



# CHOICES

## 2024-25



St. Ambrose High School  
65 Townhead Road, Coatbridge, ML5 2HT





## ST AMBROSE HIGH – CHOICES 2024-25

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## St Ambrose High School

Townhead Road ML5 2HT

Tel 01236 794899

Web: [www.st-ambrose.n-lanark.sch.uk](http://www.st-ambrose.n-lanark.sch.uk)

### Dear Student

The information contained in **Choices** will help you choose the courses which will enable you to progress to further studies in school, at college or university, or help prepare you for the challenges of the workplace when you leave school.

Your Pupil Support teacher will support you through this process and encourage you to speak to your subject teachers to find out more about what is involved in each course. You will then be in a stronger position to discuss your choices for next year with your parents.

This book contains information on each subject in terms of

- **The Purpose and Aims of a Course**
- **Information about typical learners who might do a Course**
- **Recommended entry to a course**
- **A Course outline with unit titles**
- **Conditions of award**
- **Brief Assessment details**

### Qualifications

The majority of qualifications in the Senior Phase are provided by The Scottish Qualifications Authority (SQA). Their website provides a wealth of detailed information on:

- Course Structure & Requirements
- Assessments
- Exam timetables
- Study help - and lots more

### Progression

The diagram on Page 4 shows possible routes of progression after S4 and S5. These are only possible routes and you should check with Principal Teachers if you are unsure.

### Responsibility

As you approach the end of SQA courses this year you should be working hard to achieve the best possible results and so increase the number and level of courses you can consider for further study next year.

A copy of the **Student Responsibility Agreement** is included in this booklet and you will be asked to confirm that you agree to this before returning for S5 or S6.

Yours faithfully

Mrs J MacPhail  
Depute Head Teacher

## SQA Course Information

The information on the subject pages is applicable at Nat 4, Nat 5 and Higher level of any course (unless otherwise stated) with units and assessments being provided at the appropriate level.

More detail on every course can be obtained from the SQA website.

<http://www.sqa.org.uk/sqa/45625.3728.html>

Unless otherwise stated in the relevant subject page the following applies with regards to:

### Conditions of Award

#### Advanced Higher

To gain the award of the Course, the learner must pass all parts of the Course assessment. The course assessment will provide the basis for grading attainment in the Course award.

#### Higher/National 5

To gain the award of the Course, the learner must pass all parts of the Course assessment. The course assessment will provide the basis for grading attainment in the Course award.

#### National 4

To gain the award of the Course, the learner must pass all of the Units including the Added Value Unit.

### Unit assessments

Unit passes are no longer mandatory for all National 5, Higher and Advanced Higher course awards, but remain mandatory for National 4 and some other SQA courses.

All units are internally assessed against requirements as detailed in the relevant subject pages of the SQA website.

### Free standing SCQF National 5 Units/National 6 Units

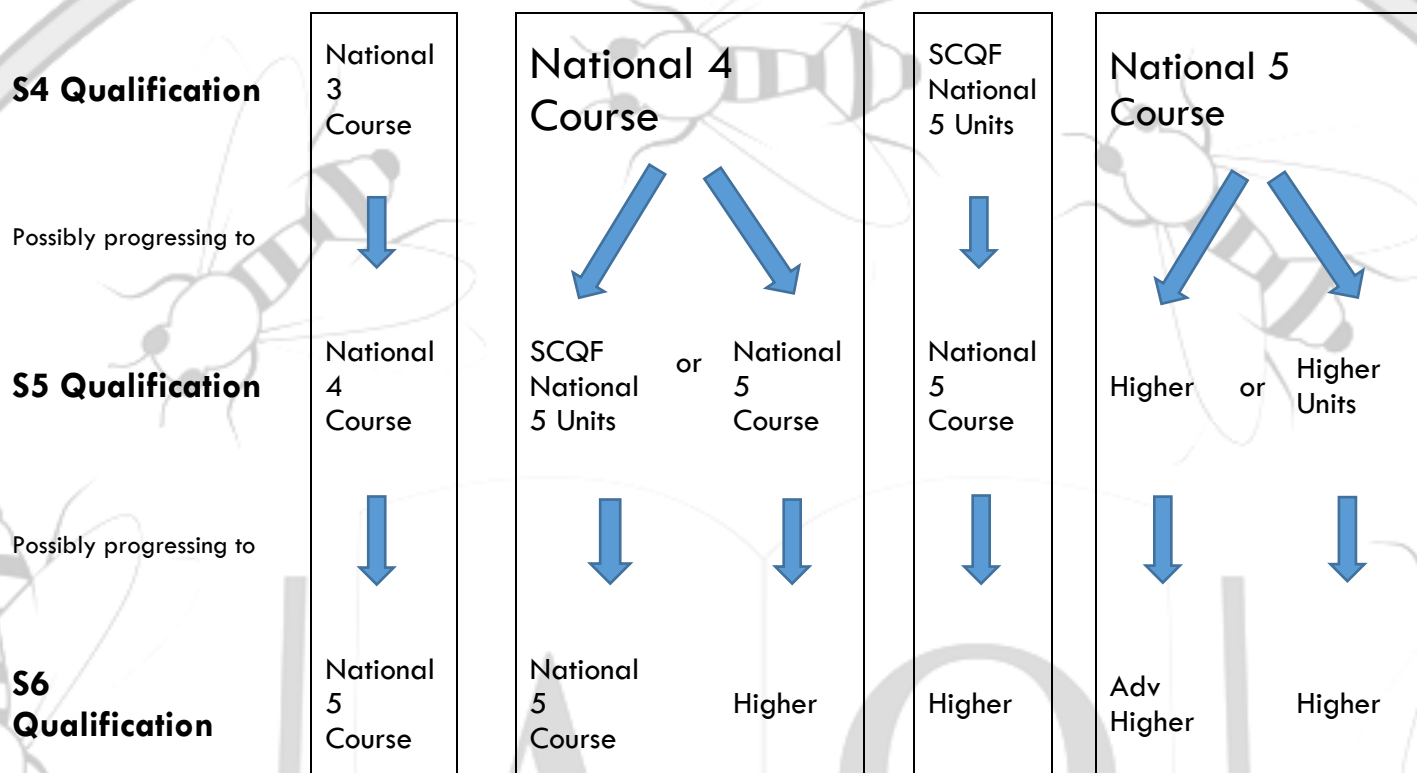
In some instances where a pupil is unable to complete all of the coursework necessary for the overall National Course award they may undertake one or all of the units. These units will be internally assessed against requirements as detailed in the relevant subject pages. A decision to undertake Units instead of the Course award will be one made in discussion with the subject Principal Teacher, Pupil Support, Year Head and parent/guardian.

### Additional Course information

More detailed information on course outlines and structures are available in the relevant

- [Course Specification](#) Documents on the SQA website
- [Assessment Support](#) on the SQA website

## Possible Routes of progression



The examples shown indicate progression through levels of courses and do not indicate the routes of progression across the same level in different courses.

## YOUR OPTIONS

The Senior Phase Option Form at the back of this booklet list the courses and levels available to you in session 2024-25.

The school can offer a range of courses and levels. **However, before a course is confirmed, it will need to be viable in terms of number uptake and staff availability.** This means that you may choose a course but it may not run and you will be asked to choose again. Similarly, you may choose a course but it is oversubscribed. In this case, priority is given to pupils following a path of progression in the subject and so you may be asked to choose again.

It is possible for students to study a course in another establishment in our locality. This normally only applies for S6 and will only be agreed once discussed with your Year Head. Locality classes run as online virtual classes.

**S5: All students moving into S5 are required to choose one subject from each of the five columns on the option form. All five columns must be filled.**

**S6: All students moving into S6 are required to choose a minimum of 4 subjects from the 5 columns on the option form. This leaves one column as timetabled Private Study.**

All column options on the option form are studied for 6 periods each. All S5/6 also study Religious Education for 2 periods.

Some details of the courses offered in St Ambrose High School are included in this booklet. Details of the courses offered by New College Lanarkshire can be found at [www.nclanarkshire.ac.uk](http://www.nclanarkshire.ac.uk)

## ADVANCED HIGHER: S6 ONLY

**IN SESSION 2022-23 ADVANCED HIGHERS (AH) MAY BE OFFERED BY A SMALL NUMBER OF DEPARTMENTS IN ST AMBROSE HIGH SCHOOL. OTHER SUBJECTS MAY BE AVAILABLE WITHIN OUR LOCALITY.**

Details of all AH courses are available on the option form or from the Principal Teacher of each subject and your class teacher.

**The availability of any AH course, as with all courses in St Ambrose, will depend on the number of students who opt for a particular course and the availability of staff. You may be asked to recourse if a course does not run.**

## CONTACTS

Depute Head Teacher.....

S5/6 – Mrs J MacPhail

Department	Subject/s within Department	Principal Teacher
Art & Design & Design Technology	Art & Design Photography Design, Engineering & Technology	Mr A McKune
Business & International Language	Business Studies Modern Languages Foreign Language Leader Psychology	Mrs A Boyd
English	English Media	Mrs A McConnell
Mathematics	Mathematics Applications of Maths Personal Finance	Mr D McCutcheon
Music & Drama	Music Music Technology	Mrs N Welsh/ Mr R Angus
Physical Education, Health & Wellbeing	PE PE Dance Sport Leaders Home Economics	Mr A Heffron
Religious Education	Religious Education RMPS	Mr A Fitzhenry
Science	Biology Chemistry Physics Science	Ms W Walker
Social Subjects	Geography History Modern Studies Politics People in Society	Mrs L McShane Ms E Noble
Support for Learning		Mrs J Macdonald

### Other Useful Contacts







Careers Service SDS..... Mr Navid Siddique

Home School Partnership Officer..... Mrs Julie Parker



# ALTERNATIVE QUALIFICATIONS



-  **Sports Leadership Award**
-  **Foreign Language Leader Award**
-  **Duke of Edinburgh**
-  **NPA Practical Science**
-  **Laboratory Science**
-  **Personal Finance**



## SPORTS LEADERSHIP AWARD (SLA)

### Purpose and aims of the Course

The SLA allows students the opportunity to study the teaching and coaching aspects of sport at three different levels. Higher Sport Leader Award, Community Sport Leader Award and Introductory Sport Leader Award.

The prime focus of the course is to develop leadership, enhance the personal and social development of students and provide a first step opportunity to employment aided by National Governing Body Awards and SQA certification.

### Course Outline

The course is divided into 6 separate Learning Outcomes.

- 1 Developing Leadership Skills
- 2 Plan, lead and evaluate a sports/physical activity event
- 3 Lead safe sport/physical activity sessions
- 4 Plan, lead and evaluate sport/physical activity sessions for children
- 5 Plan, lead and evaluate sport/physical activity sessions in the community
- 6 Plan, lead and evaluate sport/physical activity sessions for disabled people

### Assessment

- Candidates are assessed on a continuous basis throughout the course based on the 6 Learning Outcomes as aforementioned
- Candidates must complete a voluntary placement in sport outside the allocated periods
  - Higher Sports Leader – 30 hours
  - Community Sports Leader 10 hours
  - Introductory Sports Leader 1 hour
- This course is accredited by the British Sports Trust

### Additional Courses

In partnership with Active Schools North Lanarkshire and the SQA, pupils have the opportunity to gain additional leadership and sporting qualifications and certificates. This can often vary from year to year based on availability of external course tutors.

This course is ideally suited for S6 due to the flexibility they have with private study. Places are limited and are allocated subject to a pupil's track record in sport and sporting activity.

Given the additional time required to carry out the activities required for this Award, places are limited in the first instance to S6 only.

## DUKE OF EDINBURGH

### Purpose

A Duke of Edinburgh programme is a real adventure from beginning to end.

Taking part allows opportunity to develop new skills that increase confidence and encourage you to push yourself to do new things. A DofE Award can give you the edge when you apply for college, university or a job.

The DofE Award in St Ambrose is available at 3 levels.

- Bronze
- Silver
- Gold

Activities for each DofE section take a minimum of one hour per week over a set period of time. Candidates are expected to organise their own placements for Volunteering, Physical Improvement and Skill Improvement. In addition to this, candidates are expected to participate in a walking/camping expedition and candidates hoping to achieve Gold award must stay in a five day residential, for example Kilbowie Outdoor Education Centre. Development and regular progress must be shown in:

- Volunteering Activity
- A Physical Activity
- A Skill

### Bronze timescales:

- Volunteering section: 3 months
- Physical section: 3 months
- Skills section: 3 months
- Expedition section: 2 days/1 night
- *You also have to do 3 more months in one of the Volunteering, Physical or Skills sections.*

### Silver timescales:

- Volunteering section: 6 months
- Physical and Skills sections: One section for 6 months and the other section for 3 months
- Expedition section: 3 days/2 nights
- *If you didn't do Bronze, you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.*

### Gold Timescales:

- Volunteering section: 12 months
- Physical and Skills sections: One section for 12 months and the other section for 6 months
- Expedition section: days/3 nights
- *If you didn't do Bronze or Silver you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.*
- Residential 5 days/4 nights

***Please note that priority for places on this course is given to those pupils already following a path of progression in Duke of Edinburgh.***

## FOREIGN LANGUAGE LEADER

### Purpose and aims of this Course

The Foreign Language Leader Award teaches young people how to lead others through basic languages activities by working to develop their communication, organisation and motivational skills in the TARGET LANGUAGE they have studied at **N5 or Higher level**.

### Course Outline

- **UNIT 1 Plan, lead and review a foreign language activity**  
*The aim of this unit is to help learners improve their organisation and communication skills in order to manage effective foreign language activities.*
- **UNIT 2 Developing leadership Skills**  
*The aim of this unit is to get learners to think about the kind of skills, qualities and values that a good leader needs.*
- **UNIT 3 Developing Knowledge about Language**  
*This unit looks at the basic principles of learning a new language and asks learners to look at how effective language learning is achieved.*
- **UNIT 4 Developing Intercultural Understanding**  
*The aim of this unit is to give the learner an understanding of the culture of the country or countries where the target language is spoken.*
- **UNIT 5 Compendium of Foreign Language games/activities**  
*Ideally, learners will not just lead activities, they will lead fun, relevant, successful activities. This unit looks at those aspects which enable learners to do just that. This unit gives learners some simple and fun foreign language activities that they can use to lead others although they will be encouraged to devise their own.*
- **UNIT 6 Take part in a Foreign Language Event**  
*To meet the Learning Outcome for this unit learners will not only have to demonstrate that they have the necessary leadership skills to plan, deliver and evaluate but they will have to show that they can do these things within the context of a much larger event.*

### Recommended Entry

Entry to this course is at the discretion of the centre. However, it is expected that learners can demonstrate a passion for language and will have achieved at least SCQF Level 5 in their chosen language

### Assessment

This course is assessed as achieved or not achieved. There is no formal assessment or SQA exam. Likely methods that we use to decide who has completed the course include:

- Observation.
- Questioning of underpinning knowledge - either verbal or written.
- Peer assessment and participant feedback.
- Notes or planning work completed during the course.
- Performance of set tasks.
- Simulation.
- Video/photographic evidence.
- Witness statements



## NPA - PRACTICAL SCIENCE – SCQF Level 5

### Purpose and aims of the Course

The aim of the course is to develop knowledge and understanding of Biology, Chemistry and Physics along with the development of skills in good laboratory practice and an understanding of health and safety. Candidates will also develop an understanding of Science in relation to applications in everyday life. Through the course pupils will develop generic skills of life, learning and work and will be encouraged to take charge of their own learning and development to develop an awareness of the Essential Skills of Sustainable Development.

### Information about typical learners who might do the Course

The Course is suitable for learners who have an interest in the practical aspects of Science. They may have previously studied any of the Science subjects. The Course may be suitable for those wishing to return to the study of Science.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required as follows

- Completed units in NPA Science and Health in S4.
- Completed Units in a Science subject at National 5.
- Have not studied a Science subject before.

### Course outline

#### Units

- Introduction to chemistry
- Waves and Optics
- Radioactivity
- The Human Body
- Forensic Science: Applications



### Course assessment

The learner will be assessed through internal unit tests and written reports on practical activities. There is no final SQA examination.

<https://www.sqa.org.uk/sqa/65928.html>

## LABORATORY SCIENCE – SCQF Level 5

### Purpose and aims of the Course

National 5 Skills for Work; Laboratory Science provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries, services and career opportunities in Science laboratories locally, nationally and globally.

They will develop the basic practical skills and knowledge needed for working in a laboratory; measuring, weighing, preparing solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

Throughout all units the course emphasises the employability skills and attitudes valued by employers which help to prepare learners for the workplace. Learners will review their own employability skills and will seek feedback from others on their strengths and weaknesses.

### Information about typical learners who might do the Course

The Course is suitable for learners who are seeking to enhance their employability and vocational skills in laboratory science.

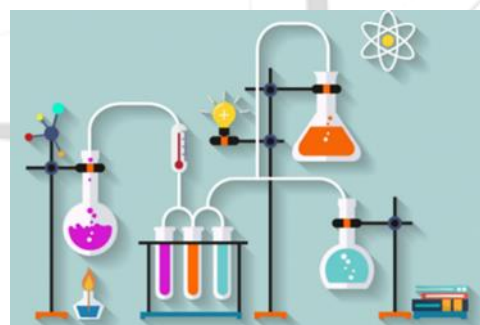
### Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- National 4 or National 5 Mathematics, or SCQF level 4 or SCQF level 5 units in Mathematics
- National 4 Science, Biology, Chemistry, or Physics
- National 5 Biology, Chemistry or Physics
- SCQF level 4 or SCQF level 5 units in Biology, Chemistry, Physics.
- NPA level 4 Science and Health

### Course outline

- Careers Using Laboratory Science
- Working in a Laboratory
- Practical skills
- Practical Investigation



### Course assessment

Assessment is through continuous internal assessment through a variety of practical and open-book assessments.

# COLLEGE COURSES

New College  
Lanarkshire



## School Partnership Courses

There are some college courses on offer on the option form, these courses will be delivered by means of a partnership arrangement between St Ambrose High School and New College Lanarkshire, Coatbridge.

More details on schools/college partnership courses are available on New College Lanarkshire Website. This includes a range of Foundation Apprenticeships.

If you are interested in any of these course on offer then please ensure that you have checked the college website for further information about the course and any entry requirements.

<https://www.nclanarkshire.ac.uk/find-a-course/ways-to-learn/schools-partnership-programmes/>

## HNC Pathways

The school is able to offer HNC Pathways courses as part of a partnership agreement with New College Lanarkshire. These are ONLY available to S6. Pupils are able to complete an HNC, enabling them to follow a Pathway on to the HND course and then Degree course with the University of the West of Scotland. If you are interested in any of these courses then please find out more by looking at course information on the school website or the college website:

**Cyber Security**  
**Computer Aided Draughting and Design**  
**Construction Management**  
**Social Care**

[https://www.nclanarkshire.ac.uk/courses?gclid=EALalQobChMI-6WovbH39QIVT9PrCh1GBA-KEAAYASAAEgJAhfD\\_BwE](https://www.nclanarkshire.ac.uk/courses?gclid=EALalQobChMI-6WovbH39QIVT9PrCh1GBA-KEAAYASAAEgJAhfD_BwE)



# SENIOR PHASE

## NATIONAL QUALIFICATIONS

### 2024-2025



- 🐝 ACCOUNTING
- 🐝 ADMINISTRATION AND IT
- 🐝 ART & DESIGN
- 🐝 BIOLOGY
- 🐝 BIOLOGY – ADVANCED HIGHER
- 🐝 BUSINESS MANAGEMENT
- 🐝 CHEMISTRY
- 🐝 CHEMISTRY – ADVANCED HIGHER
- 🐝 DESIGN & MANUFACTURE
- 🐝 DANCE
- 🐝 ENGLISH
- 🐝 ENGLISH HIGHER OVER 2 YEARS
- 🐝 GEOGRAPHY
- 🐝 GRAPHIC COMMUNICATION
- 🐝 HOSPITALITY: PRACTICAL COOKERY
- 🐝 HISTORY
- 🐝 HUMAN BIOLOGY

- 🐝 MATHEMATICS
- 🐝 MATHS: APPLICATIONS OF MATHS
- 🐝 MEDIA
- 🐝 MODERN STUDIES
- 🐝 MUSIC
- 🐝 MUSIC TECHNOLOGY
- 🐝 PEOPLE and SOCIETY
- 🐝 PERSONAL FINANCE
- 🐝 PHOTOGRAPHY (HIGHER)
- 🐝 PHYSICS
- 🐝 PHYSICAL EDUCATION
- 🐝 POLITICS
- 🐝 PRACTICAL WOODWORKING
- 🐝 PSYCHOLOGY
- 🐝 R.M.P.S
- 🐝 SPANISH

# ACCOUNTING

## Purpose and aims of the Course

Accounting is a key function in all organisations. Without effective accounting procedures and accountants to provide timely and relevant information to management, organisations may perform less successfully than they otherwise might.

The main purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. A main feature of this Course is the development of numeracy and thinking skills.

## Information about typical learners who might do the Course

The study of accounting may be of greatest appeal to those learners who enjoy, or wish to take advantage of, numeracy-based learning opportunities. It will be of interest to learners who feel their skills are more suited to courses which require attention to detail and who like to apply their logical and analytical thinking.

## Recommended entry

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

- National 5 Accounting and/or
- National 5 Mathematics

## Course outline

### Units

- Preparing Financial Accounting Information
- Preparing Management Accounting Information
- Analysing Accounting Information
- Course assessment



## Course assessment

The learner will be assessed through an **accounting question paper** and an **accounting-related assignment**.

<https://www.sqa.org.uk/sqa/45689.html>

## ADMINISTRATION AND IT

### Purpose and aims of the Course

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

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

### Information about typical learners who might do the Course

This Course is designed for those who are interested in the management aspects of administration and advanced uses of IT and who want to develop their administrative and IT skills further.

### Recommended entry

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

- Entry to **Higher** requires success at National 5 Administration and IT Course
- Entry to **National 5** requires success at National 4 Administration and IT or National 4 Business

### Course outline

#### Units

- Administrative Theory and Practice (Higher) /Administrative Practices (National 4&5)
- IT Solutions for Administrators
- Communication in Administration
- Course assessment

### Course assessment

**Nat 5/Higher-**The learner will be assessed by a combination of a **question paper** and an **administration- and IT-based assignment**.

<https://www.sqa.org.uk/sqa/45686.html>



## ART & DESIGN

### Purpose and aims of the Course

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work

### Information about typical learners who might do the Course

This Course is a broad-based qualification. It is suitable for learners with a general interest in art and design, and for those wanting to progress onto higher levels of study.

### Recommended entry

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

- Entry to Higher requires success at National 5 Art and Design Course
- Entry to Nat 5 requires success at National 4 Art and Design Course or other relevant N5 course
- Entry to Nat 4 requires success at National 3 Art and Design Course or other relevant N4 course

### Course outline

#### Units

- Art and Design: Expressive Activity
- Art and Design: Design Activity
- Course assessment



### Course assessment

**Higher& National 5:** This will be assessed through a portfolio and a question paper.

**National 4:** This will be assessed through a Practical Activity

<https://www.sqa.org.uk/sqa/45707.html>

## BIOLOGY

### Purpose and aims of the Course

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

An experimental and investigative approach is used to develop knowledge and understanding of biology concepts

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

### Information about typical learners who might do the Course

The Course is suitable for learners who are secure in their attainment of the National 5 Biology Course or an equivalent qualification. The Course may be suitable for those wishing to study biology for the first time.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required for each course as follows

Entry to Higher following success at National 5 Biology Course

Entry to Nat 5 following success at National 4 Biology Course or all relevant National 5 units

Entry to Nat 4 following success at National 3 Biology Course or an equivalent course.

### Course outline

#### Units

##### HIGHER

- Biology: DNA and the Genome
- Biology: Metabolism and Survival
- Biology: Sustainability and Interdependence
- Course assessment

##### NATIONAL 5

- Cell Biology
- Multicellular Organisms
- Life on Earth
- Course assessment (National 5)
- Added Value Assignment: ( National 4)

### Course assessment

**Higher and Nat 5** will be assessed within a **question paper** and an **assignment**, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Nat 4 will be assessed in an added value unit **assignment**.

## BIOLOGY – ADVANCED HIGHER

### Purpose and aims of the Course

The purpose of the Course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology.

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

### Information about typical learners who might do the Course

The Course is suitable for learners who are secure in their attainment of the Higher Biology or Higher Human Biology course or an equivalent qualification.

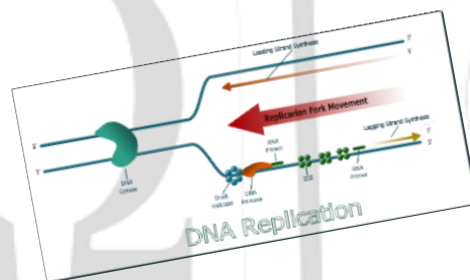
### Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having a qualification in Higher Biology or Higher Human Biology

### Course outline

#### ADVANCED HIGHER

- Biology: Cells and Proteins (Advanced Higher)
- Biology: Organisms and Evolution (Advanced Higher)
- Biology: Investigative Biology (Advanced Higher)
- Course assessment



### Conditions of award

To gain the award of the Course, the learner must pass all components of the Course assessment. This will provide the basis for grading attainment in the Course award.

### Assessment

#### Course assessment

**Advanced Higher** will be assessed within a **question paper** and a **project**, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the course in unfamiliar contexts and/or integrated ways.



# BUSINESS MANAGEMENT

## Purpose and aims of the Course

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role. The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts.

## Information about typical learners who might do the Course

The study of business management is suitable for all learners interested in entering the world of business, whether that be as a manager, employee or self-employed person, as it gives learners knowledge of the business environment

## Recommended entry

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

- National 5 Business Management
- National 5 Economics

## Course outline

### Units

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



## Course assessment

**Nat 5 & Higher:** The learner will be assessed by a combination of a Business Management question paper and a business-related assignment

## CHEMISTRY

### Purpose and aims of the Course

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Course gives the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. By using the broad skills base and knowledge and understanding of detailed chemistry concepts, learners will become scientifically literate citizens.

### Information about typical learners who might do the Course

The National 5 Course is suitable for pupils who achieved units last year in National 5 Chemistry or who are wanting to study Chemistry for the first time. Higher course is suitable for learners who are secure in their attainment of National 5 Chemistry or an equivalent qualification. Except for Advanced Higher, the Course may be suitable for those wishing to study Chemistry for the first time.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- Entry to Advanced Higher requires a strong pass at Higher Chemistry
- Entry to Higher following success in National 5 Chemistry
- Entry to Nat 5 following success in National 4 Chemistry
- Entry to Nat 4 following success in National 3 Chemistry course or an equivalent course

### Course outline

#### HIGHER

- Researching Chemistry (Higher only)
- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society
- Course assessment

#### NATIONAL 5

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society
- Course assessment

### Course assessment

Advanced Higher, Higher and National 5 will be assessed within a **question paper** and an **assignment**, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

National 4 will be assessed in an added value unit **assignment**.



## DESIGN AND MANUFACTURE

### Purpose and aims of the Course

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The Course stresses the integration of designing and making. It confirms that design is an iterative process. The Course highlights the close relationship between designing, making, testing, and refining design ideas. The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes.

### Information about typical learners who might do the Course

This Course is a broad-based qualification, suitable for learners with an interest in design and technology generally. It is suitable for learners with a keen general or specific interest in product design and manufacturing.

### Recommended entry

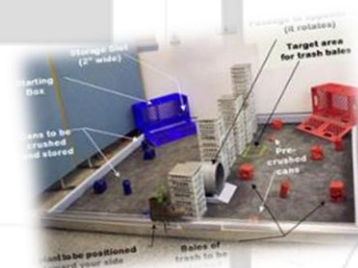
Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required having the following qualifications:

- Entry to Higher following success at National 5 Design and Manufacture
- Entry to Nat 5 following success at National 4 Design and Manufacture
- Entry to Nat 4 following success at National 3 Design and Technology

### Course outline

#### Units

- Design and Manufacture: Design
- Design and Manufacture: Materials and Manufacturing
- Course assessment



### Course assessment

Higher and Nat 5 will be assessed through a combination of an assignment and a question paper. The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course.

Nat 4 will be assessed through an added value unit assignment.

## DANCE

### Purpose and aims of the Course

This course inspires and challenges candidates by giving them the opportunity to create, appreciate and perform dance. Candidates use knowledge and understanding of dance techniques and choreographic skills to inform practice and develop skills in appreciating and evaluating dance practice and theatre arts. Candidates learn how to use dance techniques and choreography creatively to enhance performance. They experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others. Candidates also explore the use of theatre arts in dance.

### Information about typical learners who might do the Course

The course is suitable for candidates with a background in dance and for those wanting to progress onto higher levels of study. It allows candidates to consolidate and extend their dance skills developed through the National 5 Dance course

### Recommended entry

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

- Entry to Higher following success in the National 5 Dance



### Course outline

Candidates will be expected to:

- Apply knowledge and understanding from across the course to answer questions about dance.
- Extend and refine technical and performance skills.
- Perform two tutor-choreographed technical solos.
- Create and present a group choreography for a minimum of three dancers, lasting a minimum of 2 minutes and a maximum of 3 minutes, and review the choreographic process.

### Course assessment

**Performance:** Assesses two solo performances in contrasting styles and the candidate's ability to apply and combine the technical skills and performance skills. The performance has 70 marks (40% of the overall course award).

**Practical Activity:** Assesses the candidate's creation and presentation of choreography for a group of 3 or more dancers, and the application of problem solving, critical thinking, interpretation, and reflective practice. There are two sections: Choreography and Choreographic Review. The practical activity has 70 marks (30% of the overall course award).

**Question Paper:** 2-hour exam which assesses Dance Appreciation in Context and the Evaluation of a Professional Choreography. The question paper has 40 marks (30% of the overall course award)

	National 5	Higher
Performance	<b>1 solo performance</b> 35mks (35%)	<b>2 solo performances</b> in contrasting styles. 70 marks (40%)
Practical Activity	<b>Choreography and Choreographic Review</b> <b>65mks (45%)</b> Assesses the candidate's creation and presentation of choreography for a group of 32 or more dancers	<b>Choreography and Choreographic Review</b> <b>70mks (30%)</b> Assesses the candidate's creation and presentation of choreography for a group of 32 or more <u>dancers</u>
Questions Paper	<b>Question Paper:</b> <b>1 hour 30mks (20%)</b> assesses Dance Appreciation in Context and the Evaluation of a Professional Choreography.	<b>Question Paper:</b> <b>1 hour 40mks (30%)</b> assesses Dance Appreciation in Context and the Evaluation of a Professional Choreography.

<https://www.sqa.org.uk/sqa/45959.html>



## ENGLISH

### Purpose and Aims

This subject provides opportunities for learners to experience, reflect on, analyse, and develop their communication skills' competence – in particular to handle texts, both fiction and non-fiction, whose purposes are informative, analytical, expressive, and imaginative.

Whilst there is considerable teacher input, demands are made on learners to organise their time responsibly, to study independently, to focus on the quality of language required at this level, and to commit themselves fully to the volume of work, and to the assessment deadlines.

### Typical Learners

Courses provide opportunities for learners to build on their prior learning experienced in a Broad General Education or in English at a lower SCQF level.

Learners are encouraged to use different texts effectively for learning and communication, to develop an understanding of how language works, and how to use it effectively in order to communicate ideas. English enables pupils to develop their communication skills which are essential for work and life. Nearly every Further and Higher Education establishment demands a qualification in English to gain entry. Many employers also expect a similar level of competence.

### Recommended Entry

- Entry to National 4 English requires success at Level 3 in Reading, Writing, Listening/Talking.
- Entry to National 5 English requires success at Level 4 in Reading, Writing, Listening/Talking.
- Entry to Higher English requires a pass at National 5. It is strongly recommended that pupils who achieve B4 or a C in the National 5 Exam should opt for Higher over two years.
- Entry to Advanced Higher English in S6 requires an A or B at Higher.

### Course Outline

- ❖ Reading for Understanding, Analysis and Evaluation.
- ❖ Listening for Understanding, Analysis and Evaluation.
- ❖ Analysing Content, Structure, and Function of Texts.
- ❖ Critically responding to Drama, Prose, Poetry, Film and Television Drama, and/or Language.
- ❖ Talking in Groups and/or Delivering Presentations.
- ❖ Writing across a range of Creative and Discursive Genres.



### Conditions of Award

#### National 4

To gain the overall course award, learners must pass all four units inclusive of the Added Value Unit.

#### National 5 and Higher

To gain the overall course award, learners must pass all components of the course assessment in addition to one unit. This will provide the basis for grading attainment in the course award.

#### Advanced Higher

To gain the overall course award, learners must pass all components of the course assessment. This will provide the basis for grading attainment in the course award.

### Unit Assessments

Four unit passes are **mandatory** for **National 4**

Spoken Language is **mandatory** for **National 5** and **Higher**.

All units are internally assessed and standardised with requirements as detailed in the relevant subject pages of the SQA website.

### Freestanding SCQF National 5 and Higher Units

In some instances, where learners are unable to complete all of the coursework necessary for the overall award at National 5 or Higher, they may be able to undertake one or more units instead.

- Analysis and Evaluation: Reading and Listening.
- Creation and Production: Writing and Talking.
- Literacy: National 5 only.

## ENGLISH HIGHER OVER TWO YEARS

### Purpose and Aims

This course offers a clearly structured opportunity for pupils to achieve the very best they can in Higher English and has been created in response to previous pupils' feedback about their experience of repeating Higher English in S6. Instead of pupils embarking on this course in S5 followed by repeating it in S6 if not successful, choosing to complete the course over two years allows much more valuable time for the development of skills, in addition to the consolidation of skills, required to be as successful as possible at this level.

### Typical Learners and Recommended Entry

Typical learners will have been recommended by their teacher and should thoroughly weigh up all their available curriculum options. Importantly, having embarked upon Higher English over two years, they must be aware, even if they exceed expectations in their result for National 5 English, the recommendation initially made will not change and it would be very much against teachers' professional advice to change their option choice in August.

### Course Outline

#### First Year: S5

- ❖ Introduction/development of skills in Reading for Understanding, Analysis and Evaluation.
- ❖ Three of six poems for the Scottish Text.
- ❖ First Text for the Critical Essay.
- ❖ First Portfolio Essay.
- ❖ Two Freestanding Units: Analysis & Evaluation and Creation & Production.

#### Second Year: S6

- ❖ Consolidation/further development of skills in Reading for Understanding, Analysis and Evaluation.
- ❖ Remaining three of six poems for the Scottish Text.
- ❖ Second Text for the Critical Essay.
- ❖ Second Portfolio Essay.
- ❖ Mandatory Unit: Spoken Language.
- ❖ Prelim and Exam.



### Course Assessment

- |   |          |
|---|----------|
| • Paper 1: Reading for Understanding, Analysis and Evaluation | 30 marks |
| • Paper 2: Critical Reading: Scottish Text and Critical Essay | 40 marks |
| • Portfolio: Broadly Creative and Broadly Discursive Writing  | 30 marks |

# GEOGRAPHY

## Purpose and aims of the Course

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment.

The purpose of this Course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

## Information about typical learners who might do the Course

This Course is appropriate for a wide range of learners including those who wish to achieve a greater understanding of the environment and their place in it as well as learners who wish to progress to more specialised training or further education or employment.

## Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- Entry to Higher following success in National 5 Geography
- Entry to National 5 following success in National 4 Geography
- Entry to National 4 following success in National 3 Geography

## Course outline

- Geography: Physical Environments
- Geography: Human Environments
- Geography: Global Issues
- Course assessment



## Course assessment

**Higher & National 5** will be assessed by a **question paper** and an **assignment**.

**At Nat 4** level this will be assessed by an assignment

## GRAPHIC COMMUNICATION

### Purpose and aims of the Course

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

The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

### Information about typical learners who might do the Course

This Course is a broad-based qualification, suitable for learners with an interest in graphic communication — both digital and paper-based. It is suitable for those wanting to progress on to Higher levels of study in the subject.

The qualification is largely learner-centred and includes practical and experiential learning opportunities.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required for each course by having the following qualifications:

- Entry to Higher following success in National 5 Graphic Communication
- Entry to National 5 following success in National 4 Graphic Communication
- Entry to National 4 following success in National 3 Design and Technology Course

### Course outline

#### Units

- 2D Graphic Communication (Higher)
- 3D and Pictorial Graphic Communication (Higher)
- Course assessment



### Course assessment

**Higher and National 5:** Will be assessed through a combination of an assignment and a question paper.

**National 4:** Will be assessed by an added value assignment



## HOSPITALITY: PRACTICAL COOKERY

### Purpose and aims of the Course

The course aims to:

- Develop life skills through practical activities where you will be able to prepare and cook food for yourself and others and organise your time and work efficiently.
- Understand the relationship between health and food choice and why the responsible sourcing of ingredients is of vital importance in today's world
- Develop an understanding of how to prepare and present food to a professional standard.

### Information about typical learners who might do the Course

The purpose of National 5 Practical Cookery course is to provide pupils with the opportunity to develop practical and technological skills to enable pupils who wish to pursue a career in hospitality with a basic grounding for further study at College. There are 3 main areas of study: Cookery Skills, Techniques and Processes; Understanding and Using Ingredients; Organisation of Cookery Skills.

### Recommended entry

- National 4 Practical Cookery
- Candidates interested in developing practical cookery skills
- Candidates who plan on moving away from home when attending University

### Course outline

The course consists of 3 areas of study and an external exam. The areas are:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

### Course assessment

#### National 5

The final assessment for National 5 course is divided into 2 parts:

- Practical cookery assignment devised by SQA (75% mark allocation) undertaken within school under strict assessment conditions which is usually comprised of cooking a 3 course meal within 2 hours and 30 minutes excluding preparation time.
- Externally assessed question paper devised by SQA (25% mark allocation) on all aspects of the theoretical aspects of the course (understanding and using ingredients, costing exercise, evaluative questions). Requisitioning of resources for the final practical exam and preparation of a time plan is now also undertaken under exam conditions and sent to the SQA for final marking.



<https://www.sqa.org.uk/sqa/45828.html>

## HISTORY

### Purpose and aims of the Course

The purpose of the course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

### Information about typical learners who might do the Course

History Courses are relevant for a wide range of learners. This Course is appropriate for those who wish to develop an understanding of history or who are seeking to progress and specialise in further historical study.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- Entry to Higher following success in National 5 History
- Entry to National 5 following success in National 4 History
- Entry to National 4 following success in National 3 History

### Course outline

#### Units

- Historical Study: Scottish
- Historical Study: British
- Historical Study: European and World
- Course assessment

### Course assessment

**Higher & National 5** will be assessed by a **question paper** and an **assignment**

**National 4** will be assessed by an added value unit **assignment**.



## HUMAN BIOLOGY

### Purpose and aims of the Course

The purpose of the Course is to develop learners' interest and enthusiasm for human biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course.

The course provides a broad-based, integrated study of a range of biological topics which develop the concepts of human biology.

The course content is set in contexts that are of particular significance and relevance to the human species.

### Information about typical learners who might do the Course

The course is suitable for learners who are secure in their attainment of the National 5 Biology course or an equivalent qualification. The course may be suitable for those wishing to study Biology for the first time.

### Recommended entry

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

- National 5 Biology

### Course outline

- Human Cells (Higher)
- Physiology and Health (Higher)
- Neurobiology and Immunology (Higher)
- Course assessment



### Course assessment

The learner will draw on and extend the skills they have learned during the course. These will be assessed within a **question paper** and an **assignment**.

<https://www.sqa.org.uk/sqa/47915.html>

# MATHEMATICS

## Purpose and aims of the Course

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions.

The Course aims to motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations.

## Information about typical learners who might do the Course

This would be a suitable course for all learners who have experienced breadth and depth of learning across Mathematics experiences and outcomes, at the SCQF level course in mathematics below the intended level of study it would be suitable for learners who can respond to challenging situations and who can apply what they have learned in new and unfamiliar situations

## Recommended entry

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

- Entry to Advanced Higher requires success in Higher Mathematics
- Entry to Higher requires success in National 5 Mathematics
- Entry to National 5 requires success in National 4 Mathematics and Numeracy

## Course outline

### Units

#### Higher

- Mathematics: Expressions and Functions
- Mathematics: Relationships and Calculus
- Mathematics: Applications
- Course assessment

#### National 5

- Expressions and Formulae
- Relationships
- Applications
- Course Assessment



## Course assessment

Advanced Higher, Higher, National 5: This will be assessed within a **question paper**, requiring demonstration of the breadth of knowledge and skills. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper.

<https://www.sqa.org.uk/sqa/45750.html>



## MATHS : APPLICATION OF MATHS

### Purpose and Aims

The purpose of the Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The mathematical skills within this course are underpinned by numeracy, and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.

### Typical Learners and Recommended Entry

This is a suitable course for learners who have achieved the Fourth level of learning across the mathematics experiences and outcomes in the broad general education, or who have attained the National 4 Applications of Mathematics course, or who have equivalent qualifications or experience.

This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces

### Recommended Entry

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

- Entry to Higher requires a good pass at National 5 Applications. Pupils in S6 who have achieved Higher Maths in S5 or are sitting AH Maths can opt for Higher Applications of Maths
- Entry to National 5 requires success at Level 4 in Mathematics and Numeracy
- Entry to National 4 requires success at Level 3 in Mathematics and Numeracy

### Course Outline

#### Higher

Mathematical Modelling  
Statistics and Probability  
Finance  
Planning and Decision Making

#### National 5

Numeracy  
Finance and Statistics  
Geometry and Measure

#### National 4

Numeracy  
Finance and Statistics  
Geometry and Measure

<https://www.sqa.org.uk/sqa/81277.html>

## MEDIA

### Purpose and Aims

Media offers learners opportunities to develop and extend a wide range of skills including communication, independent learning, critical literacy, personal and interpersonal working, and creative thinking. In particular, this course aims to enable learners to develop:

- the ability to analyse and create media content as appropriate to purpose, audience and context.
- knowledge and understanding of the key aspects of media literacy as appropriate to content.
- knowledge and understanding of the role of media within society.
- the ability to plan and research when creating media content as appropriate to purpose, audience and context.
- the ability to evaluate their own practice

### Typical Learners

These courses are for learners who are interested in film, television, advertising, the press and/or other media and creating their own media content. It combines theory with practice. This allows the learner to be analytical and creative and provides opportunities for personalisation and choice. This course also provides opportunities for learners to build on prior learning experienced in the broad general education or in media qualifications at a lower SCQF level.

### Recommended Entry

Entry to National 5 Media requires an A or a B at National 5 English.

Entry to Higher Media requires: A/B at National 5 Media, A/B at Higher English or A (with teacher recommendation) at N5 English

### Course Outline

The course provides learners with the opportunity to develop knowledge of the role of media and the key aspects of media literacy: categories, language, representation, narrative, audience, institution and society. The course is highly individualised, allowing the teacher to select media content that suits their learners' interests. The course enables learners to experience the opportunities and challenges within the media industry by creating their own media content. To allow for personalisation and choice, learners are not required to make a particular form or genre of media content. They can create individual media content, or a section of a larger, group project.

### Freestanding SCQF National 5 Units

In some instances, where learners are unable to complete all of the coursework necessary for the overall award at National 5, they may be able to undertake one or more units instead:

- Creating Media Content.
- Analysing Media Content.

### Course Assessment

#### National 5:

- Question Paper 60 marks (50%)
- Assignment 48 marks (50%)

#### Higher:

- Paper 1 Analysis of Media Content (30 marks)
- Paper 2 The Role of Media (20 marks)
- Assignment (50 marks)

<https://www.sqa.org.uk/sqa/47414.html>



## MODERN STUDIES

### Purpose and aims of the Course

Modern Studies opens up the world of contemporary society for learners.

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three Units.

### Information about typical learners who might do the Course

This course is appropriate for a wide range of learners, from those who wish to achieve an understanding of contemporary society and their place in it, to learners who wish to progress to more specialised training or further education or employment.

### Recommended entry

Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- Entry to Higher following success at National 5 Modern Studies
- Entry to Nat 5 following success at National 4 Modern Studies
- Entry to Nat 4 following success at National 3 Modern Studies or an equivalent course

### Course outline

- Democracy in Scotland and the United Kingdom\*
- Social Issues in the United Kingdom \*
- International Issues \*
- Course assessment

(\*Options exist within units to allow opportunities for personalisation and choice. More details are available on the SQA website or from staff in the department)

### Course assessment

At Higher and Nat 5 this will be assessed by a **question paper** and an **assignment**

At Nat 4 level this will be assessed by an assignment.

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course.

## MUSIC

### Purpose and aims of the Course

The purpose of the Course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for own learning.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice.

### Information about typical learners who might do the Course

This Course is a broad-based qualification. It is suitable for learners with an interest in developing and extending their applied musical skills and understanding of music, and for learners with a more specific interest in particular aspects of music.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- Entry to Advanced Higher following success in Higher Music
- Entry to Higher following success in National 5 Music
- Entry to National 5 following success in National 4 Music
- Entry to National 4 following success in National 3 Music Course or an equivalent course.

### Course outline

- Music: Performing Skills
- Music: Composing Skills
- Understanding Music
- Course assessment



### Course assessment

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through **a performance** and a **question paper**.



## MUSIC TECHNOLOGY

### Purpose and aims of the Course

The purpose of the Higher Music Technology Course is to enable learners to develop and extend their knowledge and understanding of sound production, recording technologies and the musical context of recording and producing sound and music in the 20th and 21st century. Learners will engage in technical activities such as learning to use microphones and edit sound/music via creative contexts such as producing their own radio show, recording a song or creating a soundtrack to a video clip. This Course will provide opportunities for learners to develop their interest in sound and music technologies and to develop skills and knowledge relevant to the needs of those interested in pursuing career paths in sound engineering or production.

### Information about typical learners who might do the Course

This course is suitable for learners with a broad interest in learning about recorded sound, studio production skills and music in general. It also provides a pathway for those who want to progress to higher levels of study in the areas of sound production beyond school.

There is no requirement to be able to play any musical instrument in this course.

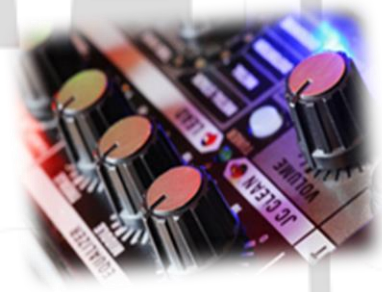
### Recommended entry

Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required for each course by having the following qualifications:

- Entry to Higher following success in National 5 Music Technology
- Entry to Nat 5 following success in National 4 Music Technology
- Entry to Nat 4 following success in National 3 Music Technology or an equivalent course.

### Course outline

- Music Technology Skills
- Understanding 20th and 21st Century Music
- Music Technology in Context
- Course assessment



### Course assessment

**Higher and National 5** will be assessed through a **question paper** and an **assignment**. The assignment consists of a large-scale project combining creative contexts such as creating your own radio show/recording a song/creating a soundtrack to a video.

National 4 will be assessed by an added value unit.

<https://www.sqa.org.uk/sqa/45715.html>

## PEOPLE and SOCIETY – SCQF Level 4

### Purpose and aims of the Course

This Course is a flexible and inter-disciplinary course which offers learners the opportunity to study themes, issues and topics of interest and relevance from across the social subject disciplines.

### Information about typical learners who might do the Course

The Course is suitable for learners who are seeking to enhance their employability and vocational skills through its emphasis on skills development and the opportunities for learners to work as part of a team, take part in informed discussion, and thereby develop a respect and tolerance for the views of others as well as enhanced self-confidence. The Course is also suitable for learners who may want to progress to National 5 in another Social Subject

### Recommended entry

Entry to this Course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- National 3 People and Society or relevant component Units
- National 3 or 4 in a Social Subject or relevant component Units

### Course outline

The course consists of 3 Units and an Added Value Unit (AVU). The Units are linked by the key idea of CONFLICT as well as covering other key ideas:

- Investigating Skills (Key Ideas: behaviour and beliefs)
- Comparing and Contrasting (Key Ideas: Cause and Consequence)
- Making Decisions (Key Ideas: Ethics and Power)

### Course assessment

This course is assessed internally by completing assessments for each unit as well as an AVU on a topic of your choice



<https://www.sqa.org.uk/sqa/47444.html>

## PERSONAL FINANCE

### Purpose and Aims of the Course

The Personal Finance Awards at SCQF level 4 & 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives

### Information about typical learners who might do the Course

This course is appropriate for learners who have achieved their National 3 Application of Maths qualification in S4 and are looking to achieve a mathematical qualification at Level 4

### Course outline

The Awards cover a range of topics, including:

- calculating and comparing costs
- household budgeting
- different forms of borrowing
- tax and National Insurance
- credit cards
- bank accounts
- exchange rates
- interest and inflation rates

### Course Assessment

This course is assessed by SQA's e-assessment system, SOLAR through two end of unit e-assessments



<https://www.sqa.org.uk/sqa/79416.html>

## PHOTOGRAPHY (HIGHER)

### Purpose and aims of the Course

The course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Using an integrated approach to learning, learners will plan, develop and produce imaginative photographs. They will also develop their appreciation of photographic work and practice. The skills that learners acquire by successfully completing the course will be valuable for learning, life and work.

The course allows learners to broaden and deepen their skills base, and to widen their horizons regarding a range of vocations

### Information about typical learners who might do the Course

This course is suitable for all learners with an interest in photography. It is suitable for learners with a general interest in the subject, and for those wanting to progress onto higher levels of study.

### Recommended entry

**This course is only available at Higher level.** Entry to this course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by having the following qualification:

- National 5 Art and Design

### Course outline

- Photography: Image Making (Higher)
- Photography: Contextual Imagery (Higher)
- Course assessment



### Course assessment

This will be assessed within a question paper (23%) and an assignment (77%).

<https://www.sqa.org.uk/sqa/46447.html>



## PHYSICS

### Purpose and aims of the Course

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, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts. The purpose of the course is to develop learners' interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of physics.

### Information about typical learners who might do the Course

The course is suitable for learners who have experienced learning across the sciences experiences and outcomes. The course may be suitable for those wishing to study Physics for the first time.

### Recommended entry

Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- Entry to Higher requires National 5 Physics
- Entry to National 5 requires National 4 Physics
- Entry to National 4 requires National 3 Physics or an equivalent course.

### Course outline

#### Units

- Physics: Our Dynamic Universe (Higher) / Dynamics & Space(Nat 3,4 &5)
- Physics: Particles and Waves (Higher) / Waves & Radiation (Nat 3,4 &5)
- Physics: Electricity (Higher) / Electricity & energy (Nat 3,4 &5)
- Researching Physics (Higher only)
- Course assessment

### Course assessment

**Higher and National 5:** This will be assessed within a question paper and an assignment.

**At National 4,** added value will be assessed internally in an Added Value Unit.

Learners will draw on, extend and apply the skills they have learned during the Course.

## PHYSICAL EDUCATION

### Purpose and aims of the Course

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance. By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving

### Information about typical learners who might do the Course

The course is suitable for learners who have an interest in and enthusiasm for developing movement and performance skills. It will broaden their learning experience and contribute to their own health and wellbeing.

### Recommended entry

Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualification:

- Entry to Higher requires National 5 Physical Education

### Course outline

Physical Education: Performance Skills

The development of practical performance through

- Volleyball
- Badminton
- Football or Basketball (Choice)



Physical Education: Factors Impacting on Performance

- Pupils will develop an understanding of how the Emotional, Mental, Physical and Social factors impact on performance.

### Course assessment

#### Higher

- 2½ Hour Question Paper 50mks (50%)
- Performance in 2 Activities\* 60mks (50%)

#### National 5

- Portfolio 60mks (50%). The portfolio is completed under a controlled classroom environment throughout the school year.
- Performance in 2 Activities\* 60mks (50%)

#### National 4

- Log Book (Pass/Fail)
- Practical Performance in 2 Activities (Pass/Fail)

\*Pupils can only select activities which meet the following criteria

- Can be assessed within the school grounds.
- Can be matched with the expertise of teachers within the department.
- It is possible to create a suitably competitive environment.

<https://www.sqa.org.uk/sqa/45741.html>

## POLITICS (S6 ONLY)

### Purpose and aims of the Course

This course contributes to learners' understanding of society by helping them to develop an understanding of political theory, political systems in the UK, international contexts and the factors affecting the electoral performance of political parties. This sense of political understanding will, in turn, assist them in participating as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.

The Higher Politics course will encourage learners to develop important attitudes, including an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship.

### Information about typical learners who might do the Course

This course is appropriate for a wide range of learners, from those who wish to achieve a greater understanding of politics in order to engage as active and informed members of society, to learners who wish to progress to more specialised training or higher education or employment

### Recommended entry

Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualification:

- Higher Modern Studies or other Social Subjects
- Higher English

### Course outline

#### Units

- Political Theory
- Political Systems
- Political Parties and Elections
- Course assessment



### Course assessment

Higher will be assessed by a **question paper** and an **assignment**

<https://www.sqa.org.uk/sqa/46445.html>

## PRACTICAL WOODWORKING

### Purpose and aims of the Course

The course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity.

The course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

### Information about typical learners who might do the Course

This course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical woodworking and those wanting to progress to higher levels of study or a related career.

### Recommended entry

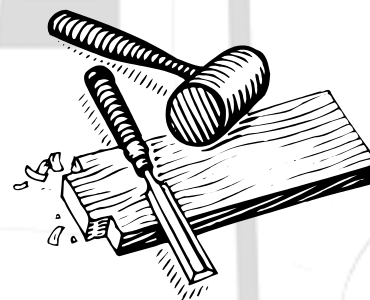
Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualification:

- National 5 in another relevant Technology subject
- Entry to National 5 following success at National 4 Practical Woodworking
- Entry to National 4 following success at National 3 Practical Craft Skills

### Course outline

#### Units

- **Practical Woodworking: Flat-frame Construction**
- **Practical Woodworking: Carcase Construction**
- **Practical Woodworking: Machining and Finishing**
- **Course assessment**



### Course assessment

National 5: The learner will be assessed by

- a practical activity which involves producing a finished product in wood to a given standard.
- a question paper

National 4: The learner will be assessed by

- an added value practical activity which, involves producing a finished product in wood to a given standard

<https://www.sqa.org.uk/sqa/45660.html>



## PSYCHOLOGY (S6 ONLY)

### Purpose and aims of the course

The main purpose of National 5 and Higher Psychology are to enable learners to develop an understanding of the psychological study of the human mind and behaviour in a range of contexts, and to enhance their ability to use evidence to explain human behaviour. The course develops learners' understanding of psychology as the scientific study of the mind and behaviour. Psychology is a research-based subject, and so will provide an opportunity to conduct a practical research project.

### Information about typical learners who might do the course

The course is suitable for all learners who are interested in finding out more about the human mind and behaviour. Learners will probably have little or no prior experience in studying psychology, but an interest in human behaviour and life experience will provide a good foundation for learners to progress in this qualification.

### Recommended Entry

- Higher Psychology is **only available for S6** and it is essential that learners should have either Higher English or National 5 Psychology
- For National 5 Psychology it is essential that learners should have National 5 English or a National 5 Social Subject

### Course Outline

The course consists of three Units of study:

- **Psychology: Research**
  - Learners will develop the skills required to carry out their own Psychological Research project and evaluate research.
- **Psychology: Individual Behaviour**
  - Learners will investigate topics including Sleep, Dreams and Sleep Disorders and another optional topic (e.g. Memory, Phobias, Depression).
- **Psychology: Social Behaviour**
  - Learners will investigate psychological explanations for social behaviour (including Conformity and Obedience, and an optional topic such as Non Verbal Communication or Prejudice)



### Course assessment

Higher and National 5 Question paper and an assignment

The question paper will sample psychological knowledge and understanding from Course Units. The learner will also be required to apply knowledge and understanding to explain human behaviour. The assignment will require learners to plan, carry out and report on their own psychological research investigation.

<https://www.sqa.org.uk/sqa/45746.html>

## RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

### RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

#### Purpose and aims of the Course

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today from both a religious and non-religious perspective. The course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the course units.

#### Information about typical learners who might do the Course

This course is appropriate for a wide range of learners who are interested in developing their skills in critical analysis as well as further their knowledge and understanding of philosophical matters.

#### Recommended entry

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

- For entry to Higher RMPS, learners should have either National 5 RMPS or Higher English
- For entry to National 5 RMPS, learners should have National 5 English or a National 5 in a Social Subject

#### Course outline

##### Unit 1 Religious and philosophical questions – Origins

Candidates develop skills to critically analyse religious and philosophical questions and responses on the origins of life and of the universe. Within this they will investigate Big Bang Theory, Genesis, Theory of Evolution and consider the responses of major religious and non-religious philosophers.

##### Unit 2 World Religion

Candidates critically study key beliefs and practices of one of the major religions and the contribution these make to the lives of followers. This is done from an academic position rather than a position of Faith, allowing candidates to deepen their knowledge and develop the skills necessary to make a reasoned judgement.

##### Unit 3 Morality and belief – Justice

Candidates develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. Studying Justice in the Modern World allows candidates to investigate causes of crime as well as different theories of punishment. These are analysed and evaluated from both religious and non-religious viewpoints and considers the moral perspective.

#### Assessment

**Course Assessment** - This will be assessed by a combination of a question paper and an assignment



<https://www.sqa.org.uk/sqa/45631.html>

## SPANISH

### Purpose and aims of the Course

The main purpose of the course is to develop the skills of reading, listening, talking and writing, in order to understand and use Spanish. The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- read, listen, talk and write in Spanish
- understand and use Spanish
- develop the language skill of translation at Higher NQ6 and plan, research and apply Spanish in a project based task.
- apply knowledge and understanding of Spanish

The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in Spanish, and to reflect on how this relates to English.

### Information about typical learners who might do the Course

The course offers learners the opportunity to develop detailed and complex language skills in the meaningful real-life contexts of society, learning, employability, and culture.

### Recommended entry

Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualification:

- Entry to Higher following success in National 5 Spanish
- Entry to National 5 following success in National 4 Spanish
- Entry to National 4 following success in National 3 Spanish

### Course outline

- Understanding Language
- Using Language
- Course assessment



### Course assessment

**Higher and National 5:** The Course assessment will take the form of a **talk performance**, through which learners will demonstrate their oral competence, and **two question papers** through which learners will demonstrate their reading, writing (and listening), skills in Spanish.

**National 4:** Will be assessed in an Added Value Unit assignment. Prepared in class And which covers the skills of Reading, Listening, Talking and Writing.

<https://www.sqa.org.uk/sqa/45775.html>

# RELIGIOUS EDUCATION





## RELIGIOUS EDUCATION

### This is Our Faith - Senior Phase

The Curriculum for Religious Education in Catholic Schools (RERC) from P1 – S6 is known as 'This is Our Faith'. The senior phase has been designed to build upon learning experienced by children and young people in Scotland's Catholic schools and directed by the contents of TIOF, which was published in November 2011 and November 2015.

The Senior Phase document can only be understood within the context of the framework and approaches which are detailed in Sections 1 to 3 of 'This is Our Faith'. It sets out a number of experiences and outcomes which are structured around the same *Strands of Faith* which are used in the earlier document. It has been planned to offer suitable challenge and choice which is age and stage appropriate whilst being coherent with, and progressing from, prior learning experiences.

(This is Our Faith – Senior Phase, Nov 2015)



THIS IS  
*our faith*

### Called to Love

Called to Love is a core part of the RE curriculum and is a Catholic vision of love and relationships. It was established as a partnership project, involving Scottish Catholic Education Service and Healthy Respect, to develop teaching materials and support to underpin the coherent programme of relationships and moral education in Catholic secondary schools.



The purpose of relationship education in the Catholic school goes beyond explaining reproduction, preventing unwanted pregnancies, or promoting confidence about sexuality. Effective sex education, which is regarded as one element of relationships and moral education, should promote the development of values and attitudes which guide behaviour and relationships.

*'Love is... the fundamental and innate vocation of every human being.'*

### Caritas

S6 students are given the opportunity within the RE curriculum to take part in the Bishops of Scotland award for Senior students. This award is entirely voluntary and allows students to develop their understanding of *service with love*. The award is open to all students in S6. The award balances academic learning of the value of being of service to others with the practical opportunities to enhance and grow spiritually.

## S5 Units of work include

Eucharist  
Mary: Mother of the Church  
Existence of God (SQA Unit award)  
Hinduism

## S6 Units of work include

Why Course  
Creed  
Religion and Justice (SQA Unit Award)  
Buddhism

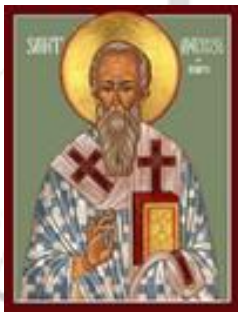


### Prayer

Regular Prayer and Liturgical celebrations are at the heart of school life. It is one of the activities that forms a person's faith and enables them, teacher and pupil, to develop their personal relationship with God. In a Catholic School: *...the celebration of Catholic liturgies and prayers as an integral part of learning and teaching should enable the school community to become reflective, experience the presence of God and develop a mature spiritual life. Days of recollection and spiritual retreats for pupils and staff will enable the spiritual life engendered in the school's daily and weekly timetable to be experienced more intensely through a dedicated and focused time of prayer and reflection.*

Prayer, therefore, forms a central and important role in the life of a Catholic School and this is especially prevalent within the context of an RE class.

Dependent on the liturgical season and need, a prayer is said at either the end or the beginning of the RE class.



### The RE Teacher

The role of the RE department is unique in the sense that a large number of the teaching staff may become a member of the department at one time or another, when they take on the important role of generalist RE teacher and become responsible for the delivery of a specific part of the curriculum to a particular class. These teachers will witness to their faith in their approach to the teaching of Religious Education with confidence and under the direction of the PTRE.

The permanent staff of the Department of Religious Education, as well as generalist teachers of Religious Education and all staff appointed to serve in the Catholic school, are fully expected to support the aims, mission, values and ethos of the school, as clearly identified in the SCES Charter, and it is within this context that the Department of Religious Education at St Ambrose High School is pleased to operate in contributing to the ongoing formation of our young people.

**St Ambrose High School Prayer**

Lord teach me to look for you.

When I look, show yourself to me.

Without your help, I will go through life blind  
to the many things you do for me.

With your help, I will be able to see you  
in other people and in the ways you show  
how much you care and love me.

As I see you more and more,  
may I grow in love of you.

# APPENDICES





# St Ambrose High School Senior Phase Options 2024-25

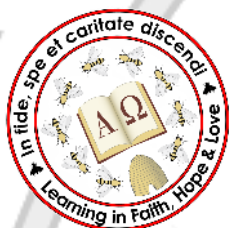


## Part 1: School Choices

	Column A 6 periods	Column B 6 periods	Column C 6 periods	Column D 6 periods	Column E 6 periods
<b>Alternative Certification</b> (Choose ONLY one)	<ul style="list-style-type: none"> <li>Foreign Language Leader Award(S6)</li> </ul>	<ul style="list-style-type: none"> <li>Laboratory Skills for Work (SCQF 5)</li> </ul>	<ul style="list-style-type: none"> <li>Duke of Edinburgh</li> <li>NPA - Practical Science (SCQF5)</li> </ul>		<ul style="list-style-type: none"> <li>Sports Leader Award (SLA)</li> </ul>
<b>National 4</b> SCQF 4	<ul style="list-style-type: none"> <li>Personal Finance (SCQF4)</li> </ul>		<ul style="list-style-type: none"> <li>People and Society</li> </ul>	<ul style="list-style-type: none"> <li>Art &amp; Design</li> </ul>	
<b>National 5</b> SCQF 5	<ul style="list-style-type: none"> <li>English</li> <li>Maths: Application of Maths</li> </ul>	<ul style="list-style-type: none"> <li>English: Units</li> <li>English</li> <li>Maths</li> <li>Maths: Application of Maths</li> <li>Practical Woodworking</li> <li>RMPS</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Graphic Communication</li> <li>Hospitality: Practical Cookery</li> </ul>	<ul style="list-style-type: none"> <li>Art &amp; Design</li> <li>Biology</li> <li>Media</li> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Modern Studies</li> <li>Geography</li> <li>Music Technology</li> </ul>
<b>Higher</b> SCQF6	<ul style="list-style-type: none"> <li>English</li> <li>English (2 years)</li> <li>Maths</li> <li>Politics (S6)</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Maths</li> <li>Maths: Application of Maths</li> <li>RMPS</li> <li>Business Management</li> <li>Media</li> <li>Photography</li> </ul>	<ul style="list-style-type: none"> <li>Art &amp; Design</li> <li>Business Management</li> <li>History</li> <li>Geography</li> <li>Graphic Communication</li> <li>Human Biology</li> <li>Modern Studies</li> <li>Music Performance</li> <li>Physical Education</li> <li>Psychology (S6)</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Administration &amp; IT</li> <li>Art &amp; Design</li> <li>Biology</li> <li>Chemistry</li> <li>Human Biology</li> <li>Maths: Application of Maths</li> <li>Music Performance</li> <li>Physical Education</li> <li>Physics</li> <li>Psychology (S6)</li> </ul>	<ul style="list-style-type: none"> <li>Administration &amp; IT</li> <li>Chemistry</li> <li>Dance</li> <li>Geography</li> <li>History</li> <li>Human Biology</li> <li>Modern Studies</li> <li>Physics</li> <li>Design &amp; Manufacture</li> <li>Music Technology</li> </ul>
<b>Advanced Higher</b> (S6 only)	<ul style="list-style-type: none"> <li>Maths</li> </ul>	<ul style="list-style-type: none"> <li>Music Performance</li> </ul>	<ul style="list-style-type: none"> <li>Art and Design</li> <li>Biology</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Chemistry</li> </ul>	







Courses may not run if there is insufficient uptake. Courses and entry requirements are also subject to change. Some subjects may run with more than one level being delivered in a class.

**More information on the above courses can be found in the Choices Booklet on the school website**



## PUPIL RESPONSIBILITY AGREEMENT – S5

### St Ambrose High School Vision: Living in Faith, Hope and Love

-  Committed to the formation of the whole person.
-  Nurturing a community of love and mutual respect.
-  Following Jesus on our journey of learning in a school where faith is central and prayer is present.
-  Fostering meaningful relationships within our wider community through service to the common good.
-  Seeking happiness and fulfilment in life through the use of our unique God given talents.
-  In our pursuit of excellence in all things, remaining constant in FAITH (Fortitude, Ambition, Integrity, Truth & Holiness)

**Timetable Changes:** I understand that no alteration can be made to my timetable unless requested in writing by my parent/guardian. Any changes involve consultation and agreement of subject teacher, Pupil Support teacher and Head of Year. These must be recorded on the school Timetable Change Form which I must forward to my Year Head

**Attendance and Discipline:** I am aware that as a senior pupil I must:

- Attend all classes for which I am registered except when ill or for other legitimate reasons
- Maintain steady work progress and keep up to date with all homework and assignments
- Recognise and uphold the School Code of Conduct







I am aware that any infringement of these conditions could lead to my exclusion from classes

**Responsibility for Learning:** I accept the shared responsibility I have for my own learning in the Senior School and am aware that I should play an active part in ensuring that my learning is progressing. I will seek support from subject, Pupil Support and careers staff where this is appropriate and will endeavour to set clear goals to help me achieve as much as I can.



## PUPIL RESPONSIBILITY AGREEMENT – S6

### St Ambrose High School Vision: Living in Faith, Hope and Love

-  Committed to the formation of the whole person.
-  Nurturing a community of love and mutual respect.
-  Following Jesus on our journey of learning in a school where faith is central and prayer is present.
-  Fostering meaningful relationships within our wider community through service to the common good.
-  Seeking happiness and fulfilment in life through the use of our unique God given talents.
-  In our pursuit of excellence in all things, remaining constant in FAITH (Fortitude, Ambition, Integrity, Truth & Holiness)

**Timetable Changes:** I understand that no alteration can be made to my timetable unless requested in writing by my parent/guardian. Any changes involve consultation and agreement of subject teacher, Pupil Support teacher and Head of Year. These must be recorded on the school Timetable Change Form which I must forward to my Year Head

**Attendance and Discipline:** I am aware that as a senior pupil I must:

- Attend all classes for which I am registered except when ill or for other legitimate reasons
- Maintain steady work progress and keep up to date with all homework and assignments
- Recognise and uphold the School Code of Conduct

I am aware that any infringement of these conditions could lead to my exclusion from classes

**Responsibility for Learning:** I accept the shared responsibility I have for my own learning in the Senior School and am aware that I should play an active part in ensuring that my learning is progressing. I will seek support from subject, Pupil Support and careers staff where this is appropriate and will endeavour to set clear goals to help me achieve as much as I can

**Private Study:** In S6 I will make good use of Private Study time and will attend when this is timetabled



The background features a repeating pattern of interlocking gears in yellow and red, positioned along the top and bottom edges. The central area is filled with a dense, overlapping pattern of thin, light-yellow, wavy lines that create a sense of motion and complexity.

**LIVE  
LEARN  
WORK  
INVEST  
VISIT**