



HAWICK HIGH SCHOOL



**S4 into S5
S5 into S6
Senior Phase
Course Choice**



2025-26

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INTRODUCTION

What courses are available?

Subjects in S4, S5 & S6 are offered at different levels. Each department will let you know the entry requirements for their courses and recommend the level of study that is most appropriate for you. If you are unsure of anything you should speak with your class teacher or Pastoral teacher about Borders College Courses.

SCQF Level	National Qualifications
1 and 2	National 1 and National 2
3	National 3
4	National 4 National 4 Skills for Work Course National Progression Award SCQF 4
5	National 5 National 5 Skills for Work Course National Progression Award SCQF 5
6	Higher National Progression Award SCQF 6 Foundation Apprenticeship
7	Advanced Higher

How will they be assessed?

National 1, National 2, and National 3 will be marked and assessed within school. SQA will check assessments to ensure that assessment judgements are consistent and meet national standards.

National 4 Courses will be made up of Units, including an Added Value Unit. In order to achieve a Course at National 4, learners will need to pass all Units plus an Added Value Unit assessment. The National 4 Added Value Unit assessment will be set and marked within school. The Added Value Unit assessment performs a similar function to the Course assessment at National 5 and above.

National 5 Courses will now be assessed based on a variety of course assessments which have recently been revised by the SQA across all subjects. Course assessment will vary from subject to subject and may include one or more of the following methods; assignment, case study, practical activity, performance, portfolio, project or written paper i.e. examination or test. Each subject assessment will vary and therefore it is important to speak to class teachers and also use this booklet as a guide towards the way in which the chosen National 5 Course is assessed.

CAREERS GUIDANCE IN HAWICK HIGH SCHOOL

Young people can often face difficult decisions about their future. Careers Advisers from Skills Development Scotland are available at Hawick High School and can help students, as well as parents, guardians or carers, to support everyone in the decision making process. Hawick High School's Careers Advisers are – **Andrew King and Karen Turton from Skills Development Scotland Careers Service.**

They can be contacted via email at: andrew.king@sds.co.uk karen.turton@sds.co.uk

Andrew or Karen can help your son or daughter to:

- DEVELOP Career Management Skills
- PLAN their future and explore available options
- MATCH their skills and interests to possible careers
- HELP support their decision making
- IDENTIFY suitable employment and training opportunities
- HELP develop their job search and application skills
- UTILISE a wide range of suitable careers information resources
- FIND out about more about student finance and financial issues
- EXPLORE taking a year out

Andrew and Karen are available – Monday to Friday in the Library. Andrew is in school Monday to Thursday and Karen all day Monday and Wednesday. Students can drop in at lunchtime to see them or to make an appointment.

- Students can approach their Pastoral Teacher if they would like a careers interview and feel it would be helpful for them to organise it for them.
- Careers appointments will be notified to students via the daily school bulletin, TEAMS and as well as by text if SDS has your mobile number.

If

- ❖ you would like the opportunity to discuss your child's future plans
- ❖ require up to date information on opportunities in further and higher education, training and employment you can talk to Andrew or Karen:
 - **By dropping into the Library in the school day to make an appointment or emailing using the email addresses shown above.**
 - **By contacting your child's Guidance Teacher to arrange contact.**
 - **By appointment in the Hawick PAC (Public Access Centre) on the Howegate by Karen on a Tuesday and Thursday between 9:30am-5pm (closed for lunch 12:30-1:30pm).**
 - **At your son or daughter's careers interview - by prior arrangement**
 - **By appointment - phone Skills Development Scotland on 01896 754884**

Skills Development Scotland aim to support all students in making a well-informed, realistic decision about their future. Parents should also be aware that the website www.myworldofwork.co.uk is a resource which parents and Students should access as required. It contains a wide range of tools and resources which can help support your son or daughter in making effective decisions about their future. The My World of Work toolkit provides the following tools to help students make the best decisions for their future: Careers A-Z, Course Choices, My Strengths, My CV, My Interview, Job Search and Volunteering.

CAREERS GUIDANCE IN HAWICK HIGH SCHOOL (cont'd)

Pastoral teachers will be using the My World of Work Website in the run up to the Students making choices during PSD lessons. This will work to assist Students in considering their career options and possible pathways and help them to make well informed decisions based on this along with staff recommendations.

List of services available from careers advisers include;

- One-to-one career coaching
- Drop in clinics
- My World of Work internet resource; www.myworldofwork.co.uk/parents
- Group Sessions
- One-to-one Subject Choice talks with S3 students.
- Working closely with external organisations that provide information and services to parents (School Psychological Services, Community Learning and Development, Social Work Services and Third Sector organisations).

Careers Service explained: To help young people find a career that suits their individual needs and ambitions we use a technique based on 4 main themes.

Self: Achieving a clear understanding of who they are and how they relate to the world of work.

Strengths: Developing an understanding of what they're good at.

Horizons: Learning to visualise, plan and achieve career aspirations.

Networks: Understanding the importance of developing work and social relationships when building a career.

WORK PLACEMENTS GUIDANCE (Previously referred to as Work Experience)

The recent review, "Developing the Young Workforce", has recommended that schools "need to produce better qualified, work ready and motivated young people with skills relevant to modern employment opportunities, both as employees and entrepreneurs of the future".

To help achieve this goal, Work Placements will become an important element of Senior School. Our new Vocational and Curriculum Partnerships Officer Stacey Grieve will be helping to co-ordinate and monitor these work placement opportunities.

We would encourage Senior Students (S5/6), where appropriate, to actively seek a Work Placement that is relevant to their chosen career in order to gain skills and knowledge to help them follow their career path. This can either be arranged as part of their timetable in S5/6 or out with school hours. Students should discuss with their Pastoral Teacher and Stacey Grieve how the Work Placement could support their career plan. They should discuss with their Pastoral Teacher and Stacey Grieve how the Work Placement could support their career plan. Work Experience is available as an option in one column in S6 as part of the timetable.

Faculty of Business Studies and Computing Science

**Administration and IT
Business Management
Computer Games Development
Computing Science
Customer Service**

Principal Teacher: Mrs Alison Johnstone

**Students who have not studied in this Faculty this year can still choose these subjects. Please speak to Mrs Johnstone for more information.*

ADMINISTRATION AND IT

National 4

Brief Description of Course

Employers want young people who can use common software like Microsoft Office, especially Word and Excel. This course is designed to allow students to develop IT and administration skills for life and work.

The course is organised into 3 units:

IT Solutions for Administrators

Students will develop IT skills using word processing, spreadsheets, databases, desktop publishing and multimedia presentations.

Communication in Administration

Students will use technology, e.g. the internet, e-mail and electronic diaries, to gather, present and communicate information.

Administrative Practices

Students will learn about the key legislation affecting employees in the workplace and look at the features of good customer care. Students will also apply their understanding to carrying out a range of administrative tasks required for organising and supporting events.

National 4 Assessment Details

All 3 units will be internally assessed.

Students will also undertake a practical IT and administration-based assignment to organise a small-scale event.

Possible Progression

National 5 IT and Administration

College courses e.g. Administration and IT, Business Administration, Travel and Business, Business Administration. Colleges often ask for IT and Administration at National 4 or National 5 for courses such as Social Work, Beauty Therapy and Hairdressing.

World of work pathways – banking, financial services, health service administration, customer service, events management, human resources, local government, office management, payroll administration, travel and tourism, retail.

ADMINISTRATION AND IT

National 5

Brief Description of Course

Employers want young people who can use common software like Microsoft Office, especially Word and Excel. The course provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work. There is an emphasis on the development of transferable life skills and the application of these skills. Learners following the course become aware of the use of technology within the workplace, as they complete organisational tasks.

The course is organised into 2 areas of study:

IT Applications

Learners develop skills in IT, problem-solving, organising, and managing information. They select IT applications functions (e.g. spreadsheets, databases, word processing, PowerPoint) to create and edit business documents, gather and share information, and develop skills to communicate information.

Theory

Learners are introduced to the responsibilities of organisations (e.g. health, safety and security), the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

Assessment Details

The course assessment has two components.

- Assignment (70 marks) – a series of planning, support and follow-up tasks related to an event or business.
- Question Paper (exam for 50 marks) – examines spreadsheets, databases and theory.

Both the assignment and question paper are marked by the SQA externally.

Possible Progression

Higher IT and Administration

College courses e.g. Administration and IT, Business Administration, Travel and Business, Business Administration. Colleges often ask for IT and Administration at National 4 or National 5 for courses such as Social Work, Beauty Therapy and Hairdressing.

World of work pathways – banking, financial services, health service administration, customer service, events management, human resources, local government, office management, payroll administration, travel and tourism, retail.

ADMINISTRATION AND IT

Higher

Brief Description of Course

Administrative theory and practice

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

IT applications

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

Assessment Details

Question paper

50 marks

The question paper gives candidates the opportunity to:

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

Assignment

70 marks

The assignment gives candidates the opportunity to demonstrate:

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

Both the assignment and question paper are marked by the SQA externally.

Progression

College/university courses in administration and IT or related areas.

World of work pathways – banking, financial services, health service administration, customer service, events management, human resources, local government, office management, payroll administration, travel and tourism, retail.

BUSINESS MANAGEMENT

National 4

Brief Description of Course

- This course is designed to allow students to develop an understanding of the way in which businesses operate in today's environment.
- Students will be encouraged to develop an enterprising attitude.
- The course is organised into 3 units:

Business in Action

Students will develop an understanding of how businesses operate and the role of businesses and entrepreneurs in society. They will find out how businesses operate by carrying out activities related to marketing, finance, human resources and operations.

Influences on Business

Students will learn about the internal and external influences that have an impact on business decision making. They will investigate the influence that stakeholders have on organisations.

Business Assignment

Students will use the skills, knowledge and understanding that they gain throughout the course to complete a business assignment.

Assessment Details

All 3 units will be internally assessed. Students must pass all 3 units to achieve the course award.

Possible Progression

National 5 Business Management

College/university courses e.g. Business Management, Accounting and Finance, Economics, Commerce, Marketing and Human Resource Management.

World of work pathways: marketing assistant, human resources assistant, bank customer service assistant, accounting/finance assistant, travel agent sales consultant, managing your own business.

BUSINESS MANAGEMENT

National 5

Brief Description of Course

The course helps learners develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people. The course is organised into 5 areas of study:

Understanding Business

Learners are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

Management of Marketing

Learners develop knowledge and understanding of the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

Management of Operations

Learners develop knowledge and understanding of the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

Management of People

Learners develop knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

Management of Finance

Learners develop knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

Assessment Details

The course assessment has two components.

- Assignment (30 marks) – a business report
- Question Paper (exam for 90 marks) – examines the 5 areas of the course.

Both the assignment and question paper are marked by the SQA externally.

Possible Progression

Higher Business Management

College/university courses e.g. Business Management, Accounting and Finance, Economics, Commerce, Marketing and Human Resource Management.

World of work pathways: public relations, banking, accounting, advertising, health service management, economics, local government, hospitality management, credit control, retail and sales, human resources, industrial relations, business development.

BUSINESS MANAGEMENT

Higher

Brief Description of Course

The course highlights the different ways in which large organisations operate. Candidates learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. The course is organised into 5 areas of study:

Understanding Business

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

Management of Marketing

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

Management of Operations

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

Management of People

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

Management of Finance

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

Assessment Details

The course assessment has two components.

- Assignment (30 marks) – a business report
- Question Paper (exam for 90 marks) – examines the 5 areas of the course.

Both the assignment and question paper are marked by the SQA externally.

Possible Progression

College/university courses e.g. Business Management, Accounting and Finance, Economics, Commerce, Marketing and Human Resource Management.

World of work pathways: public relations, banking, accounting, advertising, health service management, economics, local government, hospitality management, credit control, retail and sales, human resources, industrial relations, business development.

COMPUTER GAMES DEVELOPMENT

National Progression Award (SCQF Level 4/5/6)

Entry Requirements

Level of study is determined by previous experience.

Brief Description of the Course

Computer games are being used increasingly for leisure, in education and work-based training with users interacting via personal computers, consoles, PDAs, mobile devices and web browsers. Computer gaming is now a growing industry, with Scotland one of the global leaders.

The course introduces students to the wide variety of careers in the electronic media industry. It also helps develop some of the skills required, not only in the computer games industry, but in the wider world of work such as technical ability, research, presentation and enterprise skills. Students will have the opportunity to:

- Investigate the computing gaming industry/genres/hardware/trends and emerging technologies.
- Gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design.
- Gain the knowledge and skills required in the creation of media assets, e.g., sound and graphics files, and games development.
- Work with others to test a game and give constructive feedback.
- Collaborate with others in an enterprise activity to promote/market a game.

The 3 units for the course are:

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

Assessment Details

Assessment is in two parts: - Knowledge evidence and Practical evidence.

The knowledge requires learners to undertake multiple choice and short written tests that will span the knowledge contained within the three component units.

The practical evidence is produced by undertaking a selection of practical tasks.

Possible Progression

SCQF Level 4 Computer Games NPA → SCQF Level 5 Computer Games NPA
SCQF Level 5 NPA → National 5 Computing → Higher Computing Science

World of work pathways: animator, web developer, computer games developer.

COMPUTING SCIENCE

National 4

Brief Description of Course

Computing Science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. The course reflects the skills and knowledge required to meet learners' own needs and the needs of society in an ever increasingly computerised world. The course has 3 units:

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

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

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

Assessment Details

To achieve the course award at National 4, learners must pass all the unit assessments by providing evidence of knowledge and skills in the design and development of software. The Computing Science Assignment is based on learning from the other 2 units.

Possible Progression

National 4 Computing Science → National 5 Computing Science → Higher Computing Science

Or → National Progression Award in Computer Games Development

World of work pathways: IT technician, data analyst, network administrators, systems analyst, software developer, web developer.

COMPUTING SCIENCE

National 5

Brief Description of Course

Our Computing Science course enables students to develop a range of computing and computational thinking skills across a range of modern-day circumstances. This includes analytical skills, problem-solving skills, design and modelling skills, and the ability to develop, implement and test digital solutions using modern technologies. The course has 3 units.

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

Software Design and Development - Students develop their knowledge, understanding and practical problem-solving skills in software design and development using Python programming language. This will develop their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.

Database Design and Development - Students develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. Students will use SQL development tool to create and interrogate the database.

Assessment Details

The course assessment has two components.

- Assignment (40 marks) – Two practical tasks applying skills in software and database design and development.
- Question Paper (exam for 80 marks) – Comprises questions from all three areas of study.

Both the assignment and question paper are marked by the SQA externally.

Possible Progression

National 5 Computing → Higher Computing

World of work pathways: IT technician, data analyst, network administrators, systems analyst, software developer, web developer.

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COMPUTING SCIENCE

Higher

Entry by departmental recommendation (dependant on National 5 Computing Science grade) **or** crash this Higher in S6 if you achieve Higher Maths in S5 – please speak to Mrs Johnstone or Mrs Smyth if you are interested in this.

Brief Description of the Course

There are three areas of study in this course:

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

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

Database Design and Development - Students develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables, implemented in SQL. Students apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

Assessment Details

The course assessment has two components.

- Assignment (40 marks) – Three practical tasks applying skills in software, database and web design and development
- Question Paper (exam for 80 marks) –questions from all four areas of study.

Both the assignment and question paper are marked by the SQA externally.

Possible Progression

Alternative courses within the faculty

College university courses eg Computing Science, Ethical Hacking.

World of work pathways: IT technician, data analyst, network administrators, systems analyst, software developer, web developer.

CUSTOMER SERVICE

National Progression Award at SCQF Levels 4 and 5

Brief Description of Course

This National Progression Award (NPA) covers the skills and knowledge needed for working in the customer service sector.

It develops:

- practical communication skills — including how to deal with customer complaints
- an understanding of roles and structures within organisations
- knowledge of how to use social media to deliver customer service
- employability skills

Customer service impacts on many areas of work. If you work in a hotel, shop, travel agent, hairdressing or beauty salon, sports centre or local authority you will need effective customer service skills and knowledge.

The course is organised into 3 units of study, allowing young people to develop a range of skills in each of the 3 areas.

- **Communication Skills for Customer Service**
- **Social Media for Customer Service**
- **Customer Service: Product and Service Requirements**

Assessment Details

Assessments will be carried out in class throughout the session.

A pass in all 3 units must be achieved to get the course award.

Possible Progression

NPA Customer Service at Levels 5 and 6 and/or National 4/5 Administration and IT and/or National 4/5 Business Management.

World of work pathways - customer service advisor, travel agent sales consultant, retail sales assistant, hotel receptionist, GP surgery receptionist, social media customer care associate.

Faculty of Creative Technologies **(Art, Music and Technical subjects)**

Art and Design
Creative Thinking
Digital Creative Arts
Music
Practical Metalworking
Practical Woodworking

Principal Teacher: Mr Scott Henderson

**Students who have not studied Art and Design this year can still choose this subject. Please speak to any member of staff in the Art & Design Department for more information.*

ART AND DESIGN

National 4

Entry Requirements

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

- ♦ National 4: National 3 Creative Arts Course or related Units

Brief Description of Course

All National and Higher courses are designed to give students a broad practical experience of Art and Design. Students will experiment with using a range of materials and techniques in creative and expressive ways. All courses will develop critical thinking and writing skills, particularly at National 5, Higher and Advanced Higher. The structure for National 3 and 4 is outlined below:

National 3: Expressive Unit; Design Unit; Critical Studies

National 4: Expressive Unit; Design Unit; Critical Studies; Added Value Unit

♦ **Expressive Unit:** Students will produce analytical drawings and develop compositions using a range of materials / techniques. Students will develop a knowledge and understanding of artists' working practices.

♦ **Design Unit:** Students will plan, research and develop creative designs, working to a design brief. Students will develop a knowledge and understanding of designers' working practices.

♦ **Added Value Unit (AVU N4 only):** Students will refine one idea from their design and expressive units above and create two final pieces based on this work, which they will evaluate.

Assessment Details

All work is **internally assessed** and quality assured against SQA specifications.

Possible Progression

National 4 → National 5 → Higher or Further Education

Why choose Art & Design?

Everything man made is the product of creative minds, such as the clothes we wear, household goods, cars, buildings, magazines, radios, TV's, computers etc.! Virtually everything we enjoy and use is the product of some creative person's imagination. The world we live in today relies on creative people coming up with the bright ideas which will help create the success of our tomorrows.

Possible Career Paths:

Artist; Graphic/ Web/ Layout Designer; Animation; Teacher/ Lecturer; Art Therapy; Sign Writing; Operator in Printing company; Floristry; Retail Display; Exhibition Design; Landscape Design; Film and T.V.; Interior Design, engineering and joinery; Hairdressing; Beauty; Industrial/Textile or Fashion Design; Restoration and Conservation; Theatrical and Costume; Architecture; Jewellery Design; Ceramics; Furniture design/Production.

**Students who have not studied Art and Design this year can still choose this subject. Please speak to any member of staff in the Art & Design Department for more information.*

ART AND DESIGN

National 5

Entry Requirements

Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Art and Design course or equivalent qualifications and/or experience prior to starting this course.

Students who have not studied Art and Design this year can still choose this subject. Please speak to Mrs Martin or any other member of the Art & Design department for more information.

Brief Description of Course

All National and Higher courses are designed to give students a broad practical experience of Art and Design. Students will experiment with using a range of materials and techniques in creative and expressive ways. All courses will develop critical thinking and writing skills, particularly at National 5, Higher and Advanced Higher. The course structure for National 5 is outlined below:

Expressive Portfolio: Students will **research and investigate** a theme, producing a range of analytical drawings using a range of media. Students will then **develop** a single line of inquiry which demonstrates visual continuity with initial investigation through compositional and material refinement. Students will then demonstrate skill in using the visual elements, materials, techniques and technology through the realisation of a **final piece**. Students will develop a knowledge and understanding of artists' working practices and be able to express justified opinions on their own decisions and effectiveness of the qualities within their own portfolio.

Design Portfolio: Students will conduct a range of appropriate **research and investigation** in response to a design brief. Students will then **develop** a single line of inquiry which demonstrates visual continuity with initial investigation and refinement of appropriate use of materials, techniques and/or technology. Students will then demonstrate skill and clear understanding of the design elements in response to initial design brief requirements through the realisation of a **final piece**.

Students will develop a knowledge and understanding of artists' working practices and be able to express justified opinions on their own decisions and effectiveness of the qualities within their own portfolio.

Final Exam: Students will sit a written exam (1 hour 30 min), analysing images of Expressive and Design works, forming justified opinions using key vocabulary. Students will analyse the work of Artists/ Designers which they have studied throughout the year in relation to specific visual elements and techniques. Students will also be able to discuss the impact of influences on the works of Artist/Designers.

Assessment Details

The National 5 Course is made up of 3 components which is Externally Assessed by SQA:-

Component 1 -	Question Paper	(50 marks)	20% of final grade
Component 2 -	Expressive Portfolio	(100 marks)	40% of final grade
Component 3 -	Design Portfolio	(100 marks)	40% of final grade

Possible Progression

National 5 → Higher → Advanced Higher → Higher/Further Education in Art & Design discipline

Why choose Art & Design? Everything man made is the product of creative minds. The world we live in today relies on creative people coming up new and bright ideas which will help create the success of our tomorrows.

Possible Career paths: Photographer; Artist; Graphic / Web / Layout Designer; Animation; Teacher/ Lecturer; Art Therapy; Sign Writing; Operator in Printing company; Floristry; Retail Display; Exhibition Design; Landscape Design; Film and T.V.; Interior Design, engineering and joinery; Industrial/Textile or Fashion Design; Restoration and Conservation; Theatrical and Costume; Architecture; Jewellery Design; Ceramics; Furniture design/Production.

ART AND DESIGN

Higher

Entry Requirements

Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Art and Design course or equivalent qualifications and/or experience prior to starting this course.

Students who have not studied Art and Design this year can still choose this subject. Please speak to Mrs Martin or any other member of the Art & Design department for more information.

Brief Description of Course

The Higher course is designed to give students a broad practical experience of Art and Design. Students will experiment with using a range of materials and techniques in creative and expressive ways. All courses will develop critical thinking and writing skills, particularly at National 5, Higher and Advanced Higher. The course structure for Higher is outlined below:

Expressive Portfolio: Students will **research and investigate** a theme, producing a range of analytical drawings using a range of media. Pupils will then **develop** a single line of inquiry which demonstrates visual continuity with initial investigation through compositional and material refinement. Pupils will then demonstrate skill in using the visual elements, materials, techniques and technology through the realisation of a **final piece**.

Students will develop a knowledge and understanding of artists' working practices and be able to express justified opinions on their own decisions and effectiveness of the qualities within their own portfolio.

Design Portfolio: Students will conduct a range of appropriate **research and investigation** in response to a design brief. Pupils will then **develop** a single line of inquiry which demonstrates visual continuity with initial investigation and refinement of appropriate use of materials, techniques and/or technology. Pupils will then demonstrate skill and clear understanding of the design elements in response to initial design brief requirements through the realisation of a **final piece**.

Students will develop a knowledge and understanding of artists' working practices and be able to express justified opinions on their own decisions and effectiveness of the qualities within their own portfolio.

Final Exam: Students will sit a written exam (2 hours), analysing images of Expressive and Design works, forming justified opinions using key vocabulary. Students will analyse the work of Artists/ Designers which they have studied throughout the year in relation to specific visual elements and techniques. Students will also be able to discuss the impact of influences on the works of Artist/Designers.

Assessment Details

The Higher Course is made up of 3 components which is Externally Assessed by SQA:

Component 1 -	Question Paper	(60 marks)	23% of final grade
Component 2 -	Expressive Portfolio	(100 marks)	38.5% of final grade
Component 3 -	Design Portfolio	(100 marks)	38.5% of final grade

Possible Progression

National 5 → Higher Art & Design → AH Art & Design → Further/Higher Education

National 5 → Higher Photography → Further/Higher Education

Why choose Art & Design? Everything man made is the product of creative minds. The world we live in today relies on creative people coming up new and bright ideas which will help create the success of our tomorrows.

Possible Career paths: Photographer; Artist; Graphic / Web / Layout Designer; Animation; Teacher/ Lecturer; Art Therapy; Sign Writing; Operator in Printing company; Floristry; Retail Display; Exhibition Design; Landscape Design; Film and T.V.; Interior Design, engineering and joinery; Hairdressing; Beauty; Industrial/Textile or Fashion Design; Restoration and Conservation; Theatrical and Costume; Architecture; Jewellery Design; Ceramics; Furniture design/Production.

ART AND DESIGN

Advanced Higher / Portfolio Preparation

Entry Requirements

Entry to this course is at the discretion of the centre. Candidates should have achieved the Higher Art and Design course or equivalent qualifications and/or experience prior to starting this course. Please speak to Mrs Martin or any other member of the Art & Design department for more information.

Brief Description of Course

This course is designed to allow students to specialise in **either** Expressive Arts or Design. The development of creativity is the main focus of this practical and experiential Course. Learners will engage in an intensive and personally selected enquiry. They will experiment with using materials, techniques and/or technology, as appropriate, in sophisticated ways when developing and refining creative ideas and solutions.

The Course provides opportunities for personalisation and choice in selecting a creative and personally challenging context for self-directed learning. It allows learners to broaden and extend their creativity, design-based problem solving and critical thinking skills and to work independently. This course is suited to those who are considering applying to Art School or Art and Design related disciplines.

Expressive	Design
Once successfully completed, Candidates must produce an Expressive Portfolio. (100 marks)	Once successfully completed, Candidates must produce a Design Portfolio. (100 marks)
This portfolio is made up of 3 components: • Practical work (64 marks) • Dissertation (30 marks) • Evaluation (6 marks)	This portfolio is made up of 3 components: • Practical work (64 marks) • Dissertation (30 marks) • Evaluation (6 marks)

Assessment Details

Advanced Higher: All unit work is internally assessed and quality assured against SQA specifications.

Students must pass both units to achieve the course award.

The Portfolio and dissertation is assessed externally by the SQA. There is **no written examination**. You will be awarded a grade (A-D).

The Portfolio Preparation course is **non-certificated**.

Possible Progression

Advanced Higher → College / University/ Art School (based on folio & interview)

Most Art/Design courses will require a strong portfolio of work and a successful interview. Art school (degree level) usually requires a highly sophisticated and creative portfolio, including work which is not from a National / Higher Course.

Why choose Art & Design? Everything man made, is the product of creative minds. The clothes we wear, household goods, cars, buildings, magazines, radios, TV's, computers etc.! Virtually everything we enjoy and use is the product of some creative person's imagination. The world we live in today relies on creative thinking people coming up with the bright ideas which will help create the success of our tomorrows.

Possible Career Paths: Photographer; Artist; Graphic/ Web/ Layout Designer; Animation; Teacher/ Lecturer; Art Therapy; Sign Writing; Operator in Printing company; Floristry; Retail Display; Exhibition Design; Landscape Design; Film and T.V.; Interior Design, engineering and joinery; Hairdressing; Beauty; Industrial/Textile

CREATIVE THINKING

CREATIVE THINKING: Designerly Thinking in Practice

Level 5 SCQF (Accredited by Daydream Believers)

Brief Description of Course

The Level 5 Creative Thinking course emphasizes designerly thinking, guiding students through the process of idea generation, collaborative development, and effective presentation. Accredited by Daydream Believers, this program encourages learners to tackle real-world challenges by fostering creativity, critical thinking, and problem-solving skills. Students will engage in project-based learning, utilizing both traditional and digital tools to bring their innovative concepts to life.

Assessment Details

Assessment is portfolio-based, focusing on the documentation of the creative process, collaborative efforts, and presentation skills. Students will work both independently and in teams to develop solutions, receiving formative feedback throughout. The course culminates in presentations where learners articulate their ideas and reflect on their creative journey.

Possible Progression

This course lays a solid foundation for further studies in Creative Industries, Design & Technology, or Visual Communication, and is recognized by universities for admissions. It equips students with essential skills for higher education and careers in innovation and design-focused fields.

[Daydream Believers](#)

For more information, visit the [Daydream Believers website](#).

DIGITAL CREATIVE ARTS (DCA)

National Progression Award in Visual Communication at SCQF Level 5

Brief Description of Course

The Digital Creative Arts course comes as cross-curricular programme, introducing and developing skills used across the Creative Arts department, as well as the Design & Technology and Computing departments. The course allows students to cover a number of digital skills and areas that will prepare them for a future in the Creative Industries. The NPA course has been designed to link broadly to the Creative Industries sector and provides some of the underpinning knowledge required for the industry. The course also gives learners experience of the practical skills required to work in the sector and helps prepare them for further training. DCA is designed to provide a qualification which reflects the knowledge and skills required for employment/further study in the wide range of sectors in the creative industries. The course will enable learners to develop practical skills together with employability skills and attitudes needed to work in the Digital Design sector and will act as a support for students looking to further education.

Assessment Details

In NPA DCA, Students will undertake three large units of assessment over the course of a year, each unit of work focusing in on a specific sub-category of Digital Design. Students will be expected to follow graphic design briefs, set appropriate deadlines, and create three visual portfolios of work which link to the unit. There is a large focus on initial development of digital skills and so a large quantity of coursework will surround taking work from paper to screen. Students are assessed on their classroom coursework and will be awarded their qualification based on their Portfolios of work. Students will be introduced to Industry level computer programmes such as Adobe Illustrator and Adobe Photoshop and throughout the year will develop and refine design skills including; Brand Development, Digital Imaging, and Product Design.

Please Note: Students who wish to undertake ‘National Certificate : Creative Industries’ must complete the NPA before progressing.

Possible future progression:

Advanced Higher Art & Design / Advanced Higher Graphic Communication
College for Graphic Design, Visual Communication, Computer Games Development, Creative Industries

Other relevant areas of study:

National 5 Art & Design / Higher Art & Design

National 5 Graphic Communication / Higher Graphic Communication

National 5 Business Management / Higher Business Management

Possible Career paths: Photographer; Artist; Graphic / Web / Layout Designer; Animation; Teacher/ Lecturer; Sign Writing; Operator in Printing company; Exhibition Design; Landscape Design; Film and T.V.; Interior Design, engineering and joinery; Industrial/Textile or Fashion Design; Restoration and Conservation; Theatrical and Costume; Architecture; Jewellery Design; Furniture design/Production.

DIGITAL CREATIVE ARTS: CREATIVE INDUSTRIES

NC IN SCQF LEVEL 6 SKILLS FOR WORK: CREATIVE INDUSTRIES

Course Description:

The National Certificate: Creative Industries DCA course comes as a continued cross-curricular programme, aimed at refining and strengthening key Graphic Design skills used across the creative industries. The course expands on key areas of learning from Art and Design, Design & Technology, and the Computing departments. The National Certificate course is designed to provide a qualification which reflects the knowledge and skills required for employment/further study in the wide range of sectors in the creative industries. The course will enable learners to develop practical skills together with employability skills and attitudes needed to work as a Freelance Artist, and Illustrator, Concept Developer, Graphic Designer and even more. The level 6 course is equivalent to a higher course and so the content is faced paced and will heavily rely on students developing the ability to set and follow deadlines for clients.

Assessment:

Course Structure Students will undertake between seven and twelve individual units of work throughout the year with 'portfolio projects' for each unit of work. They will investigate and research the Creative Industries within Scotland and evaluate their own Graphic Design skills which is a valuable introduction to Digital Creative Arts. Students will build on their knowledge of Industry level computer programmes such as the Procreate app and Adobe Photoshop and throughout the year will develop and refine design skills including: Brand Development, Digital Imaging, and Product Design.

For level 6: this is a NC qualification worth a total of 12 credits over two years and so students must have completed the NPA award at level 5 before accessing this course

S5/6 - GRAPHIC COMMUNICATION

ADVANCED HIGHER GRAPHIC COMMUNICATION

Entry Requirements:

Students should have undertaken study in a ***Digital Creative Arts course*** (e.g. Digital Creative Arts, Graphic Communication, Animation etc.) and have some experience of ***3D modelling Computer Aided Design***.

Course Description:

Students will learn about modelling techniques used in Computer Aided Design, simulation of 3D models and computer aided rendering and illustration techniques. In the graphic design portion of the course students will apply learning in industry standard software adobe photoshop, learn about graphic design techniques and printing. The course provides opportunities for candidates to work independently on a project of their choosing from themes such as product design & architecture. They produce a portfolio to showcase work in technical graphics, computer illustration, 3D modelling and graphic design with a focus on brand development, digital imaging and design using adobe photoshop for one item of digital media and one item of printed media. The portfolio comprises of 50% of the course with the theory taught through experiential learning and assessed in the final exam in May.

The course is made up from two areas:

- 3D Modelling, Computer Aided Illustration, Technical Graphics and Simulation.

Technical Graphics (Mr Henderson)

- Graphic Design, Brand Development, Photoshop, digital and printed media.

Graphic Design (Miss Anderson)

Assessment:

- Portfolio Project (90 marks). 50% of overall grade. An open brief: candidates choose a brief for their project in discussion with their teacher.
- Question Paper (90 marks). 50% of overall grade. A 2 hour 30 minute exam will assess candidates knowledge and understanding covered within the course content.

Progression:

Progression to further education college or university for architecture, product or industrial design, engineering related disciplines, graphic design, web design or animation.

MUSIC

National 4 / National 5

Entry Requirements

Entry to this course is at the discretion of the centre. Students who have shown motivation to succeed are always recommended to continue the subject.

- *National 4:* Candidates should have achieved the third curriculum level or the National 3 Music course or equivalent qualifications and/or experience prior to starting.
- *National 5:* Candidates should have achieved the fourth curriculum level or the National 4 Music course or equivalent qualifications and/or experience prior to starting.

This course is suitable for students who can work independently and co-operatively. Students are required to perform 2 instruments (or 1 instrument and voice), and be able to use music notation / TAB.

Brief Description of Course

At all levels there are three elements:

1. Students work towards live performances in 2 instruments (or 1 instrument and voice).
2. Students develop skills in and knowledge of listening to and understanding a wide range of musical concepts and styles.
3. Students develop skills in composing their own music.

Assessment Details

National 4:

- Students have unit assessments in Performing Skills, Understanding Music Skills and Composing Skills. These are done in class and evidence is collated throughout the course.
- Students also have an Added Value unit in Performing in 2 instruments (or 1 instrument and voice). This assessment takes the form of a live performance which is video recorded in Feb/March.
- At National 4 students must pass all unit assessments.
- There is no external exam.

National 5:

- Students have a live Performance Exam on 2 instruments (or 1 instrument and voice) in Feb/March. This counts as 50% of the course marks.
- Students sit an external exam in Understanding Music (35% of course marks) in May
- Students complete an assignment which will assess their Composing Skills (15%). This is externally marked by the SQA.
- Course Awards are graded A-D based on the combination of assessment marks.

Possible Progression

National 4 → National 5 → Higher → Advanced Higher

National 4 → National 5 → Higher → Advanced Higher → College/ University courses in music related disciplines

National 5 → Higher → College Music Courses (HNC/HND) → University Courses in Music related disciplines

MUSIC

Higher/ Advanced Higher

Entry Requirements

Entry to this Course is at the discretion of the centre. Students who have shown motivation to succeed are always recommended to continue the subject.

Higher: Learners would normally be expected to have attained the skills, knowledge and understanding required at National 5 level or equivalent qualifications and/or experience.

Advanced Higher: Learners would normally be expected to have attained the skills, knowledge and understanding required at Higher level or equivalent qualifications and/or experience.

This course is suitable for students who can work independently and co-operatively. Students are required to perform 2 instruments (or 1 instrument and voice), and be able to read music.

Brief Description of Course

At all levels there are three elements:

1. Students work towards live performances in 2 instruments (or 1 instrument and voice).
2. Students develop skills in and knowledge of listening to and understanding a wide range of musical concepts and styles.
3. Students develop skills in composing their own music.

Assessment Details

Higher and Advanced Higher:

Students have a live Performance Exam on 2 instruments (or 1 instrument and voice) in Feb/March (April/May for Advanced Highers). This counts as 50% of the course marks. Students sit an external exam in Understanding Music (35% of course marks) in May. Students complete an assignment which will assess their Composing Skills (15%). This is externally marked by the SQA.

Course Awards are graded A-D based on the combination of assessment marks.

Additional for Advanced Higher:

Students are expected to work mainly independently. Self-study materials are provided with regular progress checks and on-going evaluation throughout the course.

In exceptional circumstances, for students interested in developing composing skills, one of the performing instruments can be replaced with a composition portfolio.

Possible Progression

Higher → HNC/HND College Courses in Music Related disciplines

Higher → Advanced Higher → College/ University courses in music related disciplines

Higher → Music related training or employment

Higher → Advanced Higher → Music related training or employment

Please remember a good grade is a good grade no matter the subject. Even if you do not want to study music after school, colleges, universities and employers value the self-motivation, attention to detail and determination to succeed that music demands.

PRACTICAL METALWORKING SKILLS

National 4 / National 5

Entry Requirements

Entry to these courses is at the discretion of the centre. Please discuss with Mr Henderson (PT) if you would like information about entry requirements. Course recommendations are outlined below:-

National 4: Learners would normally be expected to have attained the skills and knowledge required by one or more of the following or equivalent qualifications and/or experience:

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

National 5: Candidates should have achieved the fourth curriculum level or the National 4 Practical Metalworking course or equivalent qualifications and/or experience prior to starting this course.

Brief Description of Course

The course is of a practical nature, workshop-based and provides many skills which are appropriate to a wide range of applications. The course will develop skills in bench-based metalwork, turning, and joining skills including welding. The Course will also give learners the opportunity to develop practical creativity and problem solving, as well as an understanding of safe working practices and sustainability issues.

There are three **units** to be covered in this course:

- **Bench Skills**
- **Machine Processes**
- **Fabrication and Thermal Joining**

Once all three topics are successfully completed the student will attempt to gain a course award which requires them to construct a specified project that incorporates skills from all units.

National 4 Assessments:

- Internal assessment at the end of each **unit**
- External assessment – **Practical Assignment** (AVU) Making a product from metal.

Each assessment is mainly practical with each unit having a short written element.

The Internal Assessment is **quality assured against SQA specifications**.

The External Assessment is graded using a **tolerance based marking system** allowing the more accurate and skilled to gain a better grade.

National 5 Course Assessment Methods (*Externally Assessed*):

- Component 1 – **Question Paper** (60 marks). 30% of overall grade. This 1 hour exam will assess candidates *knowledge and understanding* covered within the course content.
- Component 2 - **Practical Assignment** (70 marks). 70% of overall grade. This is assessed using a *tolerance based* marking system allowing the more accurate and skilled to gain a better grade.

Progression

- Related Courses in Further Education
- Training or employment

PRACTICAL WOODWORKING SKILLS/ FURNITURE MAKING

National 4 / National 5 / NC (Level 5)

Entry Requirements:

Completion of *Practical Craft Skills S3* course is desirable but not necessary.

Course Description:

The course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting technical drawings and related documents gaining an understanding of health and safety, and risk assessment. In addition to traditional bench joinery skills students will study creative and historical contexts of furniture such as Art Nouveau, Art Deco and Bauhaus movements, design and construct furniture products in a variety of thematic styles.

Assessment of National 5 Practical Woodworking:

- Question Paper (60 marks). 30% of overall grade. This 1 hour exam will assess candidates knowledge and understanding covered within the course content.
- Practical Assignment (70 marks). 70% of overall grade. This is assessed using a tolerance based marking system allowing the more accurate and skilled to gain a better grade.

Assessment of National Progression Award in Furniture:

The SCQF level 5 NPA in Furniture making is awarded on successful completion of 4 units of work throughout the session including three units (18 SCQF points all at SCQF level 5) and one additional unit (6 SCQF points). All units must be completed to achieve the award.

Progression

- National 4/5 Practical Metalwork
- Related Courses in Further Education
- Training or employment

PHOTOGRAPHY

NPA LEVEL 5

Entry by departmental recommendation. While access is at the discretion of the centre, it is beneficial if students have a keen interest in photography or creative digital media and have the determination and ability to succeed at SCQF level 5.

Students who do not own their own camera and/or who have not studied Art & Design can still choose this subject. Please speak to Miss Alderson or Mrs Scott (DHT) regarding entry to this course.

Brief Description of Course:

The aims of this course are to develop an understanding of different aspects of photography. Students will develop an understanding of photographic terminology and learn how to evaluate and critically analyse photographs. Students will develop: technical camera and photo editing skills; creative and visual aesthetic skills; knowledge and understanding of a range of photography practice; problem solving, critical thinking and project planning skills. The Course is focused mainly on practical work in a practical environment.

Assessment Details:

There are four mandatory units which are **internally assessed** and quality assured against SQA specifications

- Understanding Photography
- Photographing People
- Photographing Places
- Working with Photographs

Possible Progression:

NPA level 5 → Higher Photography

Higher → HNC → HND → Degree

Higher → Degree (usually based on a folio and interview)

This Higher course is accepted by most Universities, however The University of Edinburgh only accepts Higher Photography for Art/Design related courses.

PHOTOGRAPHY

Higher

Entry by departmental recommendation. Candidates would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- Relevant photography units (SCQF level 5 and above)
- National Progression Awards in Photography (SCQF level 5)
- National 5 Art & Design course or relevant units.

Students who do not own their own camera and/or who have not studied Art & Design can still choose this subject. Please speak to Miss Alderson regarding entry to this course.

Brief Description of Course:

The aims of this course are to communicate personal thoughts, feelings and ideas using photography. You will develop: technical camera and photo editing skills; creative and visual aesthetic skills; knowledge and understanding of a range of photography practice; problem solving, critical thinking and project planning skills. Students will also analyse the impact of cultural influences on photographers and their work and become critically self-reflective independent learners. The Course is focused mainly on practical work in a practical environment.

Assessment Details:

There are **two** parts to the external assessment for the course award in Higher Photography

- **Project:** Pupils must produce a **Project** which is sent to SQA for assessment. This project is designed to assess pupils' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice. The Project is worth a total of 100 marks (77% of final grade) and is made up of 3 sections:-

Section 1 – Planning, Research and Investigation	(20marks)
Section 2 – Development and Production	(70 marks)
Section 3 – Evaluation <i>max. 500 word count</i>	(10 marks)

Pupils must carefully plan, research and investigate their own personal 'Project Topics', gaining a clear understanding of the impact of social, cultural, historical and scientific influences on photographers work and practice. Drawing on this material, pupils will develop a creative response and carry out practical photographic work. From this development, pupils will present a series of 12 images which clearly communicates their project topic. Candidates will then reflect and evaluate the effectiveness of their own work and practice.

- **External Exam:** This exam assesses knowledge and understanding of photography from different genres and styles. It is worth **30 marks (23% of overall grade)** and candidates will have 1 hour to complete.

Possible Progression:

Higher → HNC → HND → Degree

Higher → Degree (usually based on a folio and interview)

This Higher course is accepted by most Universities, however The University of Edinburgh only accepts Higher Photography for Art/Design related courses.

You will learn many transferable skills which are beneficial for any Art, Design or Photography related course, as well as many other types of courses and careers.

Here are some possible career paths:

- Photographer (food; fashion; sports; advertising/commercial; architecture; family/wedding; military; travel; scientific; medical, forensic, journalism etc.)
- Teacher/ Lecturer, Printing Lab Specialist, Photography/Media Sales, Web/Graphic/Layout Designers, Film/TV / Journalism, Beauty / Fashion

Faculty of Health & Wellbeing
(Fashion, HE and PE)

Early Learning and Childcare
Fashion and Textiles Technology
Health and Food Technology
Practical Cookery
Physical Education

Principal Teacher: Chris South

EARLY LEARNING AND CHILDCARE

National 4

Course Description

The award consists of 4 units: 3 mandatory units and 1 optional unit. These units are all assessed by the class teacher and there is no final exam.

Mandatory Units:

Child Development

- This unit is designed to introduce learners to aspects of child development and the key milestones of development from pre-birth to 12 years.
- An investigation will build upon this knowledge through research of one particular aspect of child development.
- Presentation of these findings will be supported by an evaluation which will develop this skill as well as the skill of reflection

Play in Early Learning and Childcare

- This unit is designed to give learners an understanding of the importance of play in children's care, learning and development.
- The unit identifies different types of play and discusses how different types of play are important to the all-round development of children.

Working in Early Education and Childcare

- This unit allows the learner to develop a basic understanding of different types of provision in the Early Learning and Childcare sector and to describe how the sector supports children and families.
- Learners will discuss some of the main skills and qualities required to work with children aged 0–12 years.
- The learner will investigate Early Learning and Childcare provision within an area identified by the learner.

Optional Unit - Maintenance of a Safe Environment for Children.

This unit is designed to allow the learner to gain a basic understanding of how the needs of children can be met, how to create a safe and secure environment for children in a nursery, school, after school clubs etc.

The assessment covers the potential indoor and outdoor risks for children, strategies to minimise the risk and the benefits of the strategy for minimising the risk.

Learners are also required to complete a question paper on the legislation which is in place to protect all employees working in the child care sector.

Possible Progression-

- N5 Early Learning and Childcare
- N5 Early Education and Childcare (Borders College)

Although there is no requirement for work experience this course will have many guest speakers and visitors who will offer their professional services to enhance learning.

EARLY LEARNING AND CHILDCARE

National 5

Course Description

The award consists of 4 units: 3 mandatory units and 1 optional unit. These units are all assessed by the class teacher and there is no final exam.

Mandatory Units:

Development and Wellbeing of Children and Young People

- This unit is designed to introduce learners to the principles of development and wellbeing of children and young people.
- Learners will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development.
- Learners will also learn about the wellbeing of children and young people and how a variety of factors may affect their development.

Play in Early Learning and Childcare

- This unit is designed to give learners an understanding of the importance of play in children's care, learning and development.
- The unit identifies different types of play and discusses how different types of play are important to the all-round development of children.

Working in Early Education and Childcare

- This unit allows the learner to develop a basic understanding of different types of provision in the Early Learning and Childcare sector and to describe how the sector supports children and families.
- Learners will discuss some of the main skills and qualities required to work with children aged 0–12 years.
- The learner will investigate Early Learning and Childcare provision within an area identified by the learner.

Optional Unit - Care and Feeding of Children and Young People

- This unit enables the learner to examine the specific needs of a baby and continuing needs of a child, and how meeting these needs contributes to the holistic development of the child.
- The unit also provides the learner with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children and young people within
- Early Learning and Childcare settings. Learners will also develop an awareness of appropriate practice in relation to provision of hygiene for children.

Possible Progression-

- N5 Health and Food Technology
- N5 Early Education and Childcare (Borders College)
- Higher Early Education and Childcare (Borders College)

Although there is no requirement for work experience this course will have many guest speakers and visitors who will offer their professional services to enhance learning.

FASHION AND TEXTILE TECHNOLOGY

National 4/ National 5

Entry Requirements

Students will ideally have completed the Fashion & Textile course within S3 or have experience of completing practical textile projects to a suitable standard. Entry to this Course is at the discretion of the centre.

Brief Description of Course

This course is suitable for all learners with an interest in fashion and textiles who would like to develop their fashion/textile skills. The course will focus on designing, planning, making and evaluating detailed fashion/textile items. The practical learning activities in this course encourage students to take responsibility for developing their ideas through to a completed item. The course develops practical skills, construction techniques and expands knowledge to manufacture fashion and textile items to an appropriate standard. This course helps candidates to develop important skills and attributes that are transferable to other contexts including problem-solving, communication skills and numeracy skills through the measurement of textiles and the timing/ costing of production processes.

The course structure for Nat 4/ Nat 5 is very similar with Nat 5 having a written exam.

National 4 FTT	National 5 FTT
• Textile Technologies • Fashion/ Textile Item Development • Fashion/Textile Choices • Added Value Unit	• Textile Technologies • Fashion/ Textile Item Development • Fashion/Textile Choices • Course Assessment
National 4 FTT Assessment Continuous throughout the course and students must pass in all 4 units to achieve the full qualification. Nat 4 is internally assessed and quality assured against SQA specifications.	National 5 FTT Assessment Question paper (30% of total mark) Assignment (35% of total mark) Practical Activity (35% of total mark) Nat 5 is externally assessed by SQA.

Possible Progression

National 4 → National 5 → Further Education/ Higher Education or training/ employment in the fashion/ textiles industry.

Possible Career Paths:

The knowledge, understanding and skills that candidates acquire by successfully completing the course will be valuable for learning, for life and for the world of work. All our future careers need transferable skills like creativity, problem-solving, communication skills, numeracy and technology. The Fashion & Textiles department has very strong links with industry so that our students are best prepared for their career.

FASHION AND TEXTILE TECHNOLOGY (FTT)

HIGHER

Entry Requirements

Pupils must have completed the Nat 5 Fashion & Textile course to a suitable standard, preferably an A or B grade and have demonstrated an ability to work independently.

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

Brief Description of Course

The Higher FTT course provides progression from the Nat 5 course and extends knowledge and broadens skills relating to fashion, textiles and industry. The practical learning activities in this course encourage pupils to work independently and take responsibility for applying their knowledge of construction skills and the technical properties of textiles to produce more complex fashion/ textile items. Evaluating and justifying design solutions and their suitability for purpose is a key aspect in the development of more advanced practical outcomes. Pupils also explore economic and environmental issues that influence the fashion/ textile industry and consumers. This course helps candidates to develop important life and work skills which are transferable to other contexts. These include problem-solving, communication skills and numeracy skills through the measurement of textiles and the timing/ costing of production processes.

The Higher course demands much more academic rigour than Nat 5 with a higher proportion of SQA marks allocated to written work as detailed in the course component table below. It is also expected that candidates can independently apply practical skills and knowledge to achieve a higher standard of practical work.

COURSE COMPONENT	MARK AWARDED
QUESTION PAPER WRITTEN SQA EXAM (To assess knowledge and understanding of textiles, fibre technology, manufacturing processes, consumer needs and choices, pattern drafting, trends and construction skills; course content covered throughout Nat 5 and Higher)	45 MARKS
ASSIGNMENT (Independent research, justification and evaluation of a SQA design brief to develop a fashion/ textile item)	60 MARKS
PRACTICAL ACTIVITY (Practical construction and advanced application of skills to make a high quality design solution to meet the requirements of the assigned SQA brief)	40 MARKS
EXTERNALLY ASSESSED BY SQA WITH FINAL GRADE BEING BASED ON THE TOTAL MARK ACHIEVED ACROSS ALL THREE COURSE COMPONENTS AS OUTLINED ABOVE.	GRADED A-D

Possible Progression

HIGHER → Further Education/ Higher Education or training/ employment in the fashion/ textiles industry.

Possible Career Paths:

The knowledge, understanding and skills that candidates acquire by successfully completing the course will be valuable for learning, for life and for the world of work. All our future careers need transferable skills like creativity, problem-solving, communication skills, numeracy and technology. The Fashion & Textiles department has very strong links with industry so that our pupils are best prepared for their career.

HEALTH AND FOOD TECHNOLOGY

National 4

Entry by departmental recommendation.

Brief Description of Course

- Students will cook 1 period a week up until Christmas.
- The course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation.
- It develops candidates' understanding of the importance of a balanced diet and healthy lifestyle.
- It also allows candidates to develop the knowledge, understanding and skills to become informed food consumers.

There are three units that students will complete:

Food for Health

Learners will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will produce food products which meet individual needs.

Food Product Development

Learners will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make a food product to meet specified needs

Contemporary Food Issues

In this Unit, learners will develop knowledge of consumer food choices. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices.

Assessments

This course has four parts to the assessment.

There are three Unit assessments which all contain practical and written work.

The final assessment is the Added Value Unit where learners will have to investigate a given brief.

Possible Progression

This course or its Units may provide progression to:

- National 5 Health and Food Technology
- National 4/5 Practical Cookery
- Professional Cookery Modern Apprenticeship (Borders College)
- Level 3 NVQ Diploma in Professional Cookery (Borders College)
- Training or Employment in the hospitality, food production or catering industries

HEALTH AND FOOD TECHNOLOGY

National 5

Entry by departmental recommendation.

Brief Description of Course

- Students will cook 1 period a week up until Christmas.
- The course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation.
- It develops candidates' understanding of the importance of a balanced diet and healthy lifestyle.
- It also allows candidates to develop the knowledge, understanding and skills to become informed food consumers.

There are three units that students will complete:

Food for Health

Learners will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will produce food products which meet individual needs.

Food Product Development

Learners will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make a food product to meet specified needs

Contemporary Food Issues

In this Unit, learners will develop knowledge of consumer food choices. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices.

Assessments

The course assessment has two components.

Component 1: question paper - 60 marks (50% of overall course award)

Component 2: assignment – 60 marks (50% of overall course award)

Possible Progression

This course or its Units may provide progression to:

- Higher Health and Food Technology
- Professional Cookery Modern Apprenticeship (Borders College)
- Level 3 NVQ Diploma in Professional Cookery (Borders College)
- Training or Employment in the hospitality, food production or catering industries.

HEALTH AND FOOD TECHNOLOGY

Higher

Entry by departmental recommendation. However, learners returning to the department would normally be expected to have attained one or more of the following or equivalent qualifications:

- National 5 Health and Food Technology Course
- National 5 English

Description of Course

Pupils will cook 1 period a week up until Christmas.

The Course has broad and inter-related aims that enable learners to:

- Develop and apply knowledge and understanding of the relationship between health, food and nutrition.
- Research a range of issues which affect consumer choice of food.
- Develop knowledge and understanding of the stages involved in developing a food product.
- Develop knowledge and understanding of the functional properties of a range of ingredients in food, and their use in developing food products.

There are three units that pupils will complete:

Food for Health

Learners will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will produce food products which meet individual needs.

Food Product Development

Learners will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make a food product to meet specified needs

Contemporary Food Issues

In this Unit, learners will develop knowledge of consumer food choices. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices.

Assessments

The course assessment has two components.

Component 1: question paper - 60 marks (50% of overall course award)

Component 2: assignment – 60 marks (50% of overall course award)

Possible Progression

This course or its Units may provide progression to:

- Professional Cookery Modern Apprenticeship (Borders College)
- Level 3 NVQ Diploma in Professional Cookery (Borders College)
- Training or Employment in the hospitality, food production or catering

PRACTICAL COOKERY

National 4

Entry by departmental recommendation.

Brief Description of Course

This course aims to develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to prepare and cook food for themselves and others. It also develops their organisational skills, which have an application in a variety of contexts. This is very much a practical course, allowing for personalisation and choice.

Students will focus on:

- Using a range of **cookery skills, food preparation techniques and cookery processes.**
- Selecting and using **ingredients to produce and garnish or decorate dishes.**
- Developing an understanding of **ingredients and their uses and an awareness of responsible sourcing.**
- Developing an awareness of **current dietary advice relating to the use of ingredients.**
- Working **safely and hygienically.**

Units:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking
- Added Value Unit: Producing a Meal

Assessment Details

Learners will extend their cookery-related knowledge, understanding and skills to produce a two-course meal in response to a given brief. This is a pass/fail Unit and will be judged using criteria rather than marks. The assessment will be conducted under supervision and control and marked internally. In order to achieve this unit, learners must have passed all of the other units.

Possible Progression

This course or its Units may provide progression to:

- National 5 Hospitality and Health and Food Technology
- Professional Cookery Modern Apprenticeship (Borders College)
- Level 3 NVQ Diploma in Professional Cookery (Borders College)
- Training or Employment in the hospitality, food production or catering industries.

PRACTICAL COOKERY

National 5

Entry by departmental recommendation. Qualifications in the following subjects would also be beneficial: National 4 Hospitality: Practical Cookery Course or relevant units.

Brief Description of Course

This Course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

This Course aims to enable learners to:

- ♦ proficiently use a range of **cookery skills, food preparation techniques and cookery processes when following recipes.**
- ♦ select and **use ingredients to produce and garnish or decorate dishes.**
- ♦ develop an understanding of the **characteristics of ingredients** and an awareness of their sustainability.
- ♦ develop an understanding of **current dietary advice relating to the use of ingredients.**
- ♦ **plan and produce meals and present.**

We also:

- Run a trip to the Highland show, prioritising learners within the department.
- Cater for events within the school, allowing for professional experience and practice
- Visit the catering department and restaurant within Borders College

Areas covered:

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

Assessment Details

Course assessment graded on an A-D basis will be through a combination of internal and external assessment methods;

- ✓ A practical activity will form a large part of the course assessment. Learners will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately. Planning for this activity carries 15%, and implementing (the practical element) carries 85% of the overall grade.
- ✓ A written paper to assess the knowledge and understanding gained in the course. This will be an examination paper which is marked by SQA.

Possible Progression

This course or its Units may provide progression to:

- Other qualifications in Hospitality or related areas
- Further study / Employment / Training
- National 5 Health & Food Technology → Higher Health & Food Technology

PHYSICAL EDUCATION

National 4 / National 5

Entry Requirements

Entry to National PE will be through departmental recommendation. It would be of benefit to the candidate to have completed an S3 PE Elective course, but **not** essential. A history of consistency of kit bringing and engagement in class is essential.

Course Description

This course is designed for students who have experienced the Broad General Education in PE during S1 to S3. It is a performance based course. Students will be able to use performances from activities outside of school in order to achieve their performance grade and to complete the assessments.

The National 4 course consists of different units which are:

- **Performance Skills** - This is an internally assessed pass/fail unit, where students must show a range of movement and performance skills in the activities covered. Candidates can also use extra-curricular sport to count towards a pass in this unit. The assessment is done against SQA criteria and **MUST** be in 2 different activities.
- **Factors Impacting Performance** - This unit will investigate ***Mental, Emotional, Social and Physical factors that impact performance***. It will be an internally assessed pass/fail unit. This is a written, workbook style assignment that will be complete in the classroom, practical sessions and as set homework.

The National 5 Course will be assessed on combination of the two course assessment methods and graded A-D;

- ✓ Two single performances that showcase different activities. Each activity will be internally assessed and will be subject to external verification from SQA. (50%)
- ✓ A portfolio which includes the skills of planning and evaluation. The portfolio will be subject to external marking by SQA. (50%)

Possible Progression

National 4 PE – National 5 PE – Higher PE – Sports Development (NPA)
National 4/5 PE – Sports Development (NPA) / Exercise and Fitness (NPA)
National 4/5 PE – Sport and Recreation (Skills for Work) National 5
National 4/5 PE – Sports Leaders Award

Possible Career Pathways

University – PE Teaching, Sports Science, Strength and Conditioning
College – Sports Coaching, Sport and Exercise
Careers – PE Teacher, PT instructor, Fitness Instructor, Sport Scientist, Strength and Conditioning Coach, Active Schools Coordinator

PHYSICAL EDUCATION

Higher

Entry Requirements

Entry to Higher PE will be through departmental recommendation. It is essential for candidates to have achieved a B pass in NAT5 PE and a minimum of a C pass in NAT5 English. A commitment to extra-curricular or community teams is advantageous.

Course Description

It is a performance-based course. Students will be able to use performances from activities outside of school in order to achieve their performance grade and to complete the course.

The course consists of two areas of study which are:

- **Practical Performance Skills** - This is an internally assessed part of the course, where students must show a range of movement and performance skills in the activities covered. Candidates can also identify and use extra-curricular sport to count towards this. They must select 2 activities to be assessed on.
- **Factors Impacting Performance** - This topic will investigate ***Mental, Emotional, Social and Physical factors that impact performance***. Create and implement a Personal Development Plan for their own performance identifying and addressing some the factors above.

Assessment Details

- A one-off performance in TWO activities which will be internally assessed 30 marks for the performance in each activity. The assessment is done against SQA criteria and **MUST** be in 2 different activities and is done under exam conditions. ***The performance will be scaled to 50 marks to give a weighting of 50% overall to the course award. (50 marks)***
- A Question Exam – in 3 sections;
 - Section 1 questions based on the 4 Factors affecting performance.
 - Section 2 questions based on performance development plans from 2 factors.
 - Section 3 questions based on assessing the skills of planning and evaluation which have been developed by creating and implementing a personal development plan **(50marks)**

Possible Career Pathways –

University – PE Teaching, Sports Science, Strength and Conditioning

College – Sports Coaching, Sport and Exercise

Careers – PE Teacher, PT instructor, Fitness Instructor, Sport Scientist, Strength and Conditioning Coach, Active School Coordinator.

PHYSICAL EDUCATION

NPA in Exercise and Fitness Leadership (Level 6)

Entry Requirements

Entry for the NPA will be through departmental recommendation. Candidates should have an interest in the sport and fitness industry. Candidates should have a B pass at National 5 PE and Biology due to the high level of anatomy and physiology on the course.

Course Description

The course is designed to allow candidates the opportunity to develop knowledge and understanding of how the body works during exercise. A significant aspect of the course will be developing the candidate's ability to lead sessions in a variety of fitness locations and situations.

The course consists of five units of which three must be completed, the units are:

- **Exercise and Fitness – Cardiovascular Fitness (Higher)**
- **Exercise and Fitness – Fixed Weight Training (Higher)**
- **Exercise and Fitness – Free Weight Training (Higher)**
- **Exercise and Fitness – Circuit Training (Higher)**
- **Exercise and Fitness – Exercise to Music (Higher)**

The units selected for study will be the ones that best suit the candidates and the facilities that are available.

Assessment Details

All assessment is internally marked and achieved through a variety of means. Examples of the methods of assessment are closed book assessments, open book assessments, written essays, observations, etc.

Possible Career Pathways –

The NPA is a 'stepping stone' to allow candidates to progress to a high level of qualification required in the Exercise and Fitness industry.

Possible employment routes are:

Fitness instructor – Gym, aquatic or music based

Personal Trainer

Sports coaching

Sports development facilitator

Sports facility operator and manager

Sports administrator

PHYSICAL EDUCATION

NPA in Sports Development (Level 6)

Entry Requirements

Entry for the NPA will be through departmental recommendation. Candidates should have an interest in sport and the development of sport. Candidates should have a B pass at National 5 PE

Course Description

The course is designed to allow candidates the opportunity to develop knowledge and understanding of sports development. Candidates will investigate sporting opportunities in the local area and learn the stages needed to get clubs and opportunities up and running. Candidates will take the lead in developing opportunities for the local area.

The course consists of two units of which must be completed, the units are:

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

Through this course there will be the opportunity to gain a PDA in SFA Refereeing (Optional). Please see the course descriptor for this in the handbook.

Assessment Details

All assessment is internally marked and achieved through a variety of means. Examples of the methods of assessment are closed book assessments, open book assessments, written essays, observations, etc.

Possible Career Pathways

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Possible employment routes are:

Sports coaching

Sports development facilitator

Sports facility operator and manager

Sports administrator

Faculty of Languages

**Communications
English
Media**

**Modern Languages
French
Spanish**

Principal Teacher: Claire Williams

COMMUNICATIONS & LITERATURE 1

Communications - SCQF Level 6

Entry by departmental recommendation although it may be possible to return to the department following a break from study. Please see Miss Williams (PT English) to discuss if this is possible.

Brief Description of Course

A combination of 2 different units studied together to look at the following topics and skills.

Communication (NC)

This unit provides opportunities to develop skills in understanding, analysing, evaluating and using complex, formal English in a range of written and spoken forms.

Literature 1

This unit focuses on the reading of literature and responding critically to that reading. Learners read and study a variety of complex literary texts from different genres. This develops a high level of analytical reading skill as learners' study, analyse and evaluate texts.

Assessment Details:

Internal assessment

A range of internally assessed outcomes contribute to the course outcome which assess candidates' skills in reading, writing, talking and listening.

Possible Progression

Communications & Literature 1 → Higher English → Advanced Higher English → University

Communications & Literature 1 → Higher Media → College/University/Training

Communications & Literature 1 → College Course

ENGLISH

National 4

Brief Description of Course

The course offers students opportunities to develop and extend a wide range of skills including: communication; independent learning; critical literacy; personal, interpersonal and team working, and creative thinking.

In particular, National 4 aims to enable students to develop the ability to:

- listen and talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills, as appropriate to purpose, audience and context
- apply knowledge of language

This course is made up of four mandatory units:

- **Analysis and Evaluation**
- **Creation and Production**
- **Literacy**
- **Added Value Unit: English Assignment**

Assessment Details

National 4: Pass/Fail course, it is not graded and is assessed internally based on the successful completion of all four units with supporting evidence.

Possible Progression

National 4 English → National 5 English → Higher English

National 4 English → National 4 Media → National 5 Media

ENGLISH

National 5

Entry Requirements

By departmental recommendation

Brief Description of Course

The course offers students opportunities to develop and extend a wide range of skills including: communication; independent learning; critical literacy; personal, interpersonal and team working, and creative thinking.

In particular, National 5 aims to enable students to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

Assessment Details

Combination of internal and external assessment methods;

Internal assessment

- Component 1 — Spoken language (combined speaking and listening)
Internally assessed component marked on a pass/fail basis.

External assessment consists of 2 parts:

- Component 2 – Reading

Assessed by question papers in examinations;

- Paper 1: Reading for Understanding and Evaluation
- Paper 2: Critical Reading

- Component 3 — Writing

Assessed by portfolio;

- 2 pieces of writing

Possible Progression

National 5 English → Communications & Literature → Higher English

National 5 English → Higher English → Advanced Higher English

National 5 English → National 5 Media → Higher Media

National 5 English → Higher English → Higher Media

ENGLISH

Higher

Entry by departmental recommendation although it may be possible to return to the department following a break from study. Please see Miss Williams (PT English) to discuss if this is possible.

Brief Description of Course

The course offers students opportunities to develop and extend a wide range of skills including: communication; independent learning; critical literacy; personal, interpersonal and team working, and creative thinking.

In particular, National 5/Higher aims to enable students to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

The Higher course is made up of two topic areas:

- **Analysis and Evaluation**
- **Creation and Production**

Assessment Details

Combination of internal and external assessment methods;

Internal assessment

- Component 1 — Performance spoken language (combined speaking and listening). Internally assessed component marked on a pass/fail basis. Learners must achieve the minimum standard required (pass) to gain the overall course award.

External assessment is made of 2 components:

- Component 2 — question paper
 - Section 1: Reading for Understanding and Evaluation
 - Section 2: Critical Reading
- Component 3 — portfolio of 2 pieces of writing

Possible Progression

Higher English → Advanced Higher English → University

Higher English → Higher Media → College/University/Training

Higher English → College Course in Journalism

MEDIA

National 4 / National 5

Brief Description of Course

The main purpose of this Course is to analyse and create media content. This Course provides students with opportunities to develop both theoretical knowledge of the media and the ability to create media content.

The course offers learners opportunities to develop and extend a wide range of skills.

In particular, this Course aims to enable learners to develop:

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

Assessment Details

National 4

Pass/Fail course, it is not graded and is assessed internally based on the successful completion all 3 units.

National 5

Exam with one question paper

Assignment – students create media and evaluate the process. This is completed in school and then sent to the SQA.

Possible Progression

National 5 Media → Higher Media

National 5 Media → Media Studies courses at College

Relevant training and employment in the media sector i.e. advertising, journalist.

MEDIA

Higher

Entry by departmental recommendation. It may be possible to pick up this course even if you have not studied it before, please see Miss Williams (PT English) for further details. It is likely students will need to have attained some of the following courses for recommended entry:

- National 5 Media, National 5 English or Higher English

Brief Description of Course

The main purpose of this course is to analyse and create media content. The course enables learners to understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry. The course provides learners with opportunities to develop both knowledge and understanding of the media and the ability to create media content.

The course offers learners opportunities to develop and extend a wide range of skills. In particular, this course aims to enable learners to develop:

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

This course is made up of two mandatory units:

- **Analysing Media Content**
- **Creating Media Content**

Assessment Details

Overall a Higher Course Award is gained by completing the following external assessments:
Exam with two question papers and an assignment;

- **Question paper 1** - Analysing Media Content question paper assessed by examination which is carried out during the exam diet. A section worth 10 marks which requires learners to analyse unseen media texts is part of this exam. Candidates will have 2 hours 30 minutes to complete this question paper. (50 marks)
- **Question Paper 2** – The Role of Media question paper assessed by examination which is carried out during the exam diet and candidates will have 1 hour to complete the question paper. (20 marks)
- **Assignment** - pupils create media and evaluate the process. This is completed in school and then sent to the SQA. The assignment will assess skills from the Creating Media Content topic. The assignment is carried out in school as a controlled assessment then evidence is assessed by SQA (60 marks)

Possible Progression

Higher Media → Higher Drama

Media Studies courses at College/University

Journalism (Borders College Course)

Relevant training and employment in the media sector i.e. advertising, journalist.

FRENCH

National 4 / National 5

Brief Description of Course

Students study a variety of topics about the French culture and way of life, being on holiday in France, living and working in France, and talking about yourself and your family.

The course is divided into 2 areas:

- **Understanding French (Reading and Listening)**
- **Using French (Talking and Writing).**

The language throughout National 4 is relatively simple and straightforward whereas the language in National 5 is more challenging, and leads onto Higher.

Assessment Details;

National 4:

Students are assessed during the course in Reading, Listening, Talking and Writing, and need to pass all of these unit tests.

At the end of the course, students sit a final assessment, known as the Added Value Unit, in Reading, Talking and Listening (but not Writing), which is based on what they have covered throughout the course, generally. This final unit also must be passed, along with the previous units, for students to gain the National 4 qualification.

National 5:

Students are assessed during the course by their teacher in Reading, Listening, Talking and Writing to measure their progress.

External assessments to achieve the National 5 course award will include;

- ✓ A written assignment which is submitted and will be externally marked by SQA
- ✓ A performance of talking which will be marked and assessed by the teacher
- ✓ A question paper (examination) on reading and writing
- ✓ A question paper (examination) on listening

Students will be assessed using all of the above methods to gain an overall grade at A-D.

Possible Progression

National 4 French → National 5 French → Higher French

National 5 French → Higher French → Advanced Higher French

FRENCH

Higher

Brief Description of Course

There are four main themes in this course

- **Culture**
- **Society**
- **Education**
- **Employment**

Assessment Details

The course will be assessed using a variety of methods including an assignment, performance (speaking) and question papers in examinations.

- Component 1 – Question Paper 1 (Examination): Reading and Directed Writing
- Component 2 – Question Paper 2 (Examination): Listening
- Component 3 - Assignment: An assignment which draws on features of the topic content is part of the overall course assessment for Higher French. Learners will be asked to produce a piece of writing in one of the contexts of society, learning, employability or culture but they can also include the other context(s) in their writing if they wish.
- Component 4 – Performance (Talking) for the performance-talking, learners will take part in a discussion and must cover at least two contexts of the course. The discussion will last approximately 10 minutes. This will be recorded and internally moderated.

Possible Progression

Higher French → Advanced Higher French

Higher French → National 5 Spanish and/or German

Studying French would be great asset to anyone

- going on to Teacher Training (especially now that all Primary Schools will teach two languages)
- entering the world of business, travel or tourism

SPANISH

National 4 / National 5

Brief Description of Course

Students study a variety of topics about the Spanish culture and way of life, being on holiday in Spain, living and working in Spain, and talking about yourself and your family.

The course is divided into 2 areas:

- **Understanding Spanish (Reading and Listening)**
- **Using German (Talking and Writing).**

The language throughout National 4 is relatively simple and straightforward whereas the language in National 5 is more challenging, and leads onto Higher.

Assessment Details;

National 4:

Students are assessed during the course in Reading, Listening, Talking and Writing, and need to pass all of these unit tests.

At the end of the course, students sit a final assessment, known as the Added Value Unit, in Reading, Talking and Listening (but not Writing), which is based on what they have covered throughout the course, generally. This final unit also must be passed, along with the previous units, for students to gain the National 4 qualification.

National 5:

Students are assessed during the course by their teacher in Reading, Listening, Talking and Writing to measure their progress.

External assessments to achieve the National 5 course award will include;

- ✓ A written assignment which is submitted and will be externally marked by SQA
- ✓ A performance of talking which will be marked and assessed by the teacher
- ✓ A question paper (examination) on reading and writing
- ✓ A question paper (examination) on listening

Students will be assessed using all of the above methods to gain an overall grade at A-D.

Possible Progression

National 4 Spanish → National 5 Spanish → Higher Spanish

National 5 Spanish → National 5 French → Higher French/Spanish

Students who have passed National 5 can progress to Higher.

SPANISH

Higher

Brief Description of Course

There are four main themes in this course:

- **Culture**
- **Society**
- **Education**
- **Employment**

Assessment Details

The course will be assessed using a variety of methods including an assignment, performance (speaking) and question papers in examinations.

- Component 1 – Question Paper 1 (Examination): Reading and Directed Writing
- Component 2 – Question Paper 2 (Examination): Listening
- Component 3 - Assignment: An assignment which draws on features of the topic content is part of the overall course assessment for Higher Spanish. Learners will be asked to produce a piece of writing in one of the contexts of society, learning, employability or culture but they can also include the other context(s) in their writing if they wish.
- Component 4 – Performance (Talking) for the performance-talking, learners will take part in a discussion and must cover at least two contexts of the course. The discussion will last approximately 10 minutes. This will be recorded and internally moderated.

Possible Progression

Higher Spanish → Advanced Higher Spanish

Higher Spanish → National 5/Higher French

Studying Spanish would be great asset to anyone

- going on to Teacher Training (especially now that all Primary Schools will teach two languages)
- entering the world of business, travel or tourism

Faculty of Mathematics

Applications of Maths Mathematics

Principal Teacher: Melanie Farmer

APPLICATIONS OF MATHEMATICS

National 4 / National 5

Entry Requirements

- **National 4 Applications** is designed for students who have experienced the National 4 Maths course in S3 but found some areas challenging and did not complete the full course successfully.
- **National 5 Applications** is designed for students who have completed the National 4 course successfully in S3 but found some of the work challenging.

Brief Description of Course

- The **National 5 Applications of Mathematics** course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies. There is an emphasis on problem solving and selecting appropriate mathematical tools to solve unfamiliar problems. A high level of numeracy is required for success in this course.

Assessment Details

- **Both** courses will be assessed at regular intervals throughout the course. Usually at the end of a unit of work.
- **National 4 Applications** has an Added Value test at the end of the course which will draw on the knowledge and skills developed in all four units. This test will have a non-calculator and a calculator paper and is **internally** assessed.
- **National 5** has an exam at the end of the course which will draw on the knowledge and skills developed. This exam will have non-calculator and calculator sections and is **externally** assessed.

Possible Progression

National 4 Applications of Mathematics → National 5 Applications of Mathematics → Higher Applications of Mathematics → College, University or Training or Employment or Apprenticeships

National 4 Applications of Mathematics → National 5 Applications of Mathematics → →College, University or Training or Employment or Apprenticeships

National 4 Applications of Mathematics → National 5 Applications of Mathematics → National 5 Mathematics → Higher Mathematics → College, University or Training or Employment or Apprenticeships

Possible Careers

Mathematics is required for many jobs including, apprenticeships, joinery, mechanic, hairdressing, shop assistant, engineering, financial services and many more.

Visit <https://blogs.gov.scot/making-maths-count> for more career ideas using maths.

APPLICATIONS OF MATHEMATICS

Higher

Entry to the course is by departmental recommendation and a Grade A or B at National 5 Maths or National 5 Applications of Maths is strongly recommended. Any grade C candidates requesting to progress would be upon discussion of individual cases with the Principal Teacher Ms. Farmer.

Pupils who have previously successfully completed Higher Maths are also eligible for entry into Higher Applications of Maths.

Brief Description of Course

Higher Application of Mathematics is a key course for any student wishing to enter further education.

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce.

The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts.

Applying mathematics in real-life contexts includes identifying relevant information, formulating a problem in appropriate mathematical or statistical terms, selecting and applying tools correctly, finding solutions, interpreting solutions in the context of a problem, and evaluating the approach taken.

Assessment Details

To achieve a course award for Higher Applications of Mathematics learners have to complete one external exam. This is a single paper that has a duration of 2hr 30m.

Pupils must also complete a project which account for over 20% of their final grade. This is a statistical project that involves research and analysis based upon the chosen area.

Possible Progression

Further Education; Higher Education

Possible Career Paths

The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

Visit <https://blogs.gov.scot/making-maths-count> for more career ideas using maths.

MATHEMATICS

National 4 / National 5 Maths Courses

Entry Requirements

- **National 4 Maths** is designed for students who have experienced the Level 3 course in S3.
- **National 5 Maths** is designed for students who have successfully completed the Level 4 Maths course in S3 with a high level of competence.

Brief Description of Course

- It allows students to build on and extend their previous work in areas of numeracy **algebra**, **geometry** and **statistics** and introduces some **trigonometry**.
- Students will develop their abilities to select and apply the appropriate piece of Mathematics to solve problems and to communicate their solutions clearly.
- **National 4** is organised into four units and **National 5** into three topic areas.

Assessment Details

- **Both** courses will be assessed at regular intervals throughout the course. Usually at the end of a unit of work.
- **National 4** has an Added Value test at the end of the course which will draw on the knowledge and skills developed in all four units. This test will have a non-calculator and a calculator paper and is **internally** assessed.
- **National 5** has an exam at the end of the course which will draw on the knowledge and skills developed. This exam will have non-calculator and calculator sections and is **externally** assessed.

Possible Progression

National 4 → National 5 → Higher Mathematics

National 4 → National 5 → Higher Mathematics → Higher Applications of Mathematics

National 4 → National 4/5 Applications of Mathematics →

College or Training or Employment or Apprenticeships

Possible Careers

Mathematics is required for many jobs including, apprenticeships, joinery, mechanic, hairdressing, shop assistant, engineering, financial services and many more.

Visit <https://blogs.gov.scot/making-maths-count> for more career ideas using maths.

MATHEMATICS

Higher

Entry to the course is by departmental recommendation and a Grade A or B at National 5 Mathematics is strongly recommended. Any grade C candidates requesting to progress would be upon discussion of individual cases with the Principal Teacher Ms. Farmer.

N5 Applications of Mathematics is not acceptable for entry into the Higher Maths course.

Brief Description of Course

Higher Mathematics is a key course for any student wishing to enter further or higher education. The course has obvious relevance for students interested in fields such as commerce, engineering, and science where the mathematics learned will be put to direct use. All students should gain an enhanced awareness of the importance of mathematics to technology and science in general.

The syllabus is designed to build on prior learning in the areas of algebra, geometry and trigonometry and will introduce students to calculus.

The course is split into three separate units of work.

Assessment Details

To achieve a course award for Higher Mathematics, learners must complete one external exam. This is split into two papers, one of which is completed without the use of a calculator. Both question papers will assess operational and reasoning skills and will include both short answer and extended response questions.

Possible Progression

Advanced Higher Mathematics; Further Education; Higher Education

Possible Career Paths

All STEM careers, accountancy, engineering, medical, business, design, technology, computing, education, financial services, and many more.

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MATHEMATICS

Advanced Higher

This course could be offered in house if there was demand or as a remote learning opportunity via another school using online learning.

Entry to the course is by departmental recommendation Grade A or B at Higher Mathematics would be strongly recommended to allow for successful progression. Any grade C Higher Maths candidates requesting to progress would be upon discussion of individual cases with the Principal Teacher Ms. Farmer

Brief Description of Course

Mathematics: It is intended to offer Mathematics units 1, 2 and 3 to form a course leading to the award of Mathematics Advanced Higher. The syllabus builds upon and extends students' mathematical knowledge in the areas of algebra, geometry, proof and calculus and introduces new areas of mathematics- matrices, complex numbers, sequences, binomial theorem and proofs.

Assessment Details

Three end of unit tests internally assessed.

To achieve a course award for Advanced Higher Mathematics learners have to complete one external exam. This is split into two papers, one of which is completed without the use of a calculator. Both question papers will assess operational and reasoning skills and will include both short answer and extended response questions.

Possible Progression

Further Education; Higher Education; STEM courses.

Possible Career Paths

All STEM careers, accountancy, engineering, medical, business, design, technology, computing, education, financial services, and many more.

Visit <https://blogs.gov.scot/making-maths-count> for more career ideas using maths

Faculty of Social Subjects and RME

Geography

History

Modern Studies

People in Society

Powering Futures

**Religious, Moral and Philosophical
Studies (RMPS)**

Travel and Tourism

Principal Teacher:

**(Mrs A. Ratcliffe – DHT covering until
Mr. M. McLeod takes up post in
February)**

GEOGRAPHY

National 4 / National 5

Entry Requirements

Entry by departmental recommendation.

Brief Description of the Course

National 4 is appropriate for students who have experienced Level 3 Outcomes and Experiences of the Social Subjects S1 – S3 course and National 5 for those who have also experienced some Level 4 outcomes. National 4 is also appropriate after National 3.

This course relies on previous skills gathered as well as interpreting, analysing, evaluating and researching skills (fieldwork).

• Physical Environments

Topics: location of landscape type in the UK; formation of key landscape features; land use management and sustainability.

The case studies are:

1. River Landscapes.
2. Limestone scenery
3. Weather and its influences on the landscapes.

• Human Environments

Case studies will cover Scotland, Europe and the wider world and include contrasts in development between developed and developing countries

1. Population distribution and change.
2. Rural Change.
3. Urban Change.

• Global Issues

Topics;

1. Climate Change – causes, impact & management strategies
2. Health in developed and developing countries

Assessment Details

For the National 4 course; the 3 units are assessed internally and include 16 learning outcomes. National 4 also requires successful completion of an internally assessed 'Added Value' Project based on a theme from the course.

National 5 is assessed by course assessments which include:

- Completion of an assignment based on a theme from the course. Worth 20 marks, completed in exam conditions and externally marked.
- Completion of an externally set and assessed exam which samples topics from the whole course.

Possible Progression

National 4 → National 5 → Higher Geography

National 4 → 5 or Higher in another Social Subject

National 4 and 5 Geography would also provide entry requirements to any courses at College, and would be a recognised qualification in any type of job.

GEOGRAPHY

Higher

Entry by departmental recommendation, although learners would normally be expected to have attained Grade A or B at National 5 Geography or another Social Subject or hold a pass in another Social Subject at Higher.

Brief Description of Course

The course is made up of three main areas of study:

- **Physical Environments;** Atmosphere, Biosphere, Hydrosphere and Lithosphere
- **Human Environments;** which will examine issues such as population, and living in urban and rural environments both in developed and less developed countries.
- **Global Issues;** which considers Climate Change and Development & Health.

The Course builds on the themes introduced at N5. The main emphasis is on further developing Knowledge and Understanding, and a range of Geographical Skills which are incorporated throughout the course.

Assessment Details

There are 3 parts to the assessment for the Higher Geography course award these are;

- **Question paper 1 (Examination)** - this includes two sections on Physical Environments and Human Environments. It will be worth 100 marks and the exam will last 1 hour 50 minutes.
- **Question paper 2 (Examination)** - this includes two sections on Global Issues and one on Application of Geographical Skills. It will be worth 60 marks, the exam will last 1 hour 10 minutes.
- **Assignment** – an assignment must also be completed which assesses a range of Geographical skills. This is worth 30 marks.

Students must have successfully completed the assignment and external exams before a course award can be given.

Possible Progression

Advanced Higher in Geography, Higher in another Social Subject and entry requirement for a wide range of college and university courses.

HISTORY

National 4 / National 5

Entry Requirements

Entry by departmental recommendation

Brief Description of the Course

National 4 is appropriate for students who have experienced Level 3 Outcomes and Experiences of the Social Subjects S1 – S3 course and National 5 for those who have also experienced some Level 4 outcomes.

Students will study a range of topics within Scottish, British and European and World History which may include:

- Scottish - Migration and Empire, 1830-1939
- British - The Atlantic Slave Trade, 1770-1807
- European and World - Red Flag. Lenin and the Russian Revolution, 1894-1921

Skills, Knowledge and Understanding

- Students will develop techniques to comment on a range of sources.
- Students will develop techniques to comment the impact of historical developments.
- Students will develop techniques to comment on the factors contributing to historical developments.
- Students will be required to research and use some information collected from a range of historical source and present findings with some guidance.

Assessment Details

National 4 - The 3 units are assessed internally and also requires successful completion of an internally assessed 'Added Value' Project based on a theme from the course.

National 5 – course award is externally assessed based on the following;

- Completion of a research based assignment on a theme from the course. Worth 20 marks, completed with use of a plan in exam conditions and externally marked.
- Completion of an externally set and assessed exam which samples topics from the whole course.

Possible Progression

National 4 → National 5 → Higher History

National 4, 5 or Higher in another Social Subject

National 4 and 5 History would also provide entry requirements to any course at college, and would be a recognised qualification for employment in any type of job.

HISTORY

Higher

Entry by departmental recommendation although learners would normally be expected to have attained Grade A or B at National 5 History or within another Social Subject.

Brief Description of Course

There are 3 units in this course:

- **Unit 1 - Historical Study: Scottish**
Migration and Empire, 1830-1939
- **Unit 2 - Historical Study: British**
Britain 1851-1951, the growth of democracy and the development of the welfare state.
- **Unit 3 – Historical Study: European and World**
German Nationalism, 1815-1939.

Assessment Details

Overall Course Assessment Graded A – D; externally assessed by SQA via the following combination;

- **Assignment** (30 marks) - A historical issue will be researched and examined in an essay format which includes a conclusion.
- **Question Paper 1** (Examination - 44 marks). This will include two sections on British, and European and World contexts. In paper 1, candidates will answer one extended response question in each section.
- **Question Paper 2** (Examination - 36 marks). This will include one section on Scottish contexts. In question paper 2, candidates will answer source-handling questions and a knowledge question. This will include a question that requires candidates to give an explanation of events.

Students must have successfully completed the assignment and external exams before a course award can be given.

Possible Progression

Advanced Higher in History, Higher in another Social Subject and entry requirement for a wide range of college and university courses.

HISTORY

Advanced Higher

Entry by departmental recommendation

Brief Description of Course

Historical study

Candidates undertake a detailed study of a single historical period. At Hawick High School we study Russia 1914-1945, with a focus on the February and October Revolutions of 1917, the Russian Civil War, the role of Stalin, and the reasons the Soviet Union won the Great Patriotic War against Nazi Germany.

Through this study they develop their ability to evaluate a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts. Candidates engage with the views of a range of historians, analyse issues to sustain a coherent line of argument, and draw well-reasoned conclusions supported by detailed evidence.

Project

The project of c. 4000 words is an ideal way for prospective college and university students to learn the skills of researching and writing up a formal dissertation. We have an extensive library of relevant texts by academic historians.

Researching historical issues

Candidates develop skills of:

- justifying appropriate research issues
- planning a complex programme of research
- researching, collating and recording information
- explaining approaches to organising
- presenting and referencing findings
- using an appropriate referencing convention

Assessment Details

Component 1: question paper	90 marks
Component 2: project–dissertation	30 marks

Possible Progression

Degree courses in social subjects and social sciences or related areas
Further study, employment and/or training

MODERN STUDIES

National 4 / National 5

Entry Requirements

Entry by departmental recommendation

Brief Description of the Course

National 4 is appropriate for students who have experienced the Level 3 Outcomes and Experiences of the Social Subjects S1 – S3 course.

National 5 is appropriate for students who have experienced the Level 3 and 4 Outcomes and Experiences of the Social Subjects S1 – S3 course.

There are 3 units:

1. Democracy in Scotland

Learners will study democracy in Scotland including the role of MPs and electoral systems. The Scottish Parliament will be compared with the UK Parliament in terms of its powers.

2. Crime and Law

Learners will develop knowledge and understanding of causes of crime, the impact that it has on both individuals and society and the role of individuals, the police, the legal system and the state have in tackling crime.

3. World Issue – Terrorism

Learners will develop knowledge and understanding of the causes of terrorism, consequences this has, and the response from the UK and the world to tackle it.

Assessment Details

National 4 requirements:

The 3 units are assessed internally assessment also includes successful completion of an internally assessed 'Added Value' Project based on a theme from the course.

National 5 course assessment requirements:

- Completion of an assignment based on a theme from the course. Worth 20 marks, completed in exam conditions and externally marked.
- Completion of an externally set and assessed exam which samples topics from the whole course.

Possible Progression

National 4 → National 5 → Higher Modern Studies

National 4, 5 or Higher in another Social Subject

National 4 and 5 Modern Studies would also provide entry requirements to any course at college, and would be a recognised qualification for employment in any type of job, including working for the local authority

MODERN STUDIES

Higher

Entry to the course is by departmental recommendation; a Grade A or B at National 5 Modern Studies or another social subject or a Higher pass in another social subject would usually be expected.

Brief Description of Course

Modern Studies makes a valuable contribution to the curriculum. It develops an understanding of fundamental processes which underpin political and social life. The structure of the course requires students to study issues from within the United Kingdom and the wider world.

There are three units in this course;

1. **Democracy in Scotland & the UK**
2. **Social Issues in the United Kingdom, which will focus upon Social Inequalities**
3. **International Issues, which examines USA as a world power**

Assessment Details

To achieve a course award learners have to complete the following assessments;

- An Assignment which mainly assesses skills – sent off to SQA (30 marks),
- An External Examination which is split into 2 papers.
 - o Paper 1 consists of two 20 mark extended response questions and one 12 mark extended response question. Candidates will have 1 hour 45 minutes to complete this question paper. (52 marks)
 - o Paper 2 will contain source questions. Questions will be based on conclusion, objectivity and reliability of sources. Candidates will have 1 hour 15 minutes to complete this question paper. (28 marks)

Possible Progression

Higher in another Social Subject, and entry requirement for a wide range of college and university courses.

PEOPLE AND SOCIETY

National 3 / National 4

Entry Requirements

Entry by departmental recommendation

Brief Description of the Course

National 4 is appropriate for students who have experienced Level 3 Outcomes and Experiences of the Social Subjects S1 – S3 course.

Students will develop important attitudes, respect for others values, beliefs and cultures, openness to new thinking and ideas, and a sense of responsibility and global citizenship.

People and Society is a flexible and inter-disciplinary Course offering learners the opportunity to study themes, issues and topics of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas. Through the perspectives of inter-disciplinary study, motivating contexts for learning can span subject boundaries, allowing learners to make connections across subject disciplines.

Units –

- **War** - Learning about the ethics of war and making decisions about the following questions: Is war ever good? Is war more dangerous today? Should child soldiers be punished? There will also be an opportunity to undertake an independent research task looking at a recent conflict.
- **Contrasting countries** – Looking at a variety of aspects of both the Chinese and Scottish societies, and how they differ.
- **Slavery** – The historical study of the Atlantic Slave Trade and how it connects with contemporary issues in society eg. Racism.

Assessment Details

National 3 and 4 - The 3 units are assessed internally and also requires successful completion of an internally assessed 'Added Value' Project based on a theme from the course.

Possible Progression

National 4 People & Society would allow progression to National 5 in another Social Subject.

National 4, 5 or Higher in another Social Subject

National 4 People & Society would also provide entry requirements to courses at college, and would be a recognised qualification for employment in any type of job.

POWERING FUTURES (Wider Achievement)

SCQF Level 6 Award

Entry Requirements

Ability to complete tasks at a level 6 standard

Be committed to completing the full course if they want the award, students cannot pick up half an award, or Units, if they leave halfway through the year

Brief Description of the Course

Working in a team, you will create a solution to a real-world sustainability challenge set by real businesses and present this back to a panel of real industry judges.

By participating in this course, you will develop the critical meta-skills that employers are looking for. This course focuses on developing the following meta-skills:

- Communication
- Collaboration
- Problem solving
- Decision making
- Creative thinking
- Critical thinking
- Workload management
- Resilience
- Self-awareness

Assessment Details

This course is assessed continuously through the year, there is no exam at the end. To pass, you need to fill out a logbook, participate in the group work, and take part in a presentation at the end of the course.

What will I get out of this course?

You will gain 8 SCQF Credit Points (equal to 7 UCAS Tariff Points). You will also be able to build your confidence and begin to understand real business challenges and build networks with industry representatives. You will produce a logbook of high-quality evidence demonstrating that you have experience of all the skills above which can be taken to Job Interviews and used in UCAS/Apprenticeship Applications.

Progression

You will achieve a SCQF Level 6 award which is equivalent to a higher. You will also develop the critical meta-skills that universities, colleges and employers are looking for. This course will help you stand out from the crowd on applications for university, give you experiences to talk about during job interviews and develop skills you will use in the workplace.

You will gain an understanding of real business challenges and build networks with industry representatives.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

National 4 / National 5 / HIGHER

Entry Requirements

Entry by departmental recommendation

Brief Description of the Course

National 4 is appropriate for students who have experienced the Core S1 – S3 Faith curriculum.

National 5 is appropriate for students who have experienced the Level 3 and 4 Outcomes and Experiences of the Social Subjects S1 – S3 course.

The course will be divided into three units:

- **Morality and Belief** – we will look at Religion and Justice (Why do we punish? How do we punish? How do we decide on our laws?)
- **Religious and Philosophical Questions**- The Problem of Evil and Suffering (Does evil exist? If there is a God why does He let people suffer?)
- **World religions** – we will study Buddhism (what answers does it give to the major questions in life; How should we live? What is life for?)

The course will develop skills in reasoning and debating. Students will be encouraged to think about and develop their own beliefs on major issues while recognising the importance beliefs have for people around the world.

Assessment Details

The 3 units are assessed internally for National 4 candidates.

National 4 also includes successful completion of an internally assessed 'Added Value' Project based on a theme from the course.

National 5 requires :

- Completion of an assignment based on a theme from the course. Worth 20 marks, completed in exam conditions and externally marked.
- Completion of an externally set and assessed exam which samples topics from the whole course.

Possible Progression

National 4 → National 5 → Higher RMPS

National 4, 5 or Higher in another Social Subject

National 4 and 5 RMPS would also provide entry requirements to any course at college, and would be a recognised qualification for employment in any type of job.

TRAVEL AND TOURISM

National 4 / National 5 (Skills for Work)

Entry Requirements

Entry by departmental recommendation.

The course is aimed at those who have an interest in a possible career in the travel or service sector.

Brief Description of the Course

National 4 is appropriate for students who have experienced the Level 3 Outcomes and Experiences of the Social Subjects S1 – S3 course.

National 5 is appropriate for students who have experienced the Level 3 and 4 Outcomes and Experiences of the Social Subjects S1 – S3 course.

The course consists of 4 units:

- **Employability** which is about jobs and careers in the industry
- **Customer Service** which focuses on meeting customer needs
- **Scotland** is an investigation into destinations and attractions
- **UK and Worldwide** is also an investigation of holiday destinations and meeting customer needs.

There will be opportunities for work experience throughout the course.

Assessment Details

Each unit will be internally assessed on a Pass / Fail basis.

Possible Progression

National 4 → National 5 Travel & Tourism

National 4 → National 4 or 5 in another Social Subject

National 5 → National 5 or Higher in another Social Subject

Borders College Administration and Tourism NC

Faculty of Science

Biology (N4/5/H/AH)

Chemistry (N5/H/AH)

Physics (N5/H/AH)

Health Sector (N5 SfW)

Science & Technology (Level 4 NPA)

**Forensic Applications of Science
(Level 5)**

Principal Teacher: Dr Kevin Mitchell

BIOLOGY

National 4

Entry by departmental recommendation.

Brief Description of Course:

Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. It aims to develop scientific understanding of biological issues, with an emphasis on practical applications and activities. The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of Biology within our society.

Students will undertake four units of work:

Life on earth , consisting of 6 key areas: • Species Dependency • Biodiversity • Nitrogen Cycle • Fertilisers • Adaptations • Stimuli and response	Multicellular organisms , consisting of 6 key areas: • Sexual and asexual reproduction • Growing and propagating plants • Commercial uses of plants • Genetics • Growth and development • Homeostasis
Cell Biology , consisting of 8 key areas: • Cell division • DNA • Uses of cells • Enzymes • Microorganisms • Photosynthesis • Respiration • Controversial procedures	Added Value Unit Students will draw on and apply the skills and knowledge they have learned during the course. They will carry out an in-depth investigation on an unfamiliar and/or integrated context. This will be assessed through an assignment.

Homework

Homework will be given to assist in learning and to practice the key skills of data handling and problem solving. In addition, students are expected to work independently to prepare for end of topic tests and unit assessments.

Assessment

To achieve the Biology Course Award, students must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded.

Possible Progression

This Course or its components may provide progression for the student to:

- A National 5 Biology Course
- A National 4 or 5 Course in another science subject
- Employment and/or training in science based careers and fields such as animal care, childcare, forestry, healthcare, horticulture, laboratory technical work, nursing, physiotherapy etc.

BIOLOGY

National 5

Entry by departmental recommendation.

Brief Description of Course:

Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. The Course allows students to understand and investigate the living world in an engaging and enjoyable way. It develops students' abilities to think analytically and independently, and to make reasoned evaluations. The Course provides opportunities for students to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions. This enables students to develop an informed and ethical view of complex or controversial biological issues. Students will be able to develop their communication and collaborative working skills, and apply critical thinking in new and unfamiliar contexts.

The course consists of three topic areas whose contents are briefly described below;

In ***Cell Biology***, the key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins and enzymes; genetic engineering; respiration.

In ***Multicellular Organisms***, the key areas covered are: producing new cells, control and communication; reproduction, inheritance; transport in plants, animal transport and exchange systems.

In ***Life on Earth***, the key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production and evolution of species.

Assessment

At the end of each topic, students will be assessed by an internal test which assesses their knowledge & understanding as well as their problem solving ability.

The SQA course assessment in N5 Biology has two components: the final written examination, and an Assignment. For the assignment students will carry out practical, experimental field work to undertake an in-depth investigation and produce a report on an unfamiliar and/or integrated context. These course assessments are marked by the SQA. The final grade awarded is based on candidate performance in the exam and the assignment.

Homework

Homework will be given on a regular basis to assist in learning. In addition, students are expected to work independently and prepare for end of topic tests and unit assessments.

Possible Progression

This Course may provide progression for to:

- A Higher Biology/Human Biology Course or a National 5 Course in another science.
- A qualification in Biology is useful for college and university entrance as well as for a variety of science- based careers. These include agricultural science, animal care, childcare, dentistry, dietetics, forensic science, forestry, healthcare, horticulture, lab technician, medicine, nursing, pharmacology, physiotherapy and veterinary science.

BIOLOGY

Higher

Entry

S5 Higher Entry requirements - A or B in N5 course. Grade C entry possible if supported by results in other relevant subjects and a recommendation by S4 subject teacher

Content

This course allows the student to gain a Higher qualification which is a broad-based, integrated study of a wide range of biological topics. These topics emphasise the importance of Biology as a subject which is required in many aspects of investigative science, and as a subject which gives students an awareness of what surrounds them, both socially and environmentally. Higher Biology covers all of the major themes of biology (cells, evolution, genetics, homeostasis, energy and ecosystems) and builds on previous learning. It allows learners to develop a deeper understanding of the underlying themes of biology: evolution and adaptation, structure and function, genotype and niche. There are 3 40 hour units that make up the course with an additional 40 hours for induction, support, consolidation and integration of learning.

Unit 1: **DNA and the Genome:** Through the study of DNA and the genome, this Unit explores the molecular basis of evolution and biodiversity.

Unit 2: **Metabolism and Survival:** The central metabolic pathways of ATP synthesis by respiration. Adaptations for maintaining metabolism in widely different niches. Environmental and genetic control of metabolism in microorganisms.

Unit 3: **Sustainability and Interdependence:** The complex interdependence between organisms is explored through food production, interrelationships and biodiversity.

Assessment

This course contains a range of both internal and external assessment.

External: This consists of an examination set by the SQA and an assignment which is completed in school but marked by the SQA

Internal: This consists of end of unit tests for each unit and a practical investigation report.

Progression

Progress to Advanced Higher or take individual units within Advanced Higher. Enter an HNC, HND or degree course studying Biological Sciences or Medicine, Nursing, Dietetics, Radiography, Chiropody, Physiotherapy, Marine Biology, etc. Other FE or HE opportunities and a range of employment or training opportunities.

BIOLOGY

Advanced Higher

The course is suitable for candidates who are secure in their attainment of Higher Biology, Higher Human Biology or an equivalent qualification. It is designed for candidates who can respond to a level of challenge, especially those considering further study or a career in biology and related disciplines.

Brief Description of Course

The course develops a systems approach to the study of biological science. It allows candidates to integrate their learning, and to appreciate the global dimension of life on Earth and the importance of understanding biological issues in society

Cells and proteins

The key areas covered are:

- laboratory techniques for biologists
- proteins
- membrane proteins
- communication and signalling
- protein control of cell division

Organisms and evolution

The key areas covered are:

- field techniques for biologists
- evolution
- variation and sexual reproduction
- sex and behaviour
- parasitism

Investigative biology

The key areas covered are:

- scientific principles and process
- experimentation
- reporting and critical evaluation of biological research

Course Assessment

The course assessment has two components

Component 1: question paper	100 marks
Component 2: project	30 marks

Possible progression

- a Higher National Diploma (HND) or degree in biology or a related area, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science, or health
- a career in a biology-based discipline or a related area, such as health sector, agricultural science, or education, environmental services
- further study, employment and/or training

CHEMISTRY

National 5

National 5 is designed for students who are interested in understanding the chemistry of the world around us and want to gain qualifications to progress to Higher Grades. Our understanding of Chemistry is developing and changing at a dramatic rate from 'smart' materials to the latest drugs and medicines, this course gives us the knowledge and understanding which allows us to explain how chemicals change and how they can be used in the most effective ways.

Brief Description of Course

National 5 Chemistry allows students to build on and extend their previous knowledge in areas of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

Students will develop their abilities to plan experiments and practical investigations.

The course is organised into three areas, these are;

Chemical Changes and Structure Learners will develop skills and knowledge of the chemical reactions in our world. They will investigate rates of reaction, acids and alkalis, structure of the atom, the periodic table, bonding and properties of materials, formulae and equations, the concept of the mole.

Nature's Chemistry Learners will investigate the comparison of energy from different fuels, cycloalkanes, branched alkanes and alkenes, alcohols and carboxylic acids. Learners will explore their chemical reactions and their uses in everyday consumer products.

Chemistry in Society In this unit, learners will investigate the chemistry of materials. The focus will be on the chemistry of metals, batteries, plastics, fertilisers' radioactivity and analysis techniques used for monitoring the environment.

Assessment Details

The course assessment forms 2 parts: an assignment which will include some practical/experimental and an end of course exam. The assignment is submitted to SQA for marking and provides part of the basis for grading in the course award alongside the mark gained in the examination paper.

Possible Progression

National 5 → Higher → many University/College courses

National 5 → Higher → Advanced Higher → University Science courses

National 5 → National 5 in other Sciences → many College courses

CHEMISTRY

Higher

The Higher Chemistry course is designed to provide an opportunity for reinforcing and extending the student's knowledge and understanding; developing the ability to solve problems; and carrying out experimental and investigative work. The course is based on the development of relevant knowledge and understanding, problem solving and practical abilities. Positive attitudes such as being open minded and willing to recognise alternative points of view are promoted.

Entry by departmental recommendation, although learners would normally be expected to have attained Grade A or B at National 5 Chemistry.

Brief Description of Course

Higher Chemistry allows pupils to build on and extend their previous knowledge in areas of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding. Pupils will develop their abilities to plan experiments and practical investigations.

The course is organised into four topics, these are:

- **Chemical Changes and Structure**

The key areas covered include trends in the periodic table, structure and bonding and redox chemistry.

- **Nature's Chemistry**

The key areas covered include the principles of organic chemistry through the context of a range of everyday consumer goods.

- **Chemistry in Society**

The key areas covered include the chemical industry and applies physical chemistry principles in order to turn research ideas into profitable products, without harming the environment.

- **Researching Chemistry**

Learners will develop the essential skills for carrying out investigative scientific research in Chemistry, and then apply these in the context of a topical chemistry investigation.

Assessment Details

The course assessment in Higher Chemistry has two components: final written examination (2 separate papers; one short answer test paper and one extended answer paper), and an assignment. These course assessments are externally marked by the SQA. For the assignment students will carry out an in-depth investigation and produce a report on an unfamiliar and/or integrated context which will include some practical/experimental work. The assignment will be a report of experimental work and research undertaken. The assignment is submitted to SQA for marking and provides part of the basis for grading in the course award alongside the mark gained in the examination papers.

Possible Progression

Higher Chemistry → many University/College courses.

Higher Chemistry → Advanced Higher Chemistry → University Science courses.

Higher Chemistry → National 5 in other Sciences → many College courses.

CHEMISTRY

Advanced Higher

The course builds on the knowledge and skills developed by candidates in the Higher Chemistry course and continues to develop their curiosity, interest and enthusiasm for chemistry in a range of contexts. Skills of scientific inquiry and investigation are developed throughout the course.

Brief Description of Course

The course is suitable for candidates who are secure in their attainment of Higher Chemistry or equivalent qualifications. It is designed for candidates who can respond to a level of challenge, especially those considering further study or a career in chemistry and related disciplines

Inorganic chemistry

The topics covered are:
electromagnetic radiation and atomic spectra
atomic orbitals, electronic configurations and the periodic table
transition metals

Organic chemistry and instrumental analysis

The topics covered are:
molecular orbitals
synthesis
stereo chemistry
experimental determination of structure
pharmaceutical chemistry

Physical chemistry

The topics covered are:
chemical equilibrium
reaction feasibility
kinetics

Researching chemistry

The topics covered are:
common chemical apparatus
skills involved in experimental work
stoichiometric calculations
gravimetric analysis
volumetric analysis
practical skills and techniques

Assessment Details

The course assessment has two components

Component 1: question paper	110 marks
Component 2: project	25 marks

Possible Progression

- Higher National Diploma (HND), or degree in Chemistry or a related area, such as medicine, law, dentistry, veterinary medicine, engineering, environmental and health sciences
- a career in a Chemistry-based discipline or related area such as renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics, research and development, oil and gas exploration, management, civil service and education, or in a wide range of other areas
- further study, employment and/or training

FORENSIC APPLICATIONS OF SCIENCE

National Progression Award Level 5

NPA 5 Forensic applications of science is designed for students who are interested in how science can be applied to forensic investigations. Forensic investigations are crucial to criminal investigations and are the future crime scene investigations.

Brief Description of Course

This course is designed for students who have enjoyed their experience of science and would like to find out how biology, chemistry and physics are used in forensic investigations. It is recommended to have a national 5 literacy national 5 numeracy and a minimum of level 4 science award for this course, however, acceptance on this course is to the discretion of the science department.

This Course has a skills-based approach to learning. It takes account of the needs of all learners and provides sufficient flexibility to enable learners to achieve in different ways. You will develop your abilities to plan experiments, and use forensic techniques to help with criminal investigations. The course is presented in 4 units each unit will look at the topics and how it can be applied to the forensics aspect.

Cell Biology - the key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins and enzymes; genetic engineering; respiration

Chemical Changes and Structure - You will develop skills and knowledge of the chemical reactions in our world. you will investigate rates of reaction, acids and alkalis, structure of the atom, the periodic table, bonding and properties of materials, formulae and equations, the concept of the mole.

Waves and Radiation - You will extend your knowledge of wave behaviour and measurements and examine the electromagnetic spectrum. **You** will also explore nuclear radiation, including how radioactive materials emit radiation and how nuclear energy is generated

Forensic Science: Applications – You will learn about some of the fundamental techniques of forensic science allowing you to develop skills in biology, chemistry and physics in this exciting context. You will also develop basic research and information handling skills.

Assessment

To achieve the Course Award, students must pass all of the required Units through a written assessment and a writeup of a practical forensic technique. A report will also need to be completed for the forensic unit which will be marked internally. NPA courses are not graded but are “pass or fail”.

Forensic report

This assignment will cover work from all units. Learners will be given time to research forensic techniques, before writing it up under supervision. It will be marked by school staff and verified by the SQA.

Possible Progression

This Course or its components may provide progression for the student to:

- A National 5 Course in another science subject
- NPA 6 in another science based.
- Employment and/or training in science-based careers and fields.

HEALTH SECTOR

National 5 (Skills for Work)

Entry requirements

There are no formal entry requirements although good communication, literacy and numeracy skills are important, and you will be expected to work at National 5 level.

Brief Description of Course

The Health Sector is one of the largest employers in Scotland and provides employment opportunities through a varied range of disciplines. In the course you will cover primary and secondary care in the NHS. Also, areas such as complementary therapies, the retail pharmaceutical industry and the community and voluntary sectors. Central to the course is developing the employability skills valued by employers in general and necessary for effective work in the health sector. Furthermore, a large section of the course is visiting and interacting with local professionals and employees in the Health Sector. This includes possible work experience and taking part in mock interviews with professionals from the NHS.

You will learn about the services provided by the Health Sector in your local area, the life sciences industry and their role in the diagnosis and treatment of illness, the importance of promoting healthy lifestyle and the structure and function of the cardiovascular system. You will also look at the health and safety risks to workers in the Health Sector and learn about the range and diversity of careers in non-clinical roles in the Health Sector.

The National 5 course is made up of the following five units:

1. Working in the Health Sector
2. Employability Skills in the Health Sector
3. Medical Devices and Pharmaceuticals
4. Improving Health and Well-being
5. Physiology of the Cardiovascular System

Assessment

This course is not graded and is a pass or fail course. To pass the course you need to complete each unit to the required standard. This is assessed in Hawick High School and externally assessed by the SQA. The assessment of the units in this course follow the example set out below:

Health Sector: Working in the Health Sector (National 5)

Written and/or recorded oral and performance evidence is required for this unit. Assessment will be in the form of:

- ◆ an investigation into the range of local provision and services in the health sector
- ◆ performance evidence generated by preparation for, and participation in, a job interview in a real or simulated health sector environment
- ◆ learner reviews, completed on three occasions, detailing progress in relation to the development of specific employability skills valued by the health sector

Possible Progression

This Course may provide progression to the workplace and has many skills local employers value. As well as creating valuable links for students with local employers. It can also provide the knowledge and skills to move onto health sector type courses in further or higher education at College or University. These can include care courses, nursing, childcare and many more that come under the Health Sector umbrella.

SCIENCE AND TECHNOLOGY

NPA Level 4

This National Progression Award (NPA) provides an overview of the science, technology, engineering and mathematics (STEM) sector with a focus on applications in everyday life. It develops knowledge and understanding of chemistry, physics and biotechnological industries. It will also develop science practical and investigation skills. If successful in the course you can progress to another National 4 or National 5 Science subject in S5. The course provides a good skill set to progress your Science studies further.

Brief Description of Course

The purpose of the Course is to develop your curiosity, interest and enthusiasm for science in a range of contexts. It will give you a broad experience of Science and Science Technology industries and is directly related to the impact science has on the real world.

Through experiments and investigation, you will develop a broad scientific skill set which will allow you to progress in.

You will also look at the ethics involved in Science and Technology and look at how 'fake news' has caused problems in the world of Science. This will allow you to become scientifically literate and critically evaluate scientific claims around many issues in the modern world.

The course contains 4 units:

1. **Biotechnology Industries** You will be introduced to multiple biological applications such as the dairy (milk, yoghurt, cheese), yeast based (bread and alcohol), detergent (biological washing powders and liquids) and pharmaceutical industries (antibacterial and antifungal).
2. **Electricity and Energy:** You will look at the resources on our planet and how it is very important we look after them for a sustainable future. You will investigate some of the biggest threats to our existence on earth. Your teacher will take you through experiments and activities investigating energy and electricity
3. **Chemistry in Society:** The Unit covers the key areas of metals and alloys, materials, fertilisers, nuclear chemistry and chemical analysis. You will research issues, apply scientific skills and communicate information related to your findings, which will develop skills of scientific literacy.
4. **Science Practical and Investigation Skills:** This unit is designed to provide you with an introduction to science practical skills and science investigations. You will also develop the ability to process and present scientific practical results. This unit will also help you with looking at evidence and apply critical thinking to results.

Assessment Details

All assessments are internally assessed and verified by the SQA. You will have 3 end of unit tests and your teacher will assess your scientific skills throughout the year. Also, you will have a series of tasks linked to practical work and experiments which will also be assessed by your teacher.

Possible Progression Routes:

Science at N4 level then onto a Science at N5 level or Forensic Application of Science at level 5.

PHYSICS

National 5

National 5 is designed for students who are interested in understanding how things work or want to gain qualifications to progress to Higher Grades.

From the sources of the power we use, to the exploration of space. N5 Physics covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology from mobile phones to the large Hadron collider.

Brief Description of Course

National 5 Physics allows students to build on and extend their previous knowledge in areas of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

Students will develop their abilities to plan experiments and practical investigations.

The course is organised into six units:

- **Dynamics** - Learners will investigate the key areas of motion such as velocity, acceleration, Newton's Laws, conservation of energy and projectiles.
- **Space** - Students will be introduced to the physics behind space exploration and how information from space is analysed.
- **Electricity** - Students will further explore electrical circuits including electronics and electrical power.
- **Energy** - Learners will investigate heat energy transfer and the behaviour of gases.
- **Waves** - Students will extend their knowledge of wave behaviour and measurements and examine the electromagnetic spectrum.
- **Radiation** - Learners will explore nuclear radiation, including how radioactive materials emit radiation and how nuclear energy is generated.

Assessment Details

There will be some end of topic tests which are internally assessed to measure progress by the class teacher.

To gain the course award the SQA assessment requirements are as follows;

- ✓ A practical assignment which is submitted to the exam board
- ✓ An end of course exam, which with the practical assignment will provides the basis for grading in the course award (A-D)

Possible Progression

National 5 → Higher Physics → many University/College courses

National 5 → Higher Physics → Advanced Higher Physics → University Science courses

National 5 → National 5 in other Sciences → many College courses.

PHYSICS

Higher

Entry by departmental recommendation. Returning students should contact PT Science Dr Mitchell to discuss options.

The Higher Physics course is designed to provide an opportunity for reinforcing and extending the student's knowledge and understanding; developing the ability to solve problems; and carrying out experimental and investigative work. The course is based on the development of relevant knowledge and understanding, problem solving and practical abilities. Positive attitudes such as being open minded and willing to recognise alternative points of view are promoted.

Brief Description of Course

Higher Physics allows pupils to build on and extend their previous knowledge in areas of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

Pupils will develop their abilities to plan experiments and practical investigations.

The course is organised into four units, these are;

- Physics: **Our Dynamic Universe** This unit covers the key areas of kinematics, dynamics and space-time.
- Physics: **Particles and Waves** This unit covers the key areas of particles and waves.
- Physics: **Electricity** The unit covers the key areas of electricity, and electrical storage and transfer.

Researching Physics (Higher)

The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and process information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings.

Assessment Details

There will be some end of topic tests which are internally assessed to measure progress by the class teacher.

However to gain the course award the SQA assessment requirements are as follows;

- ✓ An assignment assessment task - a report of experimental work and research undertaken by the learner which is submitted to the exam board.
- ✓ Higher has an end of course exam, which is split into 2 papers;
 - Paper 1 – an objective short answer set of questions
 - Paper 2 – an extended set of questions

The combination of the exam papers (80% of marks) alongside with the practical assignment (20% of marks) will provides the basis for grading in the course award (A-D).

Possible Progression

Higher Physics → many University/College courses

Higher Physics → Advanced Higher Physics → University Science courses

Higher Physics → National 5 in other Sciences → many College courses

PHYSICS

Advanced Higher

In this course there is an emphasis on developing an understanding of physics concepts and applying this to familiar and unfamiliar contexts. The course also gives candidates the opportunity to develop and apply skills of scientific inquiry.

Brief Description of Course

The course is suitable for candidates who are secure in their attainment of Higher Physics or an equivalent qualification. It is designed for candidates who can respond to a level of challenge, especially those considering further study or a career in physics and related disciplines

Rotational motion and astrophysics

The topics covered are:

- kinematic relationships
- angular motion
- rotational dynamics
- gravitation
- general relativity
- stellar physics

Quanta and waves

The topics covered are:

- introduction to quantum theory
- particles from space
- simple harmonic motion
- waves
- interference
- polarisation

Electromagnetism

The topics covered are:

- fields
- circuits
- electromagnetic radiation

Units, prefixes and uncertainties

The topics covered are:

- units, prefixes and scientific notation
- uncertainties
- data analysis
- evaluation and significance of experimental uncertainty

Assessment Details

The course assessment has two components

Component 1: question paper	155 marks
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Component 2: project	30 marks
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Possible progression

Higher National Diploma (HND) or degree in physics or a related area, such as engineering, electronics, computing, design, architecture, or medicine
a career in a physics-based discipline or a related area, such as renewable energy, oil and gas exploration, construction, transport, or telecommunications
further study, employment and/or training.

Other Courses

**SQA or External Awards
Partnership with LEAPs
Partnership with Borders College**

BARISTA SKILLS

AWARD AT SCQF Level 5

Brief Description of Course

The Award in Barista Skills at SCQF level 5 will develop the knowledge, understanding and technical skills required for the role of a barista.

This qualification covers areas such as the different types of coffees and other beverages typically served by a barista. Setting up, operating, cleaning and closing down specialist equipment is also covered. Learners will have the opportunity to apply their knowledge and skills by preparing and serving different hot and cold beverages.

Achievement of this Award is nationally recognised.

This award will be supplemented by delivery of further vocational qualifications such as a youth achievement / employability / personal development award / work placement / work experience and some basic first aid training to aid the young person to make a more successful transition into a modern apprenticeship, employment or training.



LEAPS Transitions Course 2025-2026 – Course Choice Information

Keen to prepare for university study?

If you are a LEAPS-eligible student, the LEAPS Transitions Course could be an S6 timetable option for you!

"Since I was the first in my family to attend university, I was nervous and didn't know what to expect. The support from LEAPS to help me understand university courses and the level of work that would be expected was great. Even down to how to write an academic essay with citations was so helpful. I have used these skills more than once in my course at university now, and can even help my friends who may be struggling."

- Hannah, former LEAPS Transitions Course student

Find out more about the course below, and visit www.leapsonline.org/transitions-course for further details.

Course Description

The LEAPS Transitions Course is designed to give you the skills and experience needed to make a positive transition from school to university. Throughout the course, you will work with academics and students from other schools on developing first-year university-level academic skills. You will gain confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting for real. During the course you will be enrolled at the University of Edinburgh, but the course itself will be helpful regardless of which university you hope to study at after school.

What will I learn?

The focus will be on developing successful academic practice – in other words, how to be successful at university – and you will have the chance to work with students and academics/lecturers from a broad range of subject areas. You will not study one subject. Instead, you will study lots of subjects, focusing on developing key academic skills.

- 📖 University Level Academic Skills (critical thinking, academic writing, academic resources, discussion and presentation skills, academic posters, evidence – including referencing and plagiarism, feedback, data skills, reflective practice)📖
- 📖 Independent Learning (self-directed study, time management, problem solving, self-evaluation)📖
- 📖 Digital Literacy (university virtual learning environments, online academic library collections, learning in an online setting)📖

How will I learn?

- 📖 Lectures (presentations to everyone on the course) and Tutorials (smaller group discussions led by a tutor)📖
- 📖 Workshops, Project Work, Library Research, Independent study📖
- 📖 Coursework (weekly preparation for tutorials)📖

How will I be assessed?

Assessments (two formal graded assessments and additional informal formative assessments)

- o Individual Written Assessment on Academic Skills – 60% (Formal)
- o Academic Poster Presentations (group work) – 40% (Formal)
- o Reflective zine 'notes for my future self', drawing on all of the themes of the course (Informal)



LEAPS Transitions Course (S6 only)

www.leapsonline.org/transitions-course

Course Overview

The LEAPS Transitions Course is designed to give students the skills and experience they need to make a positive transition from school to university. Throughout the course, students work with academics and students from other schools on first-year university-level academic skills, developing confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting for real.

Course Description

The course will be taught via interactive lectures, workshops, tutorial discussion, online participation and independent study. Students will also participate in project work, library research and meetings with tutors and students. Semester one will focus on academic skills and a writing assessment; semester two will have a lecture series and a group poster assessment.

Entry Requirements

The course is offered to [LEAPS-eligible](#) UCAS applicants and will typically be taken in S6. We have no formal entry requirements, other than we anticipate students taking the course will be planning to apply to higher education. For example, students will either have Highers/Nat 5s required for university entry, or are taking these in S6.

Course Level

The course has been credit-rated by the Centre for Open Learning at the University of Edinburgh and is offered as a 20 credit SCQF Level 7 course, which is the same level as Advanced Higher/first-year university-level study.

Length of Course/Time Commitment

25 Weeks, from September 2025 – March 2026. (Total time commitment approx. 200 hours.)

The time commitment is approximately six hours per week, plus assessment preparation.

Location of Course

The course will be a blend of remote online sessions and in-person sessions (TBD) on university campuses in Edinburgh. Travel arrangements and costs will be supported by LEAPS.

Course Structure

The course forms one option on a student's S6 timetable.

Sessions will take place on a Tuesday and a Thursday afternoon from September 2025 until March 2026. Students must attend these live sessions whether digitally or in person, and their classes will comprise a mix of students from other schools.

Skills

- **Higher Education Academic Skills** (critical thinking, academic writing, academic resources, discussion & presentation skills, academic posters, evidence including referencing and plagiarism, feedback)
- **Independent Learning** (self-directed study, time management, problem solving)
- **Digital Literacy** (virtual learning environments, online academic library collections)

Coursework (homework)

Weekly coursework (independent study) will be allocated to students. This includes weekly preparation for tutorials.

Assessment

There are two formal (graded) assessments and additional informal (formative) assessments;

- Individual Written Assessment on Academic Skills 60% (Formal)
- Academic Poster Presentations (group work) 40% (Formal)
- Reflective zine 'notes for my future self' drawing on all of the themes of the course (Informal)

University Admissions

University admissions officers may take the course into consideration when deciding if they will offer a student a place, as by taking the course students are demonstrating that they are committed to preparing for university-level study. Conversations with individual universities about how they will specifically consider the course are ongoing.

Possible Progression

Students who take this course are likely to be aiming for university, either directly after school or via college.

Useful Links:

A video overview of the course can be found at: www.leapsonline.org/transitions-course
[We will update this web page with more detailed information about the course as and when it is available.](#)

Queries

If you have any queries, please contact us at leaps@ed.ac.uk

PERSONAL DEVELOPMENT AWARD

(SCQF Level 4/5/6)

This Award 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. Progression from experiences and outcomes in Health and Wellbeing and other relevant curriculum areas provides a good foundation for all learners with an interest in personal development to take this qualification.

Purpose of the Award

The main purpose of the Personal Development Award is to provide an opportunity for learners to develop the skills and self-knowledge to prepare them for successful transitions in life.

Principal aims of the Award

The main aims of the Award are that the learner will be able to:

- develop knowledge of self and their own development needs through self-evaluation and review
- develop self-reliance, self-esteem and confidence through supported and independent learning
- develop practical abilities
- develop task management and interpersonal skills
- have an opportunity to maximise their potential
- demonstrate and recognise achievement

A key feature of the Award is the potential for personalisation and choice, as learners are able to focus on their own development needs and, with support, to set targets and identify tasks to address these needs. Active learning will be promoted and learners will have the opportunity at times to work collaboratively with others to discuss, plan, implement and present their ideas as part of individual and group projects.

The following skills will be developed in the Personal Development Award:

- ✓ self-awareness, self-evaluation
- ✓ interpersonal skills, working with others
- ✓ task management skills
- ✓ planning, target setting, reviewing

There are 3 units within the Personal Development Award

1. Practical abilities
2. Self and Work
3. Self and Community

Within this course students will identify personal strengths and limitations, identify personal targets, take part and plan several group projects in order to achieve the overall award.

Partnership with Borders College **(will run on a Friday all day)**

Schools Academy Courses 2025

Please note:

If your child is interested in any of the courses at Borders College, they would need to:

1. Firstly discuss this with their Guidance teacher
2. Then write it on the box at bottom of choice of course form – your child will still need to complete 6 subject choices on the form
3. They will need to complete an online application form to try and gain a place.

You should not apply online directly without your Guidance Teacher knowing.

**BORDERS COLLEGE SCHOOL AND COLLEGE
PARTNERSHIP PROGRAMME**



**BORDERS
COLLEGE**
SCHOOLS ACADEMY



YOUR SUCCESS OUR PRIORITY

Session 2025-2026
www.borderscollege.ac.uk/schools-academy

BORDERS
B
COLLEGE

Kickstart your career while still at school

School partnership courses - for senior school pupils moving into S4, S5 and S6 in August 2025 - offer a wide range of vocational courses to study alongside school based National and Higher qualifications. Make Fridays fun and join us at college to level up your skills and grab those qualifications that'll be the stepping stones to your future career! 🌟🌟🌟 #FridayAtCollege #SkillsForSuccess #FutureCareerStart
See below our range of courses:

Foundation Apprenticeship - Social Services Children and Young People

Course Outline

The Foundation Apprenticeship Social Services Children and Young People, is a fast track award delivered over 2 academic years. Students will develop skills in communication, learn about legislation, child health and play as well as gain practical work experience in a suitable placement.

Qualifications

Foundation Apprenticeship Social Services Children and Young People at SCQF Level 6

Entry requirements

Applicants should have or be working towards at least 2 National 5's including English. Applicants should be able to demonstrate values and principles relevant to working in care, such as kindness and empathy. Pupils should have a good level of written and spoken English. Communication with users of service as well as with staff in the workplace is a key competence. Ability to work with others, problem solve and a commitment to appropriate values is necessary. Pupils are required to undergo a PVG prior to placement.

Units

Year 1 includes National Progression Award and SVQ units in Social Services Children and Young People both at SCQF level 6. Units include Safeguarding of Children and Young People, Play for Children and Young People, Communication with Children and Young People, Development of Children and Young People and Promote the wellbeing and safety of Children and Young People.

Year 2 (April 2026 Start) includes SVQ Units include Support effective communication, Support the health and safety of yourself and individuals, Support the safeguarding of children, Develop your own knowledge and practice.

Foundation Apprenticeship - Hospitality

Course Outline

This course will provide learners with an introduction to the different sectors of the hospitality industry, provide experience of vocationally related learning and facilitate progression to further education and/or training. The units delivered as part of this award include Developing Skills for Working in Hospitality, Developing Skills for Working in the Professional Kitchen, Front of House Operations and Events. The Foundation Apprenticeship is suitable for S5 and S6 students who are looking to transition from school into further education or industry.

Qualifications

Work-Based Skills: Hospitality at SCQF Level 5

Entry requirements

Learners would benefit from having attained the skills, knowledge and understanding from relevant qualifications in Hospitality at SCQF Level 4 and 5 or progressing from a college course in the same area.

Foundation Apprenticeship - Automotive Skills

Course Outline

Alternating afternoons between workshop and classroom. Practical activities carried out in the workshop include tyre changes, car cleaning, Health & Safety procedures, engines, exhaust & workshop skills. Theoretical content is provided within classroom sessions to provide under-pinning knowledge. On-Going assessment/portfolio building.

Qualifications

A Foundation Apprenticeship in Automotive Skills SCQF Level 4

Entry requirements

Interest in learning about motor vehicle studies, excellent school attendance record.

Foundation Apprenticeship – Social Services and Healthcare

Course Outline

The Foundation Apprenticeship Social Services and Healthcare is a fast-track award delivered over 2 academic years. With this Foundation Apprenticeship, you'll be prepared for a wide range of different Social Care roles. In Scotland, over 203,000 people work in social services. The number of jobs is still growing, and there are great opportunities for progression, too.

Qualifications

Foundation Apprenticeship Social Services Children and Healthcare at SCQF Level 6

Entry requirements

Applicants should have or be working towards at least 2 National 5's including English. Applicants should be able to demonstrate values and principles relevant to working in care, such as kindness and empathy. Pupils should have a good level of written and spoken English. Communication with users of service as well as with staff in the workplace is a key competence. Ability to work with others, problem solve and a commitment to appropriate values is necessary. Pupils are required to undergo a PVG prior to placement.

Units

Year 1 includes National Progression Award and SVQ units in Social Services and Healthcare both at SCQF level 6. Units include Social Service in Scotland, Safeguarding People, Communication in Care Relationships, Safe Practice and Wellbeing in Social Services and Human Development and Social Services.

Year 2 (April 2026 Start) includes SVQ Units include Support Effective Communication, Support the Health and Safety of Yourself and Individuals, Support the Safeguarding of Individuals, Develop your own Knowledge and Practice. To achieve your SVQ units, pupils are assessed as part of work placement.

Foundation Apprenticeship – NPA Construction Craft & Technician

Course Outline

The Foundation Apprenticeship will give you the chance to develop the skills and knowledge to enter a career in the construction industry. You will learn about the different construction trades and gain some practical skills in Brickwork, Carpentry & Joinery, Painting & Decorating, Plumbing, Brickwork or Roofing. This course is delivered by time served trades people and provides trade expertise in classroom and workshop activities. The course provides employer engagement and you will carry out a sustainable build project.

Entry requirements

Demonstrate an interest in this area and a good attendance record at school.

Units

Understanding Industry Personal development: Self and Work, Half Brick Walling, Carpentry and Joinery Techniques, Decorative Painting. SVQ units include Work Based Challenge Skills Unit (SCQF Level 4).

To achieve your SVQ units, pupils will engage with employers to carry out the sustainable build project.

Land-based: Agriculture (Rural Skills for Work)

Course Outline

The Course allows all candidates to begin to develop some of the basic practical skills necessary to work in most of the land based disciplines including agriculture as well as an opportunity to explore the very diverse employment prospects that exist in land-based industries.

Qualifications

Skills for Work Rural Skills SCQF Level 4 Entry

Entry requirements

You will need to demonstrate an aptitude for land-based industries.

Units

Estate Maintenance: An Introduction

Land-based Industries: An Introduction

Employability Skills for Land-based Industries

Animal Husbandry: An Introduction

Animal Handling: An Introduction

NPA Forestry – Schools Academy

Course Outline

The Course allows learners the opportunity to develop knowledge and understanding of forestry. The course covers units on forestry, woodland, the production and care of young trees and business project. The course delivery will apply to practical contexts allowing learners to complete routine tasks when in college.

Qualifications

NPA Rural Skills – Forestry at SCQF Level 5

Entry requirements

Skills for Work: Rural Skills (level 4) or an ability to study at SCQF Level 5

Units

Rural Business Investigation

Forests and Woodlands: An Introduction

Production and Care of Young Trees

Racing Yard Routine – NPA SCQF Level 5 - Borders

Course Outline

Scottish Racing and Borders College are offering a National Progression Award (NPA) in Race yard Routine to Borders school pupils. You will gain knowledge in race horse care and yard duties. You will gain experience of working at a busy yard with various types of horses.

Qualifications

NPA Racing Yard Routine

Entry requirements

NPA Level 4 Horse Care or a proven interest in racing and horsecare. Entry is subject to an interview.

Units

Horse Care: Horse Health: An Introduction

Horse Care: Safe Working Practices

Racehorse Care: An Introduction

Horse Care: Watering and Feeding: An Introduction

Scottish Racing Academy – NPA Level 4 Horsecare – Schools - Borders

Course Outline

Scottish Racing and Borders College are offering a National Progression Award (NPA) in Horse Care (Racing Pathway) to Borders school pupils. You will gain skills and knowledge of horse care and yard duties. You will gain experience in working with quiet horses.

Qualifications

NPA in Horse Care

Entry requirements

A proven interest in horse care and/or horse racing along with an interest in pursuing a career in the equine industry.

Units

Horse Care: Horse Identification and Handling a Quiet Horse Safely

Horse Care: Assist with Grooming a Quiet Horse

Horse Care: Tack and Tacking up

Horse Care: Stable Routine

Skills for Learning and Work Unit

Course Outline

In preparation for the Skills for Learning and Work course, pupils are gradually introduced to the routines of college life. This course will provided tasters of a range of practical classes, including Childcare, Catering, Health & Wellbeing, Employability and Core Skills. They will have an introduction to the world of work and take part in activities which promote self-confidence and independence. This course is delivered all day on a Wednesday.

Qualifications

Non-assessed course at SCQF Level 2/3

Entry requirements

Referrals would normally be made following school transition and/or review meetings.

Early Learning and Childcare – SCQF Level 4

Course Outline

This course is designed for pupils who are interested in studying early education and childcare. The units cover information regarding child development, play, maintenance of a safe environment for children and working in an Early Education and Childcare setting. Pupils study key milestones of child development, pre-birth to 12 years. Pupils will gain a basic understanding of a variety of types of play and provision in Early Education and Childcare sector and also key aspects of current health & safety legislation relating to Early Education and childcare.

Qualifications

Skills for Work: Early Education and Childcare National 4

Entry requirements

An interest in childcare and an ability to study at National 4 level.

Units (SQA)

Child Development

Play in Early Learning and Childcare

Working in Early Learning and Childcare

Maintenance of a Safe Environment for Children

Early Education and Childcare – SCQF Level 5

Course Outline

This course is an introduction to developing skills, knowledge and attitudes needed for work in the early learning and childcare sector. Learners begin to prepare for working in the sector. Transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities (eg time-keeping, appearance, customer care)
- 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

Qualifications

Skills for Work: Early Learning and Childcare SCQF Level

Entry requirements

An interest in childcare and applicants should have or be working towards Early Learning and Childcare – SCQF Level 4 or at least 2 National 5's, including English.

Units

Development and Wellbeing of Children and Young People

Play in Early Learning and Childcare

Working in Early Learning and Childcare

Care and Feeding of Children and Young People

NPA Social Services, Children and Young People – SCQF Level 6

Course Outline

The NPA Social Services, Children and Young People is a combination of assessment and practice based experience, introducing key learning themes that can be a basis for a career working with Children and Young People.

Qualifications

NPA – Social Services, Children and Young People at SCQF Level 6

Entry requirements

Applicants should have or be working towards at least 2 National 5's including English. Applicants should be able to demonstrate values and principles relevant to working in care, such as kindness and empathy. Pupils should have a good level of written and spoken English. Ability to work with others, problem solve and a commitment to appropriate values is necessary.

Units

Safeguarding of Children and Young People

Play for Children and Young People

Communication with Children and Young People

Development of Children and Young People

Promote the Wellbeing and Safety of Children and Young People

NPA Social Services and Healthcare

Course Outline

This NPA develops knowledge and understanding of the care sector; practical and transferable skills; oral, written and evaluation abilities; problem solving and planning capabilities; skills for working with others; and organisational and communication skills.

Qualifications

NPA – Social Services and Healthcare at SCQF Level 6

Entry requirements

Applicants should have or be working towards at least 2 National 5's including English. Applicants should have an interest and enthusiasm in exploring this area of work and be able to work at SCQF 6 or higher levels. Applicants should be able to demonstrate values and principles relevant to working in care, such as kindness and empathy. Pupils should have a good level of written and spoken English. Ability to work with others, problem solve and a commitment to appropriate values is necessary.

Units

Social Service in Scotland

Safeguarding People

Communication in Care Relationships

Safe Practice and Wellbeing in Social Services

Human Development and Social Services

Animal Care (An Introduction)

Course Outline

You will be given an introduction to identifying and caring for small animals which will cover: Identify basic characteristics of animals, Assist with the preparation and maintenance of accommodation for animals, Assist with the preparation and provision of food and water for animals. You will also gain an understanding of working safely, efficiently and effectively in a Land-based environment and will pick up employability skills

Qualifications

Skills for Work Animal Care SCQF level 4

Entry requirements

Show that you have an interest in this area.

Units

Estate Maintenance: An Introduction

Land-based Industries: An Introduction

Employability Skills for Land-based

Industries Animal Husbandry: An Introduction

Animal Handling: An Introduction

Engineering Academy - Schools

Course Outline

You will use and communicate technical information to make components using hand tools, use fitting techniques and assemble mechanical components while gaining an understanding of working safely, efficiently and effectively in an engineering environment.

Qualifications

Performing Engineering Operations SVQ Level 1

Entry requirements

2 Passes at National 3 to include Maths or Physics.

Units

Complying with Statutory Regulations and Organisational Safety Requirements

Working Efficiently and Effectively in Engineering

Using and Communicating Technical Information

Carrying out Pipe Fitting Activities

Wiring Electrical Equipment and Circuits

NPA Enterprise and Business - Schools Academy (SCQF Level 6)

Course Outline

This award in Enterprise and Business is an introductory qualification designed to provide learners with the opportunity to develop Enterprise and Employability skills. It will prepare learners for further study within this vocational area.

Students will study units including Business Formation: An Introduction, Business Skills and Behaviours, Business Formation: Commercial Aspects of Law, Finance and E-Business and Business Formation: Developing a Business Idea.

The course is suitable for S5 and S6 students who are looking to transition from school into further education or industry.

Qualifications

NPA Enterprise and Business at SCQF Level 6

Entry requirements

Learners would benefit from having a qualification in a related subject at SCQF Level 5, an interest in Business and Enterprise and may be interested in pursuing a career in this area.

Units

Complying with Statutory Regulations and Organisational Safety Requirements

Working Efficiently and Effectively in Engineering

Using and Communicating Technical Information

Carrying out Pipe Fitting Activities

Wiring Electrical Equipment and Circuits

NPA Cyber Security – SCQF Level 5

Course Outline

This course will give you an introduction to this subject area and the basic skills necessary to progress onto further study in Computing, IT or another subject. Understanding techniques of Data Security, Digital forensics and Ethical Hacking is important in ensuring that learners are aware of their responsibilities within the virtual community.

Qualifications

NPA Cyber Security SCQF Level 5

Entry requirements

Three National 4s (preferably including one of Maths, Computer Science or Physics)

Units

Data Security

Ethical Hacking

Digital Forensics

NPA Computing Technology (SCQF Level 6)

Course Outline

This course will enhance your knowledge and skills in this subject area to progress onto further study in Computing, IT or another subject. The delivery will be project based and will provide candidates with opportunity to develop a wide range of digital skills.

Qualifications

NPA in Computing Technology at SCQF Level 6

Entry Requirements

Three National 5s (preferably including one of Maths, Computer Science or Physics) or NPA Cyber Security at SCQF Level 5

Units

Units that are included in the Computing Technology NPA Framework

E-Sports NPA

Course Outline

This course will provide candidates with opportunities to enhance their game-playing skills, organise and compete in E-Sports events regionally and nationally and also develop the essential digital skills that are required in the modern-day working environment. By undertaking this course candidates will be provided with a bespoke gaming studio to undertake their course work along with being provided with an arena that allows them to prepare and practice in an engaging environment.

Qualifications

NPA E-Sports SCQF Level 5

Entry Requirements

Three National 4s (preferably including one of Maths, Computer Science or Physics)

Units

Game Performance

The E-Sports Industry

Organising and Promoting Events

Beauty and Hairstyling – NPA

Course Outline

This award in Beauty and Hairstyling is an introductory qualification. It has been designed to provide learners with the opportunity to develop basic skills, placing emphasis on skills development and the application of these. It will prepare learners for further study within this vocational area.

The basis of this award is to provide learners with an introduction to the beauty and hairdressing Industries, enabling learners to experience vocational-related learning, providing opportunities to develop a range of Core Skills, along with encouraging the development of a positive work ethic.

Qualifications

NPA in Beauty and Hairstyling at SCQF Level 4

Entry Requirements

National 4 award in Literacy or Communications at Intermediate 1 plus Information Technology at Intermediate 1 or equivalent qualification. Selection will be subject to satisfactory interview session. Candidates without any formal academic qualifications may be considered at interview.

Units

Facial Skin Care and Make-up

Manicure and Creative Nail Finishes

Hairstyling: An Introduction

BASE Level 5 – Introduction to Sport and Fitness Leadership

Course Outline

Borders Academy of Sporting Excellence (BASE) supports aspiring sports performers and coaches to develop their individual sports performance alongside their academic studies. This is an excellent opportunity for aspiring sports students to combine academic study and personal development through the delivery of strength and conditioning, practical sport and exercise sessions and classroom theoretical sessions.

Qualifications

SCQF Level 5

Entry Requirements

SCQF Level 4 Physical Education and English or ability to study at SCQF Level 5

Units

Lead Sport and Physical Activity

Participation in Sport/Games

Resistance and Fitness Training

Health and Wellbeing