



CHOICES 2026-27



**ST.AMBROSE HIGH SCHOOL
65 TOWNHEAD ROAD, COATBRIDGE, ML5 2HT**







St Ambrose High School

Townhead Road ML5 2HT
Tel 01236 794899
Web: 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 Qualifications Scotland (QS)
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. Many courses have entry requirements which will determine your path of progression.

Responsibility

As you approach the end of 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

Course Information

The information on the subject pages is applicable at Nat 4, Nat 5, Higher or Advanced 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 [Qualifications Scotland](#) website.

[Qualifications Scotland](#)

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.

Free standing SCQF National 5 Units/National 6 Units

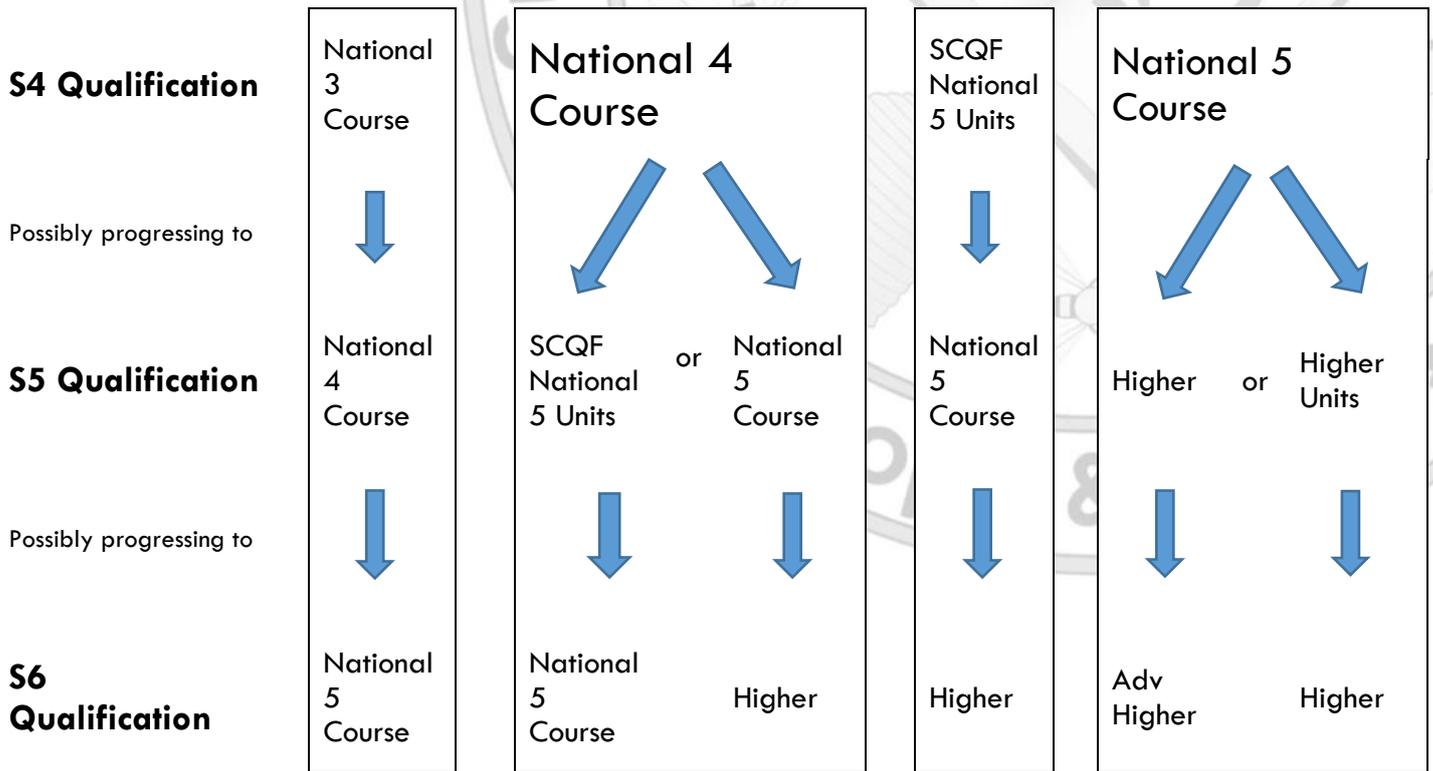
In some instances where a pupil is unable to complete all of the coursework necessary for the overall National Course award they may undertake one or all of the units. These units will be internally assessed against requirements as detailed in the relevant subject pages. A decision to undertake Units 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 QS website
- [Assessment Support](#) on the QS website

Possible Routes of progression



It is important to note that moving from National 5 to Higher can be a significant jump. Progression rates from Qualification Scotland ([Progression Statistics - Qualifications Scotland](#)) advise students to consider the challenge of Higher qualifications when making choices:

- **Key Progression Factors:** Students with National 5 A or B grades are the most likely to advance directly to Higher in the same subject, whereas a C grade may sometimes require foundation building.
- **Subject Variation:** While N5 provides the pathway to Higher, overall pass rates at Higher vary, requiring strong performance at N5 (A-C) for confident progression. Progression rates vary within different subjects, please speak to your teacher or Pupil Support teacher if you want to find out more information

YOUR OPTIONS

The Senior Phase Option Form at the back of this booklet list the courses and levels available to you in session 2025-26.

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 in the first instance 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, ensuring progression from subjects studied in S4. 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.

ADVANCED HIGHER: S6 ONLY

IN SESSION 2026-27 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 B Sheridan
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
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 Craig
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

ALTERNATIVE QUALIFICATIONS



- 🐝 Sports Leadership Award (SLA)
- 🐝 Foreign Language Leader Award
- 🐝 Duke of Edinburgh
- 🐝 NPA Practical Science
- 🐝 Laboratory Science
- 🐝 Interior Design
- 🐝 NPA Furniture Making
- 🐝 NPA Photography

SPORTS LEADERSHIP, DEVELOPMENT AND RECREATION AWARD (SLA)

As part of the course pupils will work towards attaining 3 qualifications at either a N5 or Higher Level.

**Level 5/6 Leadership
Level 5/6 Sports Development
Level 5 Sport and Recreation**

Purpose and aims of the Course

The Leadership units will allow students to develop knowledge and skills/ qualities of different leadership styles. They will gather information and produce a report reaching conclusions about successful leadership, including self-reflection.

The Sports Development units will increase students' knowledge and understanding of the importance of physical activity. Students will investigate what is physical activity is available in the local community and plan an active strategy to increase opportunities in the community.

The Sport and Recreation units focus on assisting and delivering activity sessions. personal fitness, assisting with centre duties/facilities and equipment, risk assessment, first aid and employment in the field of sport.

Students may attain all 3 awards at Higher/ National 5 level, or a mixture of levels based on units attained.

Course Outline

The course is divided into 8 separate Learning Outcomes.

Leadership

- 1) Leadership: an introduction (skills and qualities)
- 2) Leadership in action (Plan, lead and evaluate a sports/physical activity event)

Sports Development

- 3) Sports: Activity and Participation Opportunities in the Community
- 4) Sports: Investigate Activity Development Opportunities in an Organisation

Sport and Recreation

- 5) Sport and Recreation: Assist with a Component of Activity Sessions
- 6) Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry
- 7) Sport and Recreation: Assist with Fitness Programming
- 8) Sport and Recreation: Assist with Daily Centre Duties

Assessment

Candidates are assessed on a continuous basis throughout the course based on the 8 Learning Outcomes as aforementioned
Candidates must complete a voluntary placement in sport outside the allocated periods.

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

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: 5 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

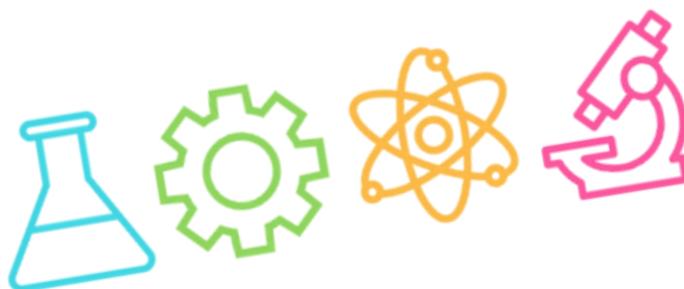
Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required as follows

- 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.

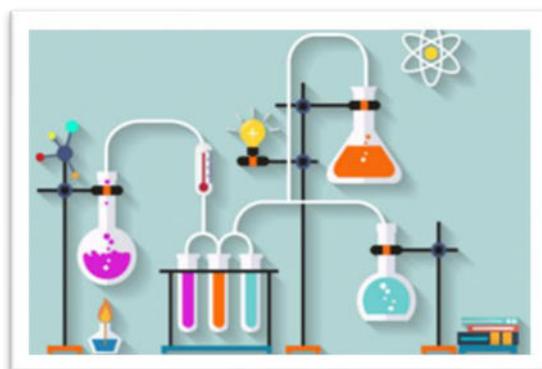
Recommended entry

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.

NPA FURNITURE MAKING

The NPA Furniture Making course consists of producing larger scale projects, mainly using timber, to allow the pupils develop new skills and to explore the use of detailed joint work and techniques within the context of furniture making. Pupils will be expected to be able to produce high quality pieces of furniture and use machine tools accurately to shape and finish models.

Pupils will cover the main types of woodworking construction with units consisting of carcass and frame jointing with veneering and machine tooling incorporated into these units.

There are 3 mandatory units:

Workshop Practice

Carcass Making

Timber Frame Construction,



and 2 optional units which include **Furniture Veneering: An Introduction** and **Furniture Polishing: An Introduction.**

Furniture Manufacture is a **Unit** only course with no end of year final assignment or exam like the Practical Woodwork and Metalwork courses. By completing the 3 mandatory and 1 of the optional units from the list above equates to the same SQA tariff points of a National 5 course award

Pupils who this would be suited for

This course is suitable for those who have achieved success at National 5 Practical Woodworking. Priority will be given to those making progression from National 5 Practical Woodworking.

NPA PHOTOGRAPHY

This National Progression Award (NPA) develops knowledge and understanding in photography.

It covers areas such as:

- understanding different photography genres and concepts
- practical skills in photographing people and places
- organising and working with photographic images

You will develop:

- understanding of different photography genres and concepts
- practical skills in photographing people and places
- skills in organising and working with photographic images

Entry

Entry is at the discretion of the school, college or training provider. However, it would be beneficial if learners had a keen interest in photography or creative digital media. Ideally, learners should have some degree of aptitude for, and a genuine interest in, photography, that can be nurtured and developed either in a freestanding unit-by-unit basis and/or throughout the group award.



[NPA Photography SCQF level 4 and 5 - Qualifications Scotland](#)

VOCATIONAL COURSES



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. **It should be noted that these courses may not run if there is insufficient uptake.**

These courses include a range of Industry Recognised qualifications at a number of different levels.

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.

All Partnership Courses require an application which can only be completed by your Option interviewer.

The link below is to the New College Lanarkshire padlet which will give you more information. You can also see what is available on the following page:

[NLC Industry Recognised Qualification 2026/27](#)

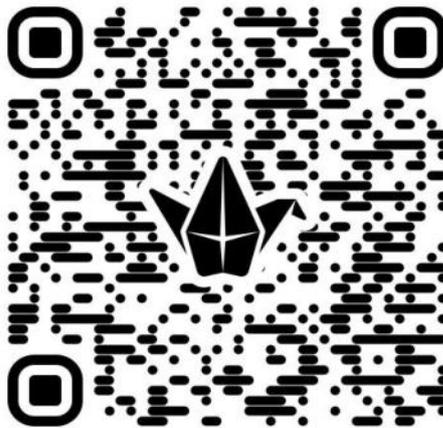
Pathways Diagram 2026/2027

Construction & Engineering	L4 Auto Mechanic	L5 Construction	L5 Engineering	L6 Engineering Design Challenge	FA Civil Engineering	HNC CADD	HNC Architectural Technology	Winter Leavers Programme
Health & Social Care	L4 Healthcare	L4 Early Years & Childcare	L5 Healthcare	L5 Early Years & Childcare	L6 Public Health	FA Children & Young People	FA Healthcare	
Business Services	L6 Intro to Scots Law	L6 Cyber Security	L6 Criminology	HNC Business Skills	HNC Cyber Security	HNC Social Science		
Tourism & Creative	L4 Hospitality	L4 Hairdressing	L4 Beauty	L5 Hairdressing	L5 Beauty	L5 Make Up Artistry	FA Hospitality	FA Creative & Digital Media

Skills Padlet- Course Information

Please use the QR code below to access the Padlet containing full information on all our courses and entry requirements.

If you would like to make a referral to one of the courses, please speak to your pupil support teacher and use the link in the Padlet



SENIOR PHASE NATIONAL QUALIFICATIONS 2026-2027



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 A-C 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 A-C 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 Advanced Higher requires a strong performance at Higher
- Entry to Higher requires A-C 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 A-C 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.

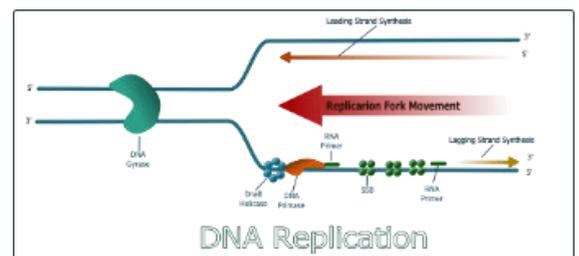
Recommended entry

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 at A-C
- National 5 Economics at A-C

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

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 A-C 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**.



<https://www.sqa.org.uk/sqa/45720.html>

CLASSICAL STUDIES

In the National 5 Classical Studies course, you will learn about classical societies and how the issues of the classical world are relevant to an understanding of modern society. You will develop your sense of identity and place in the modern world by building a framework of religious, political, social, moral or cultural knowledge and understanding.

You need to complete two components, a **2-hour question paper** worth **80** marks and an **Assignment** worth **20** marks.

The question paper will assess knowledge and exam skills questions based on:

Section 1: Life in classical Greece

- Religion
- Citizenship
- Democracy
- Daily life

Section 2: Classical literature

Studying universal ideas, themes or values in a classical text which link the classical and modern worlds. These universal ideas, themes or values are:

- leadership
- fate versus free will
- heroism
- conflict
- women in society

Section 3: Life in the Roman world - Part A (Pompeii)

- Eruption
- Religion in Pompeii
- Leisure and entertainment
- Making a living in Pompeii

As part of the **Assignment**, you will form a question that you will research using sources to **compare** aspects of life in the Greek or Roman and modern world.

During the Assignment write up under exam conditions you will have access to a **200-word resource sheet**.

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 successfully completed a National 5 in another Social Subject or in English

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

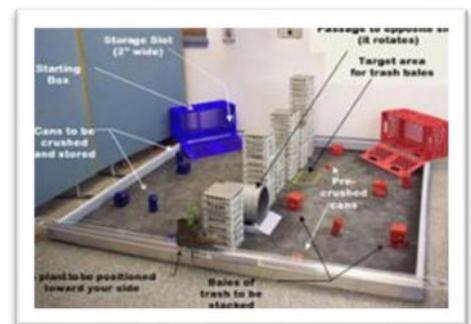
Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required having the following qualifications:

- Entry to Higher following A-C 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.

<https://www.sqa.org.uk/sqa/45645.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

<https://www.sqa.org.uk/sqa/45651.html>

HEALTH and FOOD TECHNOLOGY

Purpose and aims of the Course

This course addresses contemporary issues affecting food and nutrition and how they affect consumer choices. These include ethical and moral considerations, sustainability of sources, and food production and development. Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products for a range of dietary and lifestyle needs. The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge and understanding and practical skills

Information about typical learners who might do the Course

This Course is a broad-based qualification, suitable for learners with an interest in health, food and nutrition.

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge and understanding and practical skills

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 Health and Food Technology or National 5 Hospitality
- Entry to National 5 following success in National 4 Health and Food Technology
- Entry to National 4 following success in National 3 Design and Technology Course

Course outline

Units

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



Course assessment

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

<https://www.sqa.org.uk/sqa/45840.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**.

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 timeplan is now also undertaken under exam conditions and sent to the SQA for final marking.

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

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>

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.

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.

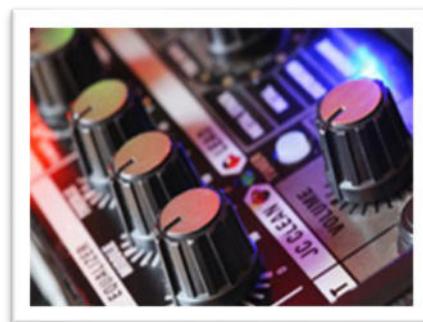
Recommended entry

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>

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%).

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

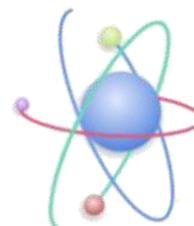
Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualifications:

- 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.

<https://www.sqa.org.uk/sqa/45729.html>

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

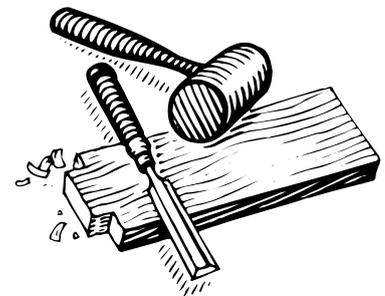
Entry to this course is at the discretion of the centre. However, it may be beneficial for learners to have the skills and knowledge required by having the following qualification:

- 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

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

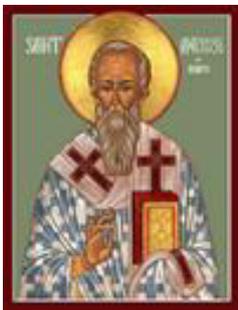
Why Course
Creed
Religion and Justice (SQA Unit Award)
Buddhism

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.

APPENDICES



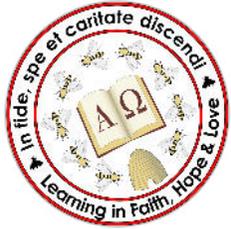


	Column A 6 periods	Column B 6 periods	Column C 6 periods	Column D 6 periods	Column E 6 periods
Alternative Certification (Choose ONLY one)	<ul style="list-style-type: none"> Foreign Language Leadership Award (S6) 	<ul style="list-style-type: none"> Laboratory Skills for Work NPA Furniture Making 	<ul style="list-style-type: none"> Duke of Edinburgh NPA Practical Science 	<ul style="list-style-type: none"> NPA Furniture Making NPA Practical Science 	<ul style="list-style-type: none"> Sports Leader Award (SLA) NPA Photography
National 5 SCQF 5	<ul style="list-style-type: none"> English Maths: Application of Maths Personal Finance/Numeracy Award 	<ul style="list-style-type: none"> English: Unit Awards English Maths Maths: Application of Maths RMPS Classical Studies 	<ul style="list-style-type: none"> Chemistry Classical Studies Graphic Communication Health and Food Technology Media Physics 	<ul style="list-style-type: none"> Art & Design Biology Media Physical Education Travel & Tourism 	<ul style="list-style-type: none"> History Hospitality: Practical Cookery Modern Studies Music Technology
Higher SCQF6	<ul style="list-style-type: none"> Business Management English English (2 years) Maths Maths: Application of Maths Politics (S6) Psychology (S6) 	<ul style="list-style-type: none"> English Maths Maths: Application of Maths RMPS Media Photography 	<ul style="list-style-type: none"> Art & Design Business Management Chemistry Health and Food Technology Geography Graphic Communication Human Biology Modern Studies Music Performance Physical Education 	<ul style="list-style-type: none"> Accounting Art & Design Biology Chemistry History Human Biology Maths: Application of Maths Modern Studies Music Performance Physical Education Physics Psychology (S6) 	<ul style="list-style-type: none"> Administration & IT Chemistry Geography History Human Biology Modern Studies Physics Design & Manufacture Media Music Technology Spanish
S6 Only	<ul style="list-style-type: none"> AH History AH Maths 	<ul style="list-style-type: none"> AH Music Performance AH Biology 	<ul style="list-style-type: none"> AH Art and Design AH Chemistry 	<ul style="list-style-type: none"> AH English AH Physics 	
S6 Electives	<ul style="list-style-type: none"> YASS (online) Private Study Elective 	<ul style="list-style-type: none"> YASS (online) Private Study Elective 	<ul style="list-style-type: none"> YASS (online) Private Study Elective 	<ul style="list-style-type: none"> YASS (online) Private Study Elective 	<ul style="list-style-type: none"> YASS (online) Private Study Elective

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



	Column A 6 periods	Column B 6 periods	Column C 6 periods	Column D 6 periods	Column E 6 periods
Locality School: S6 AH ONLY	<p>Indicate on your return if you require a course not currently offered by St Ambrose These courses may be offered by other schools in the locality and will be delivered virtually if available Please note you must still complete your Option Return with school choices until these courses and columns are confirmed.</p>				
Vocational Courses (Levels 4/5/6)	<p>see Choices booklet and NCL website for details - https://www.nclanarkshire.ac.uk/find-a-course/ways-to-learn/schools-partnership-programmes/ Note: these courses are very dependent on numbers and availability</p>				
		FA Hospitality (L5) Intro to Scots Law (L6)	FA Hospitality (L5) Beauty (L5) Hairdressing (L5) Early Learning Childcare (L5) Cyber Security (L6) Public Health (L6)	Automotive (L4) Make Up Artistry (L5) FA Hospitality (L5) FA Construction (L5) Criminology (L6)	Automotive (L4) Engineering (L5) Engineering Design Challenge (L6) FA Construction (L5)
HNC Pathways S6 ONLY SCQF 7	<p>This will require Column E for HNC along with Column D Private Study In addition to two afternoons, this requires attendance at college all day on a Friday These are SCQF Level 7 (degree level) NOTE: THESE COURSES HAVE ENTRY REQUIREMENTS Please see Choices booklet and NCL website for further information</p>				<p>HNC Pathways Courses: 1.Cyber Security 2.Architectural Technologies 3.Computer Aided Draughting and Design (CADD) 4.Social Sciences 5. Business</p>
Foundation Apprenticeships (FA) SCQF 6	<p>ALL ARE ONE YEAR COURSES REQUIRING BOTH COL D AND COL E NOTE: THESE COURSES HAVE ENTRY REQUIREMENTS Please see Choices booklet and NCL website for further information</p>			<ul style="list-style-type: none"> • Creative & Digital Media • Children & Young People • Health Care • Civil Engineering 	<p>Work Placement for FA (Note: this will include all day on a Friday)</p>



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

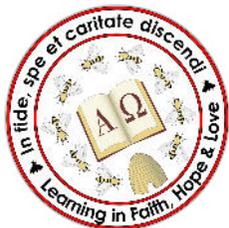
Attendance and Discipline: I am aware that as a senior pupil I must:

- 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)*

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

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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





**LIVE
LEARN
WORK
INVEST
VISIT**