You could use this level 5 award to progress to:

- study at SCQF level 6
- an HNC/HND in furniture making or a related area
- an SVQ in the furniture manufacturing sector
- employment in the furniture manufacturing sector

DESIGN & MANUFACTURE HIGHER



Course Structure

- 2 core units –Design, Materials & Manufacturing and a Design Assignment course project.
- Design & Manufacture National 5 A/B pass, equivalent Art & Design.
- By negotiation with the Technical Department

Course Content

- The course involves a wide range of design, industrial and commercial thus developing their problem-solving, communication and decision making skills.
- researching and evaluating existing product types
- selecting and using a range of research techniques and evaluating their usefulness
- selecting and applying a range of idea generation techniques
- writing a detailed specification based on function and performance
- applying a range of creative design skills when refining and resolving product design tasks which encompass a range of key design factors
- selecting and using graphic techniques to visually represent design solutions, justifying the chosen selection of techniques
- selecting, using and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimension
- planning a manufacturing process and analysing its effectiveness
- selecting and using a range of tools, equipment, software and material in designing, making and testing models and prototypes
- evaluating their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement
- a broad understanding of the impact of a range of design and manufacturing technologies on our environment and society
- critically evaluating a range of factors that influence the design and manufacture of products
- understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials

External Assessment

- Design Assignment – 100 marks

- External Examination- 100 marks

- Advanced Higher

- College and university course

Future Careers

- Architecture, ergonomics, product design, building technology, fabrication and welding, set design, construction crafts, furniture design, production management, computer aided design, industrial design, engineering, model making, cnc machining, toolmaking, interior design, signmaking, metalworking, plumbing, computer aided manufacture, boat/ship building, technical illustration, cabinet making, digital design, exhibition design, manufacturing technology.

- To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Additional Info

DESIGN & MANUFACTURE NATIONAL 5

Course Structure

- 2 core units –Design, Materials & Manufacturing and a Design Assignment course project.

Entry Level

- Pass in National 4 Graphic Communication
- By negotiation with the Technical Department

Course Content

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts
- initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- visual literacy by interpreting simple but unfamiliar graphic communications
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- knowledge of graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- the ability to take initiative in evaluating work in progress and completed graphics, and applying suggestions for improvement in presentation
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

External Assessment

- Design Assignment.
- One written examination paper 2hours 30 minutes duration.

Progression

- Higher
- College and university courses
- Architecture, ergonomics, product design, building technology, fabrication and welding, set design, construction crafts, furniture design, production management, computer aided design, industrial design, engineering, model making, cnc machining, toolmaking, interior design, signmaking, metalworking, plumbing, computer aided manufacture, boat/ship building, technical illustration, cabinet making, digital design, exhibition design, manufacturing technology.

Additional Info

- To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment.

HOME ECONOMICS DEPARTMENT

HIGHER HEALTH AND FOOD TECHNOLOGY

Outline of course

Health and Food Technology (HFT) course focuses on health, the influence of food and its nutritional properties, and the dietary needs of individuals. It also focuses on the application of safe, hygienic and informed practices in basic food preparation to help meet individuals' needs. Additionally the course also covers Food Product Development, where the pupils will be given a design challenge which they must research, make and evaluate.

The course encourages learners to make informed decisions about food, nutrition and dietary needs and to experience challenge.

The Higher HFT course is made up of 3 main units:

Food for Health – Pupils will learn to describe the relationship between health, food and nutrition and make food products to meet dietary and health needs.

Contemporary Food Issues – Pupils will learn to describe consumer food choices and make food products, which address factors affecting food choices.

Food Product Development – Pupils will learn to describe how food products are developed and will develop food products to meet specific needs. Pupils will prepare dishes using a variety of functional ingredients in. Pupils will also look at the importance of hygiene procedures in relation to food production.

Suitable Candidates

Pupils do carry out some practical work to enhance their learning experiences but this is based about specific aspects of the course (for example, making a meal suitable for a toddler, or making meringues to demonstrate aeration) and is not designed to develop practical cookery skills and techniques.

Due to the requirement to analyse and evaluate information in the assessment of this course, it is advised that pupils should be studying **Higher English** or **have already achieved an A or B in N5 English**. Studying any of the sciences would also be very beneficial to pupils.



Assessment and progression

At Higher, there are two components:

Component 1: Question Paper (60 marks - worth 50% of total mark)

Component 2: Course Assignment (60 marks – worth 50% of total mark)

Higher Health and Food Technology carries equal weighting to all other Higher qualifications for University Admissions.

Extra information

This course has been extremely popular with S6 pupils ‘crashing’. Experience over the last few years has shown us that S6 pupils who have a strong grasp of English can successfully ‘crash’ this course. Any S6 wishing to do this should please speak to a HFT teacher regarding this.

Possible progression

BSc (Hons) Food Science; Food, Nutrition and Human Health; Food, Nutrition and Health; Fitness, Health and Exercise; Food and Nutrition Science; Food Manufacture and Nutrition; Health & Wellbeing and Nutrition.

Possible careers

Dietetics/Nutrition, Food scientist or technologist, Personal trainer/Sports Coaching, Teacher (for example Health and Food, Physical Education, primary teaching), environmental health officers, food auditor, Health sector (nursing, medicine, dentistry), Food product development.

With the rising popularity of the food and drink industry there is an increased demand for jobs. The food industry was responsible for employing 3.7M people in the UK in 2022.

Practical Cake Craft SCQF level 5

Outline of course

The course enables candidates to develop a range of artistic techniques and to consolidate them through practical activities. Drawing on all aspects of design, such as shape, colour, texture, balance and precision, candidates are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.

Candidates gain a solid understanding of cake production methods, and the functional properties of ingredients used in cakes and other baked items.

The course is split into two sections. Practical activity worth 70 marks and an assignment worth 30 marks. The assignment is for learners to explain the processes and techniques they've used to produce and finish their cake in the linked practical activity.

Why Study this course

This course is designed for those wishing to acquire cake baking, 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.

The course enhances critical thinking abilities such as understanding, analysis, evaluation, and creation. It also emphasises numeracy, employability skills, and safe, hygienic work practices.

Access to the course

Entry requirements to Practical Cake Craft at level 5 are at the discretion of the centre. Practical Cookery would be beneficial.

Learners may have some previous experience of practical cookery or art and design.

Employment and progression

You could use this level 5 award to progress to:

- HNC in bakery
- Modern apprenticeships in hospitality or baking industries.
- Employment in the food and hospitality sector.
- Event catering and wedding cake design.
- Food styling and photography.



GEOGRAPHY NATIONAL 5

Geography is more than learning about places! It is a varied course, which covers a wide area of interest looking at how people interact with and impact on their environment and how their environment influences them.

Course Content

You will be assessed internally throughout the year on 3 main topics

- The Physical Environment
- The Human Environment
- Global Issues

Physical Geography We learn about coastal and glaciated landscapes and the effect they have on the people who live there as well as looking at factors that affect our weather.

Human Geography: We learn about people around the world, investigating where they live and why some areas are more populated than others. We use case studies from around the world, including Glasgow, Rio de Janeiro and Mumbai.

Global Issues: We learn how the natural environment impacts humans, in particular, the effects of volcanoes, earthquakes and tropical storms around the world and the spread and impact of diseases in developed and developing countries.

Skills

Geography is well placed to offer a broad and varied curriculum, allowing you to develop skills that are classroom based (in the form of map interpretation skills, processing and interpretation skills and IT skills) and the ability to engage with local environments to collect first-hand data and develop a deeper understanding of the factors that have shaped your environment.

You will also complete an assignment that will focus on fieldwork techniques.

National 5 Course Assessment – has two components:

- The **question paper** through which you will demonstrate a breadth of knowledge, understanding and skills accumulated from across the Course. This is worth 80 marks
- The **course assignment** – This will be based on a fieldwork activity – either real or classroom based assignment of your choice. You will demonstrate your Geographical skills and be given 1 hour to write up your findings. This is worth 20 marks.
- The course assessment is graded A-D or No Award.



HIGHER GEOGRAPHY

The Higher Geography Course will develop understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical activities including fieldwork will be encouraged, so that you can interact with their environment.

You will be assessed internally on the course content throughout the year.

Course Content

You will be assessed internally throughout the year on 3 main topics:

- The Physical Environment
- The Human Environment
- Global Issues

Physical Geography: Lithosphere, Atmosphere, Hydrosphere and Biosphere

Human Geography: Population, Urban and Rural

Global Issues: River Basin Management, Development and Health and Climate Change

Higher Assessment – has 2 components

1. 2 Question Papers –

Paper 1

will assess knowledge and understanding of the physical and human environments this will account for 73% marks of the overall exam. The exam will last for 1 hour 50 min.

Paper 2

Assess, global issues and the application of geographical skills. This will account for 60 Marks of the overall exam. The exam will last for 1 hour and 10mins.

2. Added

Added Value Assignment - will allow you to apply gathering, processing, interpreting, evaluating and synthesising skills as you research a geographical issue. The assignment will account for 27% of your final grade and will have a greater emphasis on the assessment of skills than the question paper.



HISTORY NATIONAL 5



National 5 History offers you the opportunity to develop your understanding of the World about learning about other people and their values in different times, places and circumstances. You will be encouraged to develop an open mind and respect for the values, beliefs and cultures of others. History aims to create an interest which will provide you with a life-long source of enjoyment.

Course Content

You will be assessed internally throughout the year on 3 main topics

- The Era of the Great War
- The Atlantic Slave Trade
- Hitler and Nazi Germany

You will also complete an assignment

National 5 Course Assessment – has two components:

- The **question paper** through which you will demonstrate a breadth of knowledge, understanding and skills accumulated from across the Course. This is worth 80 marks
- The **course assignment** through which you will extend and apply your knowledge and skills and provides you with choice in selecting a theme and context for personal study drawn from any of the three Units of the Course. This will generate a question which will be answered in a write-up in 1 hour. The project will be completed under controlled conditions. This is worth 20 marks
- The course assessment is graded A-D or No Award.

HIGHER HISTORY

The Higher History Course allows you to acquire breadth and depth in your knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the medieval, early modern and later modern periods, and include elements of political, social, economic and cultural history.

You will be assessed internally on the course content throughout the year.

Higher Assessment – Has 2 components

- The question paper – will have an emphasis on knowledge and understanding this will account for 73% of your final grade
- The assignment will be marked out of 30 marks and will have a greater emphasis on the assessment of skills than the question paper. You will write a report on their own research into a historical issue or question of your own choice this will account for 27% of your final grade.

MODERN STUDIES

Modern Studies is concerned with contemporary issues. It examines the political, social and economic forces and institutions which influence our daily lives on a local, national and global scale.

As well as providing knowledge and understanding, the course aims to prepare you for active and informed participation in society so that you can become responsible citizens who can shape your own future. This includes the development of balanced opinions through research, critical analysis, interpretation and group discussion. Modern Studies teaches valuable life skills through critical awareness of bias and exaggeration, particularly through media and politics. It teaches how to structure written responses as well as valuable research skills. Apart from textbooks, you will need to collect and analyse information from a variety of other sources including television, newspapers and the Internet.

Course Content

You will be assessed internally throughout the year on 3 main topics

- **Democracy in Scotland and the United Kingdom**
- **Social Issues: Crime and the Law in Scotland and the UK**
- **International Issues (USA or China)**

You will also complete an assignment.

National 5 course assessment

Examination

The **question paper** through which you will demonstrate a breadth of knowledge, understanding and skills accumulated from across the Course. This is worth 80 marks

Assignment

The assignment will give you an opportunity to research, evaluate and present conclusions about a Modern Studies topic or issue. You will have 1 hour to write up your findings.

The assignment will have 20 marks (20% of the total mark).

HIGHER MODERN STUDIES

The Higher Modern Studies Course develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners develop an awareness of the social and political issues they will meet in their lives.

You will be assessed internally on the course content throughout the year.

Higher Assessment – has 2 components

- The question paper – will have a greater emphasis on the assessment of knowledge and understanding. There are 2 papers which account for 73% of the overall exam.
- The assignment will allow you to apply decision-making skills as you research a contemporary issue. The assignment will be marked out of 30 marks and will have a greater emphasis on the assessment of skills than the question paper. You have an open choice in the issue chosen for study. This will account for 27% of your final grade.

HIGHER AND NATIONAL 5 R.M.P.S

Introduction:

RMPS explores and investigates what knowledge, belief, faith and morality is and how these affect individuals and shape the world we live in. You do not have to have any religious belief yourself to be able to appreciate and enjoy this course. Religion and morality are all around us and they influence politics, culture and current events in the 21st century more than most people thought they would 50 years ago. We will be helping you to study these topics in detail. Indeed, during the course you will learn about arguments from atheism, agnosticism, liberal and literal Christians and the scientific method. RMPS is as much about challenging belief as it is about helping you to find better reasons and arguments to support and explore the beliefs you already have.

Units studied:

The course is split into three mandatory units and an assignment.



World Religion – Christianity

In this Unit, learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying key beliefs, practices and sources found within Christianity and the contribution these make to the lives of followers and society.



Morality and Belief – Crime and Justice

In this Unit, learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions such as 'Is Capital Punishment justifiable?' or 'Are prison sentences in the UK working?'. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses.

Religious and Philosophical Questions

In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses E.g. Does God exist? Are Science and religion compatible? They will develop in-depth factual and theoretical knowledge and understanding of these. Candidates will develop the knowledge and skills necessary to understand the contemporary relationship between Christian belief and Scientific Theory.

Assignment

Pupils should choose a religious, moral or philosophical issue for study which allows them to investigate relevant religious and non-religious view. Pupils will be able to demonstrate understanding of religion and the impact it has on society today.

Assessment:

The course assessment structure consists of a final question papers at 73% and the assignment at 27%

National 5 RMPS Assessment

One Question Paper

Paper – Assesses World Religion, Morality and Belief, Religion and Philosophical questions – this will account for 80 marks of the final exam. This paper will last 2 hours 20 minutes.

The Assignment will be marked out of 20.

Higher RMPS Assessment

2 Question Papers

Paper 1 – Assesses Religion and Philosophical questions – this will account for 20 marks of the final exam. The exam will last for 45 minutes.

The Assignment will be marked out of 30

Social Sciences: National Certificate

The National Certificate in Social Sciences at level SQCF 5 and 6

Who is this course for?

This NC group award in Social Sciences at SQCF level 5 and 6 is designed for those pupils who enjoy Social Subjects and wish to develop their skills and knowledge further.

What will I study?

You will develop your skills and knowledge of Social Sciences this will include History, Geography, Modern Studies, Sociology and Psychology. You will also develop core skills and other transferable skills giving you the confidence and qualifications to go on to college/university or employment.

What is my progression pathway?

Further/Higher Education - progress to college courses such as HNC/HND or gain entry to university.

Employment – opportunities within social services, social care, the youth and community sector and charities

What are the benefits of this course?

If you have studied any social subject before you will have an excellent background knowledge which will prepare you for this course. There is no final examination or assignment however you do need to pass each individual unit to achieve the final course award.

Course Content

You will study a variety of units and these may include the following;

History – Migration and Empire, Free at Last and the Era of the Great War

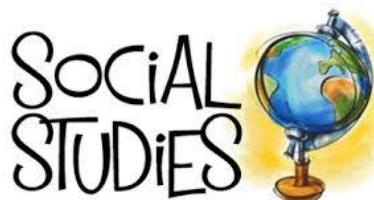
Geography – Tourism, Glaciation, Coasts, Population and Urban Geography

Modern Studies – Social Issues, Conflict, China and Democracy

Sociology - Socialisation

Psychology – Research methods

(These topics are just an example of areas which could be included in the course)



TRAVEL AND TOURISM NATIONAL 5

This course develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry. This is a 'Skills for Work' course.

Who is this course for?

This course is for young people who want to develop the skills to become effective job-seekers and employees. It suits people who are curious about the world and travel. You will develop the skills to deal effectively with all aspects of customer care and customer service in travel and tourism. You will also develop the 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.

What will I study?

The course is divided into 4 topics – Tourism in Scotland, Tourism in the rest of the UK and the World, Customer Services and Employability.

What is my progression pathway?

Further Education: Skills for Work at SCQF level 5 and other qualifications in Travel and Tourism such as SQCF level 6 in Travel Agency.

Vocational training and employment – Travel agent, hotel manager, travel rep, chef, tour guide, event organiser, leisure centre manager and many more.

What are the benefits of this course?

If you have studied any social subject before you will have an excellent background knowledge which will prepare you for this course. There is no final examination or assignment however you do need to pass each individual unit to achieve the final course award.



MATHEMATICS DEPARTMENT – P.T. Mr. I Bryson

In Senior School, the Mathematics courses build on what has already been achieved in S1 to S4, as well as offering pupils the opportunity to enhance their awareness of and confidence in using financial products via the Personal Finance Award.

APPLICATIONS OF MATHEMATICS COURSES

Two distinct courses in maths are offered in senior school: Mathematics and Applications of Mathematics.

Applications of Mathematics focuses on real life applications of maths and numeracy skills, developing understanding of money, statistics, geometry and measurement. It was introduced as a new course at National 5 level in 2014 (initially known as Lifeskills Mathematics) as part of the introduction of Curriculum For Excellence. Higher Applications of Mathematics was introduced in 2022.

As a newer course, there has been some misunderstanding of the recognition of a qualification in Applications of Mathematics in comparison to one in Mathematics: the table below explains where Applications would be accepted as (and possibly preferable to) a pass at National 5 Mathematics:

Nat 5 Maths or Nat 5 Apps?		
Maths Only (Leading to Higher)	Maths OR Apps	
Medicine	Nursing	Armed Forces
Vet Medicine	Teacher Training	Occupational Health
Accountancy	Construction	Paramedic Science
Architecture	Apprenticeships	Business Studies
Economics	Social Work	Sports Science
STEM Subjects	Social Sciences	Retail

Although the Nat 5 Mathematics course can be studied and enjoyed on its own merits, it serves mainly as preparation for Higher maths and as such contains a large amount of algebra. If you are currently studying Nat 4 Mathematics, our recommendation would be that the National 5 Applications of Mathematics (alongside the Personal Finance Award) would be the appropriate option. This doesn't mean that Applications of Mathematics should be seen as an easy choice: it is still a demanding, National 5 level course and is given equal recognition as a pass in Mathematics.

The Higher Applications of Mathematics course builds on the Finance and Statistical elements of the National 5 Applications course, as well as introducing the use of software (primarily Microsoft Excel and RStudio) when performing calculations and making mathematical models. Unlike all other courses in Mathematics or Applications, the Higher Applications course includes a research-based project which contributes 35% to the final grade. This course is recommended for those who have passed National 5 Applications of Mathematics or those who have passed Higher Mathematics and are considering a career in financial services such as Actuarial Science, Accountancy, etc.

NATIONAL 5 APPLICATIONS OF MATHEMATICS

Numeracy:	Add/subtract/multiply/divide whole numbers, decimals and negative numbers; rounding; significant figures; fractions & percentage equivalence; mixed fractions; compound percentages; speed/distance/time; volume; ratio; direct & indirect proportion; interpreting scales; interpreting graphs & data; assessing probability & risk
Finance & Statistics:	Budgeting; income and deductions; comparing best deals; foreign currency; savings and borrowing; interpret risk; boxplots and quartiles; standard deviation; scattergraphs
Geometry & Measures:	Scale drawings and maps; container packing; planning tasks; time management; tolerance; gradient; composite areas and volumes; 2-stage Pythagoras problems

HIGHER APPLICATIONS OF MATHEMATICS

Mathematical Modelling:	Modelling situations mathematically using appropriate variables, formulae, graphs and charts; Defining units and checking for consistency; Evaluating errors and tolerance; Fermi approximations; using software to carry out calculations and present information; analysing recurrence relations.
Planning and Decision Making:	Understanding compound projects by using activity networks; PERT and Gantt Charts; critical paths; interpretation of risk.
Finance:	Capital and interest calculations; present and accumulated value in savings accounts; effective rates of interest; understanding financial products (credit cards, loans, pensions, savings, insurance etc); financial planning.
Statistics and Probability:	Tree and Venn diagrams; calculations involving combination of events; types of data; populations and samples; using software to create statistical diagrams; interpreting distribution; measures of location and dispersion; linear models and regression; understanding correlations and using Pearson's product-moment correlation coefficient; hypothesis and confidence testing and t-tests.
Project:	Research based project incorporating the skills outlined above.

Mathematics courses continue to develop understanding of numeracy, algebra, trigonometry and statistics: these courses are offered at all levels from National 4 through to Higher and Advanced Higher. Pupils who wish to study Higher maths must have a solid pass at Nat 5 maths.

NATIONAL 4 MATHEMATICS

Numeracy	Add/subtract/multiply/divide whole numbers, decimals and negative numbers; rounding; significant figures; fractions & percentages; speed/distance/time; volume; ratio & proportion; interpreting scales; interpreting graphs & data; probability
Expressions & Formulae	Brackets and Factors; Algebraic Expressions; Sequences; Gradients; Areas & Volumes; Symmetry; Statistics & Averages; Probability
Relationships	Straight Line Graphs; Equations; Formulae; Pythagoras' Theorem; Scale; Angles; Trigonometry; Scattergraphs & Lines of Best Fit

NATIONAL 5 MATHEMATICS

Expressions & Formulae	Surds & Indices; brackets and factors; completing the square; algebraic fractions; gradient between points; arcs & sectors of circles; volumes
Relationships	Straight line graphs and equations; equations and inequations; simultaneous equations; change of subject; function notation; graphs of quadratic functions; quadratic equations; Converse of Pythagoras; similar shapes; angles; trig graphs & equations
Applications	Area of a triangle using trig; sine rule; cosine rule; bearings and trigonometry; vectors; fractions & percentages; median and quartiles; standard deviation; line of best fit

HIGHER MATHEMATICS

Expressions & Functions	Logarithmic & Exponential functions; addition formulae; the wave function; graphs of related functions; vectors
Relationships & Calculus	Polynomials; trig equations; differential calculus; integral calculus
Applications	Straight line equations; the circle; recurrence relations; optimisation using differentiation; area using integration

PERFORMING ARTS DEPARTMENT – P.T. Mr S. Murphy

Music and Drama



HIGHER MUSIC (SCQF LEVEL 6)

This course is divided into 3 main sections:

- Performing on 2 instruments (50%)
- Understanding Music (35%)
- Composition Assignment (15%)

All pupils will need to perform a 12 minute programme (total time) on both chosen instruments.

There will be a practical prelim in late-November where this full 12 minute programme will be played and the final SQA exam for this component will be between mid-February-March.

A composition is required to be written lasting between 1.00-3.30 along with a review which is submitted as an assignment to the SQA in March.

A variety of concepts are tested at Higher level with a listening paper of 40 marks. There is a prelim in December for this component and the final exam is during the formal April-June SQA Exam Diet.

NPA MUSIC PERFORMANCE (SCQF LEVEL 6)

This performance-based NPA is assessed through the following units:

- Music: Live Performance
- Performing on One Instrument/Voice (Level 6)
- Performing on One Instrument/Voice (Level 5)

Learners will continue to develop skills on each of their chosen instruments and through this, will contribute to whole school events through the Live Performance module. There will be two live performances throughout the year, one will be at the annual Christmas Celebration.

There may also be further opportunity to attain further units throughout this NPA e.g. Performing on One Instrument/Voice (Level 7)

Leaners will be assessed throughout the years for each module.

DRAMA



Communication is evolving. Digital technology is changing the way we interact with each other on a daily basis. We live in a world where it is far easier to write someone a message than it is to make a phone call. As a result, we talk less, we give less consideration to vocal expression, we fail to consider the impact of physical expression as a part of communication, and we ultimately experience difficulties in self-confidence.

Studying Drama is not about training to be an actor! (Although this can sometimes be a happy side effect)

Studying Drama is about learning how to communicate effectively and confidently in any situation. We will build and develop social skills, presentation skills, creativity, analytical skills, whilst looking to improve a young person's self-belief and confidence in a safe and controlled environment.

In Coatbridge High School, Drama is offered at the following levels.

- National 5
- Higher

NATIONAL 5 DRAMA

The National 5 Drama course encourages learners to exercise imagination and creativity. They develop important skills, attitudes and attributes, including creativity and adaptability, learning independently and as part of a group, critical thinking, enthusiasm, and confidence.

The course allows learners to develop practical skills in creating, presenting and producing drama. It provides scope for personalisation and choice by encouraging candidates to be creative and to express themselves in different ways. Learning through drama helps learners to appreciate cultural values, identities and ideas.

HIGHER DRAMA

Higher Drama is suitable to those with an interest in pursuing a career in theatre production or performance. Higher Drama is beneficial to those seeking a career that involves any form of presentation skills. There is a good balance between academic and practical study.

Higher Drama involves close study of the historical, social and theatrical nature of a chosen text. Learners will consider how to approach elements of this text as a director, actor or in order to highlight the main themes and issues to an audience.

Learners will analyse a professional performance with consideration to...

- the genre, theme and social, historical and/or theatrical context of the performance piece
- the company performing the play
- the performance space
- the director's intentions and effectiveness
- the acting and development of characters
- the design concepts and their effectiveness - set, props, costume, make-up, lighting, sound/effects
-

- audience reaction
- overall impact

Performance is an integral part of the Higher Drama course. Actors will prepare two contrasting acting pieces using a complex range of acting skills.

Actors will be required to demonstrate these skills through:

- interpretation of their role
- developing characters and their relationships
- communicating to an audience

Actors will also be required to maintain a supporting log detailing

- Their research into the roles.
- The process of creating and developing their characters through rehearsal.

NPA ACTING AND PERFORMANCE LEVEL 6

The **NPA in Acting and Performance** has been designed to improve progression to further study, providing students with relevant experiences which develop skills of self-discipline, commitment, collaboration, and creativity: skills which contribute to the growth of the individual.

Structure of the course

Drama: Theatre Skills in Performance is a double-credit Unit (12 SCQF points). The focus of this Unit is stage craft and performance. Candidates will work towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, street theatre and site specific. Candidates will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. The Unit also provides candidates with the opportunity to evaluate their own theatre skills within a production.

Professional Theatre in Context is a single credit Unit (6 SCQF points). In this Unit, candidates have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles /genres. Candidates will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Candidates will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production.

Course Assessment

Drama: Theatre Skills in Performance

1. Question paper on the role of the actor and stagecraft.
2. Teacher's observational checklist from three different points in the rehearsal process.
3. One practical performance, plus rehearsal logs.
4. A written report of a minimum of 500 words.

Professional Theatre in Context

1. A written report on two different styles/genres of professional theatre of a minimum of 500 words.
2. A written report demonstrating your knowledge and understanding of the role of the theatre production team in creating a production.
3. A written analysis of two contrasting professional performances of a minimum of 1000 words.

This course is internally assessed, therefore there is no external exam during the SQA exam diet.

PHYSICAL EDUCATION DEPARTMENT – P.T. Mr S. Murphy

PE and Dance

HIGHER PHYSICAL EDUCATION (PE)

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging and/or competitive environments. This course will focus on key areas including overall performance development, gain a clear understanding of the four main factors impacting performance (Mental, Emotional, Social and Physical) and explore question interpretation to help prepare learners for all aspects of Higher PE. The course is a well balanced 50/50 with underpinning knowledge and understanding alongside practical performance. Learners will have a high degree of personalisation and choice with regards to assessment of practical performance. The course will involve experiencing a variety of physical activities and/or sports therefore learners must be prepared to participate in physical activities that may not be their preferred choice for assessment purposes

Course Structure

Higher : Physical Education

Physical Education : Performance Skills

Physical Education : Factors Impacting on Performance



Conditions of Award

To gain the award of the course, the learner must be assessed in two different practical activities/sports. These will be completed at certain points throughout the year and agreed in advance to allow suitable preparation time. Learners must commit to performing in two different activities and it will benefit learners to participate these outwith PE. The two performances, along with a Question Paper (exam) marked by SQA, is the course assessment for Higher PE.

Recommended Entry

Learners would normally be expected to have attained one of the following:

- National 5 Physical Education (A-C Pass)
- National 5 English (A – C Pass)

If neither has been achieved then it is highly recommended that entry is then based on level/experience of practical performance(s).

Progression

This Course can provide progression to:

- Advanced Higher Physical Education Course
- Higher National Certificates
- Higher Education Degrees
- Further study, employment and/or training

SPORT LEADERSHIP AND VOLUNTEERING AWARD LEVEL 5/6

Our recently updated Sport Leadership is a course designed to give young people the skills required to lead groups in sports, leisure and recreational activities. Learners will be able to develop coaching skills, take responsibility for themselves and others, develop organisational, interpersonal and communication skills. The Award is available at Level 5 (National 5) and Level 6 (Higher) with learners being presented at most suitable level based on quality of work produced and commitment demonstrated.

Sport Leadership course has a clear link to existing courses being offered at NC, HNC, HND and Degree level in Further and Higher Education establishments.

Additional employability qualifications will be included in this course whenever possible – this may include First Aid at work, officiating and additional coaching certificates. Some of these additional courses may involve registration fees, however, we will seek any funding available to offset this.

Course Content

The course is divided into eight units of work.

1. Organisational skills	5. Leagues and competition
2. Safety in sport	6. Improvisation of activities
3. Know your friends	7. Games and activity experience
4. Fitness and sport	8. 20 hours voluntary work in PE Department

Candidates must complete all eight units including **20 hours of voluntary leadership experience**. The voluntary work will be with extra- curricular clubs and possible associated primary schools – evidence must be produced for this.

Entry Level and other requirements

The course is open to S5 and S6 learners following consultation with the PE Department. This course is aimed at those who are interested in sports and/or coaching and perhaps. It is an excellent option should you wish to pursue a career in the area of sports coaching, event management or teaching (primary or secondary).

You will be required to deliver coaching sessions/lessons to younger learners (S1-S3 and/or Primary schools).



NPA FITNESS & EXERCISE LEADERSHIP (LEVEL 6)

Overview

The **NPA in Exercise and Fitness Leadership** provides a structured opportunity for pupils to experience several recognised ways of leading others in fitness activities. The NPA also allows pupils to develop their personal leadership qualities and to develop their knowledge and skills in fitness.

Course Structure

Unit 1 - Exercises & Fitness: Circuit Training

Unit 2 – Exercise & Fitness: Cardiovascular Training

Unit 3 – Exercise & Fitness: Fixed Weight

Unit 4- Exercise & Fitness: Free Weight Training

This unit will focus on content related to muscle anatomy, joint movement, setting up circuit courses and creating personalised resistance and cardio programmes for selected candidates.

There will also be a focus on developing knowledge around a variety of gym equipment and how it is set up and used safely.

Employment Opportunities

The award is designed to allow candidates to develop knowledge and skills in the areas which most interest them and to allow better articulation with the HNC/D College based programmes in Fitness, Coaching and Sport and Recreation Management, rather than offer direct access to employment. The industry is becoming more regulated and employers tend to look for professional recognition for many positions. It is seen as important that candidates are prepared as well as they can be to allow these full skills to be developed within the HNC/D programme.

Within the area of Sport and Fitness, there is a substantial range of employment opportunities for properly qualified staff:

Fitness instructor in:

- ◆ **Gym** — weights — Circuits — Pilates — Personal Trainer — GP referral specialist
- ◆ **Exercise to Music** — Aerobics — Step — Spin
- ◆ **Aquatic based** — The work could include: aquacise (many variations on titles) — Pre and post-natal clients — Injury specialist (recovery from)

Assessment

Pupils must pass all 4 units by completing a practical and written assessment. **This course is internally assessed, therefore there is no external exam during the SQA exam diet.**

Recommended Entry

This course is suited towards a wide range of pupils but is available to S6 pupils only.

- Pupils with a strong interest in sport and fitness.
- Pupils who want to develop their knowledge in the gym-based activities.
- Pupils with that want to have a career in the fitness industry or are applying for a similar college/university course.
- S6 pupils who have completed who have already completed a PE related course i.e. Nat 5, Higher or Sports Leaders



Science Faculty - P.T. Mrs G Melvin

BIOLOGY – NATIONAL 5

Why study this course?

Biology is the study of living organisms and their environment, and the aim of the course is to develop knowledge and understanding of what living things need to sustain life, and the interactions between them. There are advances being made every day in the areas of genetics, food production, and finding ways to limit our impact on the environment, and Biologists are involved in the challenge to find solutions to many of these issues. Therefore, the course aims to enable candidates to develop their communication, collaborative working and leadership skills; so they are able to apply critical thinking in new and unfamiliar contexts to solve problems.

Entry Requirements

A pass at National 4 Biology is required for entry to National 5 Biology. For candidates, who have not studied Biology previously, entry will be considered if they have achieved an award at National 5 in any other science. National 5 Mathematics is desirable.

Course Structure

The course includes a variety of topics and ideas relevant to the central position of life sciences within our society.

Areas of study include understanding life processes at cellular level to examining whole organisms and the study of ecosystems. For example, plant and animal cell structures are compared along with their complex chemical reactions that underpin all life processes; such as the manufacture of proteins, respiration and photosynthesis. The functions of organs and systems in multicellular plants and animals are explored, including a basic understanding of genetic engineering, stem cell technology and inheritance. The key concepts of biodiversity and interdependence are included, along with the processes leading to evolution. Food security, environmental management and ethical issues are also discussed. Experiments and investigations are used to provide practical experience and to illustrate the key knowledge and understanding requirements for National 5 Biology.

Course Assessment

The course assessment consists of **two components**.

Component 1 is a **research report** based on an experiment undertaken by the candidate.

Component 2 is an **exam paper**.

Both components are marked externally and determine the final course grade.

Progression

Candidates who wish to progress to Higher Human Biology will be required to pass the National 5 Biology course at an A or B.

National 5 Biology is desirable for further studies in a wide range of health and childcare careers as well as environmental, sport and recreation courses, animal welfare and veterinary studies.



HUMAN BIOLOGY – HIGHER

Why study this course?

The purpose of the Higher Human Biology course is to develop learners' interest in and enthusiasm for human biology in a range of contexts. Fast-advancing research in many fields of human biology makes this area of science even more engaging and relevant. The course provides the opportunity for the acquisition of deeper understanding of cellular processes, physiological mechanisms and communication. It provides a broad-based, integrated study of a range of biological topics which develop the concepts of human biology. Analytical thinking and problem solving skills are developed in context in the course.

Entry Requirements

A pass at National 5 Biology is required to gain entry to Higher Human Biology, although a secure pass at A or B grade is desirable along with National 5 Mathematics. Candidates who have not previously studied Biology will be considered for the course if they have achieved a secure pass in another science at Higher level. However, knowledge of the National 5 Biology coursework will be assumed.

Course structure

There are four main areas of study: Human Cells; Physiology and Health; Neurobiology and Communication; Immunology and Public Health.

In Human Cells learners study division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease, including mutations and genetic disorders; human genomics, including sequencing and medical and forensic applications; metabolic pathways; cellular respiration and energy systems in muscle cells.

Physiology and Health focuses on reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante- and postnatal screening; structure and function of arteries, capillaries and veins; structure and function of the heart; pathology of cardiovascular disease (CVD); blood glucose levels and obesity linked to CVD and diabetes.

Neurobiology and Communication looks at divisions of the nervous system and parts of the brain; perception and memory; cells of the nervous system and neurotransmitters; communication and social behaviour.

Immunology and Public Health focuses on specific and non-specific defences; transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens.

Practical experiments and investigations illustrate the key knowledge and understanding requirements for the course. Development of research and evaluation skills prepares learners to adapt their learning to new situations, solve problems, make decisions based on evidence and evaluate the impact of scientific developments on their own health and wellbeing, society and the environment.

Course Assessment

Two question papers: 120 marks (80%)

Assignment (a report of experimental work and research): 20 marks scaled to 30 marks (20%)

CHEMISTRY – NATIONAL 5



Why study this course?

The Course will allow learners to understand the links between the particulate nature of matter and the macroscopic properties of the world. The key skills of scientific inquiry and investigation are integrated and developed throughout the Course. The relevance of chemistry is highlighted by the study of chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. The course allows learners to develop a broad, versatile and adaptable skill set which is valued in the workplace, and forms the basis for study of chemistry at a

higher level, while also providing a knowledge base useful in the study of all of the sciences.

Entry Requirements

Either, 60% or above in S3 Chemistry, a pass in National 4 Chemistry or a pass in another science subject at National 5 Level. It is also advisable that pupils study National 5 Mathematics.

Course Structure

There are three areas of study at National 5 level in Chemistry.

- **Chemical Changes and Structure**

Learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

- **Nature's Chemistry**

The Earth has a rich supply of natural resources which are used by all of us. In this Unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

- **Chemistry in Society**

In this Unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

Course Assessment

The end of Course assessment consists of an exam and an assignment. Both of these are externally marked by SQA.

Progression

The successful completion of this course would allow pupils to go on to study Higher Chemistry. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied Chemistry at any level; great career opportunities exist both inside and outside the lab. Chemistry qualifications are essential for careers in Medicine, Dentistry, Pharmacy and Pharmacology.

CHEMISTRY – HIGHER



Course Description

Learners will further develop their knowledge of Chemistry and its importance to their lives. The study of matter and its interactions, gives learners essential knowledge and understanding across all aspects of society. Learners will further their understanding of the chemical industry as a major contributor to the economy of the country and how associated research and development is essential for the introduction of new products. The Course gives the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations, especially through work in the Researching Chemistry Unit and the Course Assignment. The course allows learners to develop a broad, versatile and adaptable skill set which is valued in the workplace, and forms the basis for study of chemistry at a higher level.

Entry Requirements

It is recommended that pupils have A or B pass in National 5 Chemistry. Pupils with a C level pass in National 5 will be permitted to study Higher but progress will be closely monitored and it may be advisable that the course be studied over two years.

National 5 Mathematics is very desirable, preferably at grade A or B.

Course Structure

The course is divided into four areas of study.

Chemical Changes and Structure

Controlling the rate — collision theory, reaction profiles, potential energy diagrams, activation energy, activated complex and enthalpy changes. Catalysts, reaction pathway, activation energy. Energy distribution diagrams showing effect of temperature changes on successful collisions. The effect of temperature on the reaction rate in terms of kinetic energy of particles.

Periodicity — Bonding and structure in first 20 elements, periodic trends and underlying patterns and principles, covalent radius, electro-negativity and trends in groups and periods.

Structure and bonding -Bonding continuum, polar covalent bonds, intermolecular and intramolecular forces and their role in determining a material's physical properties.

Nature's Chemistry

Esters, fats and oils -Naming, structural formulae and uses of esters. Saturated and unsaturated fats and oils and their properties.

Proteins - Enzymes, amino acids, dietary proteins, condensation reaction to make proteins and amide link/peptide link. Digestion, enzyme hydrolysis.

Chemistry of cooking - Flavours in foods. Uses reactions and structure of aldehydes and ketones. Effect of heat on proteins, denature of proteins.

Oxidation of food, Oxidation of edible oils. Antioxidants. Ion-electron equations for the oxidation.

Soaps, detergents and emulsion - Hydrolysis of esters. Structure of soap ions. Cleansing action of soap and detergents. Emulsifiers and their use in food.

Fragrances - Essential oils from plants: properties, uses and products e.g. Terpenes

Skin care - Ultraviolet radiation (UV) in sunlight and formation of free radicals. Sunburn and Sunblock.

Chemistry in Society

Getting the most from reactants - calculate quantities of reagents and products, and excess, % yield and atom economy, factors influencing the design of industrial process including cost availability of reactants and the environmental issues

Equilibria - reversible reactions, dynamic equilibrium, altering equilibrium position, effect of catalyst on equilibrium and the most favourable reaction conditions

Chemical energy — enthalpy, Hess's law, and bond enthalpies

Oxidising and reducing agents — elements, molecules and group ions as oxidising and reducing agents, electrochemical series as reduction reactions, ion electron redox equations, uses of strong oxidising agent

Chemical analysis — chromatography and volumetric titrations

Researching Chemistry

Learners will be required to gather and record information from various sources and then plan and design an investigation.

Learners will then carry out the investigation safely, recording detailed observations and results including units. Finally, the learner will prepare a scientific communication for the practical investigation.

Course Assessment

The Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment will consist of two **question papers** and an **assignment**.

Question papers (objective test paper and extended response paper): Total 120 marks (80%)

Assignment: 20 marks scaled to 30 (20%)

PHYSICS – NATIONAL 5

Why study this course?

National 5 Physics aims to develop your interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed by investigating the applications of physics. This will enable you to become a scientifically literate citizen, able to review the science-based claims you will meet.

Physics gives learners an 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, the study of physics covers a huge range of contexts all dependent on the fundamental physical relationships studied. An experimental, investigative and problem solving approach is used to develop knowledge and understanding of physics concepts and their application to modern technology. National 5 Physics will enable you to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. You will develop scientific methods of research in which issues in physics are explored and conclusions are drawn.

Entry Requirements

A pass at National 4 Physics is required for entry to National 5 Physics. It is desirable that candidates have achieved at or are going to be studying National 5 Mathematics. Candidates with no previous study of physics will require a secure pass in another science at National 5 level or above.

Course Structure

Within the National 5 Physics course there are 6 areas of study.

- **Electricity:** This area studies key points relating to electricity. This includes electrical charge carriers and electric fields; potential difference (voltage); practical electrical and electronic circuits; Ohm's law and electrical power.
- **Properties of Matter:** This area studies key points relating to heat energy. This includes pressure, heat transfer, specific heat capacity; changes of state, specific latent heat, gas laws and the kinetic model.
- **Waves:** This area studies key points relating to waves parameters and behaviour looking at types of waves, in particular, electromagnetic radiation and light.
- **Radiation:** This area studies key points relating to nuclear physics and nuclear radiation including the properties of nuclear radiation, the dangers and uses such as in medicine and power.
- **Dynamics:** This area studies key points relating to understanding and describing of motion and mechanics including the conservation of energy.
- **Space:** This area studies and applies concepts and knowledge learned throughout the course applied to the environment in space. Weight, satellites, space exploration and understanding the properties of stars and the Big Bang are introduced.

Course Assessment

The course assessment consists of two components. Component 1 is a **research report**, based on an experiment undertaken by the candidate, while Component 2 is an **exam paper**. Both components are marked externally and determine the candidates' grade in the course. Within the department, in order to internally assess candidates' progress, candidates will complete regular assessments for each of the areas of study and homework tasks.

Progression

Candidates who successfully complete National 5 Physics can then progress to Higher Physics. National 5 Physics is desirable for further studies in a wide range of careers including engineering, energy sector, maritime industry, sport science, medical physics and construction.

PHYSICS – HIGHER



Why study this course?

Higher Physics aims to develop scientific understanding of issues relating to physics. It will enable you to gain an in-depth knowledge of concepts in physics, and to develop your confidence in the skills of scientific inquiry. You will develop ability in describing and interpreting physical phenomena using mathematical skills, and will practice scientific methods of investigation from which general relationships are derived and explored. Higher Physics aims to give you a deeper insight into physics, and to reinforce and extend your knowledge and understanding of the concepts of physics. It also aims to develop your skills in making critical and evaluative comments. Advances in physics mean that our view of what is possible is continually being updated. Higher Physics allows you to deepen your understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice. You will develop skills for learning beyond Higher and for employment.

Entry Requirements

A pass at National 5 Physics is required to gain entry to Higher Physics. Candidates achieving a C grade pass in National 5 Physics will be permitted to study Higher, but progress will be closely monitored and it may be advisable that the course be studied over two years. National 5 Mathematics is highly desirable, preferably at grade A or B. Candidates who have not previously studied physics will be considered for entry if they have achieved a secure pass in another science at Higher level. However candidates must be aware knowledge of National 5 Physics coursework will be assumed.

Course Structure

Within the Higher Physics course there are 4 main areas of study.

- **Area 1: Our Dynamic Universe.** This area covers the key areas of kinematics, dynamics, gravitation, special relativity and cosmology. The candidate builds on their knowledge of classical mechanics and develops an understanding for modern physics from Einstein's Theory of Special relativity through to the Big Bang Theory.
- **Area 2: Particles and Waves.** This area covers the key areas of the standard model (sub-atomic particles), force on charged particles, nuclear reactions, wave particle duality, Interference and diffraction, refraction of light and spectra. In this area the foundations of quantum mechanics are introduced.
- **Area 3: Electricity.** This area covers the key areas of electric circuit (current, potential difference, resistance, power); AC-DC supplies; internal resistance; capacitance; conductors, insulators and semiconductors.
- **Researching Physics:** This area aims to develop skills for analysis and evaluation of experimental work and literature review while researching topics in physics. Candidates will gain experience on collecting information from different sources, planning and undertaking a practical investigation and developing data processing, analyse and evaluation skills.

Course Assessment

The Course assessment will consist of **two question papers** and an **assignment**.

Question papers (objective test paper and extended response paper): 155 marks (scaled to **80%**)

Assignment (a report of experimental work and research): 20 marks scaled to **30 (20%)**

Both these components are marked externally and determine the final course grade.

Within the department, in order to internally assess candidates' progress, candidates will complete short assessments and homework tasks for each of the areas of study.

LEVEL 5 CRIMINOLOGY



COURSE DESCRIPTION

Criminology is the scientific study of crime, including its causes, responses by the criminal justice system, and methods of prevention. As an interdisciplinary subject, criminology draws on a range of perspectives including sociology, psychology and law. Criminology goes beyond our common-sense assumptions and explores the complex nature of crime and criminal justice. In both the mandatory and optional units, learners will study the nature and extent of crime, crime in the community, forensic science and crime control strategies.

The award aims to:

- Enhance the knowledge and understanding of learners and to enable them to make use of this knowledge and understanding to describe aspects of criminology
- Develop a basic understanding of the criminal justice system
- Develop an understanding of the contribution of the study of crime to the modern world and human behaviour
- Develop an open-minded and critical approach to study
- Potential to experience a range of assessment methods
- Gain knowledge and understanding of the importance of evidence-based research, including investigation and research skills
- Gain knowledge of competing views, perspectives, theories and evidence relating to the causes of crime
- Gain insight into the way crime and criminal justice operates

AREAS OF STUDY/COURSE STRUCTURE

The Awards in Level 5 Criminology consists of one mandatory unit and two optional units.

Mandatory Unit:

- Crime in the Community

Optional Units:

- Modern Studies: Social Issues in the UK
- The History and Development of Criminology
- Forensic Science
- Crime Scenes

ASSESSMENT

There is no exam for this course. Assessment will be based on a range of practical activities and unit assessments.

PROGRESSION

The level 5 award could provide progression to:

- SCQF Level 6 Criminology
- Higher Modern Studies/Sociology
- NC Social Sciences
- HNC Social Sciences
- BA (Hons) Social Sciences
- BA (Hons) Social Work
- BA (Hons) Law

FUTURE CAREERS

- Police
- Teaching
- Law
- Social Work
- Criminal Justice System
- Youth Justice/Work
- Local/National Government
- Offender Supervision

N5 HEALTH SECTOR



COURSE DESCRIPTION

The National 5 Course is designed as an introduction to the health sector. It is an ideal course for pupils who have gained a National 4 or N5 Units in Biology and are looking to find out how to apply their skills and knowledge in the workplace. It is also suitable for direct entry for any pupil who has gained a National 4 or 5 in any Science and would prefer to continue with science but not to move on to Higher level.

The emphasis of this Course is to prepare candidates for working in the health sector and develop employability skills valued by employers. Candidates will develop a range of knowledge and skills required in this vocational area and investigate a range of job roles and career opportunities as well as participating in a job interview.

Candidates will also develop a wide range of skills, including research and self-evaluation skills.

Emphasis throughout all Units is on the employability skills and attitudes which will help prepare candidates for the workplace.

The Health Sector is one of the largest employers in the country and provides employment opportunities through a varied range of disciplines. Primary and secondary care in the NHS are the most common routes to employment, but this course will cover other areas such as complementary therapies, the retail pharmaceutical industry and the community and voluntary sectors.

The sector offers good opportunities for those who enjoy:

- working in a team
- solving problems
- learning about fitness and health

AREAS OF STUDY/COURSE STRUCTURE

The Skills for Work Course in Health Sector at SCQF level 5 consists of five mandatory Units:

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

FURTHER/HIGHER EDUCATION COURSES

- A one year full time National Certificate (NC) or National Qualification (NQ) in Health Sector at a local college of further education.
- A Foundation Apprenticeship in Social Services and Healthcare
- A Modern Apprenticeship in the Health sector
- Access to Nursing Course
- SVQ in Social Services and Healthcare
- Nursing Degree

FUTURE CAREERS

- Ambulance care assistant
- Care assistant or support worker
- Emergency call handler
- Dietician
- Radiographer support worker
- Theatre support worker
- Auxiliary nurse

ASSESSMENT

There is no exam for this course. Assessment will be assessments.

LEVEL 5 APPLIED SCIENCE

COURSE DESCRIPTION

This National Progression Award (NPA) provides an overview of the science, technology, engineering and mathematics (STEM) sector.

It develops knowledge and understanding of biology, chemistry and physics. It will also develop science practical skills.

The NPA provides bite-sized chunks of learning that are straightforward for learners to study.

The award aims to:

The content of the group award has been designed to provide you with an opportunity for:

- progression within the Scottish Credit and Qualifications Framework
- achievement of a national group award that recognises existing skills and competences in science
- development opportunities in core and essential skills, specifically to: — Communication — ICT — Numeracy — Working with others — Problem solving — Employability skills
- preparation for progression to extended programmes of study at SCQF level 5 or above
- development of a range of key skills that are aligned to industry standards

AREAS OF STUDY/COURSE STRUCTURE

Units within this NPA are:-

- Cell Biology
- Chemical Changes and Structure
- Physics: Waves and Radiation
- Laboratory Science: Practical Skills

ASSESSMENT

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

PROGRESSION

The level 5 award could provide progression to:

- National 5 in a Science
- Young STEM leader award level 6

These Awards provide opportunities to develop:

- The NPA in Applied Sciences at SCQF level 5 has been designed to provide a qualification which will equip you with a range of skills and knowledge in key areas of science. These skills will be beneficial for progression to further qualifications and would also be considered as transferable skills that will travel with you wherever your future lies
- Transferable skills

FUTURE CAREERS

- This NPA will provide opportunities to develop skills and knowledge which will be useful in a range of science-based careers e.g. health, agriculture, sports science, laboratory work

RECOMMENDED ENTRY

Entry is at the discretion of the Principal Teacher Faculty, Science. However, as a guide:
National 4 or National 5 in any Science

YST LEVEL 6/7 YOUNG STEM LEADER AWARD



COURSE DESCRIPTION

- The SCQF Level 6 Award **YSL6** focusses on identifying the skills, qualities and behaviours of good leaders and positive role models. At this level, YSLs are encouraged to explore the challenges and issues that exist in STEM such as stereotypes, misconceptions and outdated views and how they can positively challenge these through the delivery of activities, events or interactions. In addition, YSLs will learn the importance of health and safety and safeguarding when leading learning experiences for others.
- The SCQF Level 7 Award in STEM Leadership, developed in partnership with Ocean Winds, enables learners aged 16+ to improve their leadership skills and qualities through an independent STEM research project. The award is centred around six learning outcomes that enable STEM Leaders to:
 - Actively reflect on their leadership skills and qualities
 - Devise a research question linking to the UN Sustainable Development Goals
 - Undertake independent research with support from relevant others
 - Manage, document and share the results of their work

PROGRESSION

These Awards provide opportunities to develop:

- Core Skills (which underpin all National Certificates)
- Transferable skills
- As well as developing important personal skills that are increasingly in demand from employers, working through the programme will motivate the Young STEM Leaders (YSLs) to progress their STEM studies and potentially embark on a related career in STEM.

FUTURE CAREERS

- The *Young STEM Leader Programme (YSLP)* is a suite of leadership *awards* that enables young people to develop their interests, skills and pathways in any STEM career.

RECOMMENDED ENTRY

There are no set pre-entry requirements for this award.

ASSESSMENT

There is no exam for this course. Assessment will be based on a completion of a portfolio with outreach work.

SQA MENTAL HEALTH AND WELLBEING AWARD (LEVEL 4/5)

Who can study this award?

S6 pupils with a genuine interest in gaining an awareness and understanding of mental health and wellbeing.

Pupils will be trained as Mental Health Ambassadors to deliver a peer education project to S2 classes. Pupils who choose this course should have a genuine commitment to challenging the stigma of mental health and contributing to initiatives across the school community to promote and support mental health and wellbeing.



Why study this award?

Half of mental health problems in adulthood begin before the age of 14, and by the time they are 16 roughly three children in every class will experience a mental health problem. When it comes to finding help for mental health only a quarter of young people know where to go. In addition, the stigma attached to mental health frequently can stop individuals from seeking help because they feel embarrassed or are fearful of being judged.



These qualifications therefore aim to address gaps in knowledge and to improve understanding of mental health questions. The award in Mental Health and Wellbeing at SCQF level 4/5 may help learners to progress towards employment, training or other qualifications within the area of Health and Social Care.

Course Aims

- reduce stigma surrounding mental health
- arm young people with healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the Internet
- create resilience
- The course will incorporate training for pupils as Mental Health Ambassadors. They will then deliver the MHA programme to S2 pupils and pupils will be responsible for supporting whole school events raising awareness and information for mental health. E.g. time to talk days, mental health awareness initiatives across S1-S6.
- Pupils will also get the opportunity to achieve a Dynamic Youth Award or Youth Achievement Award. This award carries credit points and takes into account work done across the school/community
(<https://www.youthscotland.org.uk/awards/youth-achievement-awards/>)
- Focus will also be given around developing skills in working with people in a variety of settings through training e.g. youth work, supporting vulnerable adults etc.

NPA EVENTS – LEVEL 6

The specific aim of the Events Course at SQCF level 6 is to provide candidates with a practically focused award, which delivers development of knowledge, understanding and skills relevant to the Events industry, with a high degree of emphasis upon transferable skills, employability and personal development.

This course will provide a qualification which can be used to access future study after school in: HNC/HND Qualifications in Events, Hospitality, Tourism, Administration & IT, and Business.

Future careers could be: Event organisers, Venue providers, Exhibitors, Account assistants, Client liaison, Delegate co-ordinators, Events marketing assistants, Porters, Catering staff, Sales and Business.

The course will comprise of Four Units:

Corporate Events Level 6

Events Costing Level 6

Event Organisation Level 5

Branding Level 6

More details of this course can be viewed on the SQA website [here](#)