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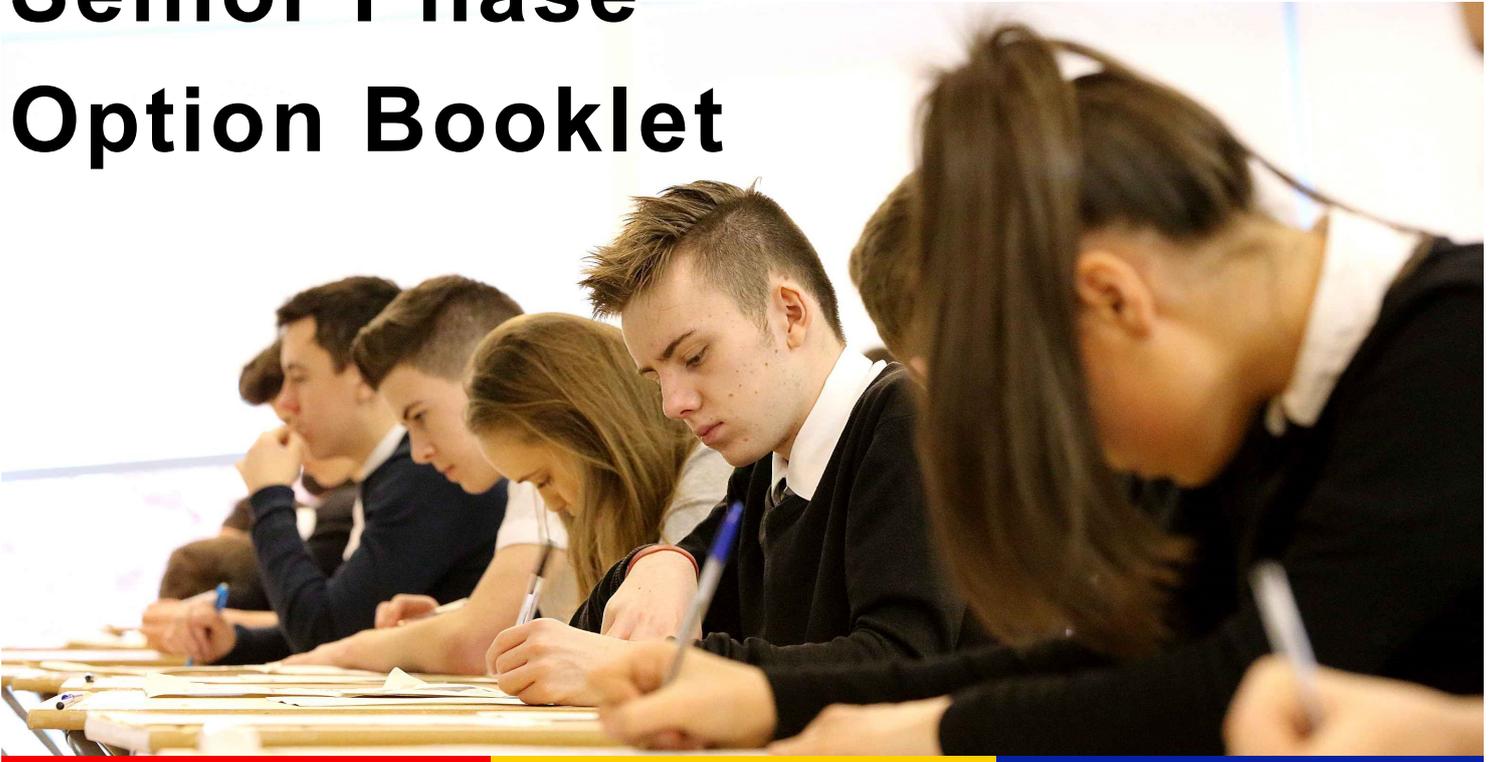
Courses offered both in school and by External Providers; including: Short Courses, NPA's, Ayr College Courses and Open University Courses.



KYLEAcademy

Senior Phase Option Booklet

Cultivating Excellence



Welcome to our new look Senior Phase Options Booklet.

It contains detailed information on our Senior Phase Curriculum and the wide range of learning opportunities available to our young people.

All pupils in S3, S4 and S5 will undertake a career interview with SDS staff, Guidance Staff and/or a member of SLT, to ensure all learners are developing a progression pathway suitable for their skills and abilities.

All Option Forms should be returned to the school office by Friday 3rd March 2017.

Our learning

Our future

Our responsibility





SECTION 1 –

INTRODUCTION AND CURRICULUM OVERVIEW

Information about the Senior Phase, National Qualifications, EMA and the Kyle Learning Contract

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Head Teacher's Introduction

Dear Parents / Carers,

Senior Phase Course Choice Booklet

Your child is about to enter an exciting and important stage of their time at school. Whether they are entering S4, S5 or S6 - they will be making important choices about which subjects, at which level of delivery, will help them to open the doors of further educational, career and work-related opportunities.

This session we have redesigned the Options Booklet to give young people and Parents/Carers more information on the range of options available and progression pathways within the Senior Phase. Careful thought should be given to the progression pathways for each subject. These pathways detail possible progression routes in subject areas through the Senior Phase and although not exhaustive, they do provide a guide for young people when planning their own, individual Senior Phase.

The option process will begin in February and will involve an initial Parents Information Evening and Parents Nights for S3, 4 and 5 pupils. Subject teachers will submit recommended levels for further study in February and one-to-one interviews with young people will begin mid-February. Final options sheets should be returned by Friday 3rd March. As always, should you wish to discuss your child's options further you can arrange a meeting with their Guidance Teacher or Year Head.

I trust you will find this booklet a useful resource to support the option process however if I can be of any further assistance please do not hesitate to get in touch.

Regards,



Lyndsay McRoberts

Executive Head Teacher



National Qualifications

Where can I find out more about National Qualifications?

This options booklet is designed to outline the SQA courses on offer at the school. More information about the new National Qualifications course can be found on the SQA website, on the Parentzone Scotland section of the Education Scotland website and on the National Parent Forum of Scotland (Nationals in a Nutshell) website:

- SQA: <http://www.sqa.org.uk/sqa/58062.html>
- Education Scotland: <http://www.educationscotland.gov.uk/parentzone/>
- National Parent Forum: <http://www.npfs.org.uk/nationals-in-a-nutshell/>

Where can I find careers advice?

Our Careers Adviser Mr David Phillips, employed by Skills Development Scotland (SDS), is available to consult in school if students need information about jobs, training or college and University courses. Pupils can access the careers advisor through their guidance teacher.

Useful websites:

- <https://www.myworldofwork.co.uk/>
- <https://www.planitplus.net/>
- <http://www.plotr.co.uk/>

Students are also advised to seek advice from others:

- | | |
|-----------------------------|---|
| Subject teachers | It is very important to speak with teachers to find out your areas of strength and development as this will help students identify the subjects they are strongest in. Ask yourself– “How good am I in this subject?” |
| Guidance teachers | The guidance teacher will discuss options in detail during a one to one interview and they can also provide more information on specific courses. |
| Support for Learning | Some students may wish to consult with their Support for Learning teacher before making final course choices. |
| Parents | Parents have a wealth of knowledge about you and your strengths and will always provide good advice. |



National Qualifications

Results:

The final results will be issued by SQA on **Tuesday 8 August 2017** by post or e-mail.

- At National 3 and National 4 level, the pupils will be awarded a 'Pass' or 'Fail'.
- At National 5 and 6 levels, the pupils will be awarded a Grade A - D or 'no award'.
- All of the units that have been achieved in school will be included in the pupils 'Record of Attainment' which will be sent out in August by SQA.

SQA Results Service:

There are two parts to Results Services:

1. **Exceptional Circumstances Consideration Service**

This service supports candidates who have been unable to attend an externally assessed timetabled examination, or whose performance in an externally assessed timetabled examination may have been fundamentally affected as a result of an incident beyond their control.

It is only available **before** the results are published, and exists to support only those candidates who have suffered an exceptional circumstance, such as bereavement or a medical condition. It is always recommended that a candidate sits the examination where possible. Sitting the examination does not exclude the candidate from having an exceptional circumstances request submitted on their behalf.

2. **Post-Results Services**

Post-results Services can be used where a school or college has concerns about a candidate's certificated result. If they believe the final mark does not reflect expectations, they can request a priority marking review, clerical check or a marking review of the exam paper and other externally assessed components, such as a portfolio.

Clerical Check

SQA will check that all parts of the exam paper or other externally assessed component, such as a portfolio, have been marked, that the marks given for each answer have been added correctly, and that the correct total mark or result was entered into SQA's computer system.

Marking Review

an SQA senior examiner will ensure that: all parts of a candidate's materials submitted to SQA (examination paper(s) and/or other externally assessed components) have been marked, the marking is in line with national standards, the marks given for each answer have been totalled correctly, and the correct result has been entered on SQA's results software.

These services operate **after** candidates receive their exam results.



National Qualifications

Priority Marking Review This process is the same as a marking review but with an earlier deadline. This is only available to pupils who have applied to go to University/College in the September following the exam diet and need particular grades to gain entry to the course.

Schools and Colleges can request a clerical check or a marking review of the candidate materials that were submitted to SQA for marking. If the clerical check or marking review leads to a change of grade (either up or down), this will be amended on SQA's computer system and a new certificate will be issued to the candidate.

There will be no consideration of 'alternative evidence' with this service. If the original grade remains unchanged following the check/review, the school or college will be charged for this service.

Progression:

- Pupils who achieve National 4 will progress to National 5.
- Pupils who achieve a National 5 Grade C or above, will progress to National 6 (Higher).
- Passing units within the National 6 course is still progression from National 5.

Support:

You will find further information at www.sqa.org.uk/browsecfesubjects

You can 'select a subject' or click on 'New Qualifications outline' for more information.

You will also find information on subjects on the 'Nationals in a Nutshell' webpage:

<http://www.npfs.org.uk/nationals-in-a-nutshell/>



Educational Maintenance Allowance

Educational Maintenance Allowance (EMA) 2017–2018

This information below is correct at the time of publication.

The EMA is available to students in full-time education beyond their statutory leaving date. Young People who are 16 between 1 October 2016 and 29 February 2017 may be eligible for an EMA from January 2017 and these awards will be based on the new income thresholds.

From 1 January 2017 the income thresholds will be as indicated below:

Income	Number of dependent children in household	Award
£0–£24,421	1	£30
£0–£26,884	2 +	£30

If your child is successful in receiving an award, they must sign a learning agreement and must adhere to the conditions of that agreement. There is a requirement of 100% attendance throughout the year however, if absent due to ill health, up to 5 consecutive days, they must complete a self-certification form. Beyond the normal 5 days, a medical certificate should be provided.

Their EMA payment is directly paid into a bank account. Before you apply, you child will need a bank or building society account which will accept BACS (Bank Automated Credit system) payments. Their EMA will then be paid every two weeks into that account. Your child will be notified about details of the amount and instalments before they receive payment.

Application forms are available from the School Office or from:

Care, Learning and Well-being School Management
Children and Community
County Buildings
Wellington Square
Ayr KA7 1DR
Telephone: 01292 612232

Further information can be found on the council website at www.south-ayrshire.gov.uk/ema



S5 & S6 Pupil Learning Contract

Kyle Academy

Application Form to enter Senior School

For pupils entering S5 / S6 2017– 2018

Name: _____ Class: _____ Guidance Teacher: _____

The decision for S5 & 6 pupils to return to school is an important one and students should be clear about the reason for continuing their education. It is expected that senior students will demonstrate a high commitment to their studies.

Pupils entering the fifth and sixth years are required to sign this contract. The contract outlines the school's expectations from senior pupils. It is expected that pupils will behave in a mature and adult manner, guarantee punctuality and good attendance and commit themselves fully to their studies.

Senior pupils are expected to take responsibility for their own actions and failure to co-operate with the terms of the agreement may lead to the young person being required to leave school.

S5 should select 6 options. S6 pupils should select a total of 5 options. Courses will only run if sufficient numbers.

Course choices cannot be changed after the end of August and all pupils are expected to complete their courses. It is expected that senior pupils will contribute to the wider life of the school and take responsibility for a particular task or target e.g. Prefect and an active member of a school committee.

Personal Statement:

Please write a short personal statement outlining your reasons for returning to school, what you could contribute to the life of the school and your personal targets for the session.

Signatures:

I have read the information and am aware of the level of commitment required from me and agree to work to the best of my ability.

Pupil Signature: _____

Class: _____

I have discussed and agreed to the request for my son/daughter to follow the selected courses.

Parent/Guardian Signature: _____

Date: _____



SECTION 2 – SUBJECT CHOICES INFORMATION

Specific Course information for each subject, showing progression pathways and the range of awards on offer.

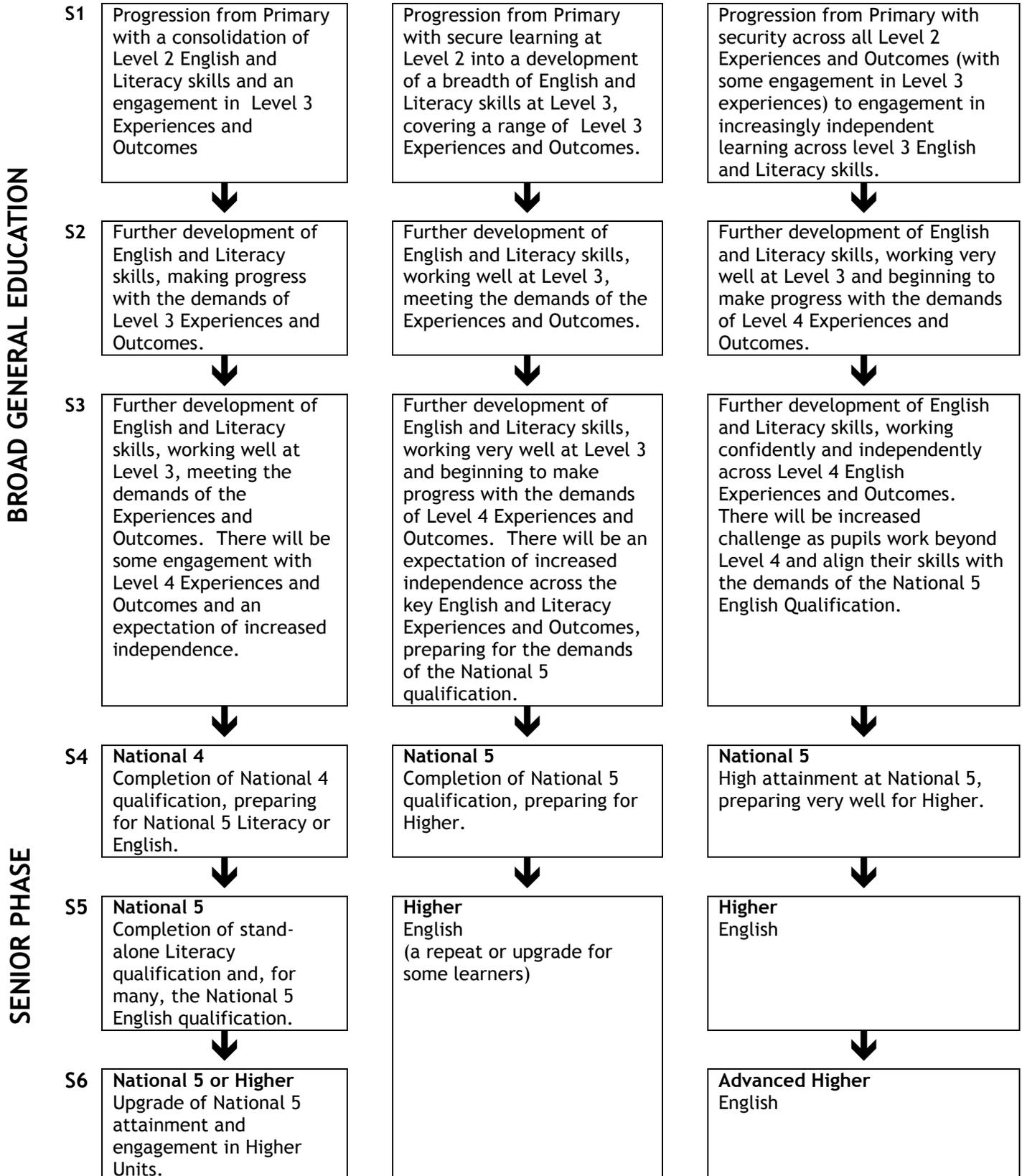
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PROGRESSION PATHWAY

ENGLISH

What these routes provide is a progression from leaving primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.





English — **NATIONAL 4/5**

The new English National Courses reflect Curriculum for Excellence values, purposes and principles. The Nationals offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In the English Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can. This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work.

When learners move to the senior phase, class teachers and the Principal Teacher will decide the most appropriate line of progression for individual learners.

Learners will take qualifications at a level appropriate to previous attainment. The National courses build progressively upon the skills developed throughout the Broad General Education Phase. Pupils will have built a Profile of Progress in S3 which records pupils' skills and abilities across a range of core elements - Reading, Writing and Listening and Talking. If pupils have demonstrated their ability, for example, to work independently and be successful in Critical Essay and Close Reading work and they can produce detailed and accurate written and spoken texts then they should be presented for National 5 in S4. If pupils perhaps feel they still require support with tasks such as Critical Essay and Close Reading then it will be suggested that National 4 should be the appropriate presentation level - with a view to National 5, in almost all cases, in S5.

In Summary

The National 4 and 5 courses develop subject skills, knowledge and understanding that will be assessed through Unit Assessments and by the external examination in the case of National 5. These skills are progressive and prepare learners well for the demands of Higher (which pupils might sit in S5 or S6). These skills are:

- ◆ listening, talking, reading and writing skills, as appropriate to purpose and audience
- ◆ understanding, analysing and evaluating detailed texts, as appropriate to purpose and audience in the contexts of literature, language and media – texts studied must include Scottish texts
- ◆ creating and producing detailed texts, as appropriate to purpose and audience in a range of contexts
- ◆ knowledge and understanding of language



English — NATIONAL 4

National 4 - Course structure and conditions of award

Course structure

This Course is made up of four mandatory Units. The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The four Units include the four language skills of listening, talking, reading and writing.

The structure of the Units enables learners to focus on the skills required to understand and use language and to integrate listening, talking, reading and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

English: Analysis and Evaluation (National 4)

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate straightforward texts.

English: Creation and Production (National 4)

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in familiar contexts. Learners develop the skills needed to create and produce straightforward texts in both written and oral forms.

Literacy (National 4)

The purpose of this Unit is to develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand straightforward ideas and information presented orally and in writing. Learners also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

Added Value Unit: English Assignment (National 4)

The purpose of this Added Value Unit is to provide learners with the opportunity to apply their language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application.

Conditions of award

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



English — **NATIONAL 5**

National 5 - Course structure and conditions of award

Course structure

This Course is made up of two mandatory Units. The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The two Units include the four language skills of listening, talking, reading and writing. The structure of the Units enables learners to focus on the skills required to understand and use language, and to integrate listening, talking, reading and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

English: Analysis and Evaluation (National 5)

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed texts.

English: Creation and Production (National 5) The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

Course assessment structure

Component 1 – question paper: reading 70 marks

The purpose of this question paper is to assess learners' application of their reading skills in a familiar but challenging context and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time. This question paper will give learners an opportunity to demonstrate the following skills: knowledge and understanding, apply their reading skills in the understanding, analysis and evaluation of texts, apply their critical reading skills and their knowledge of appropriate literary context, forms and genres

The question paper will have 70 marks (70% of the total mark)

This question paper has two Sections:

Section 1, titled 'Reading for Analysis, Evaluation and Summarising', will have 30 marks.

Section 2, titled 'Critical Reading', will have 40 marks. (This Section has two Parts).

Component 2 – portfolio: writing 30 marks

The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes. This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding: develop their skills in writing in different genres, develop their skills in writing for a range of purposes and audiences

The portfolio will have 30 marks (30% of the total mark).

The portfolio will comprise two written texts that address the main language purposes, namely creative and discursive writing. Fifteen marks will be awarded for each writing piece chosen for the portfolio.

Learners will demonstrate their ability to write in more than one form. The writing portfolio will comprise writing that addresses two of the main language purposes: creative and discursive writing.



English — **HIGHER**

Course Description

New National Courses, and the Units in them, are designed to reflect the values, purposes and principles of Curriculum for Excellence and to develop Skills for Learning, Skills for Life and Skills for Work. They are skills-based, offer flexibility, provide time for learning and have scope for personalisation. As such, the Higher English Course builds meaningfully upon the National 5 Course, allowing pupils to develop the breadth, depth and sophistication of their knowledge of literature; enhancing their ability to write insightfully about literature; and promoting pupils' ability to respond to a range of Textual Analysis and Understanding, Analysis and Evaluation (Close Reading) questions.

Skills Development

The aims of the course are to allow pupils to develop:

- their reading skills in the understanding, analysis and evaluation of texts
- their critical reading skills and their knowledge of appropriate literary context, forms and genres
- their skills in writing in different genres
- their skills in writing for a range of purposes and audiences

Unit Breakdown

Units provide learners with the opportunity to demonstrate their acquisition of skills in an organised way and to develop the required skills to be successful in the external examination. Hierarchical structures have been used in the Units to support smooth progression through the levels of qualifications.

English: Analysis and Evaluation (Higher) Unit

The learner will:

- **Create and produce detailed and complex written texts and participate actively in detailed and spoken activities by:**
 - Selecting significant ideas and content, using a format and structure appropriate to purpose and audience
 - Applying knowledge and understanding of language in terms of language choice and technical accuracy
 - Communicating meaning at first reading or hearing
 - Using significant aspects of non-verbal communication

Component 1 – question paper: Reading for Understanding, Analysis and Evaluation (30 marks)

Component 2 – question paper 'Critical Reading' (40 marks)

Component 3 – Portfolio writing (30 marks)

Progression / Career Pathways

This Course or its Units may provide progression to:

- other qualifications in English, such as Advanced Higher English
- further study, employment and/or training, including careers in: Education, Journalism, Media, Publishing and Advertising



English — **ADVANCED HIGHER**

Course Description

Advanced Higher English provides learners with the opportunity to develop complex language skills which are essential for learning, life and work; and to develop their ability to interpret complex literary forms and to produce sophisticated language.

Advanced Higher English fosters an in-depth appreciation, of complex and sophisticated language, and of a wide range of literature and texts in different genres. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

Learners have the opportunity to personalise their study; choices enable learners to encounter a wide range of texts in different genres and to produce sophisticated writing in chosen literary forms. Building on the four capacities, Advanced Higher English enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

Skills Development

The aims of the course are to allow pupils to develop:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences
- apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The Course also develops high levels of analytical thinking and understanding of the impact of language.

Unit Breakdown

English: Analysis and Evaluation of Literary Texts (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

English: Creation and Production (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

Progression / Career Pathways

The Course provides flexibility, personalisation and choice to enable learners to achieve in different ways. Through the successful completion of this Course, important transferable skills are developed. These skills include: analysing and evaluating a range of complex literary texts, and developing an independence of thought while taking account of the opinions of others.

The ability to analyse and evaluate complex and sophisticated texts, and apply highly developed thinking and communication skills, are important in a number of professions and degree programmes. This Course can lead to degree programmes in business, drama, education, English, humanities, journalism, law, media, and social science, careers in commerce and industry, education, journalism, law, marketing, media, and politics

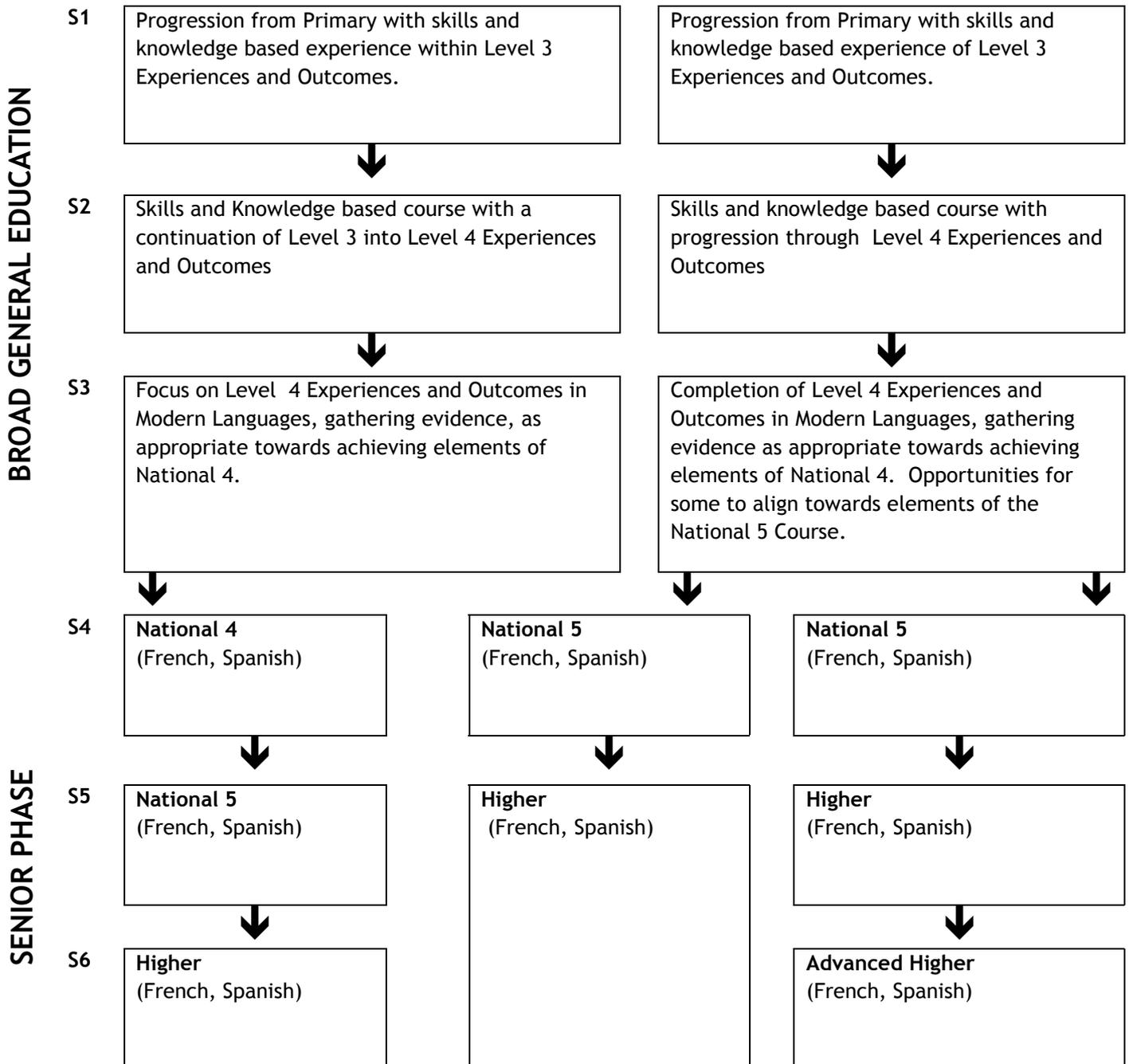
This Course is recognised as an entry qualification to employment, training, and higher and further education. This Course also provides preparation for a diverse range of occupations and careers.



PROGRESSION PATHWAY

MODERN LANGUAGES

What these routes provide is a progression from leaving primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*





French — NATIONAL 4/5

Course Description

In the global economy of the 21st century, everyone should seriously consider studying at least one foreign language. French is spoken as a first language in more than two dozen countries, including Belgium, Canada and Switzerland, as well as parts of Africa and the Caribbean. Along with English, it's also an official working language of several international bodies, including the European Union; the International Monetary Fund; the International Red Cross; and the United Nations. Studying French at National 4 or 5 will broaden your horizons and you'll also be learning about the rich and varied culture of French-speaking countries, adding to your appreciation of customs and traditions in them. You will learn about people and places where the language is spoken through the study of four contexts:

1. SOCIETY
2. EMPLOYABILITY
3. LEARNING
4. CULTURE

Skills Development

The aims of the course are to allow learners to develop:

- The foreign languages skills of listening, talking, reading and writing.
- Self-confidence, communication skills and cultural awareness of the language, people and places where the language is spoken
- Skills for learning, life and work, including literacy, thinking skills, employability, enterprise and citizenship.

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Understanding Language <i>Learners will develop reading and listening skills in French, and their knowledge of straightforward language in the four contexts.</i>	Understanding language <i>Learners will develop reading and listening skills in French and their knowledge of detailed language in the four contexts.</i>
Using language <i>Learners will develop talking and writing skills in French, and their knowledge of straightforward language in the four contexts.</i>	Using language <i>Learners will develop talking and writing skills in French and their knowledge of detailed language in the four contexts.</i>
Added Value Unit <i>Learners will apply their language skills to investigate a chosen topic in French.</i>	Exam (100) <i>Talking (30), Listening (20), Reading (30), Writing (20)</i>

Progression / Career Pathways

National 4/National 5/Higher
 Further study or training
 Employment

With a language, you will have a huge array of options open to you. More and more jobs are requiring an ability to speak a foreign language as an additional skill. A large number of companies are also seeking to recruit people who can speak another language. Practically any job can involve languages, whether it's based in the UK or abroad.



French — HIGHER

Course Description

Modern Languages are very important for many reasons - travel, holidays, meeting new people, future employment and further study. French is one of very few languages spoken on all five continents. It is spoken as a first language in more than two dozen countries, including Belgium, Canada and Switzerland, as well as parts of Africa and the Caribbean. Along with English, it's also an official working language of several international bodies, including the European Union; the International Monetary Fund; the International Red Cross; and the United Nations.

Studying Higher French will broaden your horizons and your career options and you'll be able to learn more about contemporary issues and culture in French-speaking countries through the study of four contexts:

1. SOCIETY
2. LEARNING
3. EMPLOYABILITY
4. CULTURE

Skills Development

The aims of the course are to allow learners to develop:

- The foreign language skills of listening, talking, reading and writing
- Self-confidence, communication skills and cultural awareness of the language, people and places where the language is spoken
- Skills for learning, life and work, including literacy, thinking skills, employability, enterprise and citizenship.

Recommended entry to Higher: National 5 'A - B'

Unit Breakdown

HIGHER (A - D)
Understanding language <i>Learners will develop listening, reading and translation skills in French and their knowledge and understanding of French grammar within the four contexts</i>
Using Language <i>Learners will develop talking and writing skills in French and their ability to apply the rules of French grammar within the four contexts</i>
Exam (100) <i>Talking (30), Listening and Writing (30), Reading (30), Directed Writing (10)</i>

Progression / Career Pathways

Advanced Higher French
Higher Spanish
Further study or training
Employment

With a language, you will have a huge array of options open to you. More and more jobs are requiring an ability to speak a foreign language as an additional skill. A large number of companies are also seeking to recruit people who can speak another language. Practically any job can involve languages, whether it's based in the UK or abroad.



Spanish — NATIONAL 4/5

Course Description

In the global economy of the 21st century, everyone should seriously consider studying at least one foreign language. In all corners of the globe people have become aware of the growing presence and importance of Spanish. With over 400 million people speaking it as a first language, Spanish is now one of the world's most-spoken languages. It is not only the official language of Spain, but also of Mexico and much of Central and South America. Studying Spanish at National 4 or 5 will broaden your horizons and you'll also be learning about the rich and varied culture of Spanish-speaking countries, adding to your appreciation of customs and traditions in them.

You will learn about the language, people and places where the language is spoken through the study of four contexts:

1. SOCIETY
2. EMPLOYABILITY
3. LEARNING
4. CULTURE

Skills Development

The aims of the course are to allow learners to develop:

- The foreign languages skills of listening, talking, reading and writing.
- Self-confidence, communication skills and cultural awareness of the language, people and places where the language is spoken
- Skills for learning, life and work, including literacy, thinking skills, employability, enterprise and citizenship.

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Understanding Language <i>Learners will develop reading and listening skills in Spanish, and their knowledge of straightforward language in the four contexts.</i>	Understanding language <i>Learners will develop reading and listening skills in Spanish and their knowledge of detailed language in the four contexts.</i>
Using language <i>Learners will develop talking and writing skills in Spanish and their knowledge of straightforward language in the four contexts.</i>	Using language <i>Learners will develop talking and writing skills in Spanish and their knowledge of detailed language in the four contexts.</i>
Added Value Unit <i>Learners will apply their language skills to investigate a chosen topic in Spanish.</i>	Exam (100) <i>Talking (30), Listening (20), Reading (30), Writing (20)</i>

Progression / Career Pathways

National 4/National 5/Higher

Further study or training

Employment

With a language, you will have a huge array of options open to you. More and more jobs are requiring an ability to speak a foreign language as an additional skill. A large number of companies are also seeking to recruit people who can speak another language. Practically any job can involve languages, whether it's based in the UK or abroad.



Spanish — HIGHER

Course Description

In the global economy of the 21st century, everyone should seriously consider studying at least one foreign language. In all corners of the globe people have become aware of the growing presence and importance of Spanish. With over 400 million people speaking it as a first language, Spanish is now one of the world's most-spoken languages. It is not only the official language of Spain, but also of Mexico and much of Central and South America. Studying Higher Spanish will broaden your horizons and you'll also be learning about the rich and varied culture of Spanish-speaking countries, adding to your appreciation of customs and traditions in them.

You will learn about the language, people and places where the language is spoken through the study of four contexts:

1. SOCIETY
2. LEARNING
3. EMPLOYABILITY
4. CULTURE

Skills Development

The aims of the course are to allow learners to develop:

- The foreign language skills of listening, talking, reading and writing
- Self-confidence, communication skills and cultural awareness of the language, people and places where the language is spoken
- Skills for learning, life and work, including literacy, thinking skills, employability, enterprise and citizenship.

Recommended entry to Higher: National 5 'A - B'

Unit Breakdown

HIGHER (A - D)
Understanding language <i>Learners will develop listening, reading and translations skills in Spanish and their knowledge and understanding of Spanish grammar within the four contexts</i>
Using Language <i>Learners will develop talking and writing skills in Spanish and their ability to apply the rules of Spanish grammar within the four contexts</i>
Exam (100) <i>Talking (30), Listening and Writing (30), Reading (30), Directed Writing (10)</i>

Progression / Career Pathways

Advanced Higher Spanish
Higher French
Further study or training
Employment

With a language, you will have a huge array of options open to you. More and more jobs are requiring an ability to speak a foreign language as an additional skill. A large number of companies are also seeking to recruit people who can speak another language. Practically any job can involve languages, whether it's based in the UK or abroad.

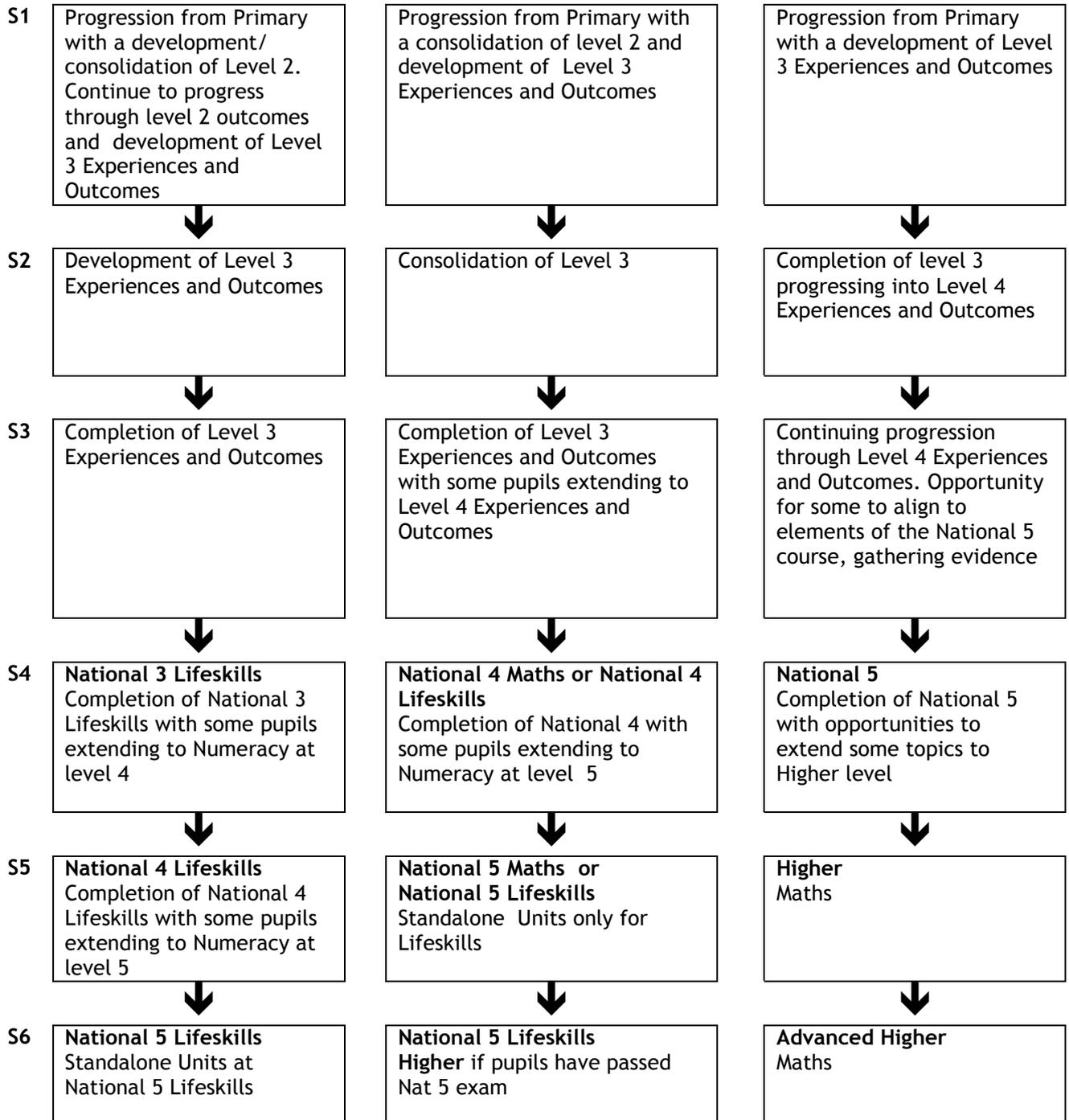


PROGRESSION PATHWAY

MATHEMATICS

What these routes provide is a progression from leaving primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.

BROAD GENERAL EDUCATION





Mathematics — NATIONAL 3 LIFESKILLS

Course Description

The Course includes the study of number, money, shape, space and measurement in everyday life, allowing individuals to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way. The Course develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

Information about typical learners who might do the Course

This Course would be suitable for those learners who are secure at CFE level 2, have experienced some level 3 outcomes by the end of S3, and who want to further develop their mathematical and numeracy skills. On completing the Course, learners will have developed the confidence to know when to use mathematics and numeracy in real-life situations, select the most appropriate mathematical and numerical skills to use, know how to apply those skills, and then make informed choices based on their interpretation of the results.

Skills Development

The aims of the course are to allow pupils to develop:

- interpret real-life situations involving mathematics
- investigate the use of basic mathematical ideas and number processes in real-life contexts
- select and apply basic mathematical and numeracy skills in real-life contexts
- interpret and use the results of calculations, measurements and data to make informed decisions
- communicate mathematical information in an appropriate way

Unit Breakdown

Lifeskills Mathematics: Manage Money and Data (National 3)

The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

Lifeskills Mathematics: Shape, Space and Measures (National 3)

The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

Numeracy (National 3)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

Conditions of the Award

To achieve the National 3 Lifeskills Course learners must pass all 3 units. The units are not graded. All units are internally assessed against the requirements shown in unit specifications.

They will be assessed as **pass/fail** within centres



Mathematics — NATIONAL 4/5 LIFESKILLS

Course Description

The purpose of the National 4/ National 5 Lifeskills Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

It also develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. It enables learners to make informed decisions based on data presented in a variety of forms. The mathematical skills within this Course are underpinned by numeracy and are designed to develop learners' skills in mathematical reasoning relevant to learning, life and work.

Information about typical learners who might do the Course:

The Course would be suitable for those learners who are secure at CFE level 3 and have begun to study CFE level 4 in S3. Pupils would begin study of National 4 Lifeskills can be extended in to National 5 Lifeskills if they are performing well.

Skills Development

The aims of the course are to allow pupils to develop:

- interpret real-life situations involving mathematics
- investigate the use of basic mathematical ideas and number processes in real-life contexts
- select and apply basic mathematical and numeracy skills in real-life contexts
- interpret and use the results of calculations, measurements and data to make informed decisions
- communicate mathematical information in an appropriate way

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
<p>Lifeskills Mathematics: Geometry and Measures Learners will be required to provide evidence of using reasoning and geometric skills linked to real-life contexts by drawing on the following: Scale Drawings & bearings, Tolerance, Area & Volume, Precedence tables, Time management, Gradient, Pythagoras This includes skills in analysing and using geometry and measures to determine and justify solutions.</p>	
<p>Lifeskills Mathematics :Managing Finance and Statistics Learners will be required to provide evidence of using reasoning and financial skills / statistical linked to real-life contexts by drawing on the following: Financial Maths - budgeting, income, best deal, savings, borrowing, currency; Statistics - represent and interpret data</p>	
<p>Numeracy Numerical notation and units, Select and carry out calculations, Measurement, Interpret graphical information and probability.</p>	
<p>Added Value Unit This consists of two question papers: Paper 1 - Non calculator -20minutes Paper 2 - Calculator - 40 minutes</p> <p>This test will be set and marked within the school and will be awarded as <i>pass/fail</i>.</p>	<p>The Course Assessment This consists of two question papers: Paper 1 - Non calculator 35 marks -50minutes Paper 2 - Calculator - 55 marks- 1hr 40 minutes</p> <p>These question papers will be set and marked by the SQA, and conducted in school under exam conditions. The course award will be graded A - D</p>

National 5 Lifeskills does not offer progression to Higher maths.



Mathematics — NATIONAL 4

Course Description

The National 4 Mathematics Course enables learners to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form. Learners will use their solutions to make and explain decisions.

Information about typical learners who might do the Course:

The Course would be suitable for those who are secure at CFE level 3 and have experienced some level 4 outcomes by the end of S3.

Skills Development

The course aims to:

- enable the use of numerical data and abstract terms and develop the idea of generalisation
- develop skills which are vital to scientific and technological research and development
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Unit Breakdown

NATIONAL 4 (Pass / Fail)
Mathematics: Expressions and Formulae (National 4) Formulae for circumference, area and volume, Algebraic expressions, Represent, calculate and analyse statistical data, Calculate probability The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae.
Mathematics: Relationships (National 4) Equations, Geometry in 2D shapes, Trigonometry in right-angled triangles, Scattergraphs and line of best fit. The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios.
Numeracy (National 4) Numerical notation and units, Select and carry out calculations, Measurement, Interpret graphical information and probability. All units cover the skills of reasoning.
Added Value Unit Pupils will also be required to sit a course assessment . This will be a test and it will assess the breadth of knowledge and skills acquired from across all units of the course, sometimes in integrated ways. It will consist of two question papers. Paper 1 - Non calculator - 20 minutes. Paper 2 - Calculator - 40 minutes. This test will be set and marked within the school and will be awarded as pass/fail .

To gain the award of the Course, the learner **MUST** pass all of the Units as well as the Course Assessment (Added Value Unit.)

Options in S5

If you have passed Nat 4 Maths and have done well in a further bridging unit, you may be able to progress to National4/5 Lifeskills in S5.



Mathematics — NATIONAL 5

Course Description

Information about typical learners who might do the Course:

This would be a suitable Course for learners who are secure at CFE level 4 by the end of S3.

Skills Development

The course aims to:

- motivate and challenge learners 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
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore mathematical ideas

Unit Breakdown

NATIONAL 5 (Grades A–D)

Mathematics: Expressions and Formulae (National 5)

Surds and indices, Geometric formulae. - Gradient, arc length, sector area and volume, Algebraic expressions and fractions.

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae.

Mathematics: Relationships (National 5)

Linear equations, Quadratic graphs and equations, Geometry: Pythagoras' Theorem, similarity, shapes properties, Trigonometry graphs and identities.

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes.

Mathematics: Applications (National 5)

Trigonometry in non-right-angled triangles, Vectors, Fractions and percentages, Analysing data: Standard deviation, Interquartile Range and Line of best fit.

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts.

All Units cover skills in reasoning.

All units are internally assessed against the requirements shown in unit specifications. They will be assessed as *pass/fail* within centres.

Course Assessment

The Course assessment will consist of two question papers.

Paper 1 - Non calculator - 40 marks- 1 hour.

Paper 2 - Calculator - 50 marks - 1 hour 30 minutes.

These question papers will set and marked by the SQA, and conducted in school under exam conditions. The course award will be graded A - D

To gain the award of the Course, the learner MUST pass all of the Units as well as the Course assessment.

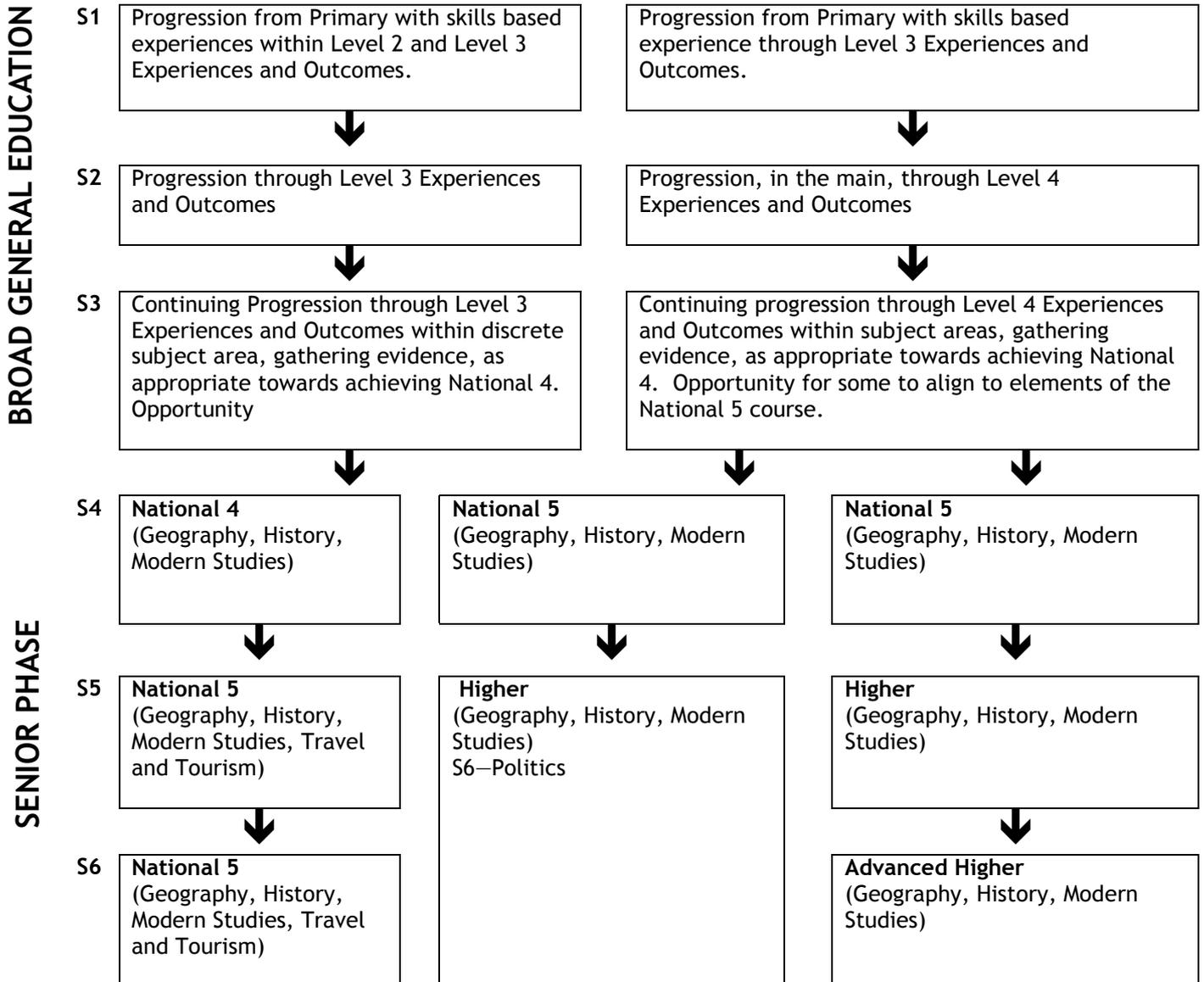
Options in S5

Progression would be to Higher Mathematics in S5.



PROGRESSION PATHWAY SOCIAL SUBJECTS

What these routes provide is a progression from primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.





Geography — NATIONAL 4/5

Course Description

Geography opens up for learners the physical environment around them and the ways in which people interact with this environment. The course develops the learner's understanding of our changing world and its human and physical processes. There are opportunities for practical activities, including fieldwork, so that learners can interact with their environment. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will help learners develop the knowledge and skills to enable them to contribute effectively to their local communities and wider society. The contexts for study are local, national, international, and global.

Skills Development

The aims of the course are to allow learners to develop:

- a range of geographical skills and techniques including using, interpreting, evaluating and analysing a range of geographical information
- using a range of maps and other data to process and communicate information
- researching skills, including fieldwork
- detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales
- detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- an interest in, and concern for, the environment leading to sustainable development

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Physical Environments Unit	Physical Environments Unit
Human Environments Unit	Human Environments Unit
Global Issues Unit	Global Issues Unit
Added Value Unit Learners will choose an issue for personal study drawn from geographical contexts. They will research their chosen issue and present their findings. This is internally assessed.	Assignment (25%) All pupils will write a formal Assignment under exam conditions based on their Geographical investigation in partnership with the Dolphin House staff. This will be externally marked by the SQA Question Paper (75%) All pupils will also sit an external written exam to assess knowledge and understanding and written skills.

Progression / Career Pathways

This Course or its Units provides progression to Higher Geography and/or a Higher Environmental Science Course. Future career pathways include: Airline Pilot, Climatologist, Environmental Management, Writer and or Researcher, GIS Specialist, Teacher, Urban Planner, Community Development, Transportation Manager and many more.



Geography — HIGHER

Course Description

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment. The purpose of this Course is to develop the learner's understanding of our changing world and its human and physical processes. There will be opportunities for practical activities, including fieldwork, so that learners can interact with their environment. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will ensure learners will develop the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society. The contexts for study are local, national, international and global.

Skills Development

The main aims of the course are to enable pupils to develop:

- a wide range of geographical skills and techniques
- an understanding of the complexity of ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues and their significance
- an interest in, understanding of, and concern for the environment and sustainable development

Unit Breakdown

HIGHER (Grades A - D)
Physical Environments Unit
Human Environments Unit
Global Issues Unit
Assignment (34%) All pupils will undertake a Geographical investigation in partnership with the Dolphin House staff and will complete scientific research and enquiry along the Ayrshire Coast. This is an independent project with support and pupils need to write up their findings under exam conditions.
Question Paper (66%) All pupils will also sit an external written exam to assess knowledge and understanding and analysis and evaluation skills.

Progression / Career Pathways

This Course or its Units provides progression to Advanced Higher Geography. Future career pathways include: Airline Pilot, Climatologist, Environmental Management, Writer and or Researcher, GIS Specialist, Teacher, Urban Planner, Community Development, Transportation Manager and many more.



Travel & Tourism — NATIONAL 5

NATIONAL 5 TRAVEL & TOURISM

Everyone loves to go on holiday! As well as this, tourism is a major employer and revenue earner. This course is designed to let you gain knowledge of a variety of tourist destinations in Scotland, the UK and the rest of the world. It will also be of interest to anyone seeking to study travel & tourism as part of a general education or as a consumer wishing to gain an insight into how the industry works. This course offers essential vocational and employability skills that will develop the skills, knowledge and attitudes needed for work in the travel and tourism industry.

Unit 1: Employability

In this unit you will learn about all the organisations that come under the tourism 'umbrella' and be introduced to the skills needed to work in the tourism industry. This will be done through a range of activities including mock interviews and you will also have the opportunity to do work experience within local tourist services in Ayrshire.

Unit 2: Customer Services

In this unit you will explore the various services needed to book, organise and go on holiday. You will find out about the work of the tour operator and the travel agent. You will also be shown how to book flights and holidays online. The differences between no frills and scheduled airlines will be highlighted and you will learn about the types of people who enjoy cruises, coach trips and package holidays.

Unit 3: Scotland as a tourist destination

In this unit you will find out about holidaying in Scotland. You will look at the different scenic areas of our country, find out what to do at these locations and where to stay. You will also gather information from brochures and the internet which will enable you to describe a range of destinations and attractions, identify current trends in holidays and describe the impact of tourism in Scotland.

Unit 4: UK and worldwide tourist destinations

In this unit you will find out about the world's holiday hotspots. You will be looking at brochures, holiday programmes, the internet and DVDs to gain a good working knowledge about the world's most popular tourist destinations such as the Mediterranean countries, USA and Canada, the Caribbean, the Far East and Australia and New Zealand. Again you will find out about what to do, where to go, what to do and where to eat and stay.

Assessment

There is no external exam for N5 Travel and Tourism. All units are internally assessed and are Pass/Fail.



History — NATIONAL 4/5

Course Description

The National History Course allows pupils to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts. The time periods covered is the medieval period and includes elements of political, social, economic and cultural history. History makes a unique contribution to the curriculum. The study of History contributes to a pupil's understanding of the society in which they live and work by helping them appreciate the ways in which important aspects of that society have developed both nationally and internationally.

Skills Development

There are a number of key skills that pupils will develop through studying History whilst working towards securing national qualifications. Pupils will acquire a broad range of historical knowledge and understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own. Pupils will analyse and evaluate a variety of historical evidence from both primary and secondary sources. Pupils will engage directly with questions and present independent opinions about them by developing arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence. In addition to participating in a variety of learning experiences, pupils will be supported and encouraged to increase their confidence to undertake self-directed learning, making the most effective use of time and resources.

Unit Breakdown

National 4 & 5
The Scottish Wars of Independence - Scottish Unit
The making of Modern Britain - British Unit
Civil Rights in the USA - Europe and World Unit
Assessment To achieve the National 5 History award, pupils must pass all Units Assessments, one assessment for each unit studied. Overall course assessment consists of a 60 mark question paper and a 20 mark assignment. To pass National 4, pupils must pass unit assessments.

Progression / Career Pathways

There are many employment opportunities for people with Modern Studies qualifications in a variety of different fields such as journalism and law. In addition there are wide ranging opportunities within; the finance, administration and corporate sector, the media, broadcasting and publishing; local and national government; education; police and the armed forces.



History — HIGHER

Course Description

The Higher History Course allows pupils to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts. The time periods covered is the medieval period and includes elements of political, social, economic and cultural history. Higher History makes a unique contribution to the curriculum. The study of History contributes to a pupil's understanding of the society in which they live and work by helping them appreciate the ways in which important aspects of that society have developed both nationally and internationally.

Skills Development

There are a number of key skills that pupils will develop through studying History whilst working towards securing national qualifications. Pupils will acquire a broad range of historical knowledge and understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own. Pupils will analyse and evaluate a variety of historical evidence from both primary and secondary sources. Higher and Advanced Higher pupils will critically analyse the opinions of historians. Pupils will engage directly with questions and present independent opinions about them by developing arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence. In addition to participating in a variety of learning experiences, pupils will be supported and encouraged to increase their confidence to undertake self-directed learning, making the most effective use of time and resources.

Unit Breakdown

HIGHER (Grades A - D)
Britain 1851-1951 - British Unit
The Scottish Wars of Independence - Scottish Unit
The Crusades - European and World Unit (Issues 1-3 only)
Germany 1815-1939 - European and World Unit (Issues 5-6 only)

Assessment

To achieve the Higher History award, pupils must pass all Units Assessments, one assessment for each unit studied. Overall course assessment consists of a 60 mark question paper and a 30 mark assignment.

Progression / Career Pathways

There are many employment opportunities for people with History qualifications in a variety of different fields such as; History and Heritage; for example archivists, researchers, librarian, and curator etc. In addition there are wide ranging opportunities within; the finance, administration and corporate sector; the legal profession, the media, broadcasting and publishing; local and national government; education; police and the armed forces.



History — ADVANCED HIGHER

Course Description

The Advanced Higher History Course allows pupils to acquire depth in their knowledge and understanding of historical themes, and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions. The Course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments. The depth of study enables pupils to engage fully in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments. The Advanced Higher History course is a study of Germany: from Democracy to Dictatorship, 1918-39. It is a study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

Skills Development

There are a number of key skills that pupils will develop through studying History whilst working towards securing national qualifications. Pupils will acquire a broad range of historical knowledge and understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own. Pupils will analyse and evaluate a variety of historical evidence from both primary and secondary sources. Pupils will engage directly with questions and present independent opinions about them by developing arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence. In addition to participating in a variety of learning experiences, pupils will be supported and encouraged to increase their confidence to undertake self-directed learning, making the most effective use of time and resources.

Course Content

Advanced Higher - The course is divided into 4 areas:

The creation of the Weimar Republic

A period of relative stability

The collapse of the Weimar Republic

The transformation of post-Weimar society

Assessment

The question paper will be marked out of 90. It will be divided into two sections. Each Section will have the following mark allocations:

Section A: Historical Issues will have 50 marks. This Section will be made up of extended response (essay) questions requiring the learner to draw on the knowledge and understanding and skills acquired during the course.

Section B: Historical Sources will have 40 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the course and apply these to unseen historical sources.

Project (dissertation) The project (dissertation) will allow learners to apply research, analysis and evaluation skills as they investigate a complex historical issue. Candidates have an open choice of issue for study. Assessors will support candidates to make an appropriate choice that will allow them to demonstrate the required knowledge and understanding and application of skill. The project (dissertation) will have 50 marks



Modern Studies — NATIONAL 4/5

Course Description

The course is divided into three units:

- World Power: USA
- Crime and the Law in the UK
- Democracy in Scotland and the UK

Modern Studies Courses encourage learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. The subject develops in learners a greater understanding of the contemporary world and their place in it. Learners' horizons are extended and they are challenged to look at the world in new ways. Their confidence grows as they begin to understand more about their sense of identity and place in the contemporary world. The investigative and critical thinking activities in this course give learners important experience in contributing to group work and also working on their own.

Skills Development

The main aims of Modern Studies are to enable learners to:

- engage as active and informed members of society and local and global citizens
- appreciate and respect human and legal rights and responsibilities as well as democratic modes of government
- understand the democratic process and how, why and to what extent people are informed about and participate in society
- understand social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- distinguish between different views about the extent of state involvement in society

Unit Breakdown

World Power: USA - International Unit
Crime and the Law - Social Unit
Democracy in Scotland and the UK - Political Unit
Assessment To achieve the National 5 Modern Studies award, pupils must pass all Units Assessments, one assessment for each unit studied. Overall course assessment consists of a 60 mark question paper and a 20 mark assignment. To pass National 4, pupils must pass unit assessments.

Progression / Career Pathways

There are many employment opportunities for people with Modern Studies qualifications in a variety of different fields such as journalism and law. In addition there are wide ranging opportunities within; the finance, administration and corporate sector, the media, broadcasting and publishing; local and national government; education; police and the armed forces.



Modern Studies — ADVANCED HIGHER

MODERN STUDIES - ADVANCED HIGHER

The Advanced Higher Modern Studies Course allows pupils to acquire depth in their knowledge and understanding of political themes, and to develop further the skills of analysing complex issues, evaluating sources and drawing conclusions. This Course makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

Aims

The main aims of this Course are to enable learners to:

- analyse the complex political and social processes in order to develop an understanding of contemporary society
- understand and analyse complex political or social issues in the United Kingdom and adopt an international comparative approach
- develop a range of independent practical research skills by carrying out research into a contemporary issue
- present complex ideas in a range of ways
- evaluating, analysing and synthesising a range of evidence relating to complex issues
- develop a knowledge and understanding of social science research methods
- apply a multidisciplinary approach drawing on analysis from a range of social sciences

Unit Breakdown

Advanced Higher - This Course has two mandatory Units.

Modern Studies: Contemporary Issues (Advanced Higher)

In this Unit, learners will study Political Issues and Research Methods. Learners will develop an in depth knowledge and understanding of issues in the United Kingdom and adopt an international comparative approach to their study. Learners should examine case studies related to the context studied to critically evaluate a range of social science research methods.

Modern Studies: Researching Contemporary Issues (Advanced Higher)

In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; organise, present and reference findings using appropriate conventions; and evaluate research methodology.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The overall course assessment will consist of 1 question paper worth 90 marks and a project/dissertation worth 50 marks.

Progression / Career Pathways

There are many employment opportunities for people with Modern Studies qualifications in a variety of different fields such as journalism and law. In addition there are wide ranging opportunities within; the finance, administration and corporate sector, the media, broadcasting and publishing; local and national government; education; police and the armed forces.



Politics — HIGHER

Course Description

The course is divided into three units:

- Political Theory
- Political Systems
- Political Parties and Elections

The Higher Politics Course develops learners' ability to analyse political ideas, events, issues, parties and electoral performance. Learners gain knowledge and understanding of individual rights, duties and citizenship, of significant political concepts and ideologies, and of the complexity of political systems through comparative study

Skills Development

The Higher Politics Course will encourage learners to develop important attitudes, including an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship. This Course contributes to learners' understanding of society by helping them to develop an understanding of political theory, political systems in the UK, international contexts and the factors affecting the electoral performance of political parties. This sense of political understanding will, in turn, assist them in participating as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.

Unit Breakdown

Higher
Political Theory Learners who complete this Unit will be able to use a range of sources of information to evaluate different political ideologies and political concepts, for example comparing Socialist and Conservative views on the role of the state.
Political Systems In this unit learners will study and compare different political systems, for example examining the role of the Executive and the ways in which this role is limited in different political systems.
Political Parties and Elections Learners who complete this Unit will be able to analyse a range of electoral data to evaluate factors which contribute to the electoral performance of UK political, for example examining how effectively parties have used modern technology in their recent election campaigns.
Assessment To achieve the Higher Politics award, pupils must pass all Units Assessments, one assessment for each unit studied. Overall course assessment consists of a 60 mark question paper and a 30 mark assignment.

Kyle Academy History and Modern Studies Department offers Politics at Higher levels to S6 pupils, ideally pupils who have studied Higher Modern Studies in S5. However, S6 pupils who have achieved a grade A or B in another social subject may also be admitted to the course; this would be decided on an individual basis.

Progression / Career Pathways

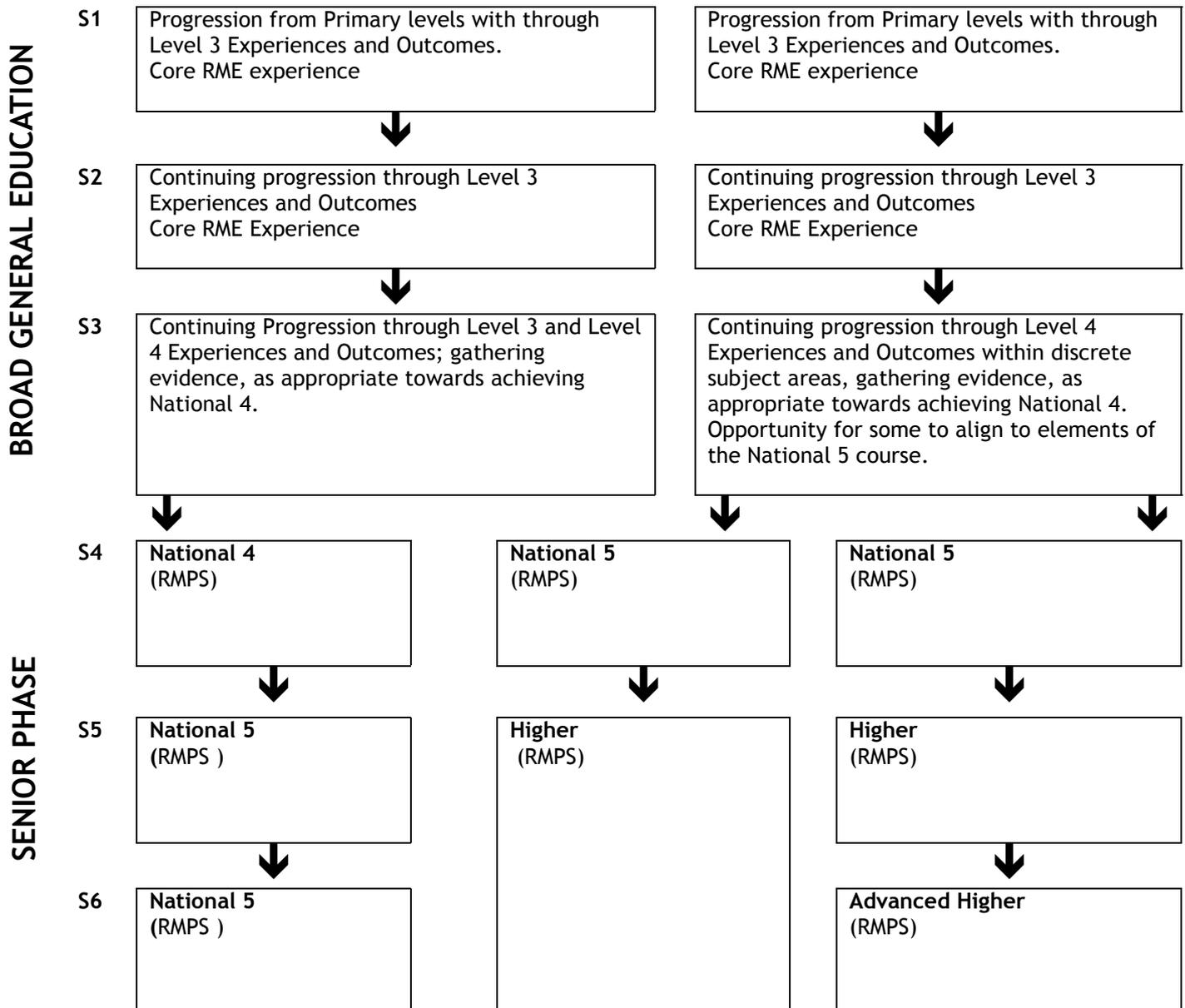
There are many employment opportunities for people with Politics qualifications in a variety of different fields such as journalism and law. In addition there are wide ranging opportunities within; the finance, administration and corporate sector, the media, broadcasting and publishing; local and national government; education; police and the armed forces.



PROGRESSION PATHWAY

**RELIGIOUS & MORAL EDUCATION (RME)
RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS)**

What these routes provide is a progression from primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.





RMPS — NATIONAL 4/5

Course Description

The National 4/5 Religious, Moral and Philosophical Studies Course enables learners to investigate and explain religious, moral and philosophical questions and responses, make comparisons, and develop the ability to express detailed and reasoned views. The Course addresses the impact and significance of world religions, contemporary moral questions, and religious and philosophical questions. Learners have opportunities to consider both religious views and viewpoints independent of religious belief. The Course will explore the questions that religious and non-religious responses raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Skills Development

Pupils will develop the following skills in National 4/5 RMPS:

- investigating and explaining religious, moral and philosophical questions and responses
- the ability to express detailed and reasoned views
- making comparisons between responses and opinions
- explaining and commenting on the meaning and context of sources
- understanding the impact and significance of religion, moral issues and philosophical questions
- ability to give detailed factual and abstract knowledge and understanding
- analysing and reflecting on religious, moral and philosophical questions and responses and their impact

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
World Religion - Buddhism	World Religion - Buddhism
Morality and Belief - Medicine and the Human Body	Morality and Belief - Medicine and the Human Body
Religious and Philosophical Questions - The Problem of Evil and Suffering	Religious and Philosophical Questions - The Problem of Evil and Suffering
<p>Added Value Unit</p> <p>This unit enables the learner to demonstrate the skills they have learnt by applying these to an assignment/ project. All pupils will research a topic within the subject area and creating a piece of work to display their findings. This is internally assessed.</p>	<p>Assignment (20 Marks) All pupils will write an Assignment under exam conditions based on their chosen Religious, Moral or Philosophical Question. This will be externally marked by the SQA</p> <p>Question Paper (60 Marks) All pupils will also sit an external written exam to assess knowledge and understanding and written skills.</p>

Progression / Career Pathways

National 4 pupils who pass can progress to National 5 RMPS and National 5 pupils who gain A-C grades can progress to Higher RMPS. Religious, Moral and Philosophical Studies is about people, their beliefs and the cultures and traditions that they follow. Therefore, it is an essential qualification for any job which involves working with people. These jobs include: Police Officer, Teacher, Lawyer, Nurse, Social Services, Journalism



RMPS — HIGHER

Course Description

The Higher Religious, Moral and Philosophical Studies Course enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views. The Course will explore the questions that religious and non-religious responses raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Skills Development

The skills of analysis, evaluation and synthesis are a big focus of the Higher RMPS Course. Pupils will develop the following skills in Higher RMPS:

- investigating, explaining and critically analysing religious, moral and philosophical questions and responses
- researching, analysing, evaluating and synthesising information to draw detailed, reasoned and well-structured conclusions
- identifying and responding to different ideas and viewpoints
- interpreting the meaning and context of sources in depth and explaining relevant abstract ideas
- understanding the impact and significance of religion, moral issues and philosophical questions
- ability to give in-depth factual and abstract knowledge and understanding
- the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact

Unit Breakdown

HIGHER (Grades A - D)
World Religion - Buddhism
Morality and Belief - Medicine and the Human Body
Religious and Philosophical Questions - The Problem of Evil and Suffering
Assignment (30 Marks) All pupils will write an Assignment under exam conditions based on their chosen Religious, Moral or Philosophical Question. All pupils will also sit an external written exam to assess knowledge and understanding and analysis and evaluation skills.
Question Paper (60 Marks) All pupils will also sit an external written exam to assess knowledge and understanding and analysis and evaluation skills.

Progression / Career Pathways

Pupils who gain an A or B grade at Higher level can progress to Advanced Higher RMPS. A pass at Higher level will also enable pupils to progress to a Higher course in another Social Subject. Alternatively, pupils can gain access to college courses and university. Religious, Moral and Philosophical Studies is about people, their beliefs and the cultures and traditions that they follow. Therefore, it is an essential qualification for any job which involves working with people. These jobs include: Police Officer, Teacher, Lawyer, Nurse, Social Services, Journalism

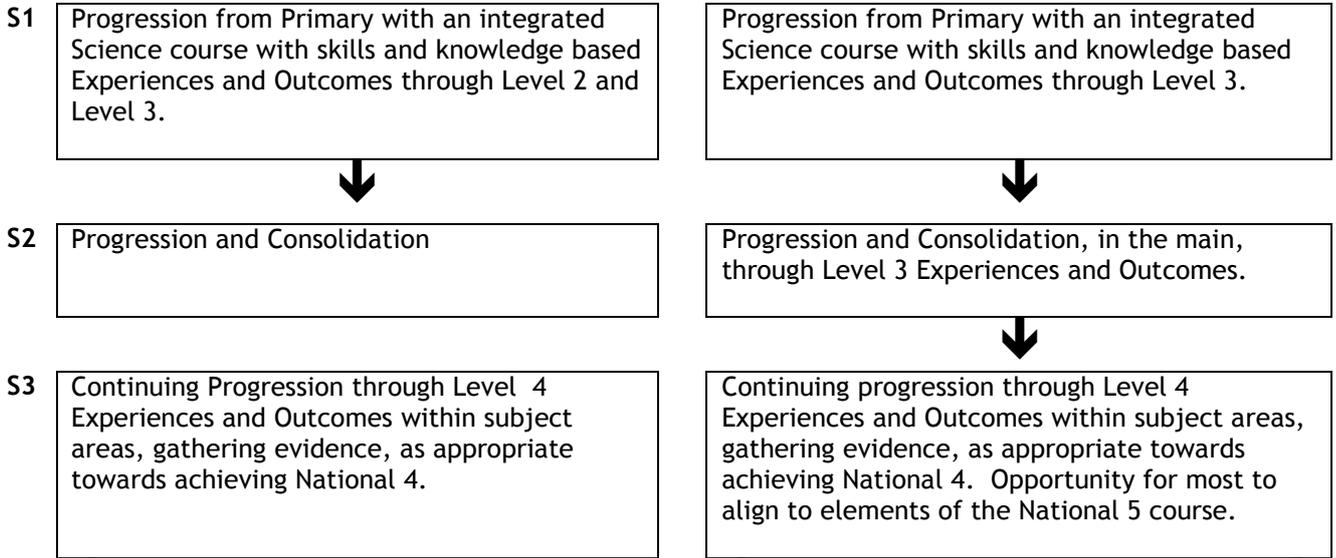


PROGRESSION PATHWAY

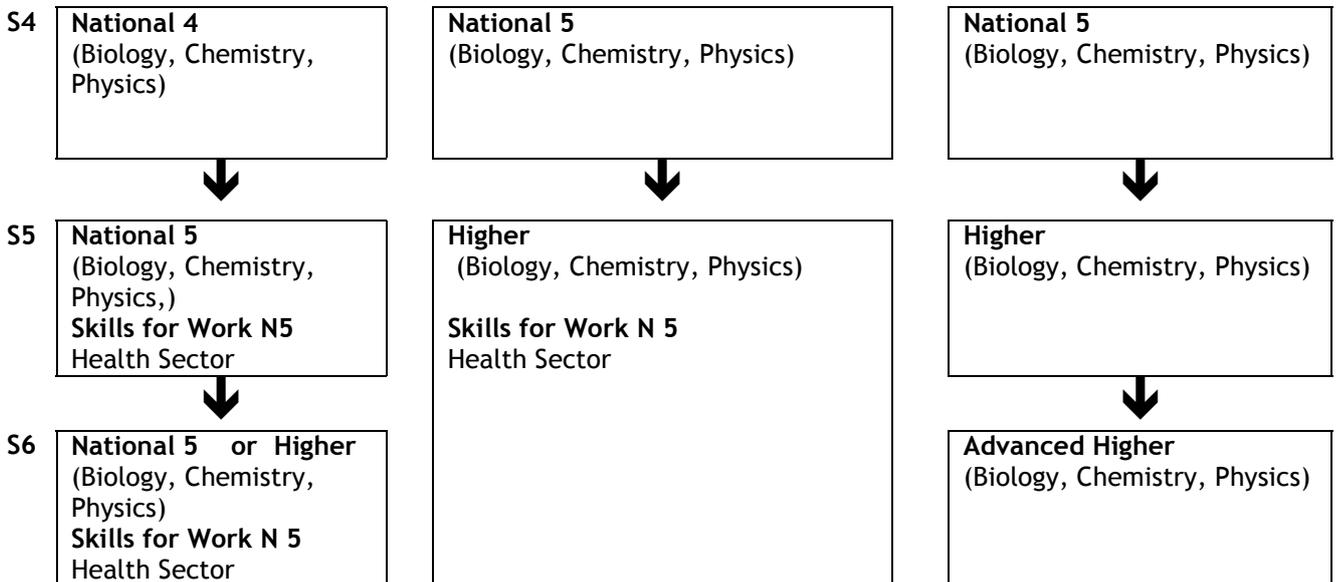
SCIENCE

What these routes provide is a progression from leaving primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.

BROAD GENERAL EDUCATION



SENIOR PHASE





Biology — NATIONAL 4/5

Course Description

Biology is the study of life, from a tiny micro-organism to the complex physiology of the human body. Pupils will build on the knowledge and experiences they have gained in S1-S3. The course will not only increase their knowledge of the biological systems, it will help develop both problem solving, investigative and numeracy skills.

Skills Development

The aims of the course are to allow learners to develop:

- Confidence in laboratory techniques
- Investigative and inquiry skills
- The ability to interpret and present data
- To apply problem solving skills in an unfamiliar context
- Numeracy & literacy skills

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Multi-Cellular Organisms	Multi-Cellular Organisms
Cell Biology	Cell Biology
Life on Earth	Life on Earth
Assessment <i>At National 4, students will need to pass three unit assessments, write a scientific report and complete an assignment on a biological topic. All of this is internally assessed.</i>	Assessment <i>National 5 students will need to pass three unit assessments, write a scientific report and pass an external element. The external element is split into two sections: a written scientific assignment and an external exam at the end of the year.</i>

Progression / Career Pathways

This course provides progression to the Higher Biology course. Pupils may also wish to study other short courses at National 5 level including: Working in the Health Sector, Forensic Science and Laboratory Science. Career pathways include:

Health Service - nursing, medicine, laboratory technician
 Pharmaceutical or Biotechnology industries-researcher, sales
 Fitness/Beauty industry-PE teaching, personal trainer, beautician,
 Food and drinks industry- product development, marketing
 Environmental Biology- marine biologist, conservationist



Biology — HIGHER

Course Description

The purpose of the Higher biology is to develop enthusiasm for biology as well as developing skills of scientific inquiry and investigation. This will enable students to become scientifically literate citizens and be able to review the science-based claims they will meet. The course allows students to develop deeper understanding of the underlying themes of biology: the biochemistry of cell processes, animal behaviour and the key roles they play in the ecosystem and the importance of genetic information in understanding evolution and cell processes.

Skills Development

The aims of the course are to allow pupils to develop:

- Confidence in laboratory techniques
- Investigative and inquiry skills
- The ability to interpret and present data
- To apply problem solving skills in an unfamiliar context
- Numeracy & literacy skills

Unit Breakdown

HIGHER (Grades A - D)
Metabolism & Survival
DNA & Genome <i>Pupils will further develop their knowledge and understanding of DNA and proteins and apply this to the study of evolution, stem cell treatments and forensic science.</i>
Sustainability & Interdependence <i>Pupils will explore plant and animal breeding and behaviours. They will further develop their knowledge of biodiversity, photosynthesis and the ecosystem</i>
Assessment <i>At Higher level, students will need to pass three unit assessments, write a scientific report and pass an external element. The external element is split into two sections: a written scientific assignment and an external exam at the end of the year.</i>

Progression / Career Pathways

This course provides progression to the Advanced Higher Biology. Pupils who enjoy Biology but don't wish to progress to Advanced Higher may also wish to study other short courses at National 5 level including: Working in the Health Sector, Forensic Science and Laboratory Science. Career pathways include:

Health Service - nursing, medicine, laboratory technician
Pharmaceutical or Biotechnology industries-researcher, sales
Fitness/Beauty industry-PE teaching, personal trainer, beautician,
Food and drinks industry- product development, marketing
Environmental Biology- marine biologist, conservationist



Biology — ADVANCED HIGHER

Course Description

The purpose of Advanced Higher biology is to deepen students' knowledge and understanding of Biology to that of university level, as well as developing skills of scientific inquiry and investigation through an independent research project. This will enable students to be better prepared for the independent learning they will encounter at university. The course allows students to develop deeper understanding of the underlying themes of biology: the biochemistry of cell processes, animal behaviour and the key roles they play in the ecosystem and the importance of genetic information in understanding evolution and cell processes.

Skills Development

The aims of the course are to allow pupils to develop:

- Confidence in laboratory techniques
- Investigative and inquiry skills
- The ability to interpret and present data
- To apply problem solving skills in an unfamiliar context
- Numeracy & literacy skills

Unit Breakdown

ADVANCED HIGHER (Grades A - D)
Cell Biology
Organisms & Evolution
Investigative Biology
Assessment <i>At Advanced Higher level students will need to pass three unit assessments, an external exam and design and carry out a scientific project. They will then write a scientific report based on their findings, which also will be externally assessed.</i>

Progression / Career Pathways

This course provides progression to university level study.

Career pathways include:

Health Service - nursing, medicine, laboratory technician
Pharmaceutical or Biotechnology industries-researcher, sales
Fitness/Beauty industry-PE teaching, personal trainer, beautician,
Food and drinks industry- product development, marketing
Environmental Biology- marine biologist, conservationist



Chemistry — NATIONAL 4/5

Pupils who have not studied chemistry since S3 may take National 4 or National 5 Chemistry. The department will recommend which course is suited to individual pupils based on their previous attainment in S3 Chemistry.

Chemical Changes and Structure

In both National courses this theme develops learners understanding of chemical reactions by investigating the rate of chemical reactions and the chemistry of neutralisation reactions. The connection between bonding and chemical properties is considered in addition to elements and the Periodic Table. Atomic structure is also covered in this theme.

Nature's Chemistry

This theme considers the rich supply of natural resources which we have on earth. In this theme learners will investigate various types of organic compounds such as hydrocarbons which fuel our society, alcohols and carboxylic acids which are key compounds in so many everyday consumer products. Learners will also investigate and compare the energy obtained from different fuels and the use of plants in the development of products associated with our everyday lives.

Chemistry in Society

This theme considers the chemistry of materials. Learners will focus on metals and their reactions and uses. Plastics are also considered and the chemical reactions which produce them. In addition learners will investigate the chemical reactions and processes which manufacture fertilisers which are needed to help feed an increasing population. Finally this theme considers the use and types of nuclear radiation.

How will I be assessed?

Both National 4 & National 5 chemistry courses are assessed by end of Unit assessments with National 5 also having an external exam. Learners must also complete practical assessments to gain an overall course award at a particular level. At National 5 the external exam will account for 80% of the overall course award. The exam is undertaken in 2 hours 30 minutes and worth 100 marks.

Added Value Unit

Both National 4 and National 5 chemistry courses have an Added Value Unit which is delivered as part of the course. An assignment for this is carried out under "open-book conditions" where learners will use their skills, knowledge and understanding developed through the themed Units to undertake an investigation into a topical issue in chemistry. Learners will work in partnership and in teams when undertaking the assignment. At National 4 the assignment is marked in school while at National 5 it will be marked by the SQA and contributes 20% (20 marks) to the overall course award.

Careers in Chemistry

Chemists are the people who help to transform the everyday materials around us into amazing things. Chemists work on cures for cancer, others work on developing new plastics. Chemists work on ensuring our homes are warm in winter and our cars have petrol to fuel them. Without chemists our basic lifestyle would be somewhat different.



Chemistry — HIGHER

The Higher Chemistry course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

The Higher Chemistry Course provides progression from National 5 Chemistry. The course covers 4 mandatory Units. These are:

- Unit 1: Chemical Changes and Structure
- Unit 2: Nature's Chemistry
- Unit 3: Chemistry in Society
- Unit 4: Researching Chemistry

Units 1-3 are taught in class where learners are provided with course notes. Unit 4 will mainly consist of practical work where learners work as a team on a small research project.

Chemical Changes and Structure

At Higher this theme focuses on rates of reactions and how thermodynamic principals impact on chemical reactions. The bonding in the first 20 elements is studied in some detail and the underlying principals of chemical bonding which relate to the properties of substances.

Nature's Chemistry

This theme considers the organic molecules which form the building blocks of life. Fats and oils are studied along with protein molecules with a view to their use in the human body. The chemistry of cooking is studied to gain an understanding of the effect of heat on vitamins, minerals and proteins. Everyday consumer products such as soaps, detergents, fragrances are researched. In addition this theme considers the effect of UV light on skin ageing and products available to help prevent premature ageing. Stay young and study chemistry!

Chemistry in Society

This theme considers industrial chemistry by considering how to get the best out of industrial processes. Chemical equilibrium is introduced and learners consider the factors which effect equilibrium. Oxidation and reduction reactions are covered in detail and the theme concludes with some applications of analytical chemistry.

How will I be assessed?

In Higher Chemistry there are end of Unit assessments which are undertaken in class. Learners must also complete practical assessments to gain an overall course award in addition to the final course exam which is worth 100 marks. In addition all learners will complete and submit an assignment report which is worth a further 20 marks. The assignment provides the course "added value". Learners will apply skills of scientific inquiry, using related knowledge to carry out a meaningful and challenging task in chemistry and communicate findings. The overall course award is graded A - D with the grade determined on the total mark out of 120.

Careers in Chemistry

Chemists are the people who help to transform the everyday materials around us into amazing things. Chemists work on cures for cancer, others work on developing new plastics. Chemists work on ensuring our homes are warm in winter and our cars have petrol to fuel them. Without chemists our basic lifestyle would be somewhat different.



Chemistry — ADVANCED HIGHER

The Advanced Higher Chemistry Course develops learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. Learners develop the skills of independent study that are essential in a wide range of occupations. This course may provide progression to an HND/degree in a chemistry/career in a chemistry-based discipline or a related area.

The Advanced Higher course contains 3 mandatory Units two of which are taught in class. These are:

- Unit 1: Inorganic and Physical Chemistry
- Unit 2: Organic Chemistry and Instrumental Analysis
- Unit 3: Researching Chemistry

Inorganic and Physical Chemistry

This Unit covers the key areas of electromagnetic radiation and atomic spectra, atomic orbitals and electron configurations, the Periodic Table, transition metals, chemical equilibrium, reaction feasibility and chemical kinetics.

Organic Chemistry and Instrumental Analysis

This Unit covers key areas of molecular orbitals, molecular structure, stereo chemistry, chemical synthesis, experimental determination of structure and pharmaceutical chemistry.

Research Project

In addition to the 2 Units there is a research project to be completed at Advanced Higher and this provides the "added value". The purpose of the project is to allow the learner to carry out an in-depth study of a chemistry topic. The topic is then researched/investigated and will involve independent working. The project will assess the application of skills of scientific inquiry and related chemistry knowledge. The project will have 30 marks (23% of the total mark) and is marked by SQA.

External Exam

The course exam consists of a question paper worth 100 marks with 2 sections. Section 1 contains 20 multiple choice questions and section 2 contains extended answer questions worth 80 marks. The majority of the marks are awarded for knowledge and understanding with some marks for the application of knowledge and problem solving. The overall course award is graded A - D with the grade determined on the total mark out of 130.

Further Information on all Chemistry Courses

For further information and details about all Chemistry courses please contact Mr Semple or go online to the SQA Chemistry website www.sqa.org.uk/sqa/45720.html.

Careers in Chemistry

Chemists are the people who help to transform the everyday materials around us into amazing things. Chemists work on cures for cancer, others work on developing new plastics. Chemists work on ensuring our homes are warm in winter and our cars have petrol to fuel them. Without chemists our basic lifestyle would be somewhat different.



Physics — NATIONAL 4/5

Pupils who have not studied Physics since S3 may take National 4 or National 5 Physics. The department will recommend which course is suited to individual pupils based on their previous attainment in S3 Physics.

Electricity and Energy

This theme considers the applications of electricity and energy on our lives as well as the implications on society & the environment. Learners consider the potential role of different methods of electricity generation to ensure a future sustainable energy supply on earth. The relationship between electricity and magnetism is considered in a range of applications. Electronic systems feature in this theme along with heat and gas laws.

Waves and Radiation

This theme considers electromagnetic waves which are fundamental to our physical world. Learners consider the applications of waves and radiation on our every day lives, as well as applications across society. This theme also focuses on the nature of nuclear radiation and associated uses and applications in medicine and industry. The risks and benefits of radioactivity are debated and considered.

Dynamics and Space

This theme considers the key areas of speed and acceleration, and applications in different forms of travel. Learners will consider applications of Newton's laws to identify forces acting on moving objects including frictionless movement and space travel. Relationships between forces, motion and energy, satellites and cosmology will feature in this theme allowing learners to consider the challenge of space exploration and the associated risks and benefits.

How will I be assessed?

Both National 4 & National 5 Physics courses are assessed by end of Unit assessments with National 5 also having an external exam. Learners must also complete practical assessments to gain an overall course award at a particular level. At National 5 the external exam will account for 80% of the overall course award. The exam is undertaken in 2 hours 30 minutes and worth 100 marks.

Added Value Unit

Both National 4 and National 5 Physics courses have an Added Value Unit which is delivered as part of the course. An assignment for this is carried out under "open-book conditions" where learners will use their skills, knowledge and understanding developed through the themed Units to undertake an investigation into a topical issue in physics. Learners will work in partnership and in teams when undertaking the assignment. At National 4 the assignment is marked in school while at National 5 it will be marked by the SQA and contributes 20% (20 marks) to the overall course award.

Careers in Physics

Physics opens doors in all directions and is a well respected subject when applying for further education or university. Physicists are to be found in all fields of employment including medicine, telecommunications, transport, engineering, music, television, education, energy, law, finance, computing and government to name a few.



Physics — HIGHER

The Higher Physics course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

S6 pupils who have not studied physics before may also take Higher Physics however, it is preferable that they would have achieved a pass in either Higher Chemistry or Higher Biology in S5.

The Higher course provides progression from National 5 Physics. The course covers 4 mandatory Units. These are:

- Unit 1: Our Dynamic Universe
- Unit 2: Particles and Waves
- Unit 3: Electricity
- Unit 4: Researching Physics

The assessment for Units 1-3 is completed both in class and through an external exam set by SQA. Unit 4 will be completed in school where pupils will work as a team on a small research project.

Our Dynamic Universe

This theme considers the key areas of motion, forces, energy and power. Learners will consider the interaction of bodies through explosions, gravitation and mass. Space is covered in relation to special relativity, the expanding universe and big bang theory.

Particles and Waves

This theme considers the standard model and the interaction of particles in nuclear reactions. Light is studied in detail and the resulting interference and diffraction of light. The refraction of light which results in spectra is considered in some detail.

Electricity

This theme considers the transfer of electrical energy and the monitoring of electrical currents. Modern electronic components are introduced in addition to considering the application of capacitors, semi-conductors and p-n junctions.

How will I be assessed?

In Higher Physics there are end of Unit assessments which are undertaken in class. Learners must also complete practical assessments to gain an overall course award in addition to the final course exam which is worth 100 marks. In addition all learners will complete and submit an assignment report which is worth a further 20 marks. The assignment provides the course "added value". Learners will apply skills of scientific inquiry, using related knowledge to carry out a meaningful and challenging task in physics and communicate findings. The overall course award is graded A - D with the grade determined on the total mark out of 120.

Careers in Physics

Physics opens doors in all directions and is a well respected subject when applying for further education or university. Physicists are to be found in all fields of employment including medicine, telecommunications, transport, engineering, music, television, education, energy, law, finance, computing and government to name a few.



Physics — ADVANCED HIGHER

The Advanced Higher Physics Course will equip learners with an understanding of the positive impact of physics on everyday life. The study of Advanced Higher Physics should also foster an interest in current developments in and applications of physics. This course may provide progression to an HND/degree in a physics/career such as engineering, electronics, computing, design, architecture or medicine. Careers in a physics-based discipline or a related area such as oil and gas exploration, renewable energy, construction, transport or telecommunications.

The Advanced Higher course contains 4 mandatory Units, 3 of which are taught in class. These are:

- Unit 1: Rotational Motion and Astrophysics
- Unit 2: Quanta and Waves
- Unit 3: Electromagnetism
- Unit 4: Researching Physics

Rotational Motion and Astrophysics

This Unit develops the knowledge related to rotational motion and angular momentum. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

Quanta and Waves

This Unit develops the knowledge of quanta and waves through the principals of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is also introduced.

Electromagnetism

This Unit develops the knowledge relating to electromagnetism. It develops the understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

Research Project

In addition to the 3 Units there is a research project to be completed at Advanced Higher and this provides the “added value”. The purpose of the project is to allow the learner to carry out an in-depth study. A topic is then researched/ investigated and will involve independent working. The project will assess the application of skills of scientific inquiry and related physics knowledge. The project will have 30 marks (23% of the total mark) and is marked by SQA.

External Exam

The course exam consists of a question paper worth 100 marks. The majority of the marks are awarded for knowledge and understanding with some marks for the application of knowledge and problem solving. The overall course award is graded A - D with the grade determined on the total mark out of 130.

Further Information on all Physics Courses

For further information and details about all Physics courses please contact Mr Semple or go online to the SQA Physics website www.sqa.org.uk/sqa/45729.html.

Careers in Physics

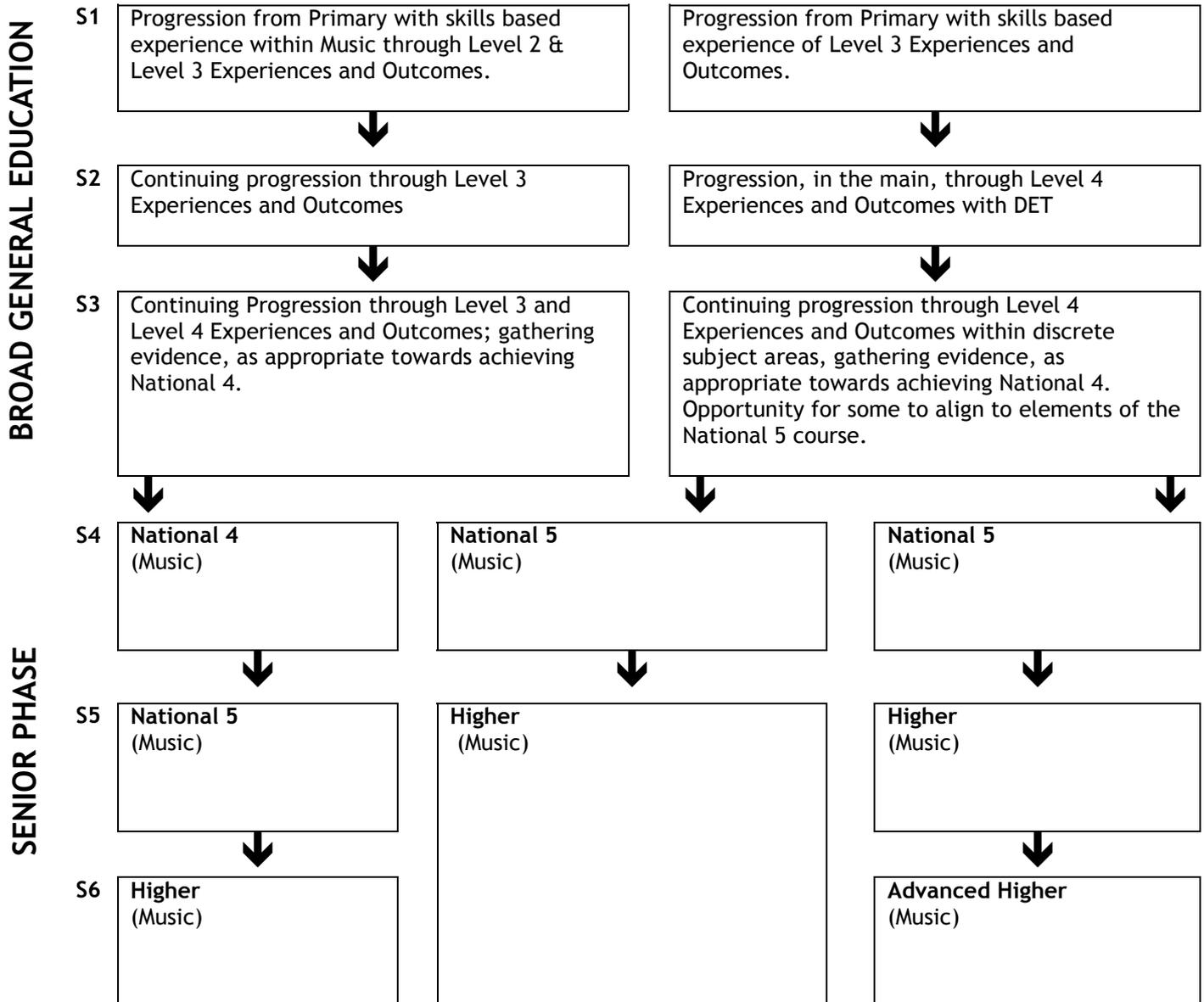
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PROGRESSION PATHWAY

MUSIC

What these routes provide is a progression from leaving primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the **Progression Pathways**.





Music — NATIONAL 4/5

Course Description

Music: Performing Skills

Pupils will:

- develop performing skills in solo and/or group settings on 2 selected instruments, or on one instrument and voice
- perform music with sufficient accuracy while maintain the musical flow
- reflect on and evaluate their musical skills and identify areas for improvement

Music: Composing Skills

Pupils will:

- create original music using compositional methods and music concepts when composing, arranging or improvising
- understand the creative process and common approaches used by composers and musicians to create their music
- reflect on and evaluate their creative skills and choices and identify areas for improvement

Music: Understanding Music

Pupils will:

- develop knowledge of 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 music concepts.
- reflect on their own work and that of others



Music — HIGHER

Course Description

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.

Performing Skills

Pupils will develop their skills on two chosen instruments on consultation with their teacher. They need to demonstrate secure knowledge of a range of musical styles and an understanding of musical concepts embedded within the music they perform. They will reflect on the skills they have developed and critically analyse their own performances.

Composing Skills

Pupils will experiment with and explore a range of different compositional techniques used in the many different forms of music covered. Pupils are required to reflect on and justify their processes and choices used within each task.

Understanding Music

Pupils will study a range of different musical styles and techniques and will be required to identify concepts from audio examples. They will develop an understanding of musical literacy and recognise the different signs and symbols used in music notation. Pupils will also explore the social context in which different styles of music have been developed and reflect on their own understanding of the given information.

Skills Development

The aims of the course are to allow pupils to develop:

- Independence and responsibility
- collaboration with others
- planning and organisation skills
- decision making skills
- listening skills
- focus and determination in learning to play instruments
- identifying and analysing the social and cultural influences that have led to the development of specific music styles and their distinctive sounds
- analysing the compositional methods and music concepts used by others
- experiment with using music concepts and compositional methods to develop and create their own original music

Unit Breakdown

Pupils will be required to perform on two instruments in front of a visiting examiner. A 12 minute programme of contrasting pieces with a minimum of 4 minutes per instrument is necessary within the programme. Both instruments must be of Grade 4 standard or above. This will be worth 60% of the final awarded grade. Pupils will then be required to sit a listening paper which is worth 40% of the final grade.

It is recommended that pupils should sit National 5 music and have gained at least a B Grade before attempting Higher music.

Progression/Career Pathways

This course provides progression to Advanced Higher music and also to Music Technology and/or Musical Theatre NPA. Pupils can move on to study courses such as, Music and Performing Arts, Commercial Music, Music teaching, Electronics with music, Music business courses, Sound production, music technology, music therapy, composition, acting and events management.



Music — ADVANCED HIGHER

The Advanced Higher Music Course develops learners' skills in performing, creating, understanding and analysing music. Learners develop the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising composers' intentions, and develop their own composing skills in sophisticated and creative ways.

Performing Skills

This unit allows learners to demonstrate advanced levels of creativity and applied musical skills when performing a prepared programme of music on either two selected instruments, or a selected instrument and voice.

The programme of music should last a total of 20 minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of eight minutes within the overall twenty minute programme. These should be grade 5 standard or above.

This performance will give learners the opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ the ability to perform a prepared programme of musically and technically demanding music
- ◆ the ability to maintain musical flow and realise the composer's intentions
- ◆ interpretive flair and musicality when performing

The performance will have 60 marks (60% of the total mark). The same overall mark weighting will apply to each instrument/voice in the programme. **(30/30)**

Composing Skills

In this unit, pupils will analyse how a range of advanced compositional methods and music concepts are used by composers for specific effect and the contexts which influenced their work. Learners will experiment and use a range of music concepts and compositional methods in sophisticated and creative ways to develop, refine and create original music

Learners will develop ideas which make musical sense and realise their creative intentions and finally, critically reflect on their music and the impact of their creative choices and decisions

Understanding Music

This unit assesses learners' knowledge and understanding of music concepts and music literacy.

Learners will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and an associated range of questions in sophisticated and challenging musical contexts. All questions in the paper are compulsory.

The range of question types within the question paper will allow scope for assessing understanding of music literacy and the learners' ability to identify and analyse the use of music concepts. The question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ advanced levels of aural discriminatory ability
- ◆ in-depth knowledge of a range of level-specific and other music concepts from other SQCF levels
- ◆ knowledge and applied use of music literacy

This question paper will have 40 marks (40% of the total marks).



Music — NATIONAL 4/5

Course Description

The purpose of the National 4/5 Music Technology Courses is to enable learners to develop their knowledge and understanding of music technology and of music concepts, particularly those relevant to 20th and 21st century music. Learners will engage in the development of technical and creative skills through practical learning. This Course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

Skills Development

The aims of the course are to allow learners to:

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

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Music Technology Skills	Music Technology Skills
Understanding 20 th and 21 st Century Music	Understanding 20th and 21st Century Music
Music Technology in Context	Music Technology in Context
Added Value Unit: Music Technology Assignment <i>This Unit requires the learner to apply and integrate skills, knowledge and understanding from the other Units to plan and carry out a short creative production using music technology.</i>	Assignment (70 marks) <i>The assignment will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques.</i>
	Question Paper (30 marks) <i>The question paper will assess breadth of knowledge and understanding of concepts related to music technology and 20th and 21st century music.</i>

Progression / Career Pathways

The Course provides opportunities for vertical and lateral progression to National Courses and to other SQA qualifications in music technology, music and related fields. These include the Higher Music Technology course (SCQF level 6) and also courses such as the NC in Music (SCQF level 6), the NC in Sound Production (SCQF level 6) and the NPA in Music Business (SCQF level 6).

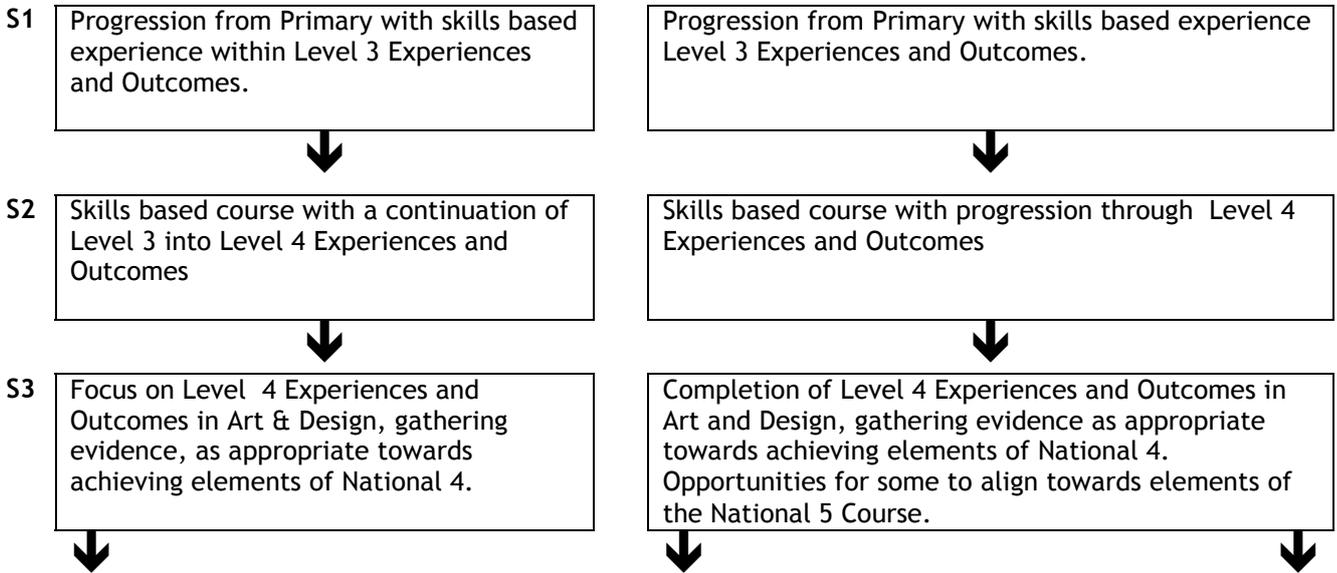


PROGRESSION PATHWAY

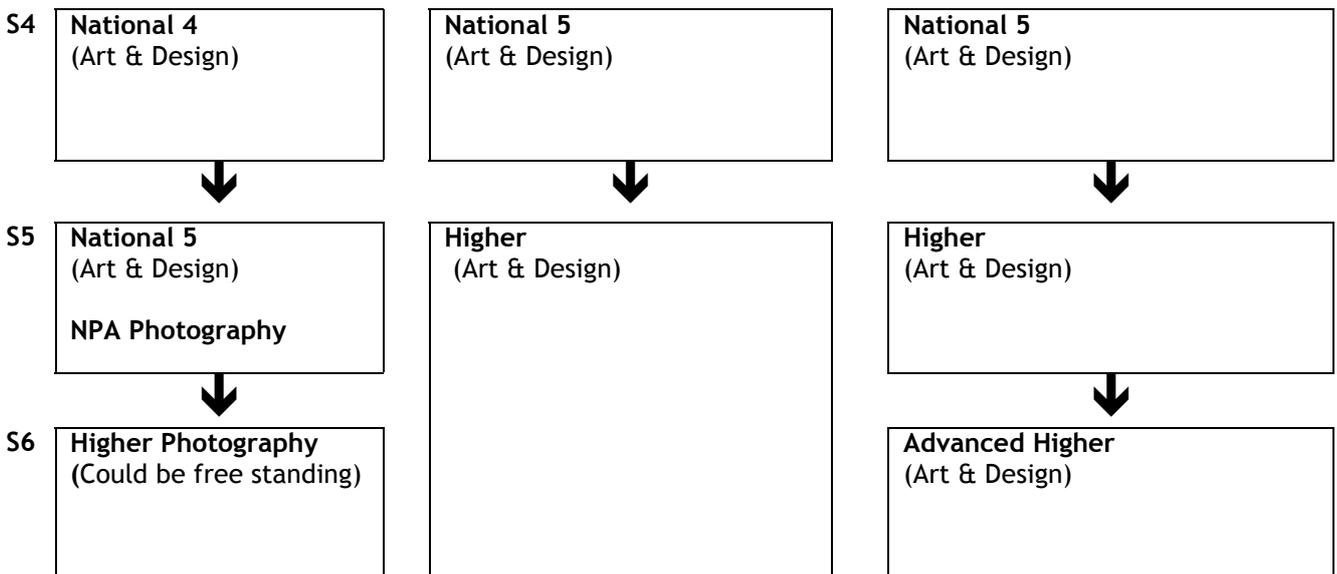
ART & DESIGN

What these routes provide is a progression from leaving primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*

BROAD GENERAL EDUCATION



SENIOR PHASE





Art & Design — NATIONAL 4

The **Three Components** of the Art and Design National 4 course are as follows.

Main Units

Expressive Activity (Drawing & Media Handling)	Internal PASS/FAIL
Product Design	Internal PASS/FAIL
Art and Design Studies (Historical Studies)	Internal PASS/FAIL

Course Aims

The aims of the Course are to enable learners to

- communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and technology
- Develop knowledge and understanding of art and design practice.
- Plan, develop, produce and present creative art and design work.
- Develop understanding of the social and cultural influences on artists and designers and their work.
- Develop problem solving, critical thinking and reflective practice skills.

Entry

Pupils undertaking study at National 4 should be secure at Level 3 experiences and outcomes for Art and Design.

Progression

This Course or its Units may provide progression to other qualifications in Art and Design at National 5 level/NPA Photography, further study, employment and/or training.

Conditions of award

To achieve the National 4 Art and Design Course, learners must pass all of the required Units, including the Added Value Unit. It is awarded on a pass/fail basis.

Career opportunities

Photography	Jewellery Design
Architecture	Automotive(car) and Transport Design
Graphic Design	Fashion and Textiles
Product Design	Illustration
Animator/Animation	Production Designer (theatre/ television), Set Designer, Special Effects Design
Fine Art	Secondary/ Primary Teacher



Art & Design — NATIONAL 5

The Three Components of the Art and Design National 5 course are as follows.

Main Units

Component	Assessment	% Of Course
1. Expressive Activity(Drawing and Media handling)	External SQA	40%
2. Product Design	External SQA	40%
3. Art and Design Studies (Historical Studies)	External SQA	20%

Course Aims

The aims of the Course are to enable learners to

- communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and technology
- Develop knowledge and understanding of art and design practice.
- Plan, develop, produce and present creative art and design work.
- Develop understanding of the social and cultural influences on artists and designers and their work.
- Develop problem solving, critical thinking and reflective practice skills.

Entry

Pupils undertaking study at National 5 should have achieved a pass at National 4/Level 4 secure, in Art and Design.

Progression

This Course or its Units may provide progression to other qualifications offered such as Higher Art and Design and Higher Photography/NPA Photography, further study, employment and/or training.

Conditions of award

To gain an award the learner must pass all of the Units as well as the Course assessment. The course Assessment will be in the form of an Expressive and Design portfolio submitted to SQA for grading, A-D.

Career opportunities

Photography	Jewellery Design
Architecture	Automotive(car) and Transport Design
Graphic Design	Fashion and Textiles
Product Design	Illustration
Animator/Animation	Production Designer (theatre/ television), Set Designer, Special Effects Design
Fine Art	Secondary/ Primary Teacher



Art & Design — HIGHER

Purpose

The Higher Art and Design course is a progressive skills based course that leads on from prior knowledge and understanding, taught in the National 5 course. Pupils develop and apply skills of investigation, media handling, problem solving and evaluation through expressive and design practical activities, linked to related visual arts, design and historical studies. Literacy skills are further enhanced through the critical analysis and contexts of the understanding of Art and Design historical studies. This is integral to the course award.

Content

The course comprises three main units each including historical studies and time built in for preparation and presentation. All three units are externally assessed by SQA

Unit 1 Expressive Activity

Unit 2 Design Activity

Unit 3 Art and Design Historical and Critical Studies

Recommended Entry

Students are expected to have achieved an A/B pass for National 5 Art and Design.

Desirable

National 5 pass in English at A/B.

Assessment

Assessment is conducted through internal on-going unit assessment throughout the year.

External Assessment

Expressive and Design folio plus an evaluation submitted for external assessment to SQA.

Art and Design Studies written exam (Externally assessed by SQA)

Progression

Successful students may progress to Advanced Higher in Art and Design and/or Higher Photography.

Career Opportunities

Higher Art and Design can be used to access the following career paths

Photography

Architecture

Graphic Design

Product Design

Animator/Animation

Fine Art

Jewellery Design

Automotive(car) and Transport Design

Fashion and Textiles

Illustration

Production Designer (theatre/ television), Set Designer, Special Effects Design

Secondary/ Primary Teacher



Photography — HIGHER

Purpose

The Higher Photography course covers many facets of society including: Reportage, Fashion, Sports, Wildlife etc. but its true strength lies as a creative tool which offers the individual an opportunity to reflect upon their own lives and interpret the world around them. The course examines social issues such as the environment and how photographs can be powerful artistic tools of communication. The course prepares the student to both produce and evaluate media images. The course requires the candidate to complete three units and a Practical Assignment.

Content

The Practical Assignment is submitted to the S.Q.A. It is designed to emphasise skills relating to the application of practical skills and related knowledge, and also an understanding of a situation that involves task management. The students are provided with a brief and are expected to demonstrate attainment relating to: organisation; interpretation of a brief; investigative techniques; assignment planning; IT; layout, presentation and communication. The student will also develop and apply related knowledge of the researched theme and visual communication.

Assessment

Pupils will sit a 1 hour written paper which will assess their general camera knowledge as part of their unit assessment. External assessment (which is submitted to SQA) includes a 1000 word plan; twelve thematic photographs and a 1000 word evaluation written under exam conditions.

Recommended Entry

A minimum of an A/B at National 5 Art and Design is required. Due to the demand of the Higher Photography course and the restriction on resources, pupils will only be allowed entry to the course based upon their previous attainment in Art and Design.

Desirable: A minimum C pass for Higher Art and Design. National 5 pass in English A/B.

Progression

This Higher qualification would specifically help and also contribute to a portfolio for Art school or other Further Education college courses. Equally it can be used for application to University through UCAS as a separate qualification from Higher Art and Design.

Career opportunities

Photography	Art/ Creative Director for TV/ Films
Film Director	Wedding/ Studio Photographer
Graphic Design	Visual Communication
Camera operator (TV/ Film)	Visual Merchandising (Window Displays/ Shop layouts)
Animator/Animation	Production Designer (theatre/ television), Set Designer, Special Effects Design
Fine Art Photography	Secondary/ Primary Teacher/ Lecturer



Art & Design — ADVANCED HIGHER

Purpose

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

The course also recognises the need for pupils who require a portfolio for submission to Art school or a further education college.

Content

Pupils will choose to either produce a Design or an Expressive Folio based upon their chosen area of specialism. For design this could be Architecture, Fashion, Jewellery, Product, Textile or Graphic Design. If pupils elected to undertake an Expressive folio, they would choose a theme from the expressive arts that could be based upon Portrait, Landscape or Still life. The folio could also be a combination of all three.

Assessment

Assessment is conducted through internal on-going assessment throughout the year. External assessment consists of a practical folio of work submitted to SQA.

Recommended Entry

Higher Art and Design at A grade.

Desirable

An A/B pass for Higher English

Progression

This can be College and Schools of Art, Faculties or Departments of Art and Design. Degree courses in Art and Design can be achieved by attending the following establishments. Glasgow School of Art, Edinburgh College of Art, Duncan of Jordanstone, Gray's School of Art Aberdeen, Scottish College of Textiles Galashiels, Napier University Edinburgh, Glasgow, Glasgow Caledonian University.

This will allow pupils to progress to a career within the creative industries. This can allow for a dynamic and wide ranging career choice with many exciting opportunities available ranging from Fine Arts in many media including Painting, Photography, Film and Video, Interactive Media, Sculpture and Performance to Design and Craft in Graphic Design, Advertising, Jewellery, Fashion, Interior, Ceramic, Three Dimensional Design, Architecture and Spatial Design, Computer Games Design, Film, Animation and Television.

Career Opportunities

Photography

Architecture

Graphic Design

Product Design

Animator/Animation

Fine Art

Jewellery Design

Automotive(car) and Transport Design

Fashion and Textiles

Illustration

Production Designer (theatre/ television), Set Designer, Special Effects Design

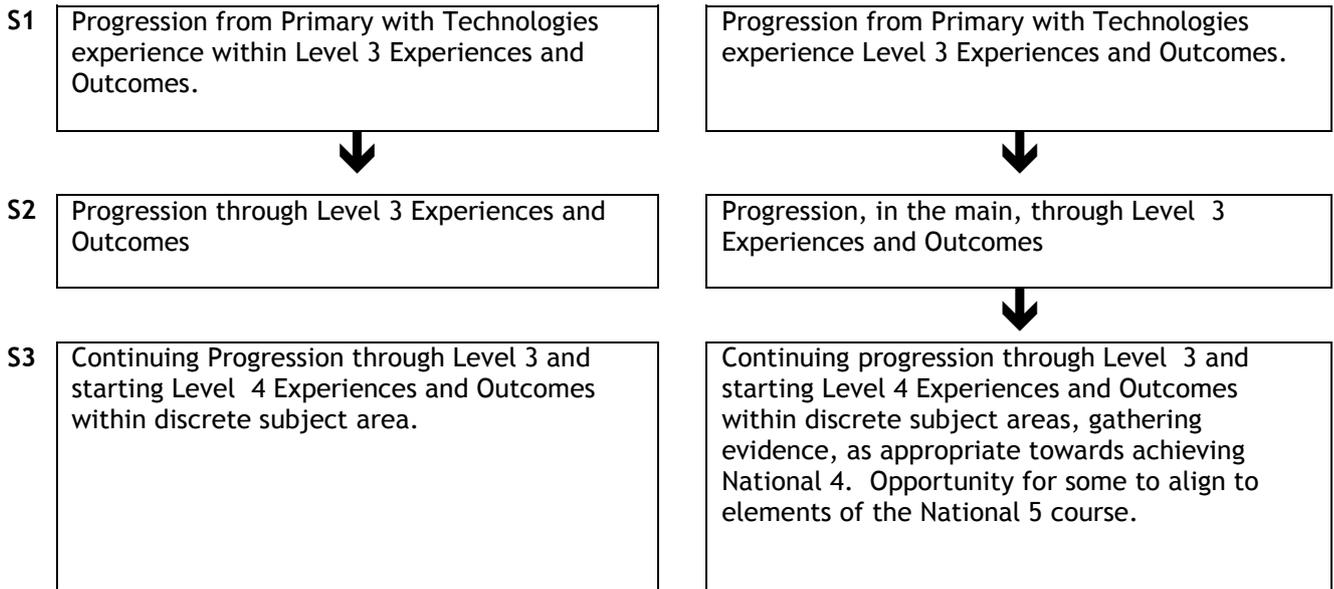
Secondary/ Primary Teacher



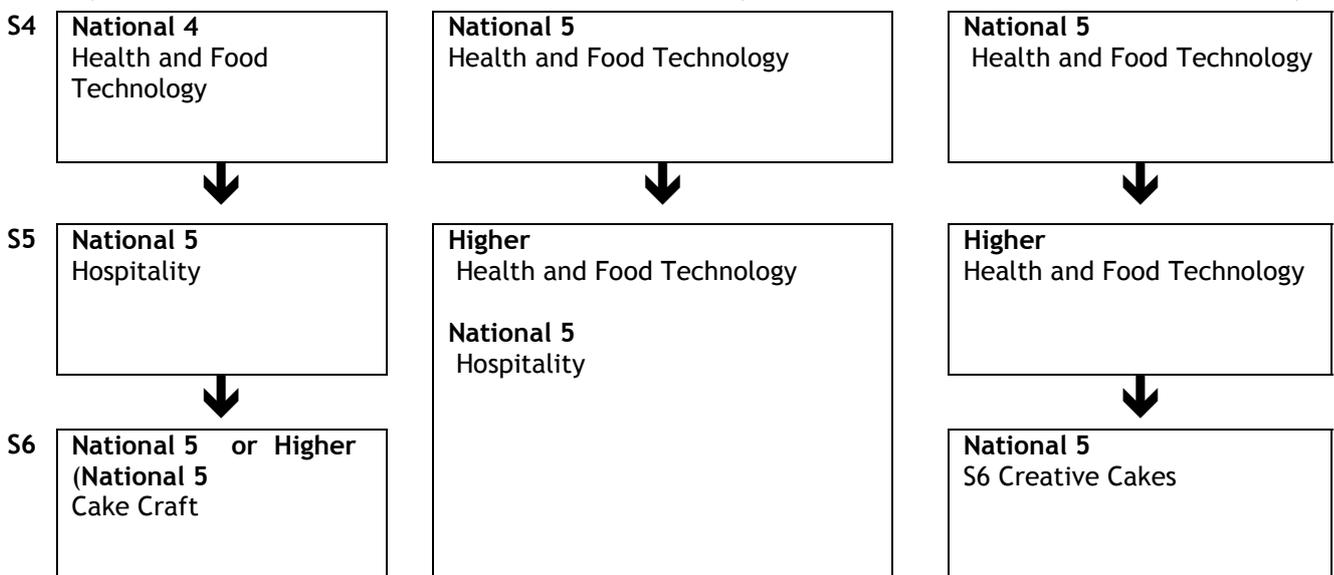
PROGRESSION PATHWAY HOME ECONOMICS

What these routes provide is a progression from primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*

BROAD GENERAL EDUCATION



SENIOR PHASE





Health & Food Technology — NATIONAL 4/5

Course Description

The Course focuses on health and the nutritional properties of food as well as developing safe, hygienic and informed practices in food preparation. It raises learners' awareness of the importance of a balanced diet and healthy lifestyle. The Course also develops learners' knowledge and skills so they can become informed food consumers.

Skills Development

The aims of the course are to allow learners to develop:

- practical food preparation skills and techniques using appropriate tools and equipment
- application of safe and hygienic practices during food preparation
- technological skills related to food production
- organisational skills necessary to plan, prepare and reflect on products and processes
- skills in solving straightforward problems related to a range of health, food and nutrition
- skills to apply their knowledge in practical contexts
- organisational and technological skills to make food products
- safe and hygienic practical skills in practical food preparation

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Food for Health	Food for Health
Food Product Development	Food Product Development
Contemporary Food Issues	Contemporary Food Issues
Added Value Unit Learners will work through an Added Value Unit which will require application of knowledge and skills from across the Units. They will develop a product to meet a given brief. The Added Value Unit will be sufficiently open and flexible to allow for personalisation and choice.	Assignment (50 marks) Learners will work through an Assignment which will require application of knowledge and skills from across the Units. Learners will develop a product to meet a given brief. The Assignment will be sufficiently open and flexible to allow for personalisation and choice.

Progression / Career Pathways

The National 4 course provides progression to the National 5 Health and Food Technology course.
 The National 5 course provides progression to the Higher Health and Technology course.

S5/6 pupils may also wish to study other food related courses at National 5 including: Hospitality and Cake Craft.

Some may wish to progress to work, apprenticeships or training in food related fields. Career pathways include: Employment/training in the following areas - care, childcare, hospitality, hotel management.



Hospitality—Practical Cookery — **NATIONAL 5**

Course Description

This Course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.

Learners need to pass all three units and their final grade (A to D) will be based on their performance in an internal practical activity.

Skills Development

The aims of the course are to allow pupils to develop:

- a range of both generic and practical cookery skills, including food preparation techniques and the ability to follow cookery processes;
- the ability to choose, weigh and measure ingredients and calculate proportions, as well as the cost of ingredients and portions;
- the ability to follow recipes to produce successful dishes
- evaluation of end products
- the ability to plan and produce meals and to present them appropriately
- the ability to work safely and hygienically
- planning, organisational and time management skills in the cookery context.

Unit Breakdown

NATIONAL 5 (GRADES A - D)
Cookery Skills, Techniques and Processes
Understanding and Using Ingredients
Organisational Skills for Cooking
Practical Activity The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. Learners will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately.

Progression / Career Pathways

Progression to -

- National 5 Practical Cookery - Cake Craft
- National 5 Health and Food Technology

Employment/training in the following areas - care, childcare, hospitality, hotel management.



Hospitality—Cake Craft — **NATIONAL 5**

Course Description

The Course is practical and relevant to the world of work. It enables learners to develop a range of artistic techniques and to consolidate them through practical activities.

Drawing on all aspects of design, such as shape, colour, texture, balance and precision, learners are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.

Learners need to pass both units and their final grade (A to D) will be based on their performance in an internal practical activity.

Skills Development

The aims of the course are to allow pupils to develop:

- technical skills in cake baking
- technical and creative skills in cake finishing
- manual dexterity and control
- ability to weigh and measure ingredients and calculate proportions
- safe and hygienic working practices reinforcing their knowledge and understanding of cake design and current trends in cake production
- organisational skills in the context of managing time and resources
- ability to evaluate both the process and end product

Unit Breakdown

NATIONAL 5 (GRADES A - D)

Cake Baking

The purpose of this Unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this Unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.

Cake Finishing

The purpose of this Unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this Unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts.

Practical Activity

The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to demonstrate their knowledge and understanding related to cake baking and cake finishing and to apply their skills in the production of cakes or other baked items.

Progression / Career Pathways

Progression to -

- National 5 Practical Cookery - Hospitality
- National 5 Health and Food Technology

Employment/training in the following areas - care, childcare, hospitality, hotel management, baking, cake decorating.



Health & Food Technology — HIGHER

Course Description

The course addresses contemporary issues affecting food and nutrition and how they affect consumer choices. These include: ethical and moral considerations, sustainability of sources, food production and development. Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products for a range of dietary and lifestyle needs.

Learners need to pass all three units and their final grade will depend on their performance in -
Assignment (50 marks)
Question Paper (50 marks)

Skills Development

The aims of the course are to allow pupils to develop:

- analysis of the relationship between health, food and nutrition and the application of understanding in practical contexts
- understanding of the practical application of the functional properties of food
- skills to apply knowledge of explaining a range of contemporary issues influencing food choice
- application of a range of technological skills related to food production
- organisational skills necessary to research, plan, prepare and evaluate products and processes
- investigative and research skills
- problem solving skills to make food products to meet specified needs

Unit Breakdown

HIGHER (Grades A - D)
Food for Health
Food Product Development
Contemporary Food Issues
Assignment (50 marks) The learner will work through an Assignment which will require application of skills, knowledge and understanding from across the Units. Learners will develop a product to meet a given brief. The Assignment will be sufficiently open and flexible to allow for personalisation and choice.
Question paper (50 marks) The question paper will require integration of knowledge and understanding from across the Units.

Progression / Career Pathways

Pupils may wish to study other related food courses available at National 5 level - Hospitality and Cake Craft. Some may wish to progress to work, apprenticeships or training in food related fields.

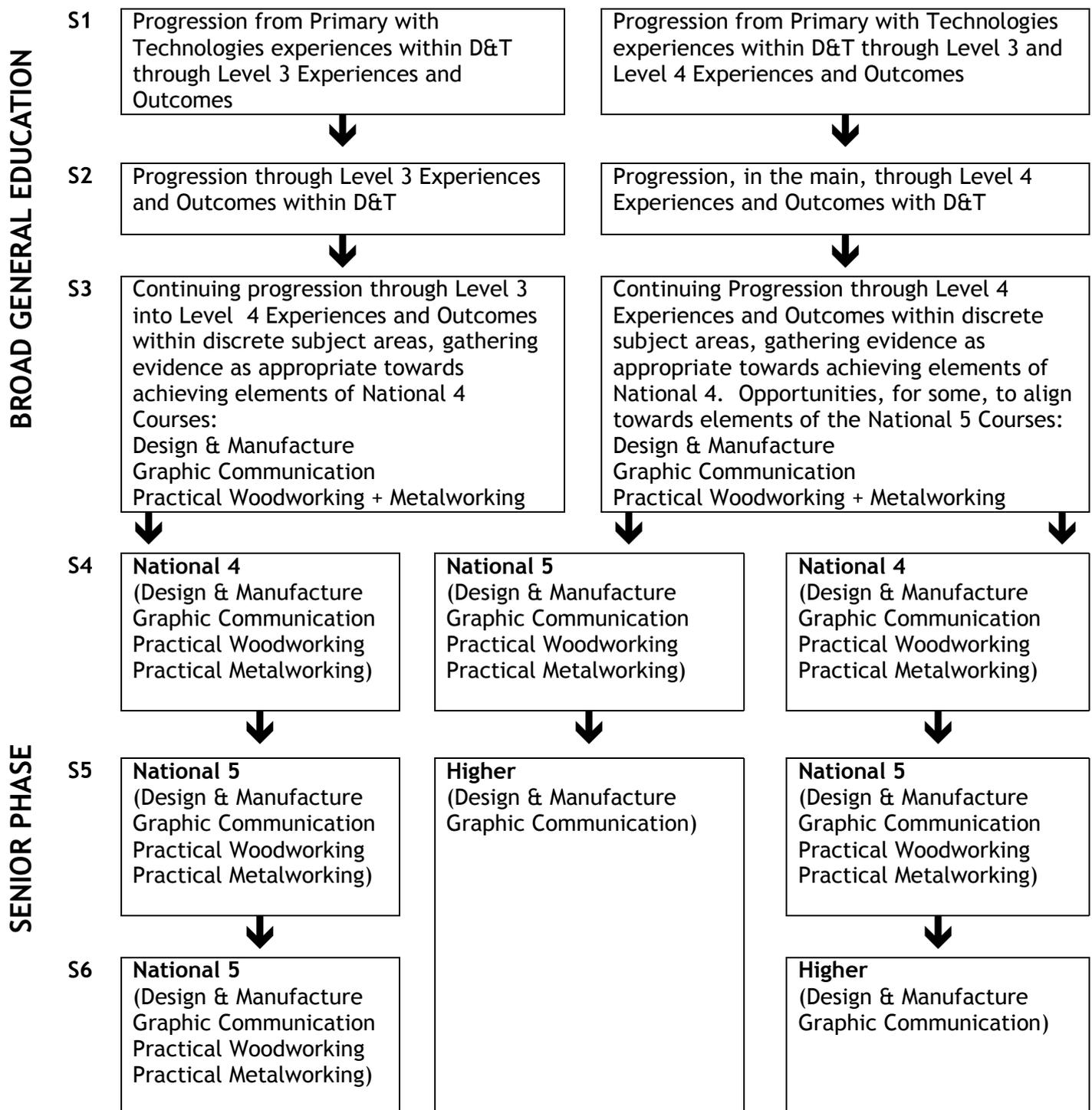
Career pathways include employment/training in the following areas - nursing, nutritionist, dietetics, sports nutrition and coaching, childcare, hospitality, food technology, food science, food product development/testing/management, food photography, hotel management, primary teaching, Home Economics teaching.



PROGRESSION PATHWAY

DESIGN & TECHNOLOGY

What these routes provide is a progression from primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.





Practical Woodworking — NATIONAL 4/5

Course Description

This is a practical course, which combines elements of technique and standard practice with elements of creativity. The course provides opportunities for learners to gain practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan for the completion of a finished wooden product. This course would suit learners with an interest in crafts and practical woodworking. The course is structured to cover fundamental woodworking skills in a progressive fashion. Each Unit covers a set of new woodworking skills. All of the Units include skills in measuring, marking out, cutting and jointing techniques.

Skills Development

The aims of the course are to allow learners to develop:

- Skills in woodworking techniques, measuring and marking out a variety of timber and sheet materials
- Skills in the correct use of tools, equipment and a range of processes and techniques
- Safe working practices in workshop environments
- Skills in reading and following simple woodworking drawings and diagrams.
- Practical creativity and problem-solving skills
- Knowledge of sustainability issues in a practical woodworking context
- Better psychomotor skills and opportunities to build self-confidence
- Thinking, numeracy, employability, enterprise and citizenship skills - in particular, skills in: planning and organising work, working independently and in collaboration with others, communication and self and peer evaluation

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Flat Frame Construction	Flat Frame Construction
Carcase Construction	Carcase Construction
Machining and Finishing	Machining and Finishing
Added Value Unit: Making a Finished Product from Wood <i>Pupils are required draw on and extend their practical woodworking skills to successfully complete a practical activity (set by SQA), which is flexible and open to allow for personalisation and choice.</i>	Practical Activity: Making a Finished Product from Wood (100 Marks) <i>Pupils are required draw on and extend their practical woodworking skills to successfully complete a practical activity (set by SQA), which is flexible and open to allow for personalisation and choice.</i>

Progression / Career Pathways

Pupils may also wish to study other technological courses at N5 including: Graphic Communication, Design & Manufacture and Practical Metalworking. This course prepares pupils for the world of work, apprenticeships and training in design and/or manufacturing related fields. Career pathways include: crafts, construction, manufacturing, engineering, theatre, visual arts and related disciplines.



Practical Metalworking — NATIONAL 4/5

Course Description

The Course is largely workshop-based, providing a broad introduction to practical metalworking, which combines elements of technique and standard practice with elements of creativity. The course provides opportunities for learners to gain practical metalworking skills and to use a variety of tools, equipment and materials. It allows them to plan for the completion of a finished metal product. This course would suit learners with an interest in crafts and practical engineering. The course is structured to cover fundamental metalwork skills in a progressive fashion. Each Unit covers a set of new skills. All of the Units include skills in measuring, marking out, cutting and jointing techniques.

Skills Development

The aims of the course are to allow learners to develop:

- Skills in metalworking techniques, measuring and marking out a variety of metals and sheet materials
- Skills in the correct use of tools, equipment and a range of processes and techniques
- Safe working practices in workshop environments
- Skills in reading and following simple drawings and diagrams.
- Practical creativity and problem-solving skills
- Knowledge of sustainability issues in a practical metalworking context
- Better psychomotor skills and opportunities to build self-confidence
- Thinking, numeracy, employability, enterprise and citizenship skills - skills in: planning and organising work, working independently and in collaboration with others, communication and self and peer evaluation

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Bench Skills	Bench Skills
Machine Processes	Machine Processes
Fabrication and Thermal Joining	Fabrication and Thermal Joining
Added Value Unit: Making a Finished Product from Metal <i>Pupils demonstrate application of skills and knowledge gained through the 3 Units of the Course to produce a finished product to required standards: making a metal product with a minimum of five component parts.</i>	Practical Activity: Making a Finished Product from Wood (100 Marks) <i>Please refer to N4 comment.</i> <i>Pupils are required draw on and extend their practical metalworking skills to successfully complete a practical activity (set by SQA).</i>

Progression / Career Pathways

Pupils may also wish to study other technological courses at N5 including: Graphic Communication, Design & Manufacture and Practical Woodworking. This course prepares pupils for the world of work, apprenticeships and training in design and/or manufacturing related fields. Career pathways include: crafts, construction, manufacturing, engineering, theatre, visual arts and related disciplines.



Graphic Communication — NATIONAL 4/5

Course Description

This course introduces pupils to the variety of presentation methods employed in graphic communication. Pupils will have opportunities to gain skills in reading, interpreting, and creating graphic communications. Pupils will initiate, develop and communicate ideas graphically; developing an awareness of graphic communication as an international language. This is a practical course, combining creativity and designing, whilst considering factors that impact on graphic design. Pupils will initiate and produce simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts. It also allows pupils to consider how technologies have impacted on the world of the designer. The course will be delivered through a series of design assignments.

Skills Development

The aims of the course are to allow learners to develop:

- Skills in graphic communication techniques, including the use of equipment and graphics materials
- A knowledge of a range of computer-aided graphics techniques and practice
- Skills in using software associated with the production of 2D and 3D graphics
- A knowledge and understanding of graphic communication standards, protocols and conventions; and the ability to apply these to familiar and new contexts
- An understanding of how graphic communication technologies impact on our environment and society
- Design skills when developing solutions to simple graphics tasks (with some complex features)
- A knowledge of colour, illustration and presentation techniques in familiar and some unfamiliar contexts
- The ability to take initiative in evaluating work and applying suggestions for improvement in presentation
- Visual literacy by interpreting simple but unfamiliar graphic communications

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
2D Graphic Communication	2D Graphic Communication
3D and Pictorial Graphic Communication	3D and Pictorial Graphic Communication
Added Value Unit <i>This unit enables the learner to demonstrate the skills they have learnt by applying these to a challenging assignment. Pupils will be able to design and manufacture a graphical response to an assignment brief.</i>	Assignment (50%) <i>Pupils apply knowledge and understanding from across the Units to: describe and explain graphic techniques, methods and standards; to interpret unfamiliar graphics and to produce a response to a brief.</i>
	Question Paper (50%) <i>Pupils are required to demonstrate aspects of breadth and application in a graphic context, based on recognised graphic principles.</i>

Progression / Career Pathways

This course provides progression to the Higher Graphic Communication course. Pupils may also wish to study other technological courses at N5 including: Design and Manufacture, Practical Woodworking and Practical Metalworking. Some may wish to progress to work, apprenticeships or training in graphic related fields. Career pathways include: Architecture, Product Design, Engineering, Manufacturing, Marketing and related disciplines.



Graphic Communication — HIGHER

Course Description

This Course is intended to develop the learner's knowledge, understanding and set of skills related to graphic communication. It will enable the learner to initiate, develop and communicate ideas and solutions using graphic techniques in 2D and 3D. Pupils will develop their presentation skills through the use of analysis and evaluative skills. Both Units also develop transferable skills – application, creativity, numeracy and ICT. Pupils will develop skills in graphic communication techniques, including the use of equipment, graphics materials and software. They should also apply their creativity in the production of graphic communications to produce visual impact in meeting a specified purpose. An understanding of graphic communication standards, protocols and conventions will need to be displayed alongside an understanding of the impact of graphic communication technologies on our environment and society.

Skills Development

The aims of the course are to allow pupils to develop:

- replicating graphic forms in 2D, 3D and pictorial representations
- applying standards, protocols and conventions in straightforward but unfamiliar contexts
- initiating, planning and producing preliminary, production, promotional, and informational graphics
- applying graphic design skills, including creativity, when developing solutions to graphics tasks
- understanding the application of colour, illustration and presentation techniques
- critically reviewing graphics work as it progresses and evaluating completed task work
- extending visual literacy by interpreting unfamiliar graphic communications
- extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations
- selecting, managing, and using graphic communication equipment, software and materials effectively
- understanding a broad range of computer-aided graphics techniques including commercial practice
- an understanding of the impact of graphic technologies on our environment and society

Unit Breakdown

HIGHER (Grades A - D)
2D Graphic Communication
3D and Pictorial Graphic Communication
<p>Assignment (70 Marks) <i>The added value of the Course is assessed, addressing the key purposes and aims of the Course. To achieve success in the Course, learners must show that they are able to apply their knowledge from across the units to respond effectively to situations within both practical and theoretical graphics contexts: to describe and explain graphic techniques, methods and standards; to interpret unfamiliar graphics and to produce a response to a brief.</i></p>
<p>Question Paper (70 Marks) <i>The question paper will require learners to demonstrate aspects of breadth and application in a graphic context, based on recognised graphic principles and those used in industry and commerce.</i></p>

Progression / Career Pathways

This course provides progression to the Advanced Higher Graphic Communication course. Pupils may also wish to study other technological courses at N5 including: Design and Manufacture, Practical Wood and Metalworking. Some may wish to progress to work, apprenticeships or training in graphic related fields. Career pathways include: Architecture, Product Design, Engineering, Manufacturing, Marketing and related disciplines.



Design & Manufacture — NATIONAL 4/5

Course Description

The Course provides a practical introduction to design, and materials and manufacturing processes. Pupils gain skills in designing and communicating ideas. Pupils explore the properties and uses of materials, to make models and prototypes of products. This is a practical course, combining elements of creativity and designing with a requirement to consider the various factors that impact on a product's design. Pupils will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal or re-use. Pupils will develop the ability to: read drawings and diagrams, articulate and communicate ideas, develop solutions and manufacture their design ideas. It also allows them to consider how technologies have impacted on the world of the designer and on manufacturing. The course will be delivered through a series of design assignments.

Skills Development

The aims of the course are to allow learners to develop:

- An awareness of design factors and skills to evaluate how effectively products meet user's needs
- Creative problem solving skills and an understanding of the impact of design decisions
- Skills when using a variety of technologies to design and manufacture models, prototypes and products
- The ability to become involved in dialogue and discussions regarding their design tasks
- Sketching, modelling and manufacturing skills to communicate and realise their ideas
- Skills in planning and producing increasingly complex products
- Knowledge and understanding of manufacturing processes and materials, selecting and using a range of tools
- An awareness of Health and Safety when working in a practical environment
- An understanding of the impact of design and manufacturing technologies on the environment and society

Unit Breakdown

NATIONAL 4 (Pass / Fail)	NATIONAL 5 (Grades A - D)
Design	Design
Materials and Manufacture	Materials and Manufacture
Added Value Unit <i>This unit enables the learner to demonstrate the skills they have learnt by applying these to a challenging assignment. Pupils will be able to design and manufacture a product in response to a brief.</i>	Design Assignment (90 Marks) <i>Pupils are expected to apply knowledge and skills from the Units to produce a solution to an appropriately challenging design problem.</i>
	Exam (60 Marks) <i>Pupils are required to apply knowledge and understanding from the Units, producing explanations related to design and manufacture contexts.</i>

Progression / Career Pathways

This course provides progression to the Higher Design and Manufacture course. Pupils may also wish to study other technological courses at N5 including: Graphic Communication, Practical Woodworking and Practical Metalworking. This course prepares pupils for the world of work, apprenticeships and training in design and/or manufacturing related fields. Career pathways include: Architecture, Product Design, Engineering, Mechanic, Manufacturing, Marketing and related disciplines.



Design & Manufacture — HIGHER

Course Description

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively. The Course highlights the close relationship between designing, making, testing, and refining design ideas.

The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. The Course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use – cradle-to-cradle.

Unit Breakdown

Higher
Design
Materials and Manufacture
Assignment (70 Marks, 50% of Grade) <i>The assignment assesses the learner's ability to apply skills, knowledge and understanding to solve a design task in a given context. It assesses the learner's ability to communicate, generate and refine ideas and apply modelling and/or prototyping skills in presenting a potential solution. The assignment should clearly demonstrate the application of knowledge and skills, at an appropriate level from both the Design, and the Materials and Manufacturing Units. Evidence will be in the form of a design folio.</i>
Question Paper (70 Marks, 50% of Grade) <i>The question paper assesses the learner's ability to retain and integrate knowledge and understanding from across the Course. The question paper will require the learner to demonstrate: a broad understanding of the impact of a range of design and manufacturing technologies on our environment and society, the critical evaluation of a range of factors that influence the design and manufacture of products and an understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials.</i>

Progression / Career Pathways

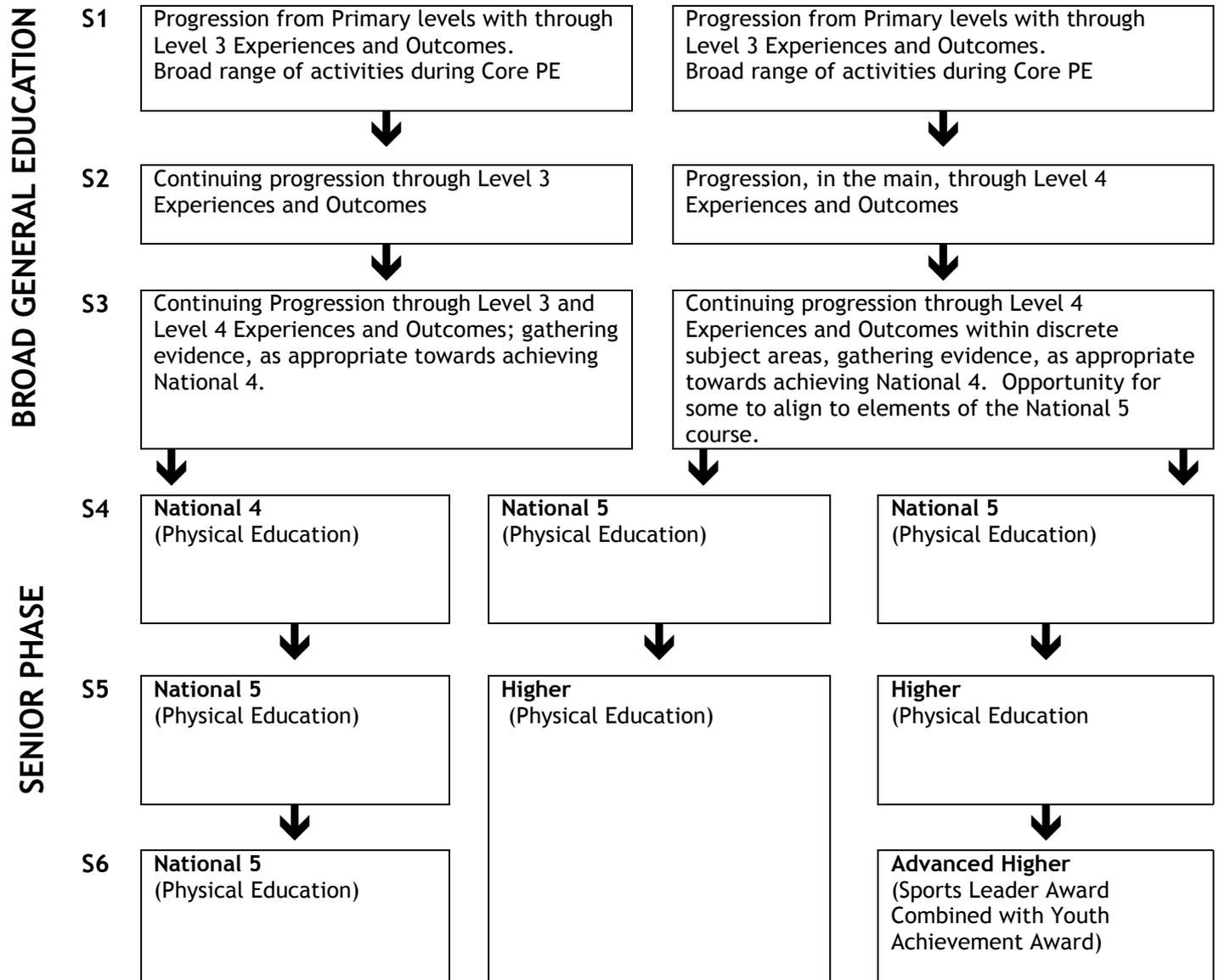
This course provides progression to the Advanced Higher Design and Manufacture course. Pupils may also wish to study other technological courses at N5 including: Graphic Communication, Practical Woodworking and Practical Metalworking. This course prepares pupils for the world of work, apprenticeships and training in design and/or manufacturing related fields. Career pathways include: Architecture, Product Design, Engineering, Mechanic, Manufacturing, Marketing and related disciplines.



PROGRESSION PATHWAY

Physical Education

What these routes provide is a progression from primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.





PE — NATIONAL 4

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
- develop approaches to enhance personal performance
- monitor, record and reflect on performance development

Unit Assessment

All Units are internally assessed by the PE staff against the requirements developed by SQA. They can be assessed on a Unit-by-Unit basis or by combined assessment. They will be assessed on a pass/fail basis within centres.

The assessment of the Units in this Course will be as follows:

Physical Education: Performance Skills

The learner will be required to demonstrate movement and performance skills in straightforward contexts. They will demonstrate some consistency in control and fluency of movement and appropriate use of body and spatial awareness. They must also provide evidence of how to respond to and meet the physical demands of performance in a safe and effective way. These will be demonstrated through Volleyball, Basketball, Badminton, Table Tennis, Football/Netball within school but pupils could arrange to be assessed by staff in other activities.

Physical Education: Factors Impacting on Performance

The learner will be required to demonstrate knowledge of factors that impact on performance in physical activities. This will be completed in a written format in classroom situations.

Added Value Unit

This is where the pupil will take part in an activity of their choice and participate in a one off performance.



PE — NATIONAL 5

The main aims of the Course are to enable the learner to:

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

The Course has two mandatory Units:

Physical Education: Performance Skills (National 5)

The general aim of this Unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way.

Physical Education: Factors Impacting on Performance (National 5)

The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

Skills, knowledge and understanding

This covers:

- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem solving in performance contexts
- organisational skills in preparing for, and during, physical activities

Physical Education: Performance Skills (National 5)

In this unit, the learner will be required to demonstrate their ability to perform at National 5 in at least 2 physical activities. They need to show control and fluency in each activity. The activities on offer in Kyle are Volleyball, Basketball, Badminton, Table Tennis, Football and Netball. All of these activities are on offer as extra-curricular clubs.

Physical Education: Factors Impacting on Performance (National 5)

In this Unit, the learner will be required to demonstrate knowledge, understanding and application of a range of factors that impact positively and negatively on performance in physical activities. The learner will consider the effects of mental, emotional, social and physical factors on their own performance. This understanding will help to develop the learner's ability to plan for, record, monitor and evaluate performance development.

Course assessment

The pupils will complete a portfolio on an activity of their choice which is marked externally by the SQA as well as performing a one off performance in an activity of their choice. We strongly recommend that pupils make this choice in activities mentioned above.



PE — HIGHER

This is aimed at those pupils who have gained an A or B in both English and National 5 PE. Pupils may wish to study Higher PE as part of their general entry requirement for college or university or to gain employment in the Fitness, Health, Leisure and Recreation industries.

Course Structure:

The 2 elements of the course are **Practical Performance**, and **Factors Impacting on Performance**.

The weighing of the assessment of each element is as follows:

Practical Performance 60%

Internally assessed and verified by SQA. Broken down into 3 specific areas:

1. Planning and Preparation for a performance (8 Marks)
2. A one off performance where candidates are assessed on their ability to select, apply and combine skills, carry out decisions, follow rules, and control their emotions (40 Marks)
3. Evaluate their performance (12 Marks)

Factors Impacting on Performance. 40%

This is an external exam marked by SQA. The pupils will be expected to answer 3 essay type questions each worth 8 marks where candidates are required to demonstrate a breadth of knowledge on 3 of the following factors which impact on Performance. (Mental, Emotional, Social and Physical). A 4th question will challenge the pupils' higher order thinking skills in an unknown scenario situation worth 16 marks.

Practical Performance:

Pupils participate in 3 activities Badminton, volleyball and basketball each for 8 weeks. Pupils will then be given a choice of activity to perform their one off performance in.

Factors Impacting on Performance.

Pupils will be expected to describe and explain a range of approaches for developing or refining skills, fitness and tactics. They will be expected to plan, develop and implement skills and strategies to their benefit. Learners will also be required to evaluate, analyse and apply strategies and skills that will enable them to improve their performance. The pupils will also need to work out decisions they need to make and how to solve problems in their one off performance.



PE — N5, HIGHER & ADVANCED HIGHER

Practical Performance Skills Unit (Nat 5/Higher/Advanced Higher)

This will act as a stand alone unit where pupils will have the opportunity to play sport without the written elements of the full course.

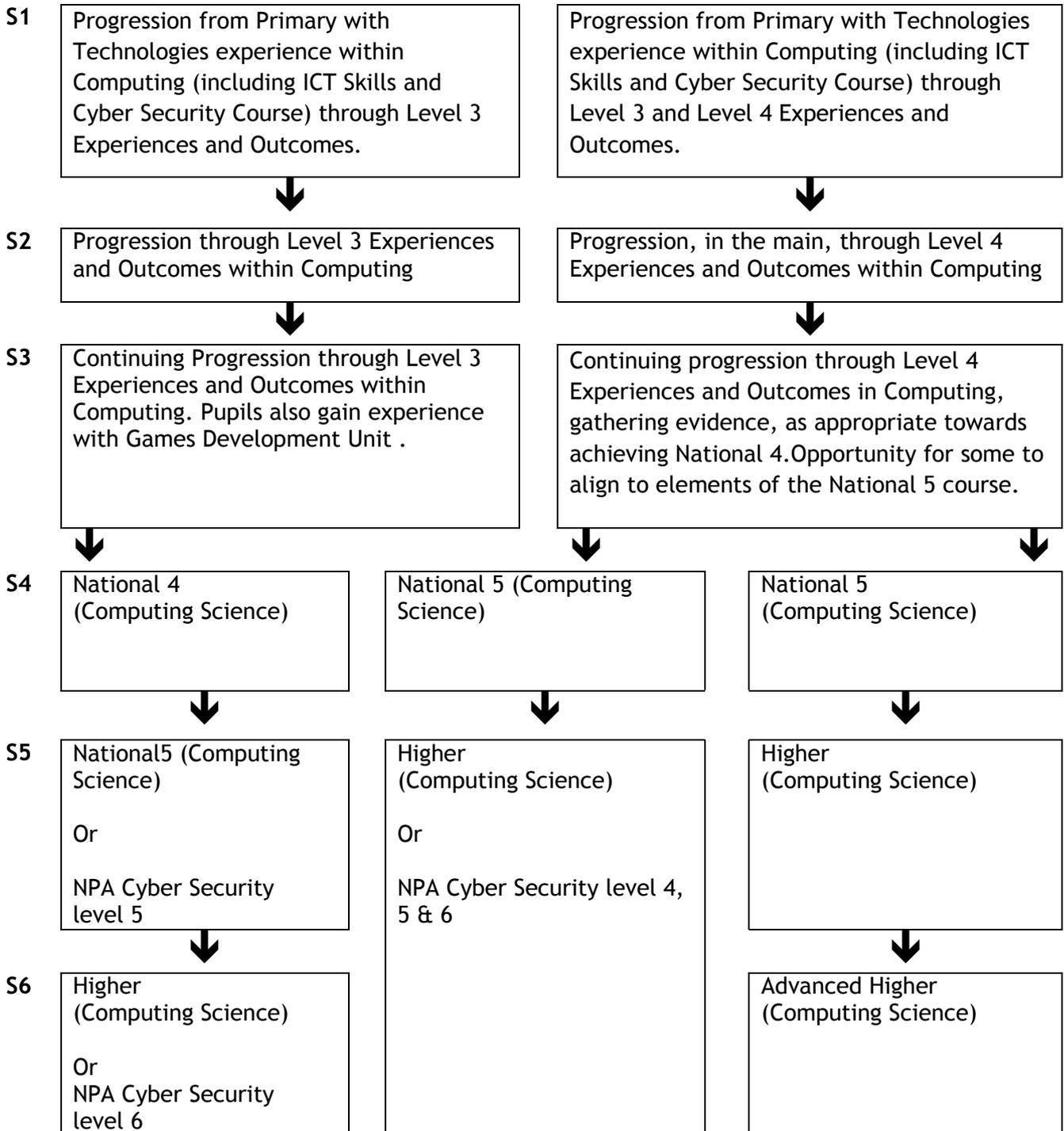
In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching. This course will look to build on the work done in previous PE courses within the school. The activities will depend on the demands of the pupils and the facilities we have available to us.



PROGRESSION PATHWAY COMPUTING SCIENCE

BROAD GENERAL EDUCATION

SENIOR PHASE





Computing Science — NATIONAL 4/5

Course Description

The National 4&5 Computing Science Course develops knowledge and understanding of key concepts and processes in computing science; enabling learners to apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions. Learners communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology, and develop an understanding of the role and impact of computing science in changing and influencing our environment and society.

Skills Development

The aims of the course are to allow pupils to develop:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation 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

Unit Breakdown

National 4	National 5 (Grades A - D)
Software Design and Development	Software Design and Development
Information System Design and Development	Information System Design and Development
<p>Added Value Unit Added Value is about making sure that learners can put their skills, knowledge and understanding into practice.</p> <p>At National 4, learners undertake a compulsory Added Value Unit as part of the Course. Learners complete an Added Value Unit assessment, which also provides the basis for assessing the Course as a whole.</p>	<p>Assignment (60 marks) The purpose of the assignment is to assess practical application of knowledge and skills from the Units to develop a solution to an appropriately challenging computing science problem. It will assess learners' skills in analysing a problem, designing, implementing and testing a solution to the problem, and reporting on that solution.</p> <p>Question Paper (90 Marks) The purpose of the question paper is to assess breadth of knowledge from across the Course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions. The question paper Component of Course assessment will require learners to draw on and apply knowledge and understanding</p>

Progression / Career Pathways

This Course or its Units may provide progression from National 4 to National 5 Science Course, National 5 to Higher Science Course National, Certificate Group Awards in Computing, IT and related areas, employment, apprenticeships and/or training in IT and related fields and ultimately, for some, to a range of computing-related Higher National Diplomas (HNDs) degrees in Computing, IT and related disciplines careers in Computing, IT and related disciplines



Computing Science — HIGHER

Course Description

The Course is designed to be of value for 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 understanding of the central role of computing professionals as creative problem-solvers and designers, able to design, implement and operate hardware and software systems, and of the far-reaching impact of information technology on our environment and society. They will also continue to 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.

Skills Development

The aims of the course are to allow pupils to develop:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation 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

Unit Breakdown

HIGHER (Grades A - D)
Software Design and Development
Information System Design and Development
Assignment (60 marks) The purpose of the assignment is to assess practical application of knowledge and skills from the Units to develop a solution to an appropriately challenging computing science problem. It will assess learners' skills in analysing a problem, designing, implementing and testing a solution to the problem, and reporting on that solution.
Question Paper (90 Marks) The purpose of the question paper is to assess breadth of knowledge from across the Course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions. The question paper Component of Course assessment will require learners to draw on and apply knowledge and understanding

Progression / Career Pathways

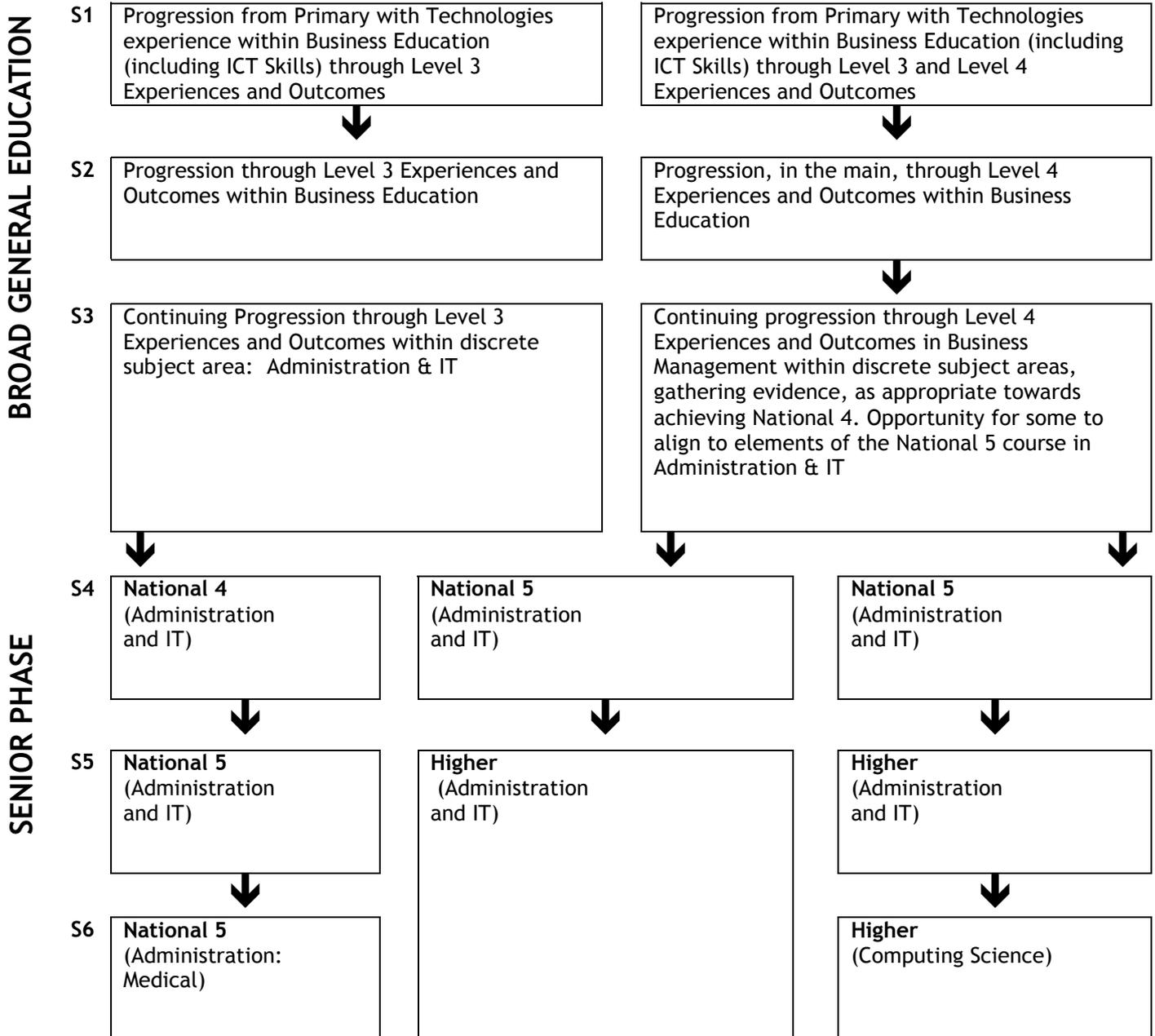
This Course or its Units may provide progression to Advanced Higher Computing Science Course, National Certificate Group Awards in Computing, IT and related areas, employment, apprenticeships and/or training in IT and related fields and ultimately, for some, to a range of computing-related Higher National Diplomas (HNDs) degrees in Computing, IT and related disciplines careers in Computing, IT and related disciplines



PROGRESSION PATHWAY

ADMINISTRATION & IT

What these routes provide is a progression from leaving primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.





Administration & IT — NATIONAL 4/5

Course Description

Administration and IT links to the world of work and prepares students for a variety of careers. Engineers, doctors, police officers, teachers, receptionists and all office workers will need the skills and knowledge which are offered by this course.

Skills developed will enable learners to organise, manage and communicate information, to carry out administrative tasks and to organise and support events.

The course uses a range of electronic materials in class to support learning and teaching - multiple choice tests, assessments, powerpoint revision notes and clear learning outcomes.

Skills Development

The aims of the course are to allow pupils to develop:

- Knowledge and application of Microsoft Office software on the PC
- Word processing business documents
- Mail merging
- Producing reports from databases
- Creating complex formula and charts in spreadsheets
- Creating and delivering slideshow presentations
- Creating and producing database reports
- Use of e-mails & attachments
- Use of equipment such as laminator and photocopier
- Customer Care
- Awareness of employment laws and Health & Safety legislation

Unit Breakdown

National 4 (Pass/Fail) & National 5 (Grades A - D)	
Administrative Theory and Practice <i>Customer Care, Security of Information and Equipment, Workplace Legislation</i>	
IT Solutions for Administrators <i>Creating business documents and advanced use of the IT applications listed below: Presentations - Microsoft Powerpoint, Word processing - Microsoft Word, Spreadsheets - Microsoft Excel, Databases - Microsoft Access, E-mail - Microsoft Outlook, E-diary - Microsoft Outlook</i>	
Communication in Administration <i>Communicating Information, File Management Systems, Security of Information</i>	
N4 Added Value Unit <i>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.</i>	OR
N5 Assignment (100 Marks) <i>Course assessment: The Administration Assignment is completed under timed conditions and marked by the SQA.</i>	

Progression / Career Pathways

This course provides progression to the Higher Administration & IT course, college courses and Modern Apprenticeships. Administration & IT skills can be transferred directly to the working environment - they are necessary for office environments and nowadays they are used in a diverse range of occupations including the emergency services, retail sector, banking, health care, education etc.



Administration & IT — HIGHER

Course Description

Many managers, supervisors and workers carry out administration duties as part of their daily work routine - not only in traditional office environments but in other occupational areas such as police service, banking, health care, education, retail etc.

This course aims to give you a detailed insight into the world of work and will test your problem solving and practical ICT skills to a high level in a range of business software packages such as word processing, spreadsheets and databases.

Skills Development

The aims of the course are to allow pupils to develop:

- Ability to use software packages such as word processing, spreadsheets, databases, email, internet
- Ability to select and apply appropriate packages for a given task
- Ability to use the internet safely and make informed decisions based on information obtained using technology
- Confidence when using new information technology
- Time management
- Customer Care

Unit Breakdown

HIGHER (Grades A - D)	
Administrative Theory and Practice	<i>Time and task management, Workplace Legislation, Team working, Customer Care, Arranging Meetings</i>
IT Solutions for Administrators	<i>Creating business documents and advanced use of the IT applications listed below: Word processing - Microsoft Word, Spreadsheets - Microsoft Excel, Databases - Microsoft Access, Presentations - Microsoft Powerpoint, E-mail - Microsoft Outlook, E-diary - Microsoft Outlook</i>
Communication in Administration	<i>Communicating Information, Barriers to Communication, File Management Systems, Security of Information</i>
Assignment (70 Marks)	<i>Course assessment: This Administration Assignment is completed under timed conditions (worth 70% of final award).</i>
Question Paper (30 Marks)	<i>External Exam (worth 30% of final award).</i>

Progression / Career Pathways

This course provides progression to college courses, Modern Apprenticeships and University Courses.

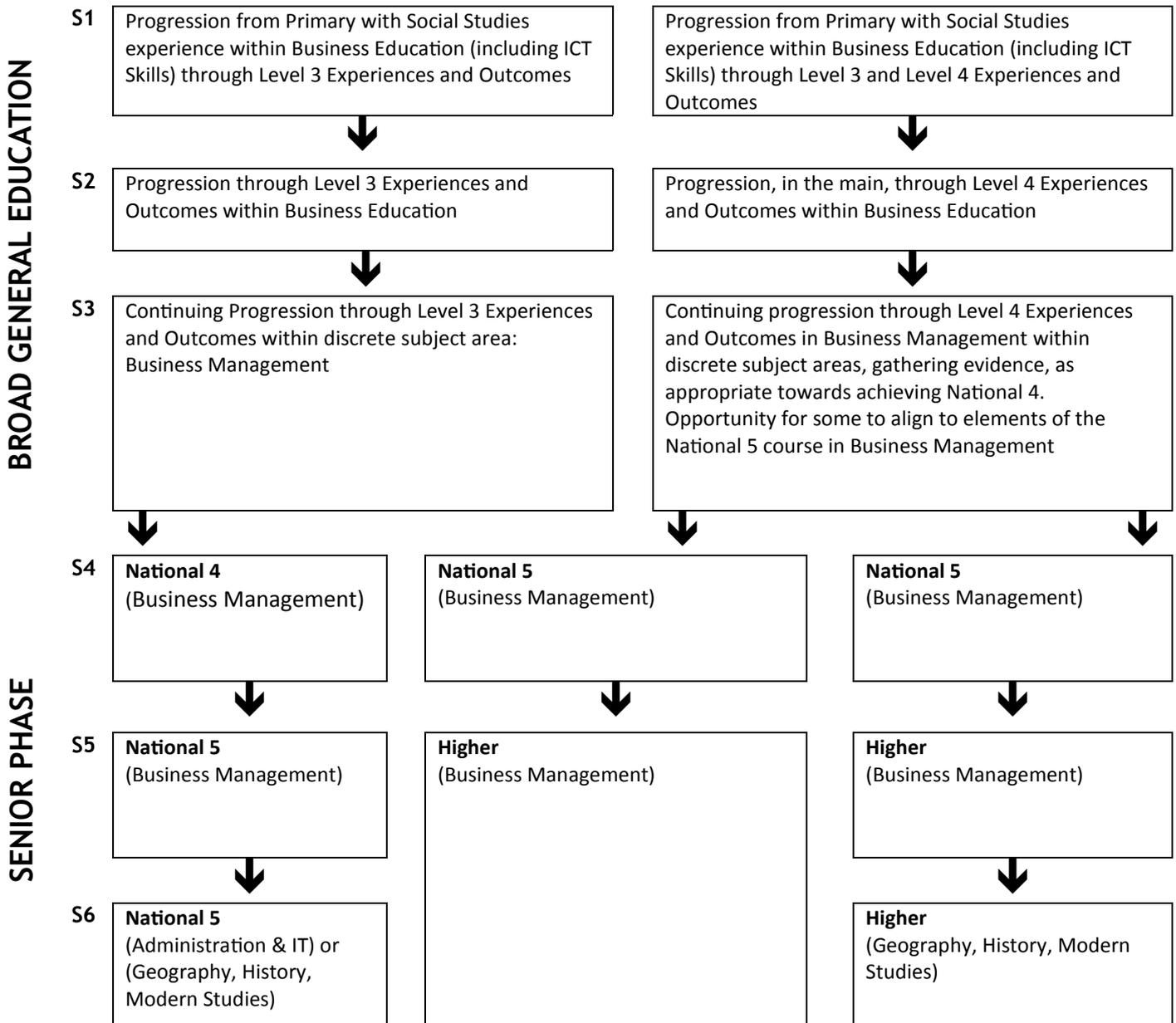
Administration & IT skills can also be transferred directly to the working environment - they are necessary for office environments and nowadays they are used in a diverse range of occupations including the emergency services, retail sector, banking, health care, education etc.



PROGRESSION PATHWAY

BUSINESS MANAGEMENT

What these routes provide is a progression from primary school right through to the end of secondary school. As they enter S1, pupils will have a wide range of experiences and ability levels and this is reflected in the various starting off points in the *Progression Pathways*.





Business Management — NATIONAL 4/5

Course Description

The Course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation. Pupils will continue to build on the business knowledge gained in S2 and S3. There are many varied opportunities for those who wish to pursue a career in business and management. This is an excellent subject to choose if you see your career being in the business world.

Skills Development

The aims of the course are to allow pupils to develop:

- Knowledge and understanding of the ways in which society relies on businesses to satisfy our needs
- An insight into the systems organisations use to ensure customer's needs are met
- Enterprising skills and attributes by providing pupils 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

Unit Breakdown

National 4 (Pass/Fail) & National 5 (Grades A - D)	
Understanding Business <i>In this Unit learners will be introduced to the business environment. Learners will carry out activities relating to the role of business organisations and entrepreneurship in society. 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.</i>	
Management of People and Finance <i>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 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.</i>	
<ul style="list-style-type: none"> • Understanding key areas relating to Human • Resources including recruitment, legislation and trade unions. • Knowledge and application of financial management and control including Cash Budgets, Break-Even and Trading, Profit & Loss • Accounts 	
Management of Marketing and Operations <i>In this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. Learners will demonstrate an understanding of how marketing can be used to maximise customer satisfaction, and enhance competitiveness. Learners will explore the processes and procedures required to produce goods or services to an appropriate standard of quality.</i>	
<ul style="list-style-type: none"> • Identify factors affecting the management of Marketing & Knowledge of Operations 	
N4 Added Value Unit <i>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 a Business Assignment.</i>	OR
	N5 Exam and Assignment <i>The external Exam represents 70% of final award and pupils also complete a Business Assignment worth the remaining 30%.</i>

Progression / Career Pathways

This course provides progression to Higher Business Management and college courses. Business Management knowledge and skills can also be transferred directly to the working environment.



Business Management — HIGHER

Course Description

Higher Business Management will get you thinking like a manager. This course will introduce you to management and you will develop an in-depth understanding of how businesses operate.

Pupil will exercise problem-solving skills and apply them to a number of business situations through the use of real life business scenarios, computer packages and case studies. Pupils will also have the opportunity to take part in a 1 day Business Dynamics course and participate in a factory visit to see modern production methods in operation. Many College and University courses now contain an element of Management and all pupils taking this course will gain a good grounding in this area of study.

Skills Development

The aims of the course are to allow pupils to develop:

- knowledge and understanding of the impact of business activities on society
- decision making by applying the ideas of ethical and effective business decisions
- understanding of how entrepreneurial attributes can assist in the management of risk and business development
- understanding of leadership styles and how they can be used to enhance business success
- analysing business financial data to draw conclusions
- analysing the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction
- analysing a range of activities which can be used during the production process to maximise quality

Unit Breakdown

HIGHER (Grades A - D)
<p>Understanding Business <i>In this Unit, learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. This Unit also allows learners to analyse the impact that the internal and the external environment has on an organisation's activity, and to consider the implications of these factors.</i> <i>Types of businesses, The Structure of Organisations, Stakeholders, Internal and External factors that impact on an organisation</i></p>
<p>Management of People and Finance <i>This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance.</i> <i>Dealing with the financial matters of an organisation, The recruitment and welfare of staff, Employee relations and legislation, Leadership and motivation</i></p>
<p>Management of Marketing and Operations <i>In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems.</i> <i>Advertising, Marketing and Selling products, Modern production processes, stock management and quality control.</i></p>
<p>Assessment <i>Each Unit is individually assessed.</i> <i>The external Exam represents 70% of final award and pupils also complete a Business Assignment worth the remaining 30%.</i></p>

Progression/Career Pathways

This course provides progression to college and university courses. Knowledge and skills obtained in Business Management can also be transferred directly to the working environment.



SECTION 3 –

OTHER COURSES AVAILABLE

Specific Course information for courses that are offered both in school and by External Providers. This includes Short Courses, National Progression Awards, Ayr College Courses and Open University Courses.

Page(s)	87 – 94	Short Courses
	95 – 97	National Progression Awards
	98 – 100	Wider Achievement
	101 – 115	Ayrshire College Courses
	116 – 120	Open University Courses



3D & Pictorial Graphics — SHORT COURSE

Course Description

This short course, running for 2 periods per week, is designed to help pupils develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will enable pupils to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Pupils will evaluate the effectiveness of their own, and given graphic communications, to meet their purpose.

Pupils will be expected to create some freehand pictorial sketches and design work (preliminary graphics) which will then be modelled in 3D. Pupils will complete training in 3D modelling using Autodesk Inventor software to create everyday items and eventually their own designs. This course will give experience of industrial standard software which is used to design today's innovations.

These 3D models can then be used to generate production graphics - using the Inventor software to generate technical drawings such as exploded views, sectional drawings and detailed assembly views.

Pupils will also gain experience of using the rendering features of this software to make realistic images of products; including the application of materials, lights, shadows and reflections.

Pupils will also be taught how to manipulate graphics for use in other software programmes such as desktop published leaflets etc.

Skills Development

Learners who complete this Unit will be able to:

- Produce and interpret pictorial sketches and drawings
- Produce 3D computer-aided designed/draughted models and associated production drawings
- Produce pictorial and 3D illustrations of everyday objects
- Plan and produce promotional publications incorporating pictorial and/or 3D models

Accreditation

For pupils who are completing this short course as an interest course, for those taking the short course alongside Higher Graphics, or in preparation for Higher the following year - there is the opportunity to be accredited for this course.

Pupils will have the opportunity to achieve a certificate as an **Autodesk Certified User**, which is an industry recognised qualification. It is highly sought after across all digital disciplines and is fully endorsed by Autodesk (software manufacturer).

Pupils who also study Higher Graphic Communication:

Those pupils who choose to complete this course alongside Higher Graphic Communication will opportunities to learn more advanced techniques such as surface modelling and advanced rendering of objects in suitable environments. This will enhance their ability to complete the course assignment at Higher level.



Survival Student Cookery — SHORT COURSE

Course Description

This short course, running for 2 periods a week, is developed for learners who are in the transition process of preparing to leave school/home to enter the world of work or further education and begin to lead more independent lives.

The course will develop practical food skills by preparing and cooking a wide variety of economical savoury and sweet dishes to an acceptable standard.

Skills Development

Learners who complete this Unit will be able to:

- develop a range of both generic and practical cookery skills, including food preparation techniques and the ability to follow cookery processes
- demonstrate the ability to weigh and measure ingredients as well as the costing of ingredients
- follow recipes to produce successful dishes
- work safely and hygienically
- use planning, organisational and time management skills in the cookery context
- demonstrate skills of evaluation.

Accreditation

Pupils who also study National 5/Higher Health and Food Technology and/or National 5 Hospitality or Cake Craft Those pupils who choose to complete this course alongside those listed above will have opportunities to develop their food practical skills. This will enhance their ability to complete the course Assignment at all levels in all subjects.

For pupils who are completing this short course as an interest course, there is the opportunity to be accredited for a stand-alone unit within National 5 Hospitality (6 SCQF credit points).

For this Unit, learners will be required to provide evidence of:

- practical cookery skills including food preparation techniques and cookery processes
- skills in planning, organisation and time management
- ability to follow a recipe
- ability to plan, produce and cost dishes
- ability to work safely and hygienically
- ability to evaluate an end product



Laboratory Science — SHORT COURSE

Course Description

This short course runs for 2 periods per week. The Laboratory Science course allows students to become familiar with the type of work which is carried out in many different laboratories. It also allows students to develop a range of skills which any employer would look for. This course will be suitable to a range of pupils from those with a particular interest in science, those looking to improve the skills needed in the work place or pupils who might be considering a future career in this area.

This short course contains two Units of work:

Unit 1: Working in a Laboratory

This Unit concentrates on practical skills such as weighing, measuring, handling chemicals and preparing solutions. It also covers the some basic laboratory safety such as storage of chemicals.

Unit 2: Practical Skills

This Unit allows students to develop practical skills such as handling microorganisms, measuring radioactivity and performing titrations.

A key feature of this course is an emphasis on experimental learning. Core skills are therefore developed through practical experience and activities.

Skills Development

Learners who complete this short course will:

- develop skills and knowledge in a vocational area
- develop core skills such as communication, numeracy, problem solving & working with others
- develop basic laboratory skills in microbiology, handling chemicals and chemical analysis
- develop a knowledge of health and safety in a laboratory setting.

Accreditation

Pupils who also study Biology/Chemistry/Physics:

Those pupils who choose to complete this course alongside one or more of the discrete science courses will benefit from developing skills which are applicable to all sciences. This course is focused on practical skills allowing sufficient opportunity to master various techniques. This course will therefore enhance pupils understanding of all three sciences.

Pupils who complete the required assessments for each Units will receive recognition from SQA. This course is taught at SCQF Level 5 (National 5).

Assessment is conducted throughout the course by your teacher. The assessments take the form of:

- written laboratory reports
- completed risk assessments
- demonstrating an ability to perform various techniques such as weighing, measuring, performing titrations, carrying out microbiology techniques, making up chemical solutions, measuring radioactivity and carrying out analytical techniques such as colorimetry.



Health Sector — SHORT COURSE

Course Description

The National 5 Working in the Health Sector Course has been designed to provide candidates with opportunities to develop employability skills needed for working in the Health Sector. The course explores the structure and working of the NHS, the different job roles available in the Health Sector, as well as numerous opportunities to develop the skills needed for working in this field. Pupils will participate in role play scenarios to develop their interview, patient care and customer care skills. They will learn basic first aid and how to monitor a patient's vital signs. The NHS is a major employer in Scotland and currently employs over 160,000 people. The Life Science industry which supports the working of the NHS currently employs 30,000 people. This qualification will be highly beneficial to students who are interested in working in this sector. There is no final exam all assessment is done via folio work and practical assessments.

Skills Development

Learners who complete this Unit will be able to:

- Prepare and participate in interviews with confidence
- Perform CPR and monitor a patient's vital signs
- Research and present information in both written and oral formats
- Reflect and assess their own skill set
- Carry out a Health and Safety assessment

Accreditation

This course has five units of work. Successful completion of all 5 units will result in a National 5 qualification (24 SCQF points)

Pupils who undertake this course 5 periods per week will have the opportunity to achieve a National 5 qualification
Pupils who attend the course two periods per week will have the opportunity to receive unit passes at National 5 level.

This course will provide progression to:

SVQs in Health and Social Care Level 2

Training and employment in the Health Sector

Demonstrate a candidate's commitment and enthusiasm to health-related degrees such as, Nursing, Midwifery and Biomedical Science which will be viewed favourably in university/college applications.

Please see Dr Frew if you wish to find out more about this course



Investigative Science — SHORT COURSE

Course Description

This course is designed specifically for S6 pupils taking Advanced Higher Biology, Chemistry or Physics. As part of your Advanced Higher course you are required to complete 20 hours of independent practical work. The data gathered during your practical work will be used to produce a formal written report of 2500-3000 words on your research. Many candidates find this a very demanding in terms of time management.

The purpose of this short course is give Advanced Higher students additional hours on their timetable to allow them to complete this aspect of their Advanced Higher course. Pupils will have the opportunity to design and complete their research investigation with the support of a mentor during these additional periods.

There is no formal accreditation for this course; it is designed to improve your performance in Advanced Higher.

Skills Development

Learners who complete this Unit will be able to:

- Carry out a range of experimental techniques
- Critically analyse scientific literature
- Develop and apply analytical thinking skills
- Improve their data handling and problem solving skills
- Build their capacity to work independently

Accreditation

No accreditation as it is designed to allow you to have additional hours in which to complete your research investigation.

Please see Dr Frew or Mr Semple if you wish to find out more about this course



Photography Portfolio — SHORT COURSE

Purpose

The Art and Design/Photography Portfolio Preparation short course will help pupils meet the requirements for Art School and College Further Education programmes. The course is designed to allow pupils to produce a folio work that will contribute towards an application to a number of Art, Design and Photography Courses. The nature of the short course is tailored towards individual pupil needs and the specific requirements sought by different institutions. Careers advice will also be given to ensure pupils have both academic grades and a portfolio that meets entrance requirements.

Content

The content of the course will be driven by pupils based upon the area of Art, Design or Photography that they are interested in applying. Workshops will then take place that will allow for personalisation and choice where pupils will set out a plan for the year, tailored towards the specific requirements of their chosen institution(s). A broad folio of work that covers skills and techniques is possible for pupils choosing this short course.

Assessment

Pupils will produce a portfolio of work that will be assessed against the entrance requirements of their area of specialism.

Recommended Entry

Pupils should have an interest in Art, Design and or Photography. They should be undertaking Art, Design and or Photography at certificated level.

Progression

This short course would specifically aid progression to a place at a further education University or College.

Possible Intentions

This can be College and Schools of Art, Faculties or Departments of Art and Design. Degree courses in Art and Design can be achieved by attending the following establishments. Glasgow School of Art, Edinburgh College of Art, Duncan of Jordanstone, Gray's School of Art Aberdeen, Scottish College of Textiles Galashiels, Napier University Edinburgh, Glasgow, Glasgow Caledonian University.

This will allow pupils to progress to a career within the creative industries.

Career opportunities

Photography	Jewellery Design
Architecture	Automotive(car) and Transport Design
Graphic Design	Fashion and Textiles
Product Design	Illustration
Animator/Animation	Production Designer (theatre/ television), Set Designer, Special Effects Design
Fine Art	Secondary/ Primary Teacher



Photography & Graphic Design — SHORT COURSE

Purpose

The Photography & Graphic Design Short Course serves as an introduction to photography including: Composition, Camera settings and Genres/ Styles of photography. The course is designed to provide an introduction to photography and will allow pupils to develop their skillset. The course prepares the student to produce and evaluate images in a variety of styles.

Content

Practical skills will be taught through engaging workshops and students will be assessed on the work that they produce for the briefs. The students are provided with a brief and are expected to demonstrate attainment relating to: organisation; interpretation of a brief; investigative techniques; assignment planning; IT, layout, presentation and communication. Students would also have a responsibility across the whole school to photograph events and activities and showcase their work around the school.

Assessment

Pupils will produce a portfolio of images that respond to a series of briefs. They will demonstrate ability in media capture, manipulation and presentation. Students will present their work at Kyle Academy's Annual Evening of Photography in February.

Recommended Entry

Pupils should have an interest in Art, Design and or Photography. They should be undertaking Art, Design and or Photography at certificated level.

Progression

This short course would specifically aid progression to Higher Photography in S6 or may also contribute to a portfolio for Further Education college courses. Equally it can be used for application to University as a separate experience/ hobby or interest.

Possible Intuitions

This can be College and Schools of Art, Faculties or Departments of Art and Design. Degree courses in Art and Design can be achieved by attending the following establishments. Glasgow School of Art, Edinburgh College of Art, Duncan of Jordanstone, Gray's School of Art Aberdeen, Scottish College of Textiles Galashiels, Napier University Edinburgh, Glasgow, Glasgow Caledonian University. This will allow pupils to progress to a career within the creative industries.

Career opportunities

Photography	Jewellery Design
Architecture	Automotive(car) and Transport Design
Graphic Design	Fashion and Textiles
Product Design	Illustration
Animator/Animation	Production Designer (theatre/ television), Set Designer, Special Effects Design
Fine Art	Secondary/ Primary Teacher



Forensic Science — SHORT COURSE

Course Description

The National 5 Unit Forensic Science Course has been designed to introduce candidates to fundamental techniques of Forensic Science. The course allows candidates to learn and perform forensic techniques from each of the discrete sciences, Biology, Chemistry and Physics. Pupils will research well known criminal cases and identify ways that Forensic Science helped provide evidence for the prosecution. They will investigate potential future developments in this field and develop an understanding of factors which limit future advances. This qualification will be highly beneficial to students who are interested in pursuing careers in law enforcement or Science at university. There is no final exam all assessment is done via presentations and practical assessments.

Skills Development

Learners who complete this Unit will be able to:

- Perform a range of forensic techniques
- Analyse evidence collected for staged crime scenes
- Research and present information in both written and oral formats
- Evaluate forensic evidence presented in criminal cases
- Build their capacity to work as part of a team

Accreditation

Pupils who attend the course two periods per week will have the opportunity to receive unit passes at National 5 level.

This course will provide progression to:

- National Certificate in Applied Sciences
- Training and employment in law enforcement
- Allows candidates to demonstrate enthusiasm and commitment to scientific study in their UCAS personal statement

Please see Dr Frew or Mr Semple if you wish to find out more about this course



Photography — NPA

The Three Components of the NPA Photography course are as follows.

Main Units

Component	Assessment
1. Photographing People	Internal PASS/FAIL
2. Photographing Places	Internal PASS/FAIL
3. Working with Photographs	Internal PASS/FAIL

Course Aims

The aims of the Course are to enable learners to

- communicate personal thoughts, feelings and ideas through the imaginative use of photography and image manipulation software.
- Develop knowledge and understanding of photographic practice.
- Plan, develop, produce and present creative photographic work.
- Develop understanding of the social and cultural influences on artists and designers and their work.
- Develop problem solving, critical thinking and reflective practice skills.

Entry

Pupils undertaking this course should have achieved a pass at National 4/Level 4 secure, in Art and Design.

Progression

This Course or its Units may provide progression to other qualifications offered such as Higher Photography/Short Course in Photography, further study, employment and/or training.

Conditions of award

To gain an award the learner must pass all of the Units as well as the Course assessment. The course Assessment will be in the form of a photographic portfolio which will be internally assessed with a pass or fail result.

Career opportunities

Photography	Jewellery Design
Architecture	Automotive(car) and Transport Design
Graphic Design	Fashion and Textiles
Product Design	Illustration
Animator/Animation	Production Designer (theatre/ television), Set Designer, Special Effects Design
Fine Art	Secondary/ Primary Teacher



Cyber Security — NPA

Course Description

The NPAs in Cyber Security at SCQF levels 4, 5 and 6 provide foundation knowledge and skills in data security, digital forensics and ethical hacking – and provide a skills pipeline into the cyber security industry.

These awards are designed to raise awareness of cyber security and fill the current skills gap in this field. They will encourage learners to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically. They will also help learners to contribute more safely to virtual communities.

As a society we conduct much of our lives over the Internet, as do the Government, the Armed Services, Law Enforcement and industry. The internet brings numerous blessings for society and for business, but it has a darker side as a refuge, resource and recruitment tool for terrorists and criminals. The UK Government takes these risks seriously. That is why the 2010 National Security Strategy rated cyber-attacks as a 'Tier 1' threat and why, despite a tight fiscal situation, the Government set £650 million aside over four years to develop their response.

It was revealed at the Digital Skills committee meeting in the House of Lords that in 2017 there will be a global shortage of two million cyber security workers. This increase of the need for Cyber Security Professionals is due to our reliance on devices connected to the Internet. Stephanie Doman CEO of the Cyber Security Challenge said 'if you look at our lifestyle these days everything we do is based on something connected to the internet'.

Skills Development

The aims of the course are to allow pupils to develop:

- Structured contexts in which to develop knowledge and skills relevant to the use of Data Security, Digital Forensics and Ethical Hacking.
- Opportunities to deepen knowledge and practical experience of use in personal, educational, business and community contexts.
- Opportunities in which to develop key cognitive skills such as problem solving, analysis and evaluation.
- Opportunities to develop collaborative skills.
- Opportunities to develop employment skills related to National Occupational Standards.

Unit Breakdown

NPA Cyber Security (levels 4 - 5)
Data Security
Digital Forensics
Ethical Hacking

Progression / Career Pathways

They are primarily designed as 'feeder' qualifications to more advanced awards. On completion of each award, learners may progress to one of a number of further qualifications in this, or a related, area, for example, NC Digital Media Computing at college. There are also opportunities to progress to Higher National or degree courses in Ethical Hacking.



Musical Theatre— NPA

The National Progression Award (NPA) in Musical Theatre (SCQF level 6) offers pupils the opportunity to develop their skills in the areas of acting, music and dance, all in the context of musical theatre. The NPA also provides the specific skills, knowledge and resources that may be called on when preparing for auditions for entry to musical theatre, drama or music courses and/or the theatre or performing arts profession.

There are no specific entry requirements but pupils should have performing skills broadly equivalent to SCQF level 4 (National 4) to access this award. It would be beneficial if pupils had some previous experience of either a drama, dance, music theatre Course or Units, either in a school/ college setting or, eg in youth or community arts performance.

Pupils need to successfully complete three Units in order to achieve the NPA in Musical Theatre:

There is one mandatory Unit (at SCQF level 6):

- *Acting through Song*

There are four optional Units from which you must choose **two** Units:

- *Theatre Performers: Solo Singing Skills*
- *Theatre Performers: Group Singing Skills*
- *Group Dance Performance*
- *Preparation for Audition*



WIDER ACHIEVEMENT

Duke of Edinburgh's Award



Award Provider	Duke of Edinburgh's Award
Distinctive Features	The Award is delivered in all Scottish local authority areas, recognised in over 125 countries, and is all based on every young participant building their own individual learning programme.
Who it is for	Ages 14 - 24
External Accreditation	No
Training for Workers	Yes
Time Commitment	Bronze 6 months, Silver 6 months, Gold 12 months
Cost to learner	Yes

Aim

To challenge young people as individuals and to encourage them to learn about communities, responsibility and independence.

How does it work?

The DoE is a balanced, progressive programme which aims to support young people aged 14-24 to develop their teamwork skills, improve their physical fitness, enable them to develop a lifelong interest and engage them more fully in their local community through volunteering.

The flexibility of the programme allows it to be delivered in a range of settings including:

- schools
- youth groups
- voluntary organisations
- youth offenders institutions
- secure and residential units
- colleges and universities
- businesses

Young people plan their own programme for each of the three levels (Bronze, Silver, Gold) building their own individual learning plan for the four distinct sections of each Award:

- Volunteering
- Physical
- Skills
- Expedition

Through planning their own programme, young people invest in their future lives, develop their talents and learn how to work with others.

Each Award recognises the young person's commitment, determination, teamwork, flexibility and their awareness of their own potential. They develop their self-belief and resilience and independence of thought and action.

The DoE is non-competitive, available to all and, above all, enjoyable.

Case study

Steven was in S4 when he started working towards his Silver DoE Award, having completed his Bronze Award the previous year. He took part in the DoE because many of his friends were already involved. He also felt it would enhance his CV.

"Doing the Award allows you to learn new skills and techniques and get into new hobbies," he says. "My friend started fitness classes doing her Bronze Award and has carried on with it."

Steven already plays hockey and is carrying on with that for the Physical section. For the Volunteering section, he's writing a blog on the school's website about his DoE experiences to promote the Award to others.

Most of all, he's looking forward to the Expedition section as he can put the things he's learned in both maths and geography lessons into practice. He'll need all the navigation skills he can get!

Contact



For further information, please speak to your **Guidance Teacher**

Or visit www.youthscotland.org.uk



WIDER ACHIEVEMENT

Sports Leaders UK Awards



Award Provider	Sports Leaders UK
Distinctive Features	These awards inspire people and communities through leadership qualifications in sport, working on areas such as self-esteem, confidence and self-management.
Who it is for	Ages 9+
External Accreditation	Yes
Training for Workers	Yes
Time Commitment	From 1 hour to 30 hours
Cost to learner	Yes

Aim

To teach young people leadership skills, increase self-confidence and self-esteem and encourage personal development.

How do they work?

Sports Leaders UK Awards are practical and fun to deliver, teaching essential life and leadership skills through activities including sport, dance and foreign languages. There are no entrance requirements or written exams.

The Awards are a chance for young people to obtain nationally recognised qualifications that can lead to further education and employment as well as improving health and the quality of life in their own communities through volunteering opportunities.

The Awards' core values aim to:

- provide personal development opportunities by helping people reach their true potential
- provide a stepping stone to employment
- develop leadership by teaching young people to organise, lead, motivate and communicate with others
- increase volunteering in the community, encouraging participants to organise safe sporting activities locally
- reduce youth crime
- support more active, healthier communities
- be inclusive by allowing as many people as possible access to Sports Leader training

Case study

Mark undertook the Sports Leaders UK Level 1 Award as part of the curriculum at his high school. He was then successful in gaining a place on EYES (European Year of Education through Sport), a 15 week programme aimed at developing young sports coaches.

During the EYES course, Mark completed the Level 2 Award in Community Sports Leadership which included Mark delivering over 200 hours of volunteer work in his local community.

Mark is now employed by the Council, on a sessional basis, as a sports coach, working part-time in the local sports centre while completing his HND in Sports Coaching and Development at college.

Contact



For further information, please speak to **Mr Phillips in the PE Department**

Or visit www.youthscotland.org.uk



WIDER ACHIEVEMENT



SQA Awards in Personal Development, Leadership and Employability

Award Provider	Scottish Qualifications Authority (SQA)
Distinctive Features	The Personal Development Award provides national certification for personal development based on an organisations own initiatives. The Employability Award delivers a positive and realistic approach to employment, developing the skills and attitudes needed to gain and sustain employment. The Leadership Award focuses on leadership skills and values for working co-operatively with others.
Who it is for	Ages 11+
External Accreditation	Yes. External accreditation by SQA. Placed on SCQF
Training for Workers	Yes
Time Commitment	From 40 hours to 160 hours depending on award
Cost to learner	Yes

Aim

To help young people develop knowledge and skills through experience and activity, preparing them for the world of work with accredited qualifications.

How does it work?

These qualifications are designed to be flexible and can capture achievement in smaller chunks of learning. They are divided into units which can be taken and certificated by themselves or grouped together. There is no external assessment and the qualifications are ungraded. All achievements are recorded on the nationally recognised Scottish Qualifications Certificate.

- The **Personal Development Course** develops a range of personal, social and vocational skills through a personal project, a group project, and a vocational project. The course allows participants to demonstrate their abilities in handling information, communicating effectively and delivering a product or service.
- The **Leadership Award** nurtures leadership styles which show respect and tolerance for others and promotes responsible citizenship. Examples of activities include organising an event, running a community newspaper, setting up an enterprise company and peer mentoring.
- The **Employability Award** prepares young people for the world of work. It builds the confidence of learners in their ability to gain and sustain employment and enables them to be effective contributors to society. Young people identify their achievements and experience and develop job-seeking skills.

Case study

Two pupils from a secondary school in Motherwell volunteered to address a national SQA conference about their experiences. They wrote their own speeches and presented them with confidence and clarity.

Jacqueline Ann said: "The Personal Development Course was one of my favourite classes at school because it allowed me to work in a style that suited my way of learning." Her fellow pupil, Christopher, agreed, saying the Course "gave me belief in my ability to complete tasks".

Teachers at the school say the course is an exciting development which allows students to set and manage their own work and projects, both individually and as a group.

"Achievement in class has been quite remarkable and has created a secure environment where success is welcomed and embraced."

Contact



For further information, please speak to **Mrs Rankin** or **Miss McAulay**

Or visit www.youthscotland.org.uk



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
Skills for Work Early Education & Childcare Level 4 1 Year	SAC	Ayr Campus Mon/Wed 2pm-4pm
Who is the Course for?		
National 4 Skills for Work: Early Education and Childcare is an introductory qualification that will help you to understand some of the demands and responsibilities of working in the early education and childcare sector. This is a great course if you enjoy the practical skills required to understand and care for young children, but there is an element of theory based learning too.		
What is the Course About?		
At National 4, you will cover basic issues in each area and begin to develop relevant skills such as team working skills, helping to plan play experiences and develop transferable employability skills, including: <ul style="list-style-type: none"> • an understanding of the workplace and the employee's responsibilities (e.g. time-keeping, appearance) • self-evaluation skills • positive attitude to learning • flexible approaches to solving problems • adaptability and positive attitude to change • confidence to set goals, reflect and learn from experience • skills to become effective job-seekers and employees <p>At level 4, you work alone or with others on straightforward tasks with support. Units studied:</p> <ul style="list-style-type: none"> • Child Development • Working in Early Education and Childcare • Play in Early Education and Childcare • Care of Children <p>To achieve the Course award you must successfully achieve all the Units which make up the Course.</p>		
What do I Need?		
There are no formal entrance requirements but you need to be able to work at level 4. You will be interviewed and you need to show that you want to learn new skills, have a real interest in the area and that you are committed to consistent and full attendance throughout the course.		
How will I be assessed?		
The assessments used in this Course will allow you to show that you understand the ideas and theories and practical skills that you need to go further in the early education and childcare sector. Assessment approaches will include closed book tests and project based activities.		
Next Steps?		
Successful completion of this course will provide a good foundation for progression into NC level programmes in Early Education & Childcare, Health Care and Social Care.		
What do current students say?		
<i>'I've wanted to work in a nursery from a young age. This course has let me understand what skills and qualifications I'll need to make that happen.'</i>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
Skills for Work Early Education & Childcare Level 5 1 Year	SAC	Ayr Campus Tue/Thu 2-4pm
Who is the Course for?		
The course is designed as an introduction to Early Education and Childcare at Level 5 and gives you an understanding of the demands and responsibilities of working in the sector. It also provides suitable progression if you have studied the Level 4 Early Education and Childcare course.		
What is the Course About?		
National 5 Skills for Work: Early Education and Childcare is an introductory qualification that develops the skills, knowledge, and attitudes needed for working within the sector, including: <ul style="list-style-type: none"> • an understanding of the workplace and your responsibilities (e.g. time-keeping, appearance) • self-evaluation skills • positive attitude to learning • flexible approaches to solving problems • adaptability and positive attitude to change • confidence to set goals, reflect and learn from experience • skills to become effective job-seekers and employees You will study four Units and these are: <ul style="list-style-type: none"> • Child Development and Health • Play in Early Education and Childcare • Working in Early Education and Childcare • Care and Feeding of Children To achieve the Course award you must successfully achieve all the Units listed above.		
What do I Need?		
Ideally you should be working towards National 5. There will be an interview and you need to show that you want to learn new skills, have a real interest in the area and that you are committed to consistent and full attendance throughout the course.		
How will I be assessed?		
The assessments used in this Course will allow you to demonstrate a competence in key knowledge, skills and attitudes required in early education and childcare sector. Assessment approaches will include closed book and project based activities.		
Next Steps?		
This Course may provide you with opportunities to progress to: National Certificate Group Award in Early Education and Childcare (Higher)		
What do current students say?		
<i>'I learned a lot about early education last year on the level 4 course but we've built on that a lot this year and I'm really sure this the area I'd like to work in'. 'It's been great studying at college this year. I'm coming to do Early Education fulltime next year and being here, getting to know the lecturers and the building has made me a lot more confident about coming to college next year'.</i>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
Skills for Work Engineering Level 5 1 year	SAC	Ayr Campus Tue/Thu 2.00pm - 4.00pm
Who is the course for?		
Are you are interested in Engineering? Are you good at and do you enjoy problem solving? Do you wish to gain practical experience within the Engineering area? If so come along to College and join our Skills for Work Engineering Course. The course runs two afternoons per week for 1 year.		
What is the Course About?		
You will start to develop the practical skills, knowledge and understanding and employability skills needed within an engineering sector. This Course focuses on the broad areas of: <ul style="list-style-type: none"> • Mechanical/Fabrication, • Electrical/Electronic, • Engineering Maintenance • Design and Manufacture. <p>This will allow you to gain transferrable skills which can be applied to any of the above engineering areas. The overall purpose of the Course is to make sure that you develop the practical skills, knowledge and understanding needed within this industry as well as developing the skills employers are looking. For example, team working, following instructions and working safely.</p>		
What do I Need?		
There are no formal entrance requirements but if you want to take engineering further you should be working at National 5 level in Maths and Physics is also helpful to have. You will be interviewed and need to demonstrate a desire to learn new skills and a commitment to consistent and full attendance; this will increase the chances of successful completion of the qualification.		
How will I be assessed?		
All of the units focus on the development of specific engineering skills. Assessment follows a similar pattern involving a range of practical activities which will produce evidence for all the outcomes. The evidence will be confirmed by the use of an assessor checklist, including knowledge and understanding of tools and equipment and awareness of health and safety.		
Next Steps?		
Successful completion of this Course may provide you with opportunities to progress to a Full Time Engineering College Course.		
What do current students say?		
<i>"A really good introduction to what to expect within the Engineering industry, I got to use tools and equipment that I don't have access to at school and lecturing staff have indicated what the routes are to get into industry which is very helpful".</i>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
Scottish Vocational Qualification Performing Engineering Operations, SCQF Level 5 2 years	South Ayrshire	Ayr Campus Tue/Thu 2pm- 5pm
Who is the Course for?		
This course is for anyone who has an interest in Engineering, enjoys practical hands-on work in a workshop environment, can problem solve and wishes to gain relevant practical experience within this industry to possibly gain an apprenticeship. You will populate and develop a portfolio which can be used to show employers during interviews. You need to be able to work safely and be very responsible about Health & Safety.		
What is the Course About?		
This course provides a basic requirement for a Modern Apprenticeship. Students will learn vocational skills in Engineering including, for example:		
<ul style="list-style-type: none"> • Carrying Out Aircraft Detail Fitting Activities • Installing Aircraft Mechanical Fasteners • Producing Aircraft Detail Assemblies • Producing Components Using Hand Fitting Techniques • Producing Mechanical Assemblies • Using and Communicating Technical Information • Working Efficiently and Effectively in Engineering • Working Safely in an Engineering Environment 		
What do I Need?		
There are no formal entrance requirements but if you want to take engineering further you should be working at National 5 level in Maths and Physics is helpful too. Candidates will be interviewed and need to demonstrate a desire to learn new skills and a commitment to consistent and full attendance.		
How will I be assessed?		
Assessments are practical and focus on the attainment of new skills as and when you acquire them. You will be required to complete a log book.		
Next Steps?		
Successful completion of this Course may provide you with opportunities to progress to a full time Engineering College Course at College and there may also be opportunities for Modern Apprenticeships. If you want to study Engineering, the PEO is a great addition to your National Qualifications because it shows that you have practical experience.		
What do current students say?		
<i>"I enjoy being at College, with different students from other schools. One day I am in the workshop and the other day the work is class room based learning. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship".</i>		



AYR COLLEGE COURSES

Course Title	Local authority	Location/Day/Time
National Progression Award Technical Theatre, Level 6 1 Year	SAC	Ayr Campus Tue/Thu 2.00 - 4.00
Who is the Course for?		
This course will interest you if you are interested in lighting, sound, prop making, stage management or model set construction.		
What is the Course About		
The National Progression Award (NPA) in Technical Theatre in Practice at level 6 is designed to provide students with a range of design skills for use in technical theatre. Students will use design skills as well as specialising in specific areas such as lighting, sound, prop making or model set construction.		
SQA Course Units: <ul style="list-style-type: none"> • Technical Theatre in Context • Theatrical Design • Theatre Stage Lighting Operations (TBC) • Theatre Stage Sound Operations (TBC) 		
What do I Need?		
All applicants will prepare for an interview for the course and should possess strong technical abilities as well as the ability to be self-motivated and work as a team member. Students who have a pass in STEM subjects like Woodwork, Physics, ICT as well as Art, Music and English etc would do well. You should be committed to consistent and full attendance throughout the course.		
How will I be Assessed?		
The majority of assessment is practical. You will have plenty of opportunities to develop competence and skills through formative work prior to any assessment.		
Next Steps?		
Successful completion of this NPA may provide opportunities for you to be considered for entry to other courses via an interview or audition for the National Certificate in Technical Theatre, HNC Technical Theatre, NC Sound Production		
What do current students say?		
<i>"I like the hands on practical elements of the course best, it's amazing to see everything that goes into actually putting on a theatre production, all the behind the scenes work is such a big part and I never realised before all the technical skills you need"</i>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location / Day / Time
Professional Cookery level 5 units 1 Year	SAC	Ayr Campus Mon/Wed
Who is the Course for?		
<p>This programme of units will give you a good grounding in professional cookery skills. You will be working in our industrial kitchens and will learn the techniques used in all professional kitchens. This will start with knife skills and techniques, cookery processes and how to manage them, and how to work within the current food safety legislation. You will produce a wide variety of dishes and will have the opportunity to showcase your talents at live events throughout the year.</p>		
What is the Course About?		
<p>You will attend on Monday and Wednesday afternoons from 2 - 4 pm where you will be working in either a professional kitchen using industry standard equipment, a restaurant or in a classroom (if required).</p> <p>You are required to wear appropriate clothing to meet current food safety law when in the kitchen. You will need to bring this with you for every class or you will not be allowed to participate in the class. These will be provided to you but you will need to wash these ready for the next class.</p> <p>The College will supply all of the required equipment for the programme</p>		
What do I Need?		
<p>There are no formal entrance requirements but to get the best out of this course you should have literacy and numeracy skills at least at level 4, enjoy working in a practical environment and have a real interest in the Hospitality industry. You should also enjoy the challenge of getting to know new people. You need to be committed to attending all of the classes because there will be a lot of time spent developing and consolidating the skills required..</p>		
How will I be Assessed?		
<p>Assessment is a combination of practical and theory.</p>		
Next Steps?		
<p>Successful completion of this course will prepare you for progression to a full time FE course or for beginning a career in the Hospitality industry.</p>		
What do current students say?		
<p><i>"I really loved the course, and it was brilliant being in a real professional kitchen - it helped me to decide this is what I want to do when I leave school."</i></p>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
Foundation Apprenticeship in Engineering SCQF Level 6	East, North and South Ayrshire	Kilmarnock Campus Tue and Thur 2 - 5pm
Who is the Course for?		
<p>The Foundation Apprenticeship (FA) in Engineering aims to give pupils the opportunity to develop the skills and knowledge to enter into a career in Engineering and the Advanced Manufacturing sector and other Engineering related industries. The programme is designed to provide participants with theory, practice and related work experience. The FA in Engineering is aimed at pupils in S5 and S6 and will take 2 years to complete. It also contributes directly to achievement of the Modern Apprenticeship in Engineering by attainment of the core units of the MA qualification.</p>		
What is the Course About?		
<p>Year 1: In S5 pupils will attend College on a Tuesday and Thursday afternoon and are expected to work towards their identified Performing Engineering Operations (PEO) level 2 units (SCQF level 5) and also a proportion of the core or restricted core units from an Engineering related National Certificate (NC) at SCQF level 6.</p> <p>Other activities in S5 will include introducing pupils to the employer context in which engineering roles exist and how engineering skills are utilised in the workplace; this will involve industrial visits to employers and talks from industry professionals.</p> <p>Year 2: In S6 pupils will attend college on a Tuesday and Thursday afternoon. Pupils will complete any outstanding Performing Engineering Operations (PEO) units (SCQF Level 5) 5 units including 3 mandatory, and the remainder of any core / restricted core and optional units for the chosen National Certificate programme. The majority of work-related experience will be gained in S6 through a work placement and/or an industry challenge. The work-based competence units will be delivered and assessed in the workplace.</p> <p>This course provides a basic requirement for a Modern Apprenticeship. Students will learn vocational skills in Engineering, units include:</p> <ul style="list-style-type: none"> • Producing Components Using Hand Fitting Techniques • Producing Mechanical Engineering Drawings Using a CAD System • Wiring and Testing Electrical Equipment and Circuits • Mechanical Engineering Principles • Engineering Materials • CAD for Engineers • Health and Safety: Engineering 		
What do I Need?		
<p>Candidates should have, or be working towards, National 5 Mathematics at the start of S5. A Physics qualification would be useful also. Candidates will be interviewed on an individual basis and need to demonstrate a desire to learn new skills and a commitment to consistent and full attendance.</p>		
How will I be Assessed?		
<p>Assessments are a mixture of practical, which focus on the attainment of new skills as and when you acquire them, and theoretical. Assessment is on an ongoing basis.</p>		
Next Steps?		
<p>At the end of the 2 years you will complete a combination of Performing Engineering Operations units and an NC Engineering incorporating work placement, achieving a Foundation Apprenticeship in Engineering. You could progress to an HNC in Engineering or into employment.</p>		
What do current students say?		
<p><i>"I enjoy being at College, with different students from other schools. One day I am in the workshop and the other day the work is class room based learning. It gives me a practical experience and understanding of what would be expected if I successfully gain an apprenticeship".</i></p>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
Skills for Work Construction Crafts Level 4 1 year	SAC	Ayr Campus Mon/Wed 2.00pm - 4.00pm
Who is the Course for?		
<p>This course is suitable for both young people interested in a career within the construction industry. This entrance level course will enable candidates to develop good basic hand skills whilst gaining an insight into what our industry has to offer.</p> <p>Engaging with this course could be the start of a career which may allow you to become a Modern Apprentice which is a paid job with the pay increasing whilst you train.</p> <p>Students joining this course will attend college two afternoons each week for one year. During the course, opportunities and information will be provided by the lead industry bodies advising you on how to become an employed Modern Apprentice.</p> <p>If you can give a commitment to attend and give your best this course is achievable and will support progression to multiple opportunities within industry or college.</p> <p>http://www.citb.co.uk/citb-apprenticeships/</p> <p>http://www.sectt.org.uk/apprenticeships.html</p> <p>http://www.becomeaplumber.com/</p>		
What is the Course About?		
<p>The skills for work course gives you the opportunity to gain skills in a variety of trades-specific areas such as Joinery, Brickwork, Painting & Decorating, Plumbing and Electrical Installation. In addition you will develop generic skills and attitudes that enhance employability, within the construction / engineering industry, or other sectors.</p>		
What do I Need?		
<p>There are no formal entrance requirements. You will be interviewed and you need to show that you want to learn new skills, have a real interest in the area and that you are committed to consistent and full attendance throughout the course. You need a positive attitude with a desire to succeed.</p>		
How will I be assessed?		
<p>Each subject / trade runs for approximately 10 weeks. Whilst in the workshop you will build practical models which are assessed, lecturers will provide guidance and support at all times.</p>		
Next Steps?		
<p>There are a variety of possible progression routes at the end of this course:</p> <ul style="list-style-type: none"> A level 5 Construction course A full time course at college working towards a National Progression Award in Construction Modern Apprenticeship 		
What do current students say?		
<p><i>"I enjoy practical work more than theory, I have learned about brickwork, basic plumbing and have really enjoyed it".</i></p>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Days/Time
Skills for Work Construction Crafts Level 5 1 year	SAC	Ayr Campus Mon/Wed 2.00pm - 4.00pm
Who is the Course for?		
<p>This course is suitable for young people interested in a career within the Construction Industry. It is suitable for candidates that have achieved Construction Crafts Level 4 or have other relevant experience and qualifications. This course will enable you to develop good hand skills whilst gaining an insight into what our industry has to offer.</p> <p>Engaging with this course could be the start of a career which may allow you to become a Modern Apprentice which is a paid job with the pay increasing whilst you train.</p> <p>Students joining this course will attend College two afternoons each week for one year.</p> <p>During the course opportunities and information will be provided by the lead industry bodies advising you on how to become an employed Modern Apprentice.</p> <p>If you can give a commitment to attend and give your best this course is achievable and will support progression to multiple opportunities within the industry or at college.</p> <p>http://www.citb.co.uk/citb-apprenticeships/</p> <p>http://www.sectt.org.uk/apprenticeships.html</p> <p>http://www.becomeaplumber.com/</p>		
What is the Course About?		
<p>You will develop good hand skills and learn trades-specific units - Joinery, Brickwork and Painting & Decorating. In addition you will complete an Employability Skills unit which is designed to develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.</p>		
What do I Need?		
<p>Construction Crafts Level 4 or other relevant experience. Candidates will be interviewed on an individual basis, you need to demonstrate a desire to learn new skills with a commitment to attend and give your best.</p>		
How will I be assessed?		
<p>Each trade specific unit runs for approximately 10 weeks. Assessments are practically based and aim to further develop your skills.</p>		
Next Steps?		
<p>You have a choice of possible progression routes at the end of this course, for example a full time course at College working towards a National Progression Award in Construction or a Modern Apprenticeship.</p>		
What do current students say?		
<p><i>"A really good course which challenged me, having experienced three trades I was able to pick my strongest and the one I most enjoyed, this informed my choice before applying to college for an NPA in Painting and Decorating. The college has great workshops in addition I used industry standard tools and equipment. I felt really prepared for the next step in my career".</i></p>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
Higher Psychology Level 6 One Year	SAC	Ayr Campus Mon/Wed 2pm-4pm
Who is the Course for?		
This Course is for young people who specifically require Psychology to pursue their chosen career or progression pathway The purpose of the course is to examine the psychological approach to understanding human behaviour.		
What is the Course About?		
This Level 6 (Higher) course covers three areas: Research: this unit looks at the importance of research in Psychology and examines the methods of research & ethical considerations Individual Behaviour: this unit covers topics including sleep & dreams, stress, memory and psychopathology Social Behaviour: this unit examines conformity & obedience, prejudice and attraction In additional as part of Course Assessment you will need to complete an Assignment: each year SQA issues a choice of subjects for students to examine. From this, you will carry out your own research investigation, write it up and present it in a professional manner.		
What do I Need?		
You may not have studied Psychology before, so having a Higher in a relevant Social Subject or English is preferred. However, you should have at least 3 National 5 passes at B or above including English and one Social Subject. Presentation for the external exam depends on how well you get on throughout the year, including how you perform in the internal assessments and the prelim.		
How will I be assessed?		
Each of the units contains one assessment which is marked by the lecturer. The assignment is marked by the SQA and forms 40% of the overall grade. There is a final exam that samples across the 3 units covered and forms 60% of the overall grade. Deadlines for submission are important and must be adhered to.		
Next Steps?		
Successful pass at Level 6 (Higher) could lead to progression to the HNC Social Sciences programme or progression to a Social Science degree courses at university e.g. Psychology, Criminology or Social Sciences.		
What do current students say?		
<i>"I loved Higher Psychology - it was really different from anything I'd done at school and it was a brilliant way to look at people and what makes us tick...there's a lot of work and you really need to keep up with the classes but it was very interactive with lots of great discussions"</i>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location / Day / Time
National Progression Award - Bakery SCQF level 4 1 Year	SAC	Ayr Campus Mon/Wed 2pm-4pm
Who is the Course for?		
The National Progression Award (NPA) in Bakery at SCQF level 4 develops practical bakery skills in craft baking, bread making, cake decoration and pastry making. This award is aimed at candidates who are interested in pursuing a career in the bakery or catering industries, but do not necessarily have any prior experience.		
What is the Course About?		
You will attend on Monday and Wednesday afternoons from 2 - 4 pm where you will be working in either a professional kitchen using industry standard equipment, a restaurant or in a classroom (if required).		
<p>SQA Course Units include:</p> <ul style="list-style-type: none"> • Craft Baking: An Introduction • Bread Making: An Introduction • Cake Decoration: An Introduction • Pastry <p>You are required to wear appropriate clothing to meet current food safety law when in the kitchen. You will need to bring this with you for every class or you will not be allowed to participate in the class. These will be provided to you but you will need to wash these ready for the next class.</p>		
What do I Need?		
There are no formal entrance requirements but to get the best out of this course you should have literacy and numeracy skills at level 4, enjoy working in a practical environment and have a real interest in the Hospitality industry. You should also enjoy the challenge of getting to know new people. You need to be committed to attending all the classes.		
How will I be Assessed?		
Assessment is a combination of practical and theory.		
Next Steps?		
Successful completion of this course will prepare you for progression to a full time FE course or for beginning a career in the Hospitality industry.		
What do current students say?		
<i>"I really loved learning how to make bread and it was brilliant being in a real professional kitchen - it was like Masterchef!"</i>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
National Progression Award Beauty Skills (with Hairdressing) Level 4 1 Year	SAC	Ayr Campus Mon/Wed 2pm-4pm
Who is the Course for?		
This course will interest you if you enjoy using your creative ideas in a practical way. You should also like working with other people and discussing how best to produce the looks you want to achieve. You should be prepared to participate as a model for fellow students which will require you to remove your own make-up before class.		
What is the Course About?		
<p>The aim of this course is to give you the experience of a salon environment and the opportunity to learn about the different roles and responsibilities in Beauty Therapy and Hairdressing.</p> <p>You will gain practical experience of general salon duties including assisting with customer care. Beauty specific skills include facials, make-up, nail finishes. Hairdressing specific skills include shampooing, conditioning and drying hair. Throughout the course emphasis is on the development of employability skills and attitudes valued by employers.</p> <p>SQA Course Units:</p> <ul style="list-style-type: none"> • Body Skills: An Introduction • Cosmetology: Make-up Artistry • Creative Nail Finishes to Hand and Feet • Hairdressing Practical Skills 		
What do I Need?		
There are no formal entrance requirements; however you will be interviewed to determine whether this is the right course for you. To get the best out of this course you should enjoy working in a creative environment and have a real interest in the Beauty Industry. You should also relish the challenge of getting to know new people and you must be able to commit to consistent, full attendance throughout the course.		
How will I be Assessed?		
You will be assessed mainly on a range of practical activities carried out in a salon environment. You will also research and write up a project on a relevant topic such as nail finishes or make up.		
Next Steps?		
<p>Course may provide you with opportunities to progress to:</p> <ul style="list-style-type: none"> • A Level 4 or 5 Beauty or Hairdressing course. • An SVQ 2 course in Nails 		
What do current students say?		
<p><i>"Love facials, make -up hair and beauty together, one unit one day and another the next day".</i></p> <p><i>"I didn't realise that there was face painting and a hair unit".</i></p> <p><i>"There is quite a bit of written work which I didn't expect".</i></p>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location / Day / Time
NPA Computer Games Development Level 5 1 Year	SAC	Ayr Campus Mon/Wed 2pm-4pm
Who is the Course for?		
This Course will interest you if you enjoy gaming and want to start making your own. You should have a keen interest in a variety of genres and have an eye for detail and analysis. If you're interested in discussing and investigating new emerging technologies this is the course for you.		
What is the Course About?		
The National Progression Award (NPA) in Computer Games Development at SCQF Level 5 is intended to prepare you for progression to further study in Computer Games Development, Digital Media Studies, Computing Science and IT subjects. You will:		
<ul style="list-style-type: none"> • Design your own narrative for a computer game • Design and create your own characters, objects and levels • Create and capture sounds and graphics • Design how the user interacts with your game • Undertake an activity to promote your game • Improve your core skills 		
SQA Course Units:		
<ul style="list-style-type: none"> • Computer Games: Design • Computer Games: Media Assets • Computer Games: Development 		
What do I Need?		
You need to have a basic level of skills in Microsoft Word and understand the general operation / navigation of a Windows based PC. You must possess an interest in at least one of the following: art, programming, audio or design. It would be good if you have played different games and consoles / platforms but not essential as we will discuss a variety of examples throughout. Some previous experience of coding using platforms like Scratch and App Inventor would be advantageous though not essential.		
How will I be assessed?		
You will be expected to create a portfolio of your work. The portfolio may be paper or electronic (digital). The portfolio should be completed over the period of the course, with you contributing material to the portfolio on an ongoing basis.		
Next Steps?		
Successful completion of the Level 5 course, may allow you to progress to:		
<ul style="list-style-type: none"> • Level 6 National Certificate course in a range of Computing and Digital skills • A Foundation Apprenticeship in Software Development 		
What do current students say?		
<i>"Honestly, the College turned out to be much more enjoyable than I expected it to be. Very flexible but I'm still able to work on and complete tasks. The very flexible approach allows me to work at my own pace and still get it completed in time. But it's a lot more than just playing games".</i>		



AYR COLLEGE COURSES

Course Title	Local authority	Location/Day/Time
National Progression Award Sound Production: Recording Level 6 1 Year	SAC	Ayr Campus Tues / Thurs 2.00 - 4.00pm
Who is the Course for?		
This course will interest you if you are interested in music and / or sound production and want to learn how to use industry standard software, such as Pro Tools, Ableton and Native Instruments, to create and manipulate tracks.		
What is the Course About		
This National Progression Award (NPA) is designed to equip you with the knowledge, understanding and skills you will need to succeed within the creative industries sector or to progress to further study. It is designed to bridge the gap between entry level education and professional career development. The NPA will allow you to develop a skill-set, linked to National Occupational Standards for Sound, which has a thorough grounding in audio recording practice and also allows individual and personalised skills development through the optional Units.		
SQA Course Units: <ul style="list-style-type: none"> • Sound Engineering and Production • Sound: Understanding the Signal Path 		
What do I Need?		
There are no formal entrance requirements; however you will be interviewed to determine whether this is the right course for you. It's useful (not vital) to own and play an instrument. You should be committed to consistent and full attendance throughout the course.		
How will I be Assessed?		
The majority of assessment is practical. You will have plenty of opportunities to develop competence and skills through formative work prior to any assessment.		
Next Steps?		
Successful completion of this NPA may provide opportunities for you to be considered for entry to other courses, e.g. National Certificate Sound Production SCQF level 6 or you may wish to consider other NPA programmes.		
What do current students say?		
<i>"I Like the hands on practical elements of the course best and enjoy using up to date software."</i>		



AYR COLLEGE COURSES

Course Title	Local Authority	Location/Day/Time
National Progression Award Sport and Fitness: Team Sports (Football) Level 5 1 Year	East, North and South Ayrshire	TBC Tue/Thu 2pm-4pm
Who is the Course for?		
<p>This course is for you if you have an interest in, or wish to develop, valuable skills in the areas of football coaching and playing football. This course will run over one year.</p> <p>We anticipate that the applicants will have a strong interest in football and will currently be involved in either playing or coaching.</p>		
What is the Course About?		
<p>The NPA in Sport and Fitness provides the basic knowledge and skills in the theoretical and practical elements of football.</p> <p>As the course is focused on football there will be a high level of practical both playing and coaching. The sessions will be led by fully qualified football coaches and delivered in partnership with Ayr United Football Academy and Kilmarnock Football Club.</p> <p>SQA Course Units:</p> <ul style="list-style-type: none"> • Sport and Fitness: Coaching Development • Sports Officiating and Organising - Recreational: Association Football • Sports Activity Participation and performance: Association Football 		
What do I Need?		
<p>A place on the course will be subject to a practical interview where pupils will need to demonstrate aptitude in football, a desire to learn new skills and show a commitment to consistent attendance.</p>		
How will I be assessed?		
<p>Assessment across the units will be a mixture of theory and practical and will test knowledge and understanding gained during class time.</p>		
Next Steps?		
<p>This Course may provide candidates with an opportunity for progression to a range of relevant NC courses.</p>		
What do current students say?		
<p><i>'I really enjoyed the opportunity to work with professional coaches to improve my ability, one of the real highlights was working at the SFA coaching course where we worked with some of the best coaches in the country.'</i></p>		



OPEN UNIVERSITY COURSES

Module title	Credits	Short description
Arts		
L185 - English for academic purposes online (October 2017 - June 2018)	30	This completely online course aims to develop the communication skills you need for successful academic study in English. Throughout the course, you will work with a wide range of texts from different subject areas. By exploring different subject areas you will develop the academic English that is most relevant to your study. You will use your knowledge and experience as you explore ways of reading and writing academic texts. You will also develop your academic listening and speaking skills in an online environment.
Business and Management		
B122 - An introduction to retail management and marketing (October 2017 - March 2018)	30	This course looks at how retailing has developed, how retail outlets operate and how retailers apply retail marketing techniques. During your studies you will consider contemporary factors that affect retailing: globalisation; the impact of ever-changing technology; and social and ethical issues. This course is designed for retail industry employees wishing to develop a career in management, and anyone interested in working in the retail sector, or simply wanting to know more about the world of retailing.
B190 - Introduction to bookkeeping and accounting (August 2017 - November 2017)	10	This short course caters for people who want a good grounding in double-entry bookkeeping and the production of basic financial statements as well as anyone who wants to proceed to professional qualifications as bookkeepers, accounting technicians or fully qualified accountants. It is more demanding than most Level 1 courses and does require you to be highly committed to your studies, as it covers both introductory bookkeeping and accounting within a relatively short time period. You'll gain practical skills in Excel spreadsheets and double-entry bookkeeping, both manual and computerised, as well as knowledge and understanding of the essential principles, concepts, ethics and limitations that underpin bookkeeping and financial accounting.
LB170 - Communication skills for business (October 2017 - March 2018)	30	This practical introductory Level 1 course will empower you to undertake more insightful case-study analysis, write successful essays, and produce influential documents. From proposals to company reports, you'll work with a wide range of texts from business studies courses and the wider business world, deepening your subject knowledge while developing your written communication skills - helping you to succeed in the field of business studies and business in general.
B124 - Fundamentals of accounting (October 2017 - June 2018)	30	This module provides a broad introduction to accounting study at the university level. It covers the fundamentals of financial and management accounting as well as the essential skills, knowledge and ethics required to be a professional accountant. The module will also be suitable if you are in a general management position as the accounting material covers measuring management performance and improving financial planning, control and decision-making. You will gain an understanding of financial reports through their preparation, based on the double-entry bookkeeping system which is essential for the management of any organisation.



OPEN UNIVERSITY COURSES

Engineering and Technology

<p>T192 - Engineering: origins, methods, context</p> <p>(October 2017 - March 2018)</p>	<p>30</p>	<p>This introductory module examines the range of human activity that is 'engineering', setting current practice in a historical context and looking forward to new developments that will help shape the future. Key scientific principles, mathematical techniques and design methodologies are introduced and explained, to equip you with a basic toolkit on which to build further study. Mathematics is presented in an engineering context to emphasise relevance and build your confidence in framing problems, addressing design challenges and formulating solutions. Reflective practice is encouraged throughout and you will have the opportunity to share and discuss aspects of your work with other students.</p>
<p>TM129 - Technologies in practice</p> <p>(requires Higher Computing or related subject)</p> <p>(October 2017 - June 2018)</p>	<p>30</p>	<p>This module provides an opportunity to sample some of the key areas in computing and information technology. You will be introduced to three topics as tasters for your future studies and career: networking, Linux and robotics. Studying these topics will enable you to develop essential skills if you are considering future employment in the computing and IT industry. You will be applying what you learn to develop a portfolio, to demonstrate your skills and understanding in these areas to potential employers. By studying this key introductory Level 1 module you can also begin to explore where your future career ambitions or interests might lie.</p>

Health and Social Care

<p>SK124 - Understanding the autism spectrum</p> <p>(November 2017 - April 2018)</p>	<p>15</p>	<p>This 20-week course provides an accessible introduction to the autistic spectrum, principles and problems of diagnosis, and biological and psychological approaches to explaining underlying causes. Approaches to care, education and therapy, and issues concerning social support, legal rights and wellbeing of individuals on the autism spectrum are explored. The course is especially relevant to educators, learning support workers and healthcare professionals; parents, siblings, care-givers and able people on the autism spectrum; and all those with an interest in the psychological and health sciences.</p>
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OPEN UNIVERSITY COURSES

Languages		
L112 - French Studies 1 (Intermediate French) (October 2017 - June 2018)	30	Ouverture: intermediate French follows on from Bon départ: beginners' French (L192). It revises and consolidates the knowledge of French you already have and teaches more advanced language in the context of French-speaking societies and French culture.
L113 - German Studies 1 (Intermediate German) (October 2017 - June 2018)	30	Auftakt: intermediate German follows on from Rundblick: beginners' German (L193). It revises and consolidates the knowledge of German you already have and teaches more advanced language in the context of German-speaking countries and communities.
L116 - Spanish Studies 1 (Intermediate Spanish) (October 2017 - June 2018)	30	En rumbo: intermediate Spanish follows on from Portales: beginners' Spanish (L194). It builds on your existing Spanish knowledge and teaches more advanced language in the context of Spanish and Latin American society and culture.
L150 - Vivace: intermediate Italian (October 2017 - June 2018)	30	Vivace: intermediate Italian follows on from Andante: beginners' Italian (L195). It revises and consolidates your knowledge of Italian and teaches more advanced language in the context of Italian society and culture. It offers insights into many aspects of everyday life in modern Italy, so you'll have a better understanding of issues that concern Italian people.
L161 - Exploring languages and cultures (October 2017 - June 2018)	30	This key introductory Level 1 module is designed to introduce key concepts relating to languages, language learning, plurilingualism and intercultural communication. It will help you develop intercultural skills and language awareness to support and complement the language skills that are covered in language-specific modules. Study resources include printed books, a dedicated website with online activities and audio-visual resources, and a discussion forum. Together, they will introduce you to some of the elements that define studying modern foreign languages and English language studies.
L192 - Bon depart: beginners' French (October 2017 - June 2018)	30	This key introductory Level 1 course - Bon départ: beginners' French - is designed to develop the skills you need to speak and understand simple French in everyday contexts. It explores life in France and introduces you to a wide range of practical situations such as travelling, shopping, working and eating out.
L195 - Andante: beginners' Italian (October 2017 - June 2018)	30	This key introductory Level 1 course - Andante: beginners' Italian - is designed to give you the skills you need to speak and understand simple Italian in everyday contexts. The course takes you through a wide range of practical situations such as travelling, shopping, working and eating out in Italy.
L197 - Beginners' Chinese (October 2017 - June 2018)	30	Beginners' Chinese will give you the skills you need to speak and understand simple Chinese (Mandarin) in everyday contexts. No previous knowledge of Chinese is required. This key introductory Level 1 course will take you through a wide range of practical situations such as socialising, shopping and getting around.



OPEN UNIVERSITY COURSES

Mathematics		
M140 - Introducing statistics (October 2017 - June 2018)	30	From this key introductory course you will learn how to use basic statistical tools and quantitative methods that are useful in business, government, industry, medicine, the economy, and most academic subjects. Topics covered include: summarising data; examining relationships; randomness and sampling distributions; probability; testing hypotheses; and estimation. Using data from a range of applications, you'll learn practical statistical techniques and fundamental principles, as well as using software and a calculator to analyse data.
MST124 - Essential mathematics 1 (October 2017 - June 2018)	30	This key introductory module provides a broad and enjoyable foundation for university-level mathematics, but you do require some prior knowledge. It teaches you the essential ideas and techniques that underpin university-level study in mathematics and mathematical subjects such as physics, engineering and economics. You'll study a range of fundamental topics - including calculus, vectors, matrices and complex numbers - and use mathematical software to solve problems. You'll also develop your skills in communicating results and defining problems. This is not a module for beginners.
MU123 - Discovering mathematics (October 2017 - June 2018)	30	This key introductory Level 1 course provides a gentle start to the study of mathematics. It will help you to integrate mathematical ideas into your everyday thinking and build your confidence in using and learning mathematics. You'll cover statistical, graphical, algebraic, trigonometric and numerical concepts and techniques, and be introduced to mathematical modelling. Formal calculus is not included and you are not expected to have any previous knowledge of algebra.
Science		
S151 - Maths for Science (October 2017 - March 2018)	10	Do you want to further your study of science but worry that you lack confidence in mathematics? Then this course could be for you. Mathematical techniques are explained, and worked examples are included throughout the course, but the main emphasis is on providing examples for you to try for yourself. Many of the examples have a scientific flavour and detailed answers are also provided.
S175 - The frozen planet (October 2017 - March 2018)	10	This course explores the wonder of the polar world and explains how ice has shaped and controls our planet. It is about the physical controls on the shape and character of our planet over millions of years through to the climate we experience today. You will investigate the different environmental where wildlife flourishes, and the strategies some species have developed to exploit them. You will discover the influence of humans on the environment and the discoveries of the early polar explorers.



OPEN UNIVERSITY COURSES

Science		
<p>S176 - Living without oil: chemistry for a sustainable future</p> <p>(October 2017 - March 2018)</p>	10	<p>This course explores oil's vital role in the modern world and assesses some of the exciting scientific developments that could lead to sustainable alternatives to oil. You will explore the properties of crude oil that make it so useful and then use this knowledge to examine some potential sustainable alternatives. You'll study the development of biofuels; battery electric vehicles; hydrogen as fuel; and the production of biologically derived materials to replace plastics. Throughout the course you'll focus on assessing the environmental impacts of these potential alternatives to oil products.</p>
<p>S177 - Galaxies, stars and planets</p> <p>(October 2017 - March 2018)</p>	10	<p>Galaxies, stars and planets is one of a series of short, five month 10-credit courses introducing fascinating topics in science. It covers the exploration of our Solar System; the discovery of planets orbiting other stars; the birth, life and violent death of stars; and the creation of the Universe itself.</p>
<p>S186 - Volcanoes, earthquakes and tsunamis</p> <p>(October 2017 - March 2018)</p>	10	<p>Volcanoes, earthquakes and tsunamis is one of a series of short, five month 10-credit courses introducing fascinating topics in science. If you've ever been intrigued or affected by volcanic eruptions, earthquakes or tsunamis and want to find out more about why they happen and what they do, then this is the course for you.</p>
<p>SK185 - Molecules, medicines and drugs: a chemical story</p> <p>(October 2017 - March 2018)</p>	10	<p>Molecules, medicines and drugs: a chemical story is a highly interactive online course that focuses on the chemistry that underlies medicines. After a brief introduction (which discusses the development and testing of drugs within a social and economic setting), you'll move on to explore the discovery and development of a range of drugs and medicines that relieve pain, effect cures and alleviate the symptoms of ill-health. You'll find out how drugs interact with and affect their target areas in the human body.</p>
Social Sciences		
<p>DB123 - You and your money: personal finance in context</p> <p>(October 2017 - June 2018)</p>	30	<p>Are you interested in making more informed decisions about your personal finances? You and your money is a practical course that will develop your financial skills and improve your understanding of the constantly changing social and economic environment in which financial decisions are made. You'll explore questions such as: Why do people borrow so much? How can I plan for my retirement? By the end of this key introductory Level 1 course, you'll have a detailed understanding of some key personal finance issues that affect people's lives, and the skills and knowledge needed to improve your own financial capability.</p>