Equality

Achievement

Respect

Inclusion

Achieving Excellence Together

Trinity High School

Options Pathways to S5/6 2026-27

Contents

Letter from Headteacher

Trinity High School
Glebe Street
Renfrew
0300 300 1444

Dear Student

The purpose of this booklet is to provide you with information to assist you in selecting an appropriate course of study for your Fifth Year and Sixth Year in Trinity High School.

At this extremely important stage in your education it is essential that you consider all the Options available to you i.e.

1) National Qualifications' Courses at different levels
2) Free Standing Units
3) College provision
4) Foundation Apprenticeships (2 year course)

Every attempt has been made to provide clear pathways to the world of work, Further Education and Higher Education. It is vital that you seriously consider what you would like to do in the future as decisions taken now will influence how your future is shaped.

However no matter what you decide to do in the future all courses to be studied will strive to ensure that every opportunity is given to enable you to develop the 4 capacities outlined by the Scottish Government and become:-

(a) successful learners
(b) confident individuals
(c) responsible citizens
(d) effective contributors

In preparation for choosing your subjects you will be given advice by departments/Pastoral Staff on which courses are considered appropriate for **you** and hopefully after discussions with staff and parents we can agree a programme of study which will allow you to achieve as much success as possible next session. If you have any questions or doubts as to how you should proceed please **ask**. Remember this whole process is for **your** benefit and so it is vital that you find out as much as possible to help you make the right choices at this time. I would highly recommend making good use of the website www.myworldofwork.com which contains invaluable up to date information on a wide variety of careers.

Yours sincerely

Mr P Marshall
HEADTEACHER

Understanding the Option Choice Form

The option choice form when issued has subjects grouped together under the headings of column A, B, C, etc. Each column shows all the classes running at the same time, thus students can only choose **one** subject from each column. Some subjects may be offered in more than one column. Please note that for S6 Students additional curriculum provision is included in some columns.

In some situations courses may be offered at National 4 level and may require 4 periods of study rather than the normal 6 periods. In these cases additional courses will be required to ensure a full timetable is being taken in S5.

The majority of the courses shown on the Option Choice form are offered in this school. However to provide students with a wider choice they can apply to study courses outwith Trinity High, as outlined below:-

Alternative Courses

Consortium Schools
Trinity High is part of a consortium that includes Park Mains High and Renfrew High in the first instance (as well as West College Scotland). If you are unable to study a course at Trinity High you may be able to arrange to attend the course at one of the consortium schools or indeed arrangements can sometimes be made to enable students to access courses in other schools in Renfrewshire.

A decision to study a subject at another school must not be taking lightly. Travelling can have a huge impact on your daily routine and can sometimes conflict with subjects you are studying in Trinity. It is therefore important that your decision will be informed by the relevance to your chosen career pathway and the necessity of the subject as an entrance requirement to further education.

West College Scotland
Historically WCS offer vocational courses such as Hair & Beauty, Construction, Child care, Graphics and Animation to name a few. These courses will run as a choice in Column D and Column E and courses will commence in June. Students applying for college may attend an interview for the course before a place is offered.

Foundation Apprenticeships
Foundation Apprenticeships are a work based learning opportunity for senior students lasting 1 or 2 years at college, pupils typically begin their course in S5. Pupils study alongside other N5's and Highers they have chosen. A Foundation Apprenticeship is the same level of learning as a Higher SCQF(6) with the main difference being no final assessment. Assessment is ongoing throughout the apprenticeship. Several colleges in Glasgow and WCS in Paisley offer Foundation Apprenticeships courses and more details will be released in June. Meanwhile use this website www.apprenticeships.scot if you are interested in finding out more.

Travelling arrangements: Pupils will be expected to use their Young Scot card to attend college and consortia arrangements where timing allows.

Important Dates

	Date
Information Evening & Careers Fayre	February 5th 2026
Issue of Options booklet	January 2026
Year Group Class Assembly/First draft of option choices.	January 2026
Draft option form issued.	January 2026
Option Interview with Pastoral Staff and option form completed.	February (post Feb weekend Holiday)
New S5/6 Timetable starts	June
SQA Results	August
Renegotiation of course choice, if necessary	August

How is S5/6 different to S4?

Work and Responsibility

For most students two of the main differences will be the level of difficulty of the work and being given more responsibility for your own learning and behaviour (see Students Agreement on page 8).

Unlike National 3/4/5 courses which began in S3, all S5/6 courses are intended to be completed within one year. This means you must be prepared to work hard and steadily right from the start – there is no time to "catch up".

As senior students you have a responsibility to set a good examples to students in lower years. You will be given the opportunity to contribute more to school life in general.

Consortium Students

Consortium students may be attending your classes. These students will not be as familiar with this school as you – be helpful and make them feel welcome.

Attending classes at college

College students have a lot of freedom, they are expected to be responsible for their own work. Lecturers will not chase up your work – you are expected to motivate and organise yourself. College courses are often vocational ie related to work, like catering or hairdressing. Non-attendance at college will mean removal from the course and needing to repick a subject at Trinity.

S5/6 Student Agreement

This document is intended to clarify your choice of subjects and what that involves for the school and yourself.

Trinity High School S5/6 Student Agreement

NAME: _____CLASS:_____

PASTORAL TEACHER: _____

Trinity High School agrees to:-

1. Offers a wide variety of courses as detailed in the brochure for senior students.
2. Ensure suitable learning conditions for all courses available to senior students.
3. Make appropriate arrangements for travel to the other consortium schools and colleges.
4. Make study arrangements for senior students.
5. Give assistance through Pastoral staff in questions of course selection, difficulties in maintaining progress, pastoral care, etc.
6. Provide careers advice and information.
7. Provide a programme of Religious Education.
8. Encourage all students to contribute to the wider school and its development.

The Student agrees to:-

1. Attend classes punctually and conscientiously and to complete programmes of work on time.
2. Use her/his study time efficiently.
3. Behave responsibly in class and within the school precinct.
4. Be mindful of the safety and welfare of others.
5. Consult their Pastoral teacher when a course change is contemplated.
6. Wear the correct school uniform.
7. Support the rules and procedures of any other educational establishment.
8. Contribute positively to the continuing development of the school.

Signed …… Student

Both student and parent/guardian are advised to become familiar with the contents of the brochure for senior students before making this commitment.

Choosing Your Course

Making the Choice

When choosing your S5/6 course you will have to decide what **subjects** and what **type of course** (new National Qualifications' courses at levels National 4 – Higher)would suit you best. When making your choice you should consider your **abilities, interests** and **future career needs**. Your past success in subjects will be of great help in your decision.

Using your S4 Results

Look carefully at your results in your current assessments in the new National Qualifications' courses (S4). Find out which of these areas are assessed in the various courses on offer in S5/6 (details are given in next section – "Subject Information") before committing yourself to a particular course of study in S5 or S6. For students who do not achieve an A or B pass at National 5 level then Higher/National 6 may not be the best course option in S5/S6.

Equal Opportunities

We are often misled into thinking that certain subjects and careers are only suitable for girls (Biology and nursing), and others for boys (Physics and engineering). These ideas can prevent students being open minded when making subject and career choices, restricting the career opportunities of both sexes.

Careers and lifestyles of both men and women are changing. Employers nowadays have to be more concerned about getting the right person for the job, regardless of race, sex, background or disability. Your choice of subjects and careers should be based on your abilities, interests, personality and health.

Choosing Your Course

Points to remember

Choose subjects you are good at and enjoy.
Be realistic about what you are able to do – there is little point in taking a subject you have not been successful at in the past or taking too may subjects at a particular level.

Use your exam results carefully –see previous page.

Choose the type of course that best suits your abilities.
Are you:

- able to work well on your own e.g. for an independent study?
- better at practical work or written work?
- good at exams covering all the course work, or do you prefer to be assessed on small amounts throughout the course?
- prepared to study and work intensively for a Higher?

Find out about the entry requirements needed for any jobs or College/University courses that you are considering. Make sure your information is up to date.

Equal Opportunities!

Discuss your options with other people. Ask them for information, help and advice – but remember it's your decision.

When choosing your course remember to consider your **abilities, interests** and **future needs** (entry requirements).

The Senior School Curriculum

What is available for me?

National Qualifications cover a very full range of subjects and awards. The system brings subjects traditionally thought of as academic school subjects (such as History and Mathematics) together with those traditionally seen as more practical and orientated towards preparation for work (such as Practical metalwork and Graphic Communication). Nationally over 200 courses and awards are available for schools and colleges to choose, and what is chosen will reflect your needs and the needs of the community, as well as the traditions and strengths of the school.

How will I know what is on offer and best for me?

The school has provided details about what is on offer locally and this information is contained in this booklet and an additional booklet provided by West College Scotland. Help and advice about the best choices for you is available from your Pastoral teacher, class teachers and Skills' Development Scotland (careers officer). They will often suggest that you consider planning your course over two sessions, balancing the whole study programme to suit your abilities and interests. You can still, of course, take the necessary assessments to gain the first stage of your qualifications after one year, and these will be recorded on your certificate.

All schools and colleges will be offering National Qualifications' courses and awards, therefore, you will be able to move confidently on to college, university or employment, based on your choices.

What is meant by 'levels'?

Courses are designed to let you study at the right level for you, so that the work is interesting and challenging, but not so hard that you feel you cannot cope. There are usually five levels of difficulty in any subject, and they are all linked. In principle, you can move up to the next level of difficulty when you complete your current level of course successfully.

The five levels of study are called:

National 3
National 4
National 5
National 6 – Higher
National 7 (Advanced Higher)

Curriculum Progression

For students progress from National 5 level will normally be to Higher (SCQF level 6) if an A or B award is gained. If a C or D award is obtained progression is to National 5 with improved results to improving the National 5 award. Students progress from National 4 to National 5 although some may wish to progress to National 4 in another subject.
However in all cases the actual attainment in each element of a course should be carefully checked to ensure the suggested progression route is in fact the correct one for each student.

The Certificate

You will receive a certificate from the SQA which shows your qualifications in group awards, courses and in core skills. It will be updated each year automatically to show any new achievements.

ADMINISTRATION

For advice on any of these courses and their relevance to your future career, please contact Mr Nairn (Faculty Head I.C.T./Music).

Higher Administration & IT

Course rationale
National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area. Administration and IT skills cut across all sectors of the economy and offer wide-ranging employment opportunities.

This course provides candidates with experience of authentic senior administration tasks and engaging practical activities relevant to the world of work. It encourages candidates to organise their work effectively, be aware of current legislation and the importance of customer care.

Purpose and aims
The course helps candidates to develop advanced administrative skills and digital literacy, enabling them to contribute to the effective functioning of organisations in supervisory administrative positions.

They develop the ability to use a range of advanced software application functions covering word processing, spreadsheets, databases and emerging technologies.

Candidates develop understanding of:

- the importance of administration theory in the workplace
- advanced digital literacy skills and how to use them to process, manage and communicate information
- organisational and management skills in the context of organising and supporting the workplace

Who is this course for?
The course is suitable for candidates who are interested in the management functions of administration and advanced uses of digital technology, and who want to develop these skills further.

Course content
The course consists of two areas of study:

Administrative theory and practice
Candidates develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.

IT applications
Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

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

- using a range of advanced functions of the following software applications — word processing, spreadsheets, databases and presentation software — in both familiar and unfamiliar contexts
- organising, managing and communicating complex information to a range of audiences
- solving problems in an administrative context
- knowledge and understanding of administration in the workplace and its importance
- knowledge and understanding of effective teams, and time and task management
- knowledge and understanding of key legislation affecting administration and its implications for organisations
- knowledge and understanding of the impact of digital technology on working practices
- knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care
- knowledge and understanding of procedures for organising and supporting meetings and events
- using technology for electronic communication in both familiar and unfamiliar contexts

Course assessment
Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- breadth — drawing on knowledge and skills from across the course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- complete integrated tasks requiring advanced skills in digital technologies to produce, process and manage information, and to solve problems
- complete integrated tasks requiring skills in electronic research to source complex information
- complete integrated tasks requiring effective communication, taking account of its context, purpose and audience
- apply knowledge and understanding of effective administration in the workplace to a set of written questions

Course assessment structure: question paper
Question paper **50 marks**
The question paper gives candidates the opportunity to:

- demonstrate knowledge and understanding of administrative theory from all aspects of the course
- draw valid conclusions based on evidence provided

The question paper has a total mark allocation of 50 marks. This is 42% of the overall marks for the course assessment.

The question paper has two sections containing questions that sample from the 'Skills, knowledge and understanding for the course assessment' detailed in this document. Candidates must answer all questions.

Section 1 is worth 10 marks and contains of a set of questions based on a piece of stimulus material. The questions generally relate to the stimulus, although some questions may be based on topics surrounding the stimulus material. They assess problem solving, the application of knowledge and understanding, and may range in value from 1–6 marks.

Section 2 is worth 40 marks and contains questions that assess the application of knowledge and understanding. Questions may range in value from 1–6 marks.

Setting, conducting and marking the question paper
The question paper is set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 30 minutes to complete the question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment
Assignment **70 marks**
The assignment gives candidates the opportunity to demonstrate:

- using advanced functions in word processing, spreadsheets, databases and presentation software to produce, process and manage information, and solve problems in unfamiliar contexts
- electronic research skills to source complex information
- effective communication skills, taking account of context, purpose and audience

The assignment has a total mark allocation of 70 marks. This is 58% of the overall marks for the course assessment.

The following table shows the distribution and variances of mark allocation within the assignment.

Skill	**Mark Allocation**
Spreadsheet	20 marks are allocated to each of these areas, with a variance of up to +/- 4 marks in each area.
Database	
Word processing	
Communication (eg presentation, e-mail, e-diary, internet)	10 +/- 2 marks
Total	**70 marks**

Setting, conducting and marking the assignment
The assignment is:

- set by SQA on an annual basis
- conducted in centres under a high degree of supervision and control, although candidates can access the internet
- submitted to SQA for external marking

National 4 and 5 Administration
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' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions.

The Course (National 4) aims to enable learners to:

- ✓ develop a basic understanding of administration in the workplace and key legislation affecting employees
- ✓ develop an appreciation of good customer care
- ✓ develop IT skills and use them to perform straightforward administrative tasks
- ✓ acquire organisational skills in the context of organising and supporting small-scale events

The Course (National 5) aims to enable learners to:

- ✓ develop an understanding of administration in the workplace and key legislation affecting both organisations and employees
- ✓ develop an understanding of good customer care and its benefits to organisations
- ✓ develop IT skills and use them to perform administrative tasks
- ✓ acquire organisational skills in the context of organising and supporting events

The Course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, and its uniqueness lies in developing IT skills in an administration-related context.

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant, as it opens up progression to a range of careers in administration and IT. The Course also supports the wider curriculum through its emphasis on IT.

Information about typical learners who might do the Course

This Course is designed for those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further. Learners who have completed the Course will be able to utilise the acquired administration - and IT-related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment.

Learners will develop a range of both generic and subject-specific skills, including the ability to use the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing; and the ability to use technology, including the internet, for electronic communication and investigation.

Learners will also develop the skills, qualities and attributes to organise and support small-scale events (National 4). Learners will also develop the skills, qualities and attributes to organise and support events (National 5).

The Course will support learners' personal and social development and will serve them very well in their day-to-day lives, as well as preparing them for the next stage in their education and for entering the world of work.

National 4 Course structure and conditions for award

Course structure

This Course comprises four mandatory Units, including the Added Value Unit.

Administrative Practices (National 4)

The purpose of this Unit is to give learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.

IT Solutions for Administrators (National 4)

The purpose of this Unit is to develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Communication in Administration (National 4)

The purpose of this Unit is to enable learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Added Value Unit: Administration and IT Assignment (National 4)

The purpose of this Unit is to draw on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

Assessment

Unit assessment

All Units are internally assessed against the requirements shown in the *Unit Specification.*

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Added Value Unit

The learner will be assessed by a practical administration- and IT-based assignment drawing on the knowledge, understanding and skills developed across the Course.

This will require learners to extend administration-related knowledge, understanding and skills, and to apply them in the context of organising and supporting a small-scale event.

Conditions of award

To achieve the National 4 Administration and IT Course, learners must pass all of the required Units, including the Added Value Unit.

National 5 Course structure and conditions for award

Administrative Practices (National 5)

The purpose of this Unit is to give learners a broad introduction to administration in the workplace. Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

IT Solutions for Administrators (National 5)

The purpose of this Unit is to develop learners' skills in IT, problem solving and organising and managing information in largely familiar administration-related contexts. Learners will select the following IT applications — word processing, spreadsheets, databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Communication in Administration (National 5)

The purpose of this Unit is to enable learners to use IT for gathering and sharing information with others in largely familiar administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Course assessment structure: question paper

Question paper **50 marks**

The question paper gives candidates the opportunity to demonstrate:

- using IT functions in spreadsheet and database applications to produce and process information.
- Problem-solving.
- Administration theory.

Marks are awarded for demonstrating the use of different IT applications and theory of administration in the workplace. Of the marks allocated, between 14 – 26% are awarded for administration theory.

All questions are mandatory and candidates must work through them in the order presented. Questions are sampled from the 'Skills, knowledge and understanding for the course assessment' detailed in this document.

A to-do list is provided to help candidates submit the correct printouts.

Setting, conducting and marking the question paper

The question paper is set and marked by SQA.

It is conducted in centres under conditions specified for external examinations by SQA. Candidates complete the paper in 2 hours, excluding printing time.

The following table shows the distribution and variances that are applied to each questions when allocated marks:

Area of course	**Mark allocation**
Spreadsheet	20 marks – with a variance of +/- 3 marks
Database	20 marks – with a variance of +/- 3 marks
Theory	10 marks – with a variance of +/- 3 marks
Total	**50 marks**

Course assessment structure: assignment

Assignment **70 marks**

Candidates work through a series of planning, support and follow-up tasks related to an event or business.

The assignment gives candidates the opportunity to demonstrate:

- Skills in using IT functions in word-processing, desktop publishing, and presentations to produce and process information.
- Skills in using technology for investigation.
- Skills in using technology for electronic communication.
- Skills in problem-solving.
- Administration theory.

Marks are awarded for demonstrating the use of different IT applications and theory of administration in the workplace. Of the marks allocated, between 10-18% are awarded for administration theory, which is integrated within the tasks.

All task are mandatory and candidates must work through them in the order presented.

A to-do list is provided to help candidates submit the correct printouts.

ART & DESIGN

For advice on any of these courses and their relevance to your future career, please contact Ms J Connolly (Faculty Head of Art & Technical).

ADVANCED HIGHER ART & DESIGN

The Course provides opportunities for learners to develop their creativity, visual awareness and aesthetic understanding while exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork. This will involve visually exploring and responding in an individual way to their stimuli, researching challenging expressive art contexts and the ways that artists respond creatively to stimuli, and evaluating visual and other information from a variety of sources. This depth of personalised study affords learners a unique opportunity to intellectually engage with the visual arts.

Recommended entry

♦ Higher Art and Design Course

Course structure - The Course consists of Units and the Course assessment. Students will to choose to work in either:

Art and Design (Expressive): Expressive Studies (Advanced Higher)
Art and Design (Expressive): Expressive Enquiry (Advanced Higher)

Or

Art and Design (Design): Design Studies (Advanced Higher)
Art and Design (Design): Design Enquiry (Advanced Higher)

Progression - This Course or its Units may provide progression to:

- ♦ Advanced Higher Art
- ♦ further study, employment and/or training.

The Advanced Higher, Higher and N5 Grade qualification in Art and Design may be included in any group of entry requirements for courses both at University and Colleges of Further Education.

The combination of Art and Design and Physics/Maths is a sound basis for careers in Architecture and Product Design Engineering.
In addition to these careers options are available at specialist Art Schools and Colleges which provide a very wide range of courses which lead to Diploma, HNC, HND and B.A(Hons) qualifications and MA qualifications.

HIGHER ART & DESIGN

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. Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work.

Learners will investigate and analyse how artists and designers have used materials, techniques and/or technology in their work. Learners will then experiment, using art and design materials, techniques and/or technology to develop their ideas for creative and expressive impact. They will develop creativity and complex problem solving skills when experimenting with materials, techniques and/or technology and experiment with different ways to realise their creative ideas.

Learners will also develop their critical thinking and reflective skills when reviewing and refining their work.

Course Structure

Component 1: question paper 60 marks - 2 hours
Component 2: expressive portfolio 100 marks
Component 3: design portfolio 100 marks

To gain the award of the Course, the learner must complete all of the components.

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained

- A-C grade at National 5 Art and Design Course or relevant component Units

Progression - This Course or its Units may provide progression to:

- Advanced Higher Art
- further study, employment and/or training.

The Advanced Higher, Higher and N5 Grade qualification in Art and Design may be included in any group of entry requirements for courses both at University and Colleges of Further Education.
The combination of Art and Design and Physics/Maths is a sound basis for careers in Architecture and Product Design Engineering.
In addition to these careers options are available at specialist Art Schools and Colleges which provide a very wide range of courses which lead to Diploma, HNC, HND and B.A(Hons) qualifications and MA qualifications.

NATIONAL 5

Art and Design is a broad based qualification, suitable for all learners with an interest in art and design and will allow pupils to consolidate and extend their art and design skills. The course has an integrated approach to learning and includes a mix of practical learning and knowledge and understanding of art and design practice. The learning experiences in the courses are flexible and adaptable, with opportunities for personalization and choice in both expressive and design contexts. On completing the course, learners will have developed skill in planning, producing and presenting creative art and design work. They will have used art and design materials, techniques and/or technology in creative ways, when developing and refining their ideas and work. Learners will also have developed an understanding of artists and designers as creative practitioners. Presentation levels are decided on the standard of the work submitted in the folios.

Recommended Entry

Entry to this course is at the discretion of the centre.

N5 Course Structure

The overall course award consists of three components

Component 1	Question paper/Exam 1hr 30 mins
Component 2	Expressive Portfolio
Component 3	Design Portfolio

To gain the award of the Course, the learner will be assessed through an Expressive Portfolio and a Design Portfolio that will be submitted to the SQA for assessment and grading. Learner will also sit a written Question Paper set by the SQA. The portfolio will be sufficiently open and flexible to allow for personalization and choice.

Progression from N5

This Course or its Units may provide progression to:

- Higher Art & Design, other qualifications in art and design or related areas.
- Further study, employment and/or training.

BIOLOGY

For advice on any of these courses and their relevance to your future career, please contact Mrs Ward (PT of Science Faculty).

1. CfE Higher Biology

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

- develop and apply knowledge and understanding of biology
- develop an understanding of biology's role in scientific issues and relevant applications of biology, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a biology context
- develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning skills
- develop problem solving skills in a biology context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in biology
- develop skills of independent working

Progression into this Course
While entry is at the discretion of the centre, students would normally have obtained one of the following awards or equivalent:

National 5 Biology course or component units

The preferred entry from National 5 is based on achievement of a pass in the final exam at level A or B.

Course Details
Biology: DNA and the Genome (Higher) 6 SCQF credit points
Biology: Metabolism and Survival (Higher) 6 SCQF credit points
Biology: Sustainability and Interdependence (Higher) 6 SCQF credit points
Course assessment 6 SCQF credit points

Progression
 Advanced Higher Biology
 Other qualifications in Biology or related areas
 Further study, employment and/or training

National 5

Biology affects everyone it is the science of life and as such the solution to many of the world's problems may be found through Biology. Advances in technologies make Biology a varied, exciting and relevant subject to study.

The aims of the National 5 course are for learners to:

- Develop and apply knowledge and understanding of Biology.
- Develop an understanding of Biology's role in scientific issues and relevant applications of Biology, including the impact these could make in society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Biology context.
- Develop the use of technology, equipment and materials safely in practical scientific activities.
- Develop planning skills.
- Develop problem solving skills in a Biological context.
- Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices.
- Develop the knowledge and skills for more advanced learning in Biology.
- Develop skills of independent working.

Course Structure

The course consists of four units:

1. **Cell Biology:** Key areas: cell structure, transport across cell membranes, producing new cells, DNA and production of proteins, proteins and enzymes, genetic engineering, photosynthesis and respiration.
2. **Multicellular Organisms:** Key areas**:** cells, tissues and organs, stem cells and meristems, control and communication, reproduction, variation and inheritance, the need for transport and effects of life-style choices on animal transport and exchange systems.
3. **Life on Earth:** Key areas: biodiversity and the distribution of life, energy in ecosystems, sampling techniques and measurement of abiotic and biotic factors, adaptation, natural selection and the evolution of species and human impact on the environment.
4. **Added Value Unit;** Learners will draw on and extend the skills they have learned from across the other units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

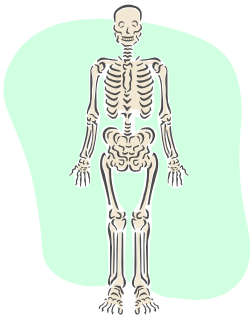
Assessment

The course assessment will consist of two components; a question paper and an assignment set by the Scottish Qualifications Authority.

What careers can I enter with Biology?

A qualification in Biology provides a wide variety of exciting career opportunities. Some examples include;

- Medicine
- Veterinary medicine
- Dentistry
- Pharmacy
- Physiotherapy
- Nursing
- Agriculture
- Sports Science
- Biochemistry
- Land management
- Psychology
- Teaching
- Zoology
- Marine biology
- Biotechnology
- Medical laboratory science
- Applied biology



BUSINESS MANAGEMENT

For advice on any of these courses and their relevance to your future career, please contact Mr Nairn (Faculty Head I.C.T./Music).

1 Higher Business Management

Course rationale
National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

Business plays an important role in society, as it creates wealth, prosperity, jobs, and choices for consumers. It is therefore essential to have effective businesses and business managers to sustain this role.

This course helps candidates understand the dynamic, changing and competitive environment of industry and commerce, and the environments that organisations operate in. It develops skills in communicating and presenting business-related information to stakeholders of an organisation.

Purpose and aims
The course highlights the different ways in which large organisations operate. Candidates learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. Using current business theory and practice, the course reflects the integrated nature of large organisations, their functions and decision-making processes.

Candidates develop understanding of:

- the ways in which society relies on organisations and how external influences can affect them
- a range of methods that businesses and other organisations use to meet customer needs
- enterprising skills and attributes
- how to analyse and interpret business information and communicate it in a clear and concise way

Who is this course for?
The course is suitable for candidates who are interested in entering the world of business, as a manager, employee or self-employed person, and exploring the activities of different types of business.

Course content
The course consists of five areas of study:

Understanding business
Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.

Management of marketing
Candidates develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

Management of operations
Candidates develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

Management of people
Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

Management of finance
Candidates develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

Skills, knowledge and understanding

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

- applying knowledge and understanding of the impact of business activities on society, in contexts which have complex features
- applying the ideas of ethical and effective business decision making to solve strategic business-related problems
- communicating relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity, some of which may be unfamiliar
- understanding how entrepreneurial attributes can help business development and risk management

Course assessment structure: question paper
Question paper **90 marks**

The question paper gives candidates the opportunity to demonstrate their ability to:

- apply and integrate knowledge and understanding of business concepts from all aspects of the course
- use data handling techniques to interpret and analyse business information
- draw valid conclusions and suggest resolutions to business-related issues

All questions are mandatory and sample from the 'Skills, knowledge and understanding for the course assessment' section of this document.

The question paper has a total mark allocation of 90 marks. This is 75% of the overall marks for the course assessment.

The question paper has two sections.

Section 1 is worth 30 marks and contains one question. This is a multi-part question, with each part attracting a mark from a range of 1–8 marks. The question is based on stimulus material in the form of a case study and samples course content from any of the five areas of study. In general, it assesses decision making and the application of knowledge and understanding.

The stimulus material is based on a real organisation and can include text, financial information, graphs, diagrams and charts. The question generally relates to the stimulus, although some could be based on topics surrounding the stimulus material.

Section 2 is worth 60 marks and contains four questions worth 15 marks each. These are multi-part questions, with each part attracting a mark from a range of 1–8 marks. This section samples course content from any of the five areas of study. In general, it assesses breadth of knowledge and understanding from across the course.

Course assessment structure: assignment
Assignment **30 marks**
The assignment gives candidates the opportunity to demonstrate their ability to:

- select an appropriate business and topic
- collect information/evidence relating to the context of the assignment, from a range of sources
- apply relevant business concepts and theories to the context of the assignment
- analyse and evaluate the business data/information
- solve problems by applying relatively complex business ideas and concepts relevant to the context of the assignment
- communicate valid, justified conclusions and/or recommendations
- produce a business report relating to the context of the assignment

Candidates research and analyse information, and produce a business report using given headings. The report is based on an analysis of the research findings and details appropriate conclusions and/or recommendations.

BUSINESS NATIONAL 4

Purpose and aims of the Course

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices.

The purpose of the Course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage enterprising attitudes.

The Course aims to enable learners to develop:

- knowledge and understanding of business concepts in a range of contexts
- awareness of the processes and procedures businesses use to ensure customers' needs are met
- enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- financial awareness through a business context
- an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

A main feature of this Course is the development of enterprise and employability skills; learners will gain a better understanding of the personal qualities and attributes required of people involved in business.

The knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that learners can manage their own personal financial affairs with confidence, and gain a better understanding of the impact of economic issues on their lives.

Information about typical learners who might do the Course

The Course is designed for all learners, but may be of greatest appeal to those with an interest in business, whether that be in developing an understanding of the modern business environment or finding out how and why people set up in business.
The combination of practical aspects and ICT-based learning will enable learners to apply their skills and knowledge to real-life business contexts.

By developing many transferable skills, the Course prepares learners for everyday life, the world of work, or further study of business and other business-related disciplines.

The Course fosters an understanding of how people contribute to business success. As a consequence, learners will be better informed about business and able to make effective contributions to society as consumers, employees, employers or self-employed people. The Course develops the skills of enterprise, employability, numeracy, ICT and citizenship, which are so essential in today's society.

By studying this Course, learners will develop skills which include an enterprising attitude and an appreciation of taking risks in a business context; a customer focus in business contexts; numeracy skills through improving knowledge of financial awareness, in a business context, which supports and further develops personal financial management; and decision making, by interpreting, analysing and evaluating a range of information to make responsible and effective business decisions.

Successful completion of this Course opens up a range of vertical and lateral progression routes for learners. These include other National Qualifications, Skills for Work Courses, National Progression Awards and National Certificates. The Course may also lead to employment and/or training in various industries.

Course structure and conditions of award

Course structure

The Course consists of three mandatory Units including the Added Value Unit.

Business in Action (National 4)

In this Unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

Influences on Business (National 4)

In this Unit, learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

Added Value Unit: Business Assignment (National 4)

In this Unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment. The criteria for the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and how the findings may be presented.

Conditions of award

To achieve the National 4 Business Course, learners must pass all of the Units, including the Added Value Unit.

Unit assessment

All Units are internally assessed against the requirements shown in the *Unit Specification.*

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Added Value Unit

The learner will be assessed by an assignment which requires the learner to draw on and extend business skills, knowledge and understanding acquired in the component Units of the Course.

Learners will research and communicate findings on a business-related assignment, drawn from the Course.

The business-related assignment will be sufficiently open and flexible to allow personalisation and choice as to how the findings may be presented.

BUSINESS MANAGEMENT NATIONAL 5

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 to sustain this role.

The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals.

A main feature of this Course is the development of enterprising skills and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of organisations in the private, public and voluntary sectors.

The Course explores the important impact businesses have on everyday life, and therefore gives learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through improving learners' knowledge of financial management in a business context.

The Course aims to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

Information about typical learners who might do the Course

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

The Course fosters a greater understanding of how people contribute to business success.

The combination of practical and theoretical aspects and ICT-based learning will enable learners to apply their skills and knowledge to real-life business contexts.

By developing many transferable skills, the Course prepares learners for everyday life, the world of work, or further study of business and other business-related disciplines.

By studying this Course, learners will develop skills and attributes which include an enterprising attitude and an appreciation of taking risks in a business context; a customer focus in business contexts; entrepreneurship, by using their initiative in being creative and resourceful; and decision making, by interpreting, analysing and evaluating a range of information to make critical, ethical, responsible and effective business decisions.

Other skills developed by learners will include numeracy, which supports and further develops learners' personal financial management through improving their knowledge of financial management in a business context; and the ability to use ICT to gather, analyse and communicate business information efficiently and effectively.

Successful completion of this Course opens up a range of vertical and lateral progression routes for learners. These include other National Qualifications, Skills for Work Courses, National Progression Awards and National Certificates. The Course may also lead to employment and/or training in various industries.

Course structure

The Course combines practical and theoretical aspects of business management. Skills, knowledge and understanding are developed through a range of real-life contexts.

By its nature, the Course develops a wide range of skills for learning, life and work, through providing opportunities for active learning in real-life contexts.

These skills include: employability skills and attitudes, including flexibility and adaptability, independence, reliability and working with others; numeracy, by being able to interpret data, tables, charts and other graphical displays to draw conclusions, and by understanding money; and effective use of ICT in a business context.

Understanding Business (National 5)

In this Unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces learners to the main activities associated with businesses and other organisations. The Unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

Management of People and Finance (National 5)

In this Unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Learners will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

Management of Marketing and Operations (National 5)

In this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Learners will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

Course assessment structure: question paper

Question paper **90 marks**

The question paper gives candidates the opportunity to demonstrate:

- applying knowledge and understanding of business concepts, some of which may be relatively complex.
- Using data handling techniques to interpret straightforward business information.
- Interpreting and analysing straightforward business information.
- Evaluating straightforward business information to draw conclusions.

The question paper has 90 marks, which represents 75% of the overall marks for the course assessment.

All questions are mandatory and sample from the 'Skills, knowledge and understanding for the course assessment' section in this document.

The question paper has two sections:

Section 1 has 40 marks (consisting of two 20-mark questions) based on two pieces of stimulus material. Sub-questions may range in value from 1 – 5 marks. In general, questions assess decision-making, and the application of knowledge and understanding, and can sample course content from any of the five area of study.

The stimulus material is based on real organisations and can be in the form of text, financial information, graphs, diagrams or charts. The questions generally relate to the stimulus, although some questions may be based on topics surrounding the stimulus material.

Section 2 has 50 marks (consisting of five 10-mark questions). Sub-questions may range in value from 1-4 marks. In general, questions assess the application of knowledge and understanding, and each samples from one of the five different areas of study.

Course assessment structure – assignment

Assignment **30 marks**

The assignment gives candidates the opportunity to demonstrate their ability to:

- Select an appropriate business topic.
- Research and gather suitable business data/information/evidence relating to the context of the topic, from a range of sources.
- Apply knowledge and understanding of business concepts to explain and analyse the key features of the topic.
- Draw valid conclusions and/or recommendations to make informed business judgements and/or decisions.
- Produce and appropriately formatted business report suitable for the purpose, intended audience and context of the assignment.

CHEMISTRY

For advice on any of these courses and their relevance to your future career, please contact Mrs Ward (PT of Science).

1. Chemistry: Higher

The main aims of this Course are for learners to:
♦ develop and apply knowledge and understanding of chemistry
♦ develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
♦ develop scientific inquiry and investigative skills
♦ develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
♦ develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
♦ develop planning skills
♦ develop problem solving skills in a chemistry context
♦ use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
♦ develop the knowledge and skills for more advanced learning in chemistry
♦ develop skills of independent working

Recommended Entry

While entry is at the discretion of the centre, students would normally have obtained one of the following awards or equivalent:

National 5 Chemistry course or component units

The preferred entry from National 5 is based on achievement of a pass in the final exam at level A or B.

Course and Content
Chemical Changes and Structure (Higher)
Nature's Chemistry (Higher)
Chemistry in Society (Higher)
Course assessment 6

Progression
 Advanced Higher Chemistry
 other qualifications in Chemistry or related areas
 further study, employment and/or training

National 5

Chemistry is the study of substances, what they are made of, how they interact and what role they play in living things and in every aspect of our lives.

The aims of the National 5 course are for learners to:

- Develop and apply knowledge and understanding of Chemistry.
- Develop an understanding of Chemistry's role in scientific issues and relevant applications of Chemistry, including the impact these could make in society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Chemistry context.
- Develop the use of technology, equipment and materials safely in practical scientific activities.
- Develop planning skills.
- Develop problem solving skills in a Chemistry context.
- Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices.
- Develop the knowledge and skills for more advanced learning in Chemistry.
- Develop skills of independent working.

Course Structure

The course consists of four units:

1. **Chemical Changes and Structure:** Key areas: Reaction rates, chemistry of neutralisation reactions, balanced equations, the mole concept, formulae and reaction quantities, bonding and chemical properties.
2. **Nature's Chemistry:** Key areas: Physical and chemical properties of hydrocarbons (alkanes and alkenes), alcohols and carboxylic acids.
3. **Chemistry in Society:** Key areas: Chemistry of metals (bonding and uses), bonding and uses of plastics, manufacture of fertilisers, use and effect of nuclear radiation.
4. **Added Value Unit;** Learners will draw on and extend the skills they have learned from across the other units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Assessment:

The course assessment will consist of two components; a question paper and an assignment set by the Scottish Qualifications Authority.

What careers can I enter with Chemistry?

Careers in Chemistry are exciting and enjoyable with lots of variety and opportunities. Chemistry related industries include:

textiles, cosmetics, pharmaceuticals, food, brewing, detergents, agrochemicals, oil paint, ceramics, glass and many more.

Chemists are not just employed in industry. Analysis for example is a huge area that needs chemists. **Water analysis** needs chemists to ensure that water is safe to drink and bathe in.**Forensic science** needs chemists to investigate and detect crimes.**Sport** needs chemists to enhance performance by developing new materials. **Pathology** needs chemists to help diagnose diseases.**Clinical biochemistry** needs chemists to analyse body tissues and fluids.The **environment** needs chemists to monitor air quality and industrial emissions and ensure a healthy environment. Chemists are also employed in the **civil service** or **research councils.** They work in **education** teaching or providing support as **technicians** in education or industry.Chemistry graduates also find employment in professions (eg **accountancy)** not traditionally associated with chemistry. Employers in these professions have come to recognise and reward the problem solving skills that chemistry develops. Many courses such as **Medicine, Dentistry, Veterinary Science, Physiotherapy and Nursing** require Chemistry for entry. Chemistry is also a good choice if you want to keep your options open.

COMPUTING Science

For advice on any of these courses and their relevance to your future career, please contact Mr Nairn (Faculty Head I.C.T./Music).

Higher Computing Science

Course rationale
National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course highlights the central role of computing professionals as problem-solvers and designers, and the far-reaching impact of information technology on our environment and society.

It provides candidates with an understanding of the technologies and develops a wide range of practical skills that underpin our modern, digital world. The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business and industry.

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

The course enables candidates to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

Who is this course for?
The course is suitable for candidates interested in exploring the role and impact of contemporary computing technologies. It provides an insight into the challenge, excitement and rewards found in these areas.

Course content

The course has four areas of study:

Software design and development
Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. They do this by using appropriate modular software development environments. Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.

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

Database design and development
Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

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

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- breadth — drawing on knowledge and skills from across the course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to apply knowledge and skills developed through the course to:

- solve appropriately challenging, practical computing science problems

- answer appropriately challenging questions in computing science contexts

Course assessment structure: question paper

Question paper **110 marks**

The question paper gives candidates the opportunity to demonstrate their ability to:

- apply computational thinking to understand problems, across a range of contexts
- analyse computing science problems with some complex aspects, across a range of contemporary contexts
- design, implement, test and evaluate digital solutions (including computer programs) to problems, across a range of contemporary contexts
- communicate how a program works in technical detail
- communicate understanding of advanced concepts related to computing science clearly and concisely, using appropriate terminology
- understand the legal and environmental impact of contemporary computing technologies
- apply computing science concepts and techniques to create solutions, across a range of contexts

The question paper has a total mark allocation of 110 marks. This is 69% of the overall marks for the course assessment.

Marks are distributed across all four areas of study:

- software design and development approximately 40%
- computer systems approximately 10%
- database design and development approximately 25%
- web design and development approximately 25%

Course assessment structure: assignment

Assignment **50 marks**

The assignment gives candidates an opportunity to demonstrate their ability to:

- apply aspects of computational thinking across a range of contexts
- analyse problems within computing science across a range of contemporary contexts
- design, implement, test and evaluate digital solutions (including computer programs) to problems across a range of contemporary contexts
- demonstrate skills in computer programming
- apply computing science concepts and techniques to create solutions across a range of contexts

The assignment has a total mark allocation of 50 marks. This is 31% of the overall marks for the course assessment.

The assignment has three distinct tasks, with marks distributed across the following areas of study:

- software design and development 25 marks
- database design and development 10–15 marks

- web design and development 10–15 marks

Candidates gain marks for the following skills:

- analysis 5 marks
- design 5 marks
- implementation 30 marks
- testing 5 marks
- evaluation 5 marks

COMPUTING SCIENCE NATIONAL 4 AND NATIONAL 5

Purpose and aims of the Course

Computing science is vital to everyday life - socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The aims of the Course are to enable learners to:

- introduce and develop aspects of computational thinking across a range of contemporary contexts
- develop knowledge and understanding of key facts and ideas in computing science
- apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions
- communicate computing concepts clearly and concisely using appropriate terminology
- develop an understanding of the impact of computing science in changing and influencing our environment and society

Information about typical learners who might do the Course

The Course is designed to be of value to all learners, especially those considering further study or a career in computing science and related disciplines. It provides sufficient breadth, flexibility, personalisation and choice to meet the needs of all learners.

Learners will develop an appreciation of the central role of computation in the modern world and gain an understanding of the many functions of computing systems, concepts and processes. They will gain an insight into the capacities of computing professionals as problem-solvers and designers, able to design, implement and operate hardware and software systems, and the far-reaching impact of information technology on our environment and society. They will also develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of career and study opportunities and enabling them to develop as global citizens who can contribute effectively to their communities, society and the world.

Course activities also provide opportunities for learners to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self-and peer-evaluation, in a range of contexts.

Course structure and conditions of award

Course structure

The Course enables learners to develop a range of basic computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing and testing digital solutions across a range of contemporary contexts.

The Course also enables learners to develop knowledge and understanding of key computing concepts and processes, and the ability to apply this to a variety of problems; and an awareness of different software development languages and environments and the legal and environmental impact of computing technologies.

National 4

Course structure

The Course has three mandatory Units including the Added Value Unit.

Software Design and Development (National 4)

The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills in software design and development. Learners will develop basic computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts. These tasks will involve simple features and straightforward contexts. They will also develop an understanding of how data and instructions are stored in binary form and how programming underpins computer applications.

Information System Design and Development (National 4)

The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills in information system design and development. Learners will implement practical solutions using appropriate development tools to create databases, web-based information systems, multimedia information systems (and/or hybrids of these). These tasks will involve simple features and straightforward contexts. Learners will also develop an understanding of basic computer hardware, software, connectivity and security issues through a range of practical and investigative tasks.

Computing Science Assignment (National 4)

This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.

Assessment

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Added Value Unit

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. These will be assessed through an assignment which involves the application of skills and knowledge from the other Units to analyse and solve an appropriately challenging computing science problem.

Conditions of award

To achieve the National 4 Computing Science Course, learners must pass all of the required Units including the Added Value Unit.

National 5

Course rationale
National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The National 5 Computing Science course encourages candidates to become successful, responsible and creative in using technologies, and to develop a range of qualities including flexibility, perseverance, confidence, and enterprise.

At this level, the course covers a common core of concepts which underpin the study of computing science and explores the role and impact of contemporary computing technologies. It also includes a range of transferable skills, which opens up a wide range of career and study opportunities.

Purpose and aims
The course helps candidates to understand computational processes and thinking. It covers a number of unifying themes that are used to explore a variety of specialist areas, through practical and investigative tasks.

The course highlights how computing professionals are problem-solvers and designers, and the far-reaching impact of information technology on our environment and society.

It enables candidates to:

- Apply computational-thinking skills across a range of contemporary contexts.
- Apply knowledge and understanding of key concepts and processes in computing science.
- Apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions.
- Communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology.
- Develop and understanding of the role and impact of computing science in changing and influencing our environment and society.

Who is this course for?
This course is designed for learners who are considering further study or a career in computing science and related disciplines. It provides opportunities to enhance skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication, and self- and peer-evaluation, in a range of contexts.

The course has four areas of study:

Software design and development
Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

Computer systems
Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Database design and development
Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such

as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

Web design and development
Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates

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

- applying aspects of computational thinking across a range of contexts
- analysing problems within computing science across a range of contemporary contexts

Course assessment structure: question paper

Question paper **110 marks**
The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- applying aspects of computational thinking, across a range of contexts
- analysing problems within computing science, across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems, across a range of contemporary contexts
- communicating how a program works
- communicating key concepts related to computing science clearly and concisely, using appropriate terminology
- understanding the legal implications and environmental impact of contemporary technologies
- applying computing science concepts and techniques to create solutions, across a range of contexts

The question paper has 110 marks, which is 69% of the overall marks for the course assessment (160 marks).

A proportion of marks are available for more challenging questions and may require integration, detailed descriptions or explanations, and/or analysis, comparisons, and evaluations.

Marks are distributed across all four areas of study:
- Software design and development (approximately 40%)
- Computer systems (approximately 10%)
- Database design and development (approximately 25%)

- Web design and development (approximately 25%)

The question paper has two sections. Candidates are required to answer all the questions in both sections.

Section 1 has 25 marks and consists of short-answer, restricted response questions. This section allows candidates to demonstrate breadth of knowledge from across the four areas of the course.

Section 2 has 85 marks and consists of structured questions consisting of restricted and extended response. This section allows candidates to demonstrate application of knowledge and understanding when answering appropriately challenging context-based questions from across the four areas of the course.

Assignment 50 marks
The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- applying aspects of computational thinking across a range of contexts
- analysing problems within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
- demonstrating skills in computer programming
- applying computing science concepts and techniques to create solutions across a range of contexts

The assignment has 50 marks, which is 31% of the overall marks for the course assessment (160 marks).

COMPUTER GAMES DEVELOPMENT – NPA LEVEL 5

Recommended Entry
Students will normally be expected to have obtained a National 4 or National 5 course award in Computing Science. Students who have not previously studied Computing Science may be suitable, but this is at the discretion of the school.

Purpose
This course offers a current and relevant insight into the games development industry through three main units, teaching learners about the games industry, how to design games and their assets and how to create and promote digital games.

The Course aims to enable learners to:

- develop knowledge and understanding of the games design industry
- develop knowledge and understanding of the key concepts of games design
- acquire skills in planning and designing games and assets
- acquire skills in creating games through modern development environments

Course Details
The course comprises 3 mandatory units and pupils must pass each of these units. There is no final exam.

Pupils will complete the following assessments:

- A portfolio approach will be taken, with each unit of work relating to specific evidence requirements for each unit of the course.

Units

Computer Games: Design

You will acquire an understanding of the underlying concepts and fundamental principles involved in digital gaming planning and design. You will learn how to recognise and distinguish differences between numerous gaming platforms, environments and genres. You will be introduced to fundamental methods used in the planning and design stages involved in the production of a digital game. You will plan and design a level in a digital game. At SQCF level 5 you will be introduced to the role of the games designer and at SCQF level 6 you will build on your knowledge of hardware in gaming technology and investigate graphics and sound technology used by various types of digital gaming platforms. You will investigate emerging technologies in gaming and analyse how this technology will affect games and peoples' expectations of games. You will investigate what organisations and activities are involved in the investment, creation, production and distribution of games and evaluate external factors to be considered when designing a digital game. You will evaluate design methods used in the planning and design stages

involved in the production of a digital game. You will plan and design a digital game to a given brief.

Computer Games: Media Assets

You will acquire an understanding of the different types of media asset required for developing a digital game. You will learn how to plan and produce media assets for use in a game development environment.

Computer Games: Development

You will gain an understanding of the processes involved in the final stages of development of a digital game. You will learn how to use your chosen game development environment to bring together all the parts and produce a working game. You will gain an understanding of the evaluation process and then go on to plan and deliver a promotional activity. At SCQF level 5 you will devise a test strategy then test the game thoroughly, recording the results. You will gain an understanding of the evaluation process and complete a user review of a game that applies a scoring/rating system. You will finally plan and create a promotional activity.

CRIMINOLOGY – NPA LEVEL 5

Purpose

These National Progression Awards (NPAs) are designed to introduce learners to a selection of topics and areas of debates that inform contemporary ideas of crime and justice. Criminology is the scientific study of crime, including its causes, responses by the criminal justice system and methods of prevention. In both the mandatory and optional units, learners will study the nature and extent of crime, crime in the community, forensic science and crime control strategies.

Recommended entry

Students would normally be expected to have achieved a National 4 award in a social subject.

Course details

The course comprises three units.

1. Crime in the community
2. Social issues in the UK
3. Crime scenes.

Progression

Students can progress to a level 6 qualification in social subjects or HNC/HND courses in social sciences at college.

ENGLISH

For advice on any of these courses and their relevance to your future career, please contact Mrs A McNally (PT of English).

Entry to National 5 will be dependent on achieving National 4 in S4.

NATIONAL 5 CONTENT

The examination in May consists of:-

Close Reading:	Passage followed by questions.	30 marks
Critical Essay:	Analysis of text taught in class.	20 marks
Scottish Texts:	Analysis of Scottish Texts taught in class.	20 marks

In addition candidates will submit a portfolio of 2 pieces of writing which will be assessed by SQA markers. The 2 pieces will be 'broadly creative/reflective' and 'broadly discursive' – 30 marks.

All 4 components will be aggregated to provide an overall grade/award.

Grades:
A = 70 – 100% B = 60 – 69% C = 50 – 59% D = 40 – 49%

HIGHER NATIONAL 6

The Higher English Course entails the study of a variety of Literary genres. Students will be expected to read and analyse literature to considerable depth and maturity. They will also read detailed texts to reveal their understanding, analysis and evaluation of those texts.

Too, they will have to submit a Folio of 2 pieces of work which are broadly creative or discursive.

The examination in May consists of:-

Close Reading:	Passage followed by questions.	30 marks
Critical Essay:	Analysis of text taught in class.	20 marks
Scottish Texts:	Analysis of Scottish Texts taught in class.	20 marks

In addition candidates will submit a portfolio of 2 pieces of writing which will be assessed by SQA markers – 30 marks.

All 4 components will be aggregated to provide an overall grade.

Grades:
A = 70 – 100% B = 60 – 69% C = 50 – 59% D = 40 – 49%

ENTRY LEVELS

Pupils who achieve A/B in National 5 will have automatic entry to National 6 (Higher).
Pupils who achieve a C in National 5 will consult with Principal Teacher.

PROGRESSION

From a pass at National 6 (Higher) pupils can progress to Advanced Higher.

ADVANCED HIGHER ENGLISH

The Advanced Higher English course requires investigation of Literature and creation of writing pieces which might be expected at First Year University level.

The course consists of:

The Study of Literature taught in class.

Unseen Analysis of Literature.

Portfolio of 2 pieces of Writing.

Dissertation – where students select a number of texts and produce an analysis of them for a focus/task they have chosen themselves.

Much of the Course is teacher led but students are required to work, investigate and produce independently.

Again this is similar to the model employed at University level.

ENVIRONMENTAL SCIENCE - HIGHER

For advice on any of these courses and their relevance to your future career, please contact Mr S McDowell (PT of Social Subjects).

Purpose

- Develop learners scientific understanding of environmental issues, providing a broad, up to date relevant ideas of environmental science in society.
- Strong cross-subject lines with science and social subjects.
- Opportunities for scientific inquiry, along with investigative and experimental skills are developed throughout.

Recommended Entry

S6 students would normally be expected to have attained a National 5 award in Geography or a Science.

Course Details

The course comprises 3 units:

Living Environments

Learners will investigate ecosystems and biodiversity. This will cover food supply, nutrient and water cycles, alongside studying human impact on biodiversity across our world. Learners will also look at the scientific methods used to measure these.

Earths Resources

Within this unit, learners will develop an understanding of Earth systems and their interactions.
This includes the geosphere (Earths structure and resources such as oil and gas). The hydrosphere (movement and use of water in our world). The biosphere (production of biofuels and oceanic and fresh water resources) and the atmosphere (energy from our wind and situating wind farms).

Sustainability

Learners will learn the measuring and value of sustainability across our world through three topics. Sustainability within food and water production, sustainability within energy and sustainability within waste management.

Course assessment

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

Progression

S6 pupils may progress into University courses in environmental management, ecology, environmental engineering or degree apprenticeships in the environmental sector.

GEOGRAPHY

For advice on any of these courses and their relevance to your future career, please contact Mr S McDowell (PT of Social Subjects).

Higher

Purpose

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.

Recommended Entry

Students would normally be expected to have attained National 5 award in Geography or in the case of a 'crash' Higher this is at the discretion of the department.

Course Details

The course comprises 3 areas:

Geography: Physical Environments (Higher)
In this area, learners will develop and apply geographical skills and techniques in the context of physical environments. Learners will develop mapping skills in geographical contexts. Learners will develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale. Key topics include: atmosphere, hydrosphere, lithosphere and biosphere. Personalisation and choice is possible through case studies and areas chosen for study.

Geography: Human Environments (Higher)
In this area, learners will develop and apply geographical skills and techniques in the context of human environments. Learners will develop research skills in geographical contexts. Learners will develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries. Key topics include: population, rural land degradation and management, urban change and management. Personalisation and choice is possible through contexts chosen as case studies.

Geography: Global Issues (Higher)
In this area, learners will develop and apply geographical skills and techniques in the context of global geographical issues. Learners will develop skills of numerical and graphical analysis in geographical contexts. Learners will develop and apply knowledge and understanding of global geographical issues which demonstrate the interaction of physical and human factors and the strategies adopted in the management of these issues.

Key topics include: river basin management; development and health; global climate change; trade, aid and geopolitics; energy. Personalisation and choice is possible through the issues selected for study.

Course assessment
The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

Progression

Students may progress to a number of social science or humanities subjects at University.

GRAPHIC COMMUNICATION

For advice on any of these courses and their relevance to your future career, please contact Ms J Connolly (Principal Art, Design and Technology).

Graphic Communication: Higher

The course comprises the following content:

2D Graphic Communication
3D and Pictorial Graphic Communication

Course assessment

Purposes and aims of this 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 is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The Course allows learners to engage with technologies. It develops:

- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards protocols and conventions, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

Recommended entry
However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- National 5 Graphic Communication Course

Progression
This Course or its Units may provide progression to:

- other SQA qualifications in Graphic Communication or related areas
- further study, employment and/or training

HISTORY

For advice on any of these courses and their relevance to your future career, please contact Mr S McDowell (PT of Social Subjects).

History: Higher

Purpose

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.
The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods and include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

Course Details

1) Britain 1857-1951.
2) Migration and Empire.
3) Russia 1881-1921.

Recommended Entry

Pupils should have achieved a National 5 pass or in the case of a ‘crash’ Higher this is at the discretion of the department.

Progression

Students may progress to a number of social science or humanities subjects at University including law.

For any further information please do not hesitate to contact Mr S McDowell, PT Social Subjects

HEALTH AND FOOD TECHNOLOGY - HIGHER & NATIONAL 5

SQA National 5/Higher - Health and Food Technology
Why Select This Course?
The National 5 and Higher Health and Food Technology course is ideal for students interested in nutrition, health, and the role of food in everyday life. It provides valuable knowledge and practical skills relevant to careers in health, food science, hospitality, and childcare. The course also offers a clear progression to Higher Health and Food Technology in senior school, supporting further study and career opportunities.
Aims of the Course

- Develop an understanding of nutrition, dietary needs, and food-related health issues.
- Gain practical skills in food preparation, meal planning, and evaluating food products.
- Learn about food safety, consumer choices, and the impact of food on health and wellbeing.
- Enhance problem-solving, organisational, and decision-making skills in relation to food and health.

The course combines theory and practical activities, allowing students to apply their learning in real-life contexts.
The course assessment is split into two parts:
1. Question Paper (60 Marks – 50% of Total)

- Assesses candidates' ability to apply knowledge, understanding, and skills.
- Includes six questions, each worth 10 marks.
- Covers:
  - The relationship between health, food, and nutrition.
  - The food product development process.
  - Consumer issues and decision-making.
- Exam is set and marked by SQA, lasting **1 hour 50 minutes**.

2. Assignment (60 Marks – 50% of Total)

- Candidates apply knowledge and skills to solve a problem based on a given brief (health or consumer focus).
- Involves developing a food product to meet the brief's requirements.
- Four sections:
  1. **Planning (27 marks)** – Identifying key issues, researching, and generating ideas.
  2. **Product (10 marks)** – Developing a product idea with supporting information.
  3. **Product Testing (11 marks)** – Sensory testing of the product.
  4. **Evaluation (12 marks)** – Assessing the product's suitability based on research and testing.

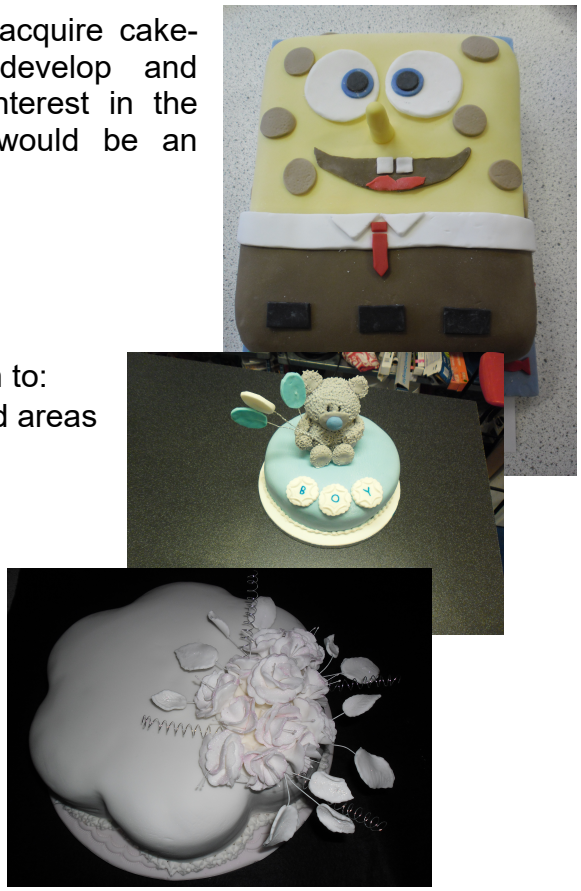
Hospitality: Practical Cake Craft

National 5 Course

This course is practical and relevant to the world of work. It enables learners to develop a range of artistic techniques and to develop them through practical activities.
Drawing on all aspects of design, such as shape, colour, texture, balance and precision, learners are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.
The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead for their future. Its contribution to vocational education is significant because it is a springboard for a range of careers in the hospitality industry.

Pupils will undertake Cake Baking and Cake Finishing to attain a Nat 5 Qualification in Practical Cake Craft.

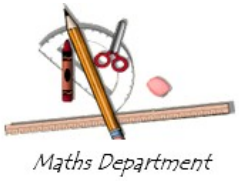
This course is designed for those wishing to acquire cake-baking and cake-finishing skills and to develop and demonstrate innovation in these areas. An interest in the creative and artistic aspect of the course would be an important consideration.



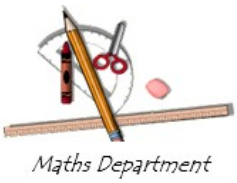
Progression

This Course or its Units may provide progression to:

- other qualifications in Hospitality or related areas
- further study, employment or training.



Mathematics



For advice on any of these courses, please see Mrs Heron (PT Mathematics and Numeracy)

Advanced Higher Mathematics

This Course is designed to enthuse, motivate and challenge learners, by enabling them to:

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

➢ Recommended entry – higher maths

Higher Mathematics

This Course aims to:

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

➢ Recommended entry – N5 maths A - C pass

National 5 Mathematics

This Course aims to:

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms to generalise and to solve problems
- allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- develop candidates' skills in using mathematical language and in exploring mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

➢ Recommended entry - National 4 Mathematics

National 5 Applications of Mathematics

This Course aims to:

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of real-life situations
- develop the ability to analyse real-life problems or situations with some complex features involving mathematics.
- develop confidence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- develop the ability to use mathematical reasoning to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information.
- develop the ability to communicate mathematical information in variety of forms
- develop the ability to think creatively and in abstract ways.

➢ Recommended entry –National 4 Applications of Mathematics or National 4 Mathematics

National 5 Numeracy

The general aim of this unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be familiar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

Level 5 Craft

Craft 1 & 2

These units are intended primarily for those candidates who wish to develop their knowledge and understanding of Mathematics at SCQF level 5. These units are designed to develop aspects of the candidate's skills in numeracy, geometry, graphical communication, trigonometry and algebra, and to apply these skills in an engineering context.

MODERN LANGUAGES

For advice on any of these courses and their relevance to your future career, please contact Mrs E Goldie (PT of Languages).

1. Modern Languages: (CFE Higher)

Purpose
The aim of this course is to offer progressive development of competence in the four skill areas of listening, talking, reading and writing, within a widening range of contexts and language purposes.

Recommended Entry
While entry to the course or units will be at the discretion of the centre, students will normally be expected to have attained:

For S6 Students

A National 5 Modern Languages award in the chosen language is required.
This should be at Grade A or B but the Principal Teacher may use discretion where appropriate.

If an S6 student already has gained a Higher award in a Modern Language in S5, the possibility of attempting a crash Higher in a second language may be available to students.

For S5 Students

National 5 award at grades A or B in the Course assessment.

Course Details

The course assessment comprises:

Component 1 – Reading and Translating – 30 marks
Component 2 – Directed Writing – 20 marks
Component 3 – Listening – 20 marks
Component 4 – Writing Assignment – 20 marks
Component 5 – Performance – Talking – 30 marks

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

- Advanced Higher course in the same language.
- Higher Education courses at appropriate levels, including HNC or HND or degree courses
- Courses offered by foreign language agencies at appropriate levels.

Employment, possibly making use of foreign language competence.

MODERN LANGUAGES for life & work award – level 6

- The Modern Languages for Life and Work Award at SCQF level 6 will develop knowledge and skills in areas such as society, culture and employability.
- This qualification covers areas such as communication, self-awareness, confidence, leadership and independent learning.
- A National 5 Modern Languages (C or D) award in the chosen language is required.
- The Award is internally assessed but not graded.

Skills, knowledge and understanding for the course developed in the course:

- For the *French/Italian for Life* unit, candidates must provide evidence of their reading and listening skills by:
- demonstrating understanding of at least two detailed and complex written texts related to society and culture in the modern language
- demonstrating understanding of at least two detailed and complex spoken texts related to society and culture in the modern language
- applying knowledge and understanding of the modern language

- For the *French/Italian for Work Purposes* unit, candidates must provide evidence of their writing and talking skills by:

- producing an extended piece of writing in a vocational context in the modern language
- making a job-related presentation with follow-up discussion in the modern language

MODERN STUDIES

For advice on any of these courses and their relevance to your future career, please contact Mr S McDowell (PT of Social Subjects).

Higher

Purpose

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.

Recommended Entry

Students would normally be expected to have attained N5 in Modern Studies or in the case of a 'crash' Higher this is at the discretion of the department.

Course Details

The course comprises:

1. **Democracy in Scotland and the United Kingdom (Higher)**
2. **Modern Studies: Social Issues in the United Kingdom (Higher)**
3. **Modern Studies: International Issues (Higher)**

Progression

Students may progress to a number of social science or humanities subjects at University including law.

MUSIC

For advice on any of these courses and their relevance to your future career, please contact Mr Nairn (PT of I.C.T./Music).

Advanced Higher Music

Course rationale
National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

Throughout this course, candidates develop and extend their knowledge and understanding of music concepts and music literacy. They learn to recognise, distinguish and apply
level-specific music concepts, signs and symbols as they perform, create and listen to music.

The course allows candidates to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to
self-reflect and explore their creative ideas. Understanding music through listening and analysing enables candidates to build on and extend their knowledge and understanding of music and influences on music.

The course provides opportunities for candidates to perform a range of music in solo and/or group settings.

Purpose and aims
The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

The course aims to enable candidates to:

- broaden their knowledge and understanding of music and music literacy by listening to music, analysing and identifying music concepts, signs and symbols
- create original music or arrange existing music, using compositional methods
- perform music

Who is this course for?
The course is suitable for candidates with an interest in developing their understanding and skills in music. It allows them to consolidate and reinforce skills, knowledge and understanding of music developed through other qualifications or experience. It provides a pathway for those who want to progress to more specialised training, further and higher education, or entry into a diverse range of occupations and careers.

The course takes account of the needs of different candidates and can be contextualised to suit a diverse range of needs, interests and aspirations. There is considerable scope for personalisation and choice through the activities of performing, creating, listening to and analysing music, and through opportunities for using music technology to create or arrange music.

Course assessment

Course assessment is based on the information in this course specification.

The course assessment meets the purposes and aims of the course by addressing:

- breadth — drawing on knowledge and skills from across the course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- demonstrate a depth of knowledge and understanding of music, level-specific music concepts and music literacy
- create original music or arrange music and review the process
- demonstrate analytical skills
- prepare and perform a programme of music on one instrument or voice

and **either**
- prepare and perform a programme of music on a second contrasting instrument

or
- produce a portfolio of music

Course assessment structure: question paper

Question paper **40 marks**

The question paper is a mandatory course assessment component.

The question paper assesses candidates' knowledge and understanding of music concepts and music literacy.

Candidates demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles. A range of question types is used in the question paper. Candidates answer all the questions.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- aural perception, discrimination and analytical thinking
- knowledge and understanding of a range of music styles, concepts and music literacy

The question paper has 40 marks out of a total of 120 marks. This is scaled by SQA to represent 35% of the overall marks for the course assessmentMarks are awarded for:

- identifying concepts in a range of excerpts of music and styles
- applying music literacy skills
- analysing two excerpts of music, identifying similarities and differences
- identifying the style and/or period(s) of two excerpts of music and providing a valid justification

Short-answer questions specifically examine concepts introduced at Higher and Advanced Higher levels.

In sequential listening questions, or questions where candidates identify the prominent features of the music, concepts from all levels up to and including Advanced Higher are examined.

Setting, conducting and marking the question paper
SQA sets and marks the question paper. It is conducted in centres under conditions specified for external examinations by SQA.

Candidates have approximately 1 hour and 15 minutes to complete the question paper. Specimen question papers for Advanced Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment

Assignment **20 marks**
The assignment is a mandatory course assessment component.

The assignment allows candidates to explore and develop musical ideas to create music. It has three parts:

- composing or arranging one piece of music
- reviewing the creative process of their composition or arrangement
- analysing a chosen piece of music

The assignment has 20 marks out of a total of 120 marks. This is scaled by SQA to represent 15% of the overall marks for the course assessment. Marks are awarded for:

- composing or arranging music (10 marks)
- review of the creative process (5 marks)
- analysis (5 marks)

Composing or arranging one piece of music

The composed piece or arrangement can be in any style or genre and must last a minimum of 1 minute and a maximum of 4 minutes and 30 seconds. Carefully-timed cuts or fade-outs can be used to keep within the time limit.

For a composition candidates must:

- plan their composition
- explore and develop musical ideas using **all** of the musical elements of melody, harmony, rhythm, structure and timbre
- create one complete piece of music

For an arrangement candidates must:

- plan their arrangement
- creatively rework the chosen music by exploring and developing musical ideas using all of the musical elements of melody, harmony, rhythm, structure and timbre
- create one arrangement

If a candidate submits an arrangement, they must include a copy of the source materials used and clarify details of their input in their review. Candidates must provide clear evidence of the specific content they created.

An arrangement cannot be a basic transcription from an available score. Candidates must creatively rework their chosen piece of music.

Reviewing the creative process of their composition or arrangement

For the review, candidates must, with reference to compositional methods used, include clear details of their:

- main decisions
- exploration and development of musical ideas
- strengths and/or areas for improvement

Analysing a chosen piece of music

Candidates must choose a piece of music by a composer and analyse the key features with reference to compositional methods and music concepts. Candidates must not analyse their own music in this part of the assignment.

Music Higher

Course rationale
National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

Throughout this course, candidates develop a breadth of knowledge and understanding of music concepts and musical literacy. They learn to recognise and distinguish level-specific music concepts, signs and symbols as they perform, create and listen to music.

The course allows candidates to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening enables candidates to build on and extend their knowledge and understanding of music and influences on music.

The course provides opportunities for candidates to perform a range of music in solo and/or group settings.

Purpose and aims
The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

The course aims to enable candidates to:

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music

Who is this course for?

The course is suitable for candidates with an interest in developing their understanding and skills in music. It allows them to consolidate and reinforce prior skills, knowledge and understanding of music developed through other qualifications or experience. It also provides a pathway for those who want to progress to higher levels of study.

The course takes account of the needs of different candidates and can be contextualised to suit a diverse range of needs, interests and aspirations. There is considerable scope for personalisation and choice through the activities of performing, creating and listening to music, and through opportunities for using music technology to create music.

Course content
The course has an integrated approach to learning and combines practical learning and understanding of music. Candidates draw upon their understanding of music styles and concepts when performing and creating music.

Candidates experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose original music and self-reflect on their creative choices. Through listening, they develop knowledge and understanding of a variety of music styles, level-specific concepts, signs and symbols used in music notation.

Candidates develop their performing skills on two selected instruments, or on one selected instrument and voice, through regular practice and self-reflection.

Skills, knowledge and understanding

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

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in creating original music, incorporating harmony and using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

Skills, knowledge and understanding for the course assessment
The following provides details of skills, knowledge and understanding sampled in the course assessment.

The concepts in the course build on previous knowledge and understanding of concepts in Music courses at lower SCQF levels. Candidates are expected to have a secure understanding of the concepts at National 3, National 4 and National 5 levels, in addition to knowledge and understanding of those specific to Higher.

Course assessment structure: question paper
Question paper **40 marks**
The question paper assesses candidates' knowledge and understanding of music concepts and music literacy.

Candidates demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles. A range of question types is used in the question paper. Candidates must answer all the questions. The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- aural perception and discrimination
- knowledge and understanding of music literacy and a range of music styles and concepts

The question paper has 40 marks out of a total of 130 marks. This is scaled by SQA to represent 35% of the overall marks for the course assessment.

Course assessment structure: assignment

Assignment **30 marks**

The assignment allows candidates to explore and develop musical ideas to create music. It has two parts:

- composing one piece of music
- reviewing the composing process

The composed piece may be in any style or genre and must last a minimum of 1 minute and a maximum of 3 minutes and 30 seconds. Carefully-timed cuts or fade-outs should be used to keep within the time limit and should be at the discretion of teachers or lecturers.

The assignment has 30 marks out of a total of 130 marks. This is scaled by SQA to represent 15% of the overall marks for the course assessment.

Marks are awarded for:

- composing music 20 marks
- composing review 10 marks

For composing music, candidates must:

- plan the assignment
- explore and develop musical ideas using at least four elements from melody, harmony, rhythm, structure and timbre, one of which must be **harmony**
- create one complete piece of music

Course assessment structure: performance

Performance —instrument 1 **30 marks**

Performance —instrument 2 **30 marks**

The performance allows candidates to demonstrate skills on either two selected instruments, or on a selected instrument and voice.

The performance can be solo and/or in a group setting. The overall performance programme must be a minimum of 12 minutes and must not exceed 13 minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of 4 minutes within the overall 12-minute programme.
Candidates must perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of an appropriate level of difficulty.

The performance has 60 marks out of a total of 130 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each instrument or voice is marked out of 30, and individual pieces of music are given a mark out of 10.

The number of pieces of music in the performance programme is variable, therefore scaling is used to determine the final mark for each instrument or voice. Marks are awarded, as appropriate, for:

- melodic accuracy and/or intonation
- rhythmic accuracy
- tempo and flow
- mood and character
- tone
- dynamics

Performance overview
The performance allows candidates to demonstrate their musical and technical skills in an appropriately challenging context.

Music can, for example, be selected from current or past syllabuses (including graded anthologies) at the appropriate grade level (Grade 4 or above) from any of the following, or any other equivalent music organisation:

- Associated Board of the Royal Schools of Music (ABRSM)
- Trinity College
- Rockschool
- London College of Music
- Royal Conservatoire of Scotland (RCS) Scottish Traditional Music Graded Exams

Music National 4

Purpose and aims of the Course

The purpose of the Course is to provide a broad practical experience of performing and creating music, and to 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 their own learning.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop a general interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and their understanding of music.

The Course enables learners to develop their skills and creative capabilities as a musician. Performing music, for example, demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to build confidence and self-esteem. The

practice required to develop these skills can promote perseverance and resilience. The skills that learners gain throughout the Course will be valuable for learning, life and work.

The aims of the Course are to enable learners to:

- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- perform music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts when composing, arranging or improvising
- develop knowledge and understanding of the social and cultural factors influencing music
- develop knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and concepts

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 music. The Course allows learners to consolidate and reinforce musical skills, knowledge and understanding of music developed through the experiences and outcomes for Music and National 3 Courses. It could also provide a pathway for those who want to progress to higher levels of study.

The Course is practical and experiential and there is considerable scope for personalisation and choice through the activities of performing, creating and understanding music, and through opportunities to use music technology to create music. This makes the Course accessible as it takes account of the needs of different learners and can be contextualised to suit a diverse range of learners' needs, interests and aspirations.

On completing the Course, learners will be able to perform a programme of music with accuracy, create their own original music, reflect on and evaluate their own work and that of others, listen to music with awareness, understanding and discrimination, and identify opportunities to improve their musical creativity and performance.

Course structure and conditions of award

Course structure

The Course has an integrated approach to learning and includes a mixture of practical learning and underpinning understanding of music. In the Course learners will draw on their understanding of music styles and concepts as they experiment with using these when performing and creating music.

To achieve the Course, learners must successfully complete the three mandatory Units and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Music: Performing Skills (National 4)

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills.

Music: Composing Skills (National 4)

In this Unit, learners will experiment with and use compositional methods and music concepts in imaginative ways when creating their own music. Learners will reflect on their own creative choices and decisions, and develop a basic understanding of how musicians develop their ideas and create their music.

Understanding Music (National 4)

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music literacy. They will listen to music extracts and identify which specific music concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific music styles and common music signs, symbols and terms used in music notation.

Added Value Unit: Music Performance (National 4)
This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group.
Conditions of award

To achieve the National 4 Music Course, learners must pass all of the required Units, including the Added Value Unit.

Music National 5

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. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

The Course enables learners to develop their skills and creative capabilities as a musician. Performing music, for example, demands skills of autonomy, interpretation and creativity,

as well as providing the opportunity to increase confidence and self esteem. The practice required to develop these skills can promote perseverance, among other things, as well as helping learners to learn how to learn. The skills that learners gain throughout the Course will be valuable for learning, life and work.

The aims of the Course are to enable learners to:

- develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- self-reflect on their own work and that of others

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 their musical skills and general understanding of music. The Course allows learners to consolidate and reinforce prior musical skills, and knowledge and understanding of music developed through other qualifications or experience. It could also provide a pathway for those who want to progress to higher levels of study.

The Course is practical and experiential and there is considerable scope for personalisation and choice through the activities of performing, creating and understanding music, and through opportunities for using music technology to create music. This makes the Course accessible as it takes account of the needs of different learners and can be contextualised to suit a diverse range of learner needs, interests and aspirations.

On completing the Course, learners will be able to: perform a programme of music with accuracy and maintaining musical flow; create their own original music; self-reflect on and evaluate their own work and that of others; listen to music with awareness, understanding and discrimination; and identify and improve their musical creativity and performing skills.

Course structure

The Course has an integrated approach to learning and includes a mixture of practical learning, and understanding of music. In the Course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

Music: Performing Skills (National 5)

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient

accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

Music: Composing Skills (National 5)

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

Understanding Music (National 5)

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

Question paper
All candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course.

Assignment
The assignment draws on candidates' skills, knowledge and understanding of music composition. Candidates demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music.

They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.

Performance
Candidates demonstrate their performing skills by presenting a prepared programme of music. The following aspects of performance are assessed:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining tempo and flow of the music
- conveying mood and character
- instrumental/vocal tone
- dynamics

The programme of music must be designed to allow the candidate to demonstrate a sufficient level of technical and musical skills.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Course assessment structure: question paper

Question paper **40 marks**

The purpose of the question paper is to assess candidates' knowledge and understanding of music concepts and music literacy.

Candidates demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles. A range of question types are used in the question paper. All questions in the question paper are mandatory.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- aural perception and discrimination
- knowledge and understanding of a range of music styles, concepts and music literacy

The question paper has 40 marks (35% of the overall course award).

Marks are awarded for:

- identifying and using concepts in a range of excerpts of music and styles
- applying musical literacy

Course assessment structure: assignment

Assignment **30 marks**

The purpose of the composing assignment is to explore and develop musical ideas to create music. The assignment has two parts:

- composing one piece of music
- reviewing the composing process

The composed piece may be in any style/genre and must last between a minimum of 1 minute and a maximum of 2 minutes and 30 seconds.

The assignment has 30 marks (15% of the overall course award).

Marks are awarded for:

- composing music (20 marks)
- composing review (10 marks)

For composing music, candidates are required to:

- plan the assignment
- explore and develop musical ideas using at least three of the elements of melody, harmony, rhythm, timbre and structure
- create one complete piece of music

For composing review, candidates are required to:

- provide a detailed account of the main decisions when exploring and developing their musical ideas
- identify strengths and/or areas which may be improved.

Course assessment structure: performance

Performance — instrument 1 **30 marks**
Performance — instrument 2 **30 marks**

The purpose of the performance is to allow candidates to demonstrate skills on either two selected instruments, or on a selected instrument and voice.

The performance can be solo and/or in a group setting. The overall programme must be a minimum of 8 minutes and must not exceed 8 minutes and 30 seconds. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of 2 minutes within the overall 8 minute programme.

Candidates should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of an appropriate standard/level of difficulty.

The performance has 60 marks (50% of the overall course award). Each programme is marked out of 30 and individual pieces of music given a mark out of 10.

PHYSICAL EDUCATION

For advice on any of these courses and their relevance to your future career, please contact Mrs M Nellaney (Principal Teacher of Health & Wellbeing) or any member of P.E. staff.

1. Physical Education: Higher

This is a course for students who wish to continue their studies at an increasingly theoretical level.

Students are expected to have studied Physical Education at National 5 (A1, 2 or B3) achieved.

National 5 English is desirable.

Progression

This Course or its Units may provide progression to:
♦ Advanced Higher Physical Education Course
♦ Higher National Certificates
♦ Higher Education degrees
♦ Further study, employment and/or training

2. Physical Education: National 5 Course

This course is designed to allow pupils to improve their performance, understanding and observation skills in a range of activities. It aims to help them understand the principles involved and through practical experience to learn to apply these principles to a variety of activities.

It is available to pupils going in to S5/6 and leads to awards at National 5.
The skills that learners acquire by successfully completing this Course are transferable to learning, to life and to the world of work and the main aims of the course are to enable the learner to:

- **develop the ability** to safely perform a range of movement and performance skills in straightforward contexts
- **develop and demonstrate** knowledge of factors impacting on performance
- **build capacity** to perform effectively
- **develop approaches** to enhance personal performance
- **monitor, record and reflect** on performance development

Progression
This Course or its Units may provide progression to:
Higher Physical Education Course
other qualifications in Physical Education or related areas
employment or training.

PHILOSOPHY – HIGHER/ NAT 5

Purpose and Aims of the Course

The purpose of the Course is to provide an opportunity for the academic study of Philosophy. The Course will contribute to learners' understanding of the society in which they live and work by helping them to learn about, and from, religious beliefs, non-religious viewpoints, and experience
The Course will do this by developing knowledge, understanding and skills, offering insights into how to form arguments in written and verbal form, human beliefs, values and behaviour, and examining how religion, morality and philosophy can help people find meaning and purpose in life.
Candidates learn to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. They develop critical thinking and analytical and evaluative skills, which are important in education and employment.
The broad aims of the course are to develop:

- knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, epistemology and moral philosophy
- critical thinking, analytical and evaluative skills appropriate to philosophy
- the ability to engage with abstract ideas
- the ability to develop and express reasoned arguments and conclusions
- skills of analysis, evaluation and expressing a coherent line of argument

Pupils will study:

- Arguments in Action - formation and study of arguments
- Knowledge and Doubt - David Hume and Rene Descartes
- Moral Philosophy - John Stuart Mill and Jeremy Bentham's Utilitarianism and Immanuel Kant

Course Content

Arguments in action

Candidates demonstrate knowledge and understanding of arguments by:

- distinguishing statements from questions, commands, exclamations and arguments
- distinguishing arguments from other types of writing
- identifying and describing the components of an argument

- describing what makes the premises in an argument acceptable
- describing what makes the premises in an argument relevant to the conclusion
- describing what makes the premises in an argument sufficient to draw the conclusion
- Candidates analyse arguments by:
- presenting an argument in standard form
- recognising, explaining and constructing diagrams
- identifying whether an argument is using inductive or deductive reasoning
- identifying different methods of argumentation
- Issues primarily relating to acceptability

Knowledge and doubt

This area of study is based on two philosophical texts. Candidates gain in-depth knowledge and understanding of the following rationalist and empiricist works: René Descartes' Meditations on First Philosophy and David Hume's An Enquiry Concerning Human Understanding. Candidates analyse the arguments of Descartes and Hume. They evaluate the arguments by commenting on their strengths and weaknesses.

Descartes' rationalism: Meditations on First Philosophy Meditation 1

- The method of doubt
- The unreliability of the senses
- The dream argument
- The deceiving God argument
- The malicious demon hypothesis

The foundation of knowledge Meditation 2 The Cogito

This is the search for certainty, particularly the search for certainty about something existing. Even if Descartes believes that 'there is absolutely nothing in the world, no sky, no earth, no minds, no bodies', it does not follow that he does not exist, for if he convinced himself of something, then he certainly existed.

Meditation 3 Clear and distinct perception: his certainty that he is a thinking thing.

- Clear and distinct perception as a requirement for certainty. The establishment of a general rule that 'whatever I perceive very clearly and distinctly is true'. The Trademark argument: importance of proving that God must exist: 'I must examine whether there is a God, and, if there is, whether he can be a deceiver.

- The causal adequacy principle: 'there must be at least as much reality in the efficient and total cause as in the effect of that cause … It follows from this both that something cannot arise from nothing, and also that what is more perfect — that is, contains in itself more reality — cannot arise from what is less perfect.'

Hume's empiricism: An Enquiry Concerning Human Understanding Section II — the origin of ideas Perceptions — impressions and ideas

- The 'perceptions of the mind' are divided into two classes, based on their different degrees of 'force and liveliness'.

- The copy principle: all our ideas or more feeble perceptions are copies of our impressions or more lively ones.

- The missing shade of blue: presented as a counter-example to the copy principle. Hume's claim and 'proof' that each shade produces a distinct idea.

Moral philosophy

Candidates demonstrate an in-depth knowledge and understanding of utilitarianism and Kantian ethics and their application to given situations or issues, and respond to quotations. Candidates analyse and evaluate the following:

- Classical utilitarianism as an example of a consequentialist theory

- the greatest happiness principle

- Jeremy Bentham's hedonic calculus and all its component parts

- John Stuart Mill's higher and lower pleasures

- Mill's competent judges

- the distinction between act and rule utilitarianism

- the adequacy of classical utilitarianism as a moral theory Immanuel Kant's moral theory as an example of a deontological theory

- the sovereignty of reason
- the good will
- duty versus inclination
- the categorical imperative: formulations
- universalisability: 'Act only on that maxim through which you can at the same time will that it should become a universal law.'
- human beings as ends in themselves, never only as means to an end: 'So act as to treat humanity, both in your own person, and in the person of every other, always at the same time as an end, never simply as a means.'
- the categorical imperative: — the process of universalising the maxim — distinction between treating someone as 'an end' and treating someone as 'a means only' — contradiction in conception and contradiction in the will — distinction between perfect duties and imperfect duties
- the adequacy of Kantian ethics as a moral theory

Entry Requirements

National 5:
Pupils must have gained a pass in English at National 5 and a pass in any Social Subject at National 5 level.
Higher:
Pupils must have gained an A pass in English at National 5 or a pass in Higher English and an A or B at National 5 in any Social Subject or a Higher pass in any Social Subject.

Assessment Requirements

	National 5	**National 6**
Internal: Arguments in Action	☆	☆
Internal: Knowledge and Doubt	☆	☆
Internal: Moral Philosophy	☆	☆
External: Assignment	☆	
External: Exam	External exam (pass of internal units required)	External exam (pass of internal units required)

What careers can I enter with Philosophy?

The short answer, of course, is any career, but pupils interested in the following careers would benefit from taking Philosophy.

Media, Teaching, Nursing, Dentistry, Child minding, Reporting, Law, Politics. Any career where you will work with lots of people or be expected to present your view point.

Philosophy helps pupils to develop the following skills:

- Analysis: looking at the reasons behind something or why something is the way it is.
- Understanding: developing knowledge when pupils go into the 'real world' and meet new people.
- Respect: essential to be a nice human being and help in situations with team work.
- Construct an argument: Whenever you need to get your viewpoint across.
- Evaluation: Coming to a conclusion when making a decision.
- Investigation: active listening, questioning, summarizing, note-taking.
- Reflect on Goals: Critical reflection on own progress

PHYSICS

For advice on any of these courses and their relevance to your future career, please contact Mrs A Ward (PT of Science).

1. Physics: Higher

Purpose: The main aims of this Course are for learners to:

♦ develop and apply knowledge and understanding of physics
♦ develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
♦ develop scientific inquiry and investigative skills
♦ develop scientific analytical thinking skills, including scientific evaluation, in a physics context
♦ develop the use of technology, equipment and materials, safely, in practical scientific activities
♦ develop planning skills
♦ develop problem solving skills in a physics context
♦ use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
♦ develop the knowledge and skills for more advanced learning in physics
♦ develop skills of independent working

Recommended Entry
While entry is at the discretion of the centre, students would normally have obtained one of the following awards or equivalent:

National 5 Physics course or component units

The preferred entry from National 5 is based on achievement of a pass in the final exam at level A or B.

Mandatory
Physics: Our Dynamic Universe (Higher)
Physics: Particles and Waves (Higher)
Physics: Electricity (Higher)
Researching Physics (Higher)
Course assessment

Progression

This Course or its Units may provide progression to:
 Advanced Higher Physics
 Other qualifications in Physics or related areas
 Further study, employment and/or training

National 5

The Physics course not only aims to give pupils an understanding of Physics but to make them aware of how Physics shapes the world around them. In addition the course also aims to show something of the contribution of Physics to everyday life eg health, energy, electricity, space as well as developing communication skills, numerical skills, problem solving, analytical skills, motor skills and learning.

The aims of the National 5 course are for learners to:

- Develop and apply knowledge and understanding of Physics.
- Develop an understanding of the role of Physics in scientific issues and relevant applications of Physics, including the impact these could make in society and the environment.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills in a Physics context.
- Develop the use of technology, equipment and materials safely in practical scientific activities.
- Develop planning skills.
- Develop problem solving skills in a Physics context.
- Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices.
- Develop the knowledge and skills for more advanced learning in Physics.
- Develop skills of independent working.

Course Structure

The course consists of four units:

1. **Electricity and Energy**: Key areas: Energy transfer, heat and the gas laws, applications of energy, energy implications on society and the environment. Conservation of energy, electrical charge and electric fields, potential difference, practical electrical and electronic circuits, Ohm's law, electrical power, specific heat capacity,
2. **Waves and Radiation**: Key areas; waves and nuclear radiation, wave parameters and behaviour, EM spectrum, light.
3. **Dynamics and Space**: Key areas: velocity and displacement, acceleration, Newton's laws, projectile motion, space exploration, cosmology.
4. Added Value Unit; Learners will draw on and extend the skills they have learned from across the other units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Assessment

The course assessment will consist of two components; a question paper and an assignment set by the Scottish Qualifications Authority.

What careers can I enter with Physics?

A qualification in Physics provides a wide variety of exciting career opportunities. Some examples include;

- Actuarial Sciences
- Aerospace
- Architecture
- Astronomy
- Civil Aviation
- Computers
- Dentistry
- Electronics
- Engineering
- Geophysics
- Medicine/Medical Physics
- Meteorology
- Music Technology
- Optician
- Physiotherapy
- Radiography
- Renewables
- Robotics
- Scientific Journalism
- Speech Therapy
- TV Camerawork
- Veterinary Medicine

POLITICS

For advice on any of these courses and their relevance to your future career, please contact Mr S McDowell (PT of Social Subjects).

Higher

Purpose

The purpose of this Course is to develop the learner's knowledge and understanding of how different political ideologies, systems and parties resolve the timeless pursuit of power, authority and legitimacy. Its theoretical perspective enables learners to identify, explore and analyse political issues in order to develop their own views and perspectives. This purpose will be achieved through successful study of the three Units. The Course will develop investigating, analysing and evaluating skills to help learners to interpret and understand political issues.

Recommended Entry

S6 students would normally be expected to have attained:

Higher Modern Studies or discretion of the department.

Course Details

The course comprises:

Politics: Political Theory (Higher)
In this Unit, learners will use a range of sources of information to evaluate different political ideologies and political concepts. They will draw on theoretical and conceptual knowledge and understanding of political ideologies and political concepts.

Politics: Political Systems (Higher)
In this Unit, learners will use a range of sources of information to compare different political systems. They will draw on knowledge and understanding of different political systems.

Politics: Political Parties and Elections (Higher)
In this Unit, learners will analyse a range of electoral data to evaluate factors which contribute to the electoral performance of UK political parties. They will draw on knowledge and understanding of the complex factors that contribute to the electoral performance of UK political parties.

Progression

Students may progress to a number of social science or humanities subjects at University.

PRACTICAL ELECTRONICS COURSE

Practical Electronics National 5

The Practical Electronics course provides a solid foundation for those considering further study or a career in electronics, engineering, and other related disciplines. The course also provides a valuable practical experience for those planning on studying engineering, physics or other science courses after school.

This course is mainly practical in nature with students taking part in practical projects and investigative tasks in a range of different contexts.

Purpose and aims

The aims of the course are for candidates to develop:

- A range of practical skills in electronics, including skills in analysis and problem-solving, design skills, skills in the safe use of tools and equipment, and skills in evaluating products and systems.
- Knowledge and understanding of key concepts in electronics and apply these in a range of contexts.
- Awareness of the importance of safe working practices.
- An understanding of the role and impact of electronics in changing and influencing society and the environment.

Recommended Entry

Practical Electronics is suitable to range of pupils with different levels of experience from National 4 qualifications through to Highers. These can be in any of the sciences or other technical subjects. Entry to this course is at the discretion of the school.

Assessment

The course assessment has two components: a practical activity worth 70% of the overall grade and a question paper worth 30%.

PRACTICAL METALWORKING COURSE

For advice on any of these courses and their relevance to your future career, please contact Ms J Connolly (Principal Design & Technology).

The purpose and aims of this 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 metalworking and those wanting to progress to higher levels of study or a related career. The Course is practical, exploratory and experiential in nature. It combines elements of practical metalworking techniques and standard practice with elements of creativity.

The aims of the Course are to enable learners to develop:
♦ skills in metalworking techniques
♦ skills in measuring and marking out metal sections and sheet materials
♦ safe working practices in workshop environments
♦ practical creativity and problem-solving skills
♦ knowledge of sustainability issues in a practical metalworking context

The Course also gives learners the opportunity to develop thinking, numeracy, employability, enterprise and citizenship skills

Recommended entry

Learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent qualifications and/or experience:

♦ National 3 Practical Craft Skills Course or relevant component Units
♦ National 3 Design and Technology Course or relevant component Units

Progression

This Course may provide progression to:

♦ other qualifications in practical technologies or related areas
♦ further study, employment and/or training

PSYCHOLOGY

Higher Psychology

Course content

The central theme of the course is to enable candidates to investigate psychological knowledge and research, which promotes their understanding of individual and social behaviour. Candidates analyse and evaluate concepts and theories, and draw on research evidence to explain human behaviour.

Progression into this course
It would be anticipated that students would have a C pass at Higher English. A pass at National 5 Psychology would also be a progression route.

The course consists of three areas of study:

Individual behaviour
Candidates analyse individual behaviour, investigate topics and learn how these topics can be explained using psychological theories and research evidence. Candidates evaluate and apply theories to show an understanding of individual human behaviour.

Social behaviour
Candidates analyse how interaction with others shapes social behaviour. They investigate psychological explanations for social behaviour, and use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment. Candidates apply psychological knowledge and understanding to explain examples of everyday social behaviour.

Research
Candidates understand and apply the research process and research methods used in psychology. They develop the skills required to conduct and evaluate psychological research. Candidates also develop numerical skills and an understanding of psychological terminology.

This area of study is not assessed in a separate section of the question paper, however questions relating to research can be asked in the individual and social behaviour sections of the question paper. In addition, candidates must carry out research for the assignment

Assessments
Overall performance on this course is assessed through two components: an External examination and Assignment.

Component	Marks	Duration
Component 1: question paper	80	2 hours and 40 minutes
Component 2: assignment	40	Completed independently by students and verified as students' own work

National 5 Psychology

General guidance on the Course

Aims
This Course is designed to introduce learners to psychology as the scientific study of human behaviour. Learners will develop knowledge and understanding of psychological explanations for human behaviour and develop research skills used in practical psychological research. Research skills include the skill of research as a review of literature and evidence and research as a scientific method of enquiry.

The National 5 Psychology Course is designed to develop learners' understanding of the study of human behaviour through the application of psychological topics, concepts, theories and approaches.

The Course aims to enable learners to develop:

- their knowledge and understanding of psychological concepts, theories, approaches and terminology and use thinking skills when explaining and applying knowledge and understanding of psychology
- awareness of the role of research evidence in explaining human behaviour
- basic investigation skills to select, organise and interpret information
- awareness of ethical and scientific standards in psychological research
- basic communication and numeracy skills in psychology

Progression into this Course

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

- a C pass in National 5 English
- National 4 People and Society Course or relevant component Units
- National 4 Biology Course or relevant component Units
- social studies or science Courses or relevant component Units at SCQF level 4

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing the Course.

In addition, a level of maturity and independent thought will be required for this Course and it is recognised that life experience can be a valid preparation. Successful completion of a broad general education would prepare learners to further develop the skills required to investigate psychological approaches to investigating the human mind and social behaviour.

Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Component	Marks	Duration
Component 1: question paper	70	2 hours
Component 2: assignment	30	Completed independently by students and verified as students' own work

National 5 Practical Electronics

The Practical Electronics course provides a solid foundation for those considering further study or a career in electronics, engineering, and other related disciplines. The course also provides a valuable practical experience for those planning on studying engineering, physics or other science courses after school.

This course is mainly practical in nature with students taking part in practical projects and investigative tasks in a range of different contexts.

Purpose and aims

The aims of the course are for candidates to develop:

· a range of practical skills in electronics, including skills in analysis and problem-solving, design skills, skills in the safe use of tools and equipment, and skills in evaluating products and systems

· knowledge and understanding of key concepts in electronics and apply these in a range of contexts

· awareness of the importance of safe working practices

· an understanding of the role and impact of electronics in changing and influencing society and the environment.

Recommended Entry

Practical Electronics is suitable to range of pupils with different levels of experience from National 4 qualifications through to Highers. These can be in any of the sciences or other technical subjects. Entry to this course is at the discretion of the school.

Assessment

The course assessment has two components: a practical activity worth 70% of the overall grade and a question paper worth 30%.

Refereeing (football)

The Football Refereeing course is accredited by the SQA and successful candidates will gain 16

credit points at SCQF Level 7 (equivalent to two units at Advanced Higher level).

The Football Refereeing course is also fully recognised and delivered in collaboration with the

Scottish Football Association. This means that candidates who are successful in passing the course

will automatically become fully qualified referees.

The course combines two units and teaching approaches will include lecture, seminar, group work,

video clip analysis and practical sessions:

Unit 1 – Laws of the Game

Unit 2 – Practical Refereeing

Assessment

Unit 1 is assessed through an online theory test. This is a multiple choice test made up of match

incident clips and written questions. The pass mark is 80%.

Unit 2 is assessed through the completion of match incident reports, video tests of match incidents,

fitness testing and culminates in candidates refereeing an 11-a-side match.

Who should follow this course?

The course is open to anyone with an interest in football and/or refereeing.

It is important to note that given that the pass mark is 80% and the course is set at SCQF Level 7,

candidates will require to undertake substantial academic learning and study in their own time.

Career Links

Successful completion of the course enables candidates to immediately gain part-time employment

and generate income in their spare time.

The course is also very good experience for candidates looking to enter careers in Sport or in which

working with others is an important skill.

There are also opportunities for further progression within the Scottish and International Refereeing

frameworks for individuals who continue refereeing and show an aptitude and desire to apply effort.

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES – Nat 5 and Higher

Purpose and Aims of the Course

The purpose of the Course is to provide an opportunity for the academic study of a world religion, a moral issue and a philosophical issue. The Course will contribute to learners 'understanding of the society in which they live and work by helping them to learn about, and from, religious beliefs, non-religious viewpoints, and experience

The Course will do this by developing knowledge, understanding and skills, offering insights into how to form arguments in written and verbal form, human beliefs, values and behaviour, and examining how religion, morality and philosophy can help people find meaning and purpose in life.

RMPS involves the study of Religion, Morality, and Philosophy. One great misconception about RMPS is that it is only of use to the religious or for path- ways to the clergy. This is most certainly not the case. The knowledge that RMPS develops is extremely important in understanding the world and society we live in. For example, global events and the media have led to some having a distorted view of the religion of Islam.

In RMPS we hope to address misconceptions of this kind. RMPS allows pupils to evaluate these types of topics in an informed way.

RMPS develops important skills such as analysis and evaluation. By learning, analysing and evaluating important moral issues of our time, pupils develop a number of generic skills.

Philosophy is the study of the nature of reality, knowledge and existence. Studying philosophy allows pupils to develop skills in writing, critical thinking, and logical analysis.

The study of religion and philosophy is at the heart of what makes us human, namely, our desire to know. Our thirst for knowledge and understanding leads us to ask the BIG questions about the nature of human existence, about the existence of God and the meaning of life. Humans have asked these questions since the dawn of time and through the millennia some of the greatest human minds have explored the issues without which we would be less than human. St. Anselm spoke of 'faith seeking understanding'. Victor Frankl, a survivor of the Holocaust, said that when God goes, everything goes. But how do we know that God exists and why does it matter? Join us to ask the really big questions!

Pupils will study:

Unit 1 World Religion: Christianity

Beliefs

- Beliefs about God

The Nature of Human Beings

- Free Will & the Nature of Sin
- Stewardship

- Beliefs about Jesus

- Life after Death
- Judgement, Heaven & Hell

Living according to the Gospels

- Christian Action
- Christian Community

Christian Worship

- Prayer
- Eucharist

Unit 2 Morality and Belief: Medicine and the human body

Use of embryos

- reproductive
- therapeutic
- research

Organ donation

- consent: informed; presumed
- beating heart donation
- living donors

End of life

- assisted dying
- voluntary and non-voluntary euthanasia

- end-of-life care

Unit 3 Religious & Philosophical Questions: The Origins of the Universe

Was the universe and life created?

- How does religion explain the origins of the universe and of life?
- What evidence does religion use to support these explanations?
- What are the strengths and weaknesses of evidence/explanations?
- How does science explain the origins of the universe and of life?
- What evidence does science use to support these explanations?
- What are the strengths and weaknesses of evidence/explanations?
- Can religious and scientific views on origins be compatible?

Assessment Requirements

National 5: the course assessment will consist of two components; a question paper worth 80 marks and an assignment set by the Scottish Qualifications Authority.

Higher: the course assessment will consist of three components; two question papers worth 80 marks (paper 1 = 60 marks and paper 2 = 20 marks) and an assignment worth 30 marks set by the Scottish Qualifications Authority.

Entry Requirements

National 5	An A, B or C pass in Nat 5 English And one social subject
Higher	An A, B or C in Higher English and a Higher pass in one social subject.

Level of study (National 5 or Higher) will be based on pupil progress throughout S4/5 (Level 4) in core RE and pupil performance in English and Social Subjects.

What careers can I enter with RMPS?

The short answer, of course, is any career, but pupils interested in the following careers would benefit from taking RMPS.

Media, Teaching, Nursing, Dentistry, Child minding, Reporting, Law. Any career where you will work with lots of people!

RMPS helps pupils to develop the following skills:

- Analysis: looking at the reasons behind something or why something is the way it is.
- Understanding: developing knowledge when pupils go into the 'real world' and meet new people.
- Respect: essential to be a nice human being and help in situations with team work.
- Construct an argument: Whenever you need to get your viewpoint across.
- Evaluation: Coming to a conclusion when making a decision.
- Investigation: active listening, questioning, summarizing, note-taking.
- Reflect on Goals: Critical reflection on own progress

SCOTTISH STUDIES

For advice on any of these courses and their relevance to your future career, please contact Mr S McDowell (PT of Social Subjects).

Purpose
The purpose of this course is to allow learners to broaden their knowledge and understanding of Scotland while developing and applying skills relevant to a range of subject areas. Learners will have opportunities to study different subjects within a Scottish context and will have choice within Units to follow areas of personal interest.

Recommended Entry
Students would normally be expected to have attained National 4 award in one of the Social Subjects.

Course Details

The course comprises 4 areas:

Scottish Studies: Scotland in Focus
This unit will allow learners to broaden their existing knowledge of Scotland in terms of its people, its languages, society, culture, natural and built environment and/or heritage. They will do this by researching, planning and completing an activity with a Scottish focus and reflecting on what they have learned.

Personalisation and choice are available through activity focus including: an aspect of Scottish culture, for example, food, traditions, sport, folklore, an aspect of the natural or built environment, an aspect of life in rural and/or urban Scotland, industry or commerce and many more options.

Environmental Science: Sustainability within a Scottish Context
The aim of this unit is to develop skills in scientific inquiry, investigation and analytical thinking, alongside knowledge and understanding of sustainability. Learners will apply these skills when exploring how sustainability affects our lives and the impact it has on society and the environment in Scotland. Learning will involve a variety of approaches, including investigation and problem-solving activities.

Key areas covered: an introduction to sustainability; food; water; energy and waste management in Scotland.

Geography: Physical Environments with a Scottish Context
This Unit aims to develop learners' geographical skills and techniques through the study of Scotland's physical environments. Learners will build knowledge and understanding of different landscape types found across Scotland.

Key topics include: map skills, Scottish landscape features and their formation, weather in Scotland, land use and land-use conflicts in Scotland.
Travel and Tourism: Scotland

The general aim of this Unit is to develop learners' knowledge of travel and tourism in Scotland, along with the skills required to meet the needs of customers. Learners will investigate Scottish tourist attractions, tourism trends and the impacts of tourism on Scotland. Learners will also plan a detailed itinerary for a trip within Scotland, including travel, accommodation, attractions, activities and amenities.

Personalisation and choice are available when selecting tourist attractions to investigate and when choosing the location for the travel itinerary.

Course assessment
Assessment in Scottish Studies is coursework-based and focuses on practical tasks. There is no final exam for Scottish Studies. Learners are assessed throughout the course by completing coursework for each unit, demonstrating a breadth of skills, knowledge and understanding.

Progression

Learners may progress to further study at college/university, as well as apprenticeships in Social Sciences, Humanities, Public services, Tourism and Heritage. Scottish Studies also supports progression into careers in tourism, hospitality and outdoor education.

SKILLS FOR WORK: TRAVEL AND TOURISM LEVEL 5

Purpose

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Recommended Entry

Pupils should have achieved a National 3 or National 4 pass in any Social Subject.

Course Details

Learners will develop:

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

Course Assessment

There is no external assessment for this course. Continuing assessment in class is used to demonstrate achievement.

Progression

Skills for Work in Travel and Tourism at SCQF level 5 may provide progression to:

- Other SQA Travel and Tourism Courses or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism.
- Further education.
- Employment in the travel and tourism industry.

Careers Information

Three main factors influence the choice of subjects.

1. ***Ability***
2. ***Personal preference***
3. ***Career intention***

Although it is fair to say that many pupils are still unsure about career intentions, subject choice may be important for those who aspire to Further or Higher education. It may also be a factor for some who have specific careers in mind which have defined subject requirements for entry. In order to answer some of these questions Pastoral staff have a particular responsibility for advising pupils entering employment, Further Education or University. The school is greatly assisted in this process by the services of a visiting Careers Advisor can provide the expertise necessary to allow your son or daughter to arrive at a sound realistic career decision and develop their Career Management Skills.

e.g.

Employment
Further Education
University
Teacher Training
Modern Apprenticeship
Training

FURTHER EDUCATION

A list of all full-time, sandwich and part-time courses of Higher and Further education offered in the Further Education Colleges, in addition to those in the Scottish Central Institutions, can be found in the Directory of Day Courses, published by the Scottish Education Department. This is available in the Careers Library.

The local Colleges of Further Education include:-

West College Scotland
City of Glasgow College
Glasgow Clyde College
Glasgow Kelvin College

These Colleges provide courses in a wide range of subjects including:-
Business Administration, Clerical and Secretarial Studies, Construction Science, Catering, Pre-nursing, Engineering, Sport & Leisure, Social Science.

And further studies in preparation for National Qualifications.

HIGHER EDUCATION

Vocationally orientated courses to prepare students for a particular career are provided by various institutions. Several of the full-time courses and sandwich courses link academic work in the College and professional experience gained by working in an appropriate environment outside the College for a period of time during the course. Entrance requirements are similar to those sought by the Universities.

Some of the local institutions are:-

a) ***Glasgow School of Art***
b) ***City of Glasgow College***
c) ***Royal Conservatoire Scotland***
d) ***West of Scotland Agriculture College, Ayrshire***

UNIVERSITY

Applicants for admission to degree courses are required to fulfil:-

a) *The **GENERAL** entrance requirements of the University*
b) *The **SPECIFIC** faculty requirements*

Details of entry requirements for the Scottish Universities are to be found in their annual prospectuses or websites. These requirements are only general and each University publishes competitive entry standards which vary from year to year according to the number of applicants and their qualifications.

4 or 5 Highers at AAAA or AAABB at first sitting including 2 Sciences.

Where a candidate's entrance qualifications are spread over two attempts some universities expect a slightly higher net attainment.

1 sitting - 4 or 5 Highers AAAB or AABBB
2 sitting – 6 or 7 Highers AAAABB or AAABBBB.

Must include Higher English B and National 5 or equivalent Maths.

FACULTY REQUIREMENTS

The qualifications needed to have a realistic chance of entry to the Arts Faculty are four Highers at grades of A B B B. This may go up or down a little depending on the exact number of places available. If you apply and are made a conditional offer, this will specify the precise grades that are required.

TEACHER TRAINING

College of Education

1) ***St Andrew's Faculty of Education – Glasgow University***
2) ***Strathclyde University, Jordanhill Campus***
3) ***University of the West of Scotland – Craigie Campus***

Primary and Secondary Teaching

1) ***Bachelor of Education Primary or Secondary Degree Course 4 years (currently under review).***
2) ***Post-graduate Course Primary or Secondary Education 1 year***

Practical Aesthetic subjects – **Art; Business Studies; Home Economics; Music; Physical Education** and **Technical Education –** details may be found in the Renfrewshire Council Careers Handbook, available from the Careers Library, individual University websites or the sites listed below.

Useful Websites

www.planitplus.net
www.ucas.com
www.myworldofwork.co.uk

WHERE TO GET INFORMATION FROM

Financial Assistance

Educational Maintenance Allowances (EMAs) are grants available from the local authority. S5/6 school students are eligible. The allowance is means tested ie the amount of money you get will depend on the amount of money coming into your household. There is a requirement that students, who are awarded an allowance, must have an excellent attendance record in order to receive payment of the allowance. In the event of any absences due to illness a medical certificate must be produced. However each student is entitled to a period of self-certified absence due to illness before a medical certificate must be produced.

For further information on Educational Maintenance Allowances, please contact:

Renfrewshire Council Tel: 0300 300 0300
Educational Services
Educational Maintenance Allowances
Cotton Street
Paisley
PA1 1LE

Trinity High School,
Glebe Street,
Renfrew
PA4 8TP

Tel: 0300 300 1444

Email: trinityhighenquiries@renfrewshire.gov.uk