



# HAWICK HIGH SCHOOL



## S3 into S4 Senior Phase Course Choice



**2026-27**

## **INTRODUCTION**

### **MAKING GOOD CHOICES**

This information booklet is provided to help you make appropriate choices for the Senior Phase at Hawick High School. It is very important that you give serious thought and consideration at this stage to the decisions that you will make about your options for next year. This choice of course is particularly important for our S3 students moving through Curriculum for Excellence and it is worth highlighting that **it is advisable to choose courses taken in S3 but, if a pupil wishes to select a course they did not study in S3, they should discuss this with the teacher/PT subject and Pastoral Teacher.**

#### **Some Dos and Don'ts:**

- Do, as far as possible, choose subjects that interest you and where you have the best chance of academic success.
- Do seek the advice of your parents, subject teachers, Pastoral Teacher, Heads of Department and Careers Advisers.
- Do keep as many career options open as possible. If you have a career in mind by all means, take this into account but, do remember many students change their minds. Discuss this with your Pastoral Teacher and parents.
- Don't choose a subject simply because your friend has picked it – you may not be in the same class.
- Don't choose or reject a subject because you think you might like or dislike the teacher. You don't know what teacher you'll be timetabled to.

## STUDYING, COMMITMENT AND RESPONSIBILITY

All Students in the senior phase will be expected to be demonstrate our school values of **ambition, responsibility and determination** at all times and to show a very high level of commitment to:

- attendance and punctuality
- classwork, homework assignments & study
- appropriate dress & behaviour
- service to the school and community

The staff of Hawick High School look forward to welcoming you into the Senior Phase. Make sure that you are fully informed before making your choices and make them carefully!

Mrs L. Scott  
Headteacher



## **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.

<b>SCQF Level</b>	<b>National Qualifications</b>
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 (new)

### **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 – **Sara Ward and Karen Turton from Skills Development Scotland Careers Service.**

**They can be contacted via email at: [sara.ward@sds.co.uk](mailto:sara.ward@sds.co.uk) [karen.turton@sds.co.uk](mailto:karen.turton@sds.co.uk)**

Sara 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

**Sara and Karen are available** – Monday to Friday in the Library. Sara 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 Sara 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](http://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

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](http://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. S4 Work placement would be on an individual exceptional case basis. They should discuss with their Pastoral Teacher and Stacey Grieve how the Work Placement could support their career plan.

# **Faculty of Business Studies and** **Computing Science**

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

**Principal Teacher: Mrs Susan Grainger**

*\*Students who have not studied in this Faculty this year can still choose these subjects. Please speak to Mrs Grainger 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 - administrative assistant, customer service assistant, receptionist, travel agent sales consultant, retail sales assistant.

# **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 - administrative assistant, customer service assistant, receptionist, travel agent sales consultant, retail sales assistant.

# **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

National 4/5 Administration and IT

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 externally assessed components.

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

## **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: marketing assistant, human resources assistant, bank customer service assistant, accounting/finance assistant, travel agent sales consultant, managing your own business.

# **COMPUTER GAMES DEVELOPMENT**

## **National Progression Award (SCQF Level 4/5)**

### **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**

Level 4 knowledge requires learners to undertake multiple choice and short written tests that will span the knowledge contained within the three component units.

Level 5 requires learners to complete written assessments the three component units.

The practical evidence for both levels 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 Science → 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 → 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) – Three practical tasks applying skills in software, database and web design and development.
- Question Paper (exam for 80 marks) – Comprises questions from all four areas of study.

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

### **Possible Progression**

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.

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

**Art and Design**  
**Creative Thinking**  
**Music**  
**Photography**  
**Practical Metalwork**  
**Practical Woodwork**

**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 Mr Henderson 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:

<b>Expressive Portfolio:</b> Students will <b>research and investigate</b> a theme, producing a range of analytical drawings using a range of media. Students will then <b>develop</b> 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 <b>final piece</b> . 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.
<b>Design Portfolio:</b> Students will conduct a range of appropriate <b>research and investigation</b> in response to a design brief. Students will then <b>develop</b> 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 <b>final piece</b> . 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.
<b>Final Exam:</b> 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.

# **CREATIVE THINKING (SCQF Level 5/6/7)**

## **Entry Requirements**

Students would normally be expected to demonstrate skills at SCQF Level 6 (equivalent to Higher) or have relevant experience and the ability to engage in independent, project-based learning. This course is suitable for learners who want to develop their creative and critical thinking skills in a flexible and practical way.

## **Brief Description of Course**

The Creative Thinking course focuses on developing **creative and critical thinking skills**, which are valuable across a wide range of subjects and future careers. Students learn how to approach problems and challenges from different perspectives, collect and analyse information through both primary and secondary research, and apply creative processes to generate innovative ideas. The course content is designed around a structured creative process that includes:

- **Explore and prepare:** Gathering information and developing a foundation for creative work through research.
- **Incubation:** Generating and evaluating creative ideas based on research outcomes.
- **Illumination:** Refining and testing ideas until a final solution is developed.
- **Validation through presentation:** Presenting ideas to a relevant audience and evaluating feedback.
- **Reflection:** Self-evaluation and peer review to support ongoing learning and improvement.

## **Assessment Details**

Assessment is based on a range of tasks and activities completed throughout the project work. Students provide evidence of learning in various formats, with flexibility in how work is presented. There is no traditional written exam; instead, students compile a portfolio of work demonstrating their creative thinking process and outcomes.

[https://www.edinburghcollege.ac.uk/courses/browse/let-s-get-thinking-creatively-level-6-qy11gt6a24?utm\\_source=chatgpt.com](https://www.edinburghcollege.ac.uk/courses/browse/let-s-get-thinking-creatively-level-6-qy11gt6a24?utm_source=chatgpt.com)

## **Possible Progression**

Completion of this SCQF Level 6 qualification can support progression into further education courses, university study, or employment, particularly in areas that value creativity, problem-solving, research and innovation. It provides transferable skills useful in design, business, arts, media, and other sectors requiring flexible and original thinking.

## **Why choose Creative Thinking?**

Creative thinking skills are recognised as essential in today's rapidly changing world. This course encourages learners to *think differently*, challenge assumptions, work creatively with information, and build confidence in developing ideas that can make a positive impact in education, employment and beyond.

## **Possible Career Paths:**

- Creative industries (design, media, advertising)
- Business innovation roles
- Project management and strategic planning
- Research and development
- Entrepreneurship and product design

# **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

## **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.

# **PRACTICAL METALWORK 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 WOODWORK SKILLS/ FURNITURE MAKING**

## **National 4 / National 5 / NPA (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

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

**Early Learning and Childcare**  
**Fashion and Textiles Technology**  
**Health and Food Technology**  
**Practical Cookery**  
**Physical Education**  
**Sports Coaching (L5)**

**Principal Teacher: Mr 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.

<b>National 4 FTT</b>	<b>National 5 FTT</b>
<ul style="list-style-type: none"><li>• Textile Technologies</li><li>• Fashion/ Textile Item Development</li><li>• Fashion/Textile Choices</li><li>• Added Value Unit</li></ul>	<ul style="list-style-type: none"><li>• Textile Technologies</li><li>• Fashion/ Textile Item Development</li><li>• Fashion/Textile Choices</li><li>• Course Assessment</li></ul>
<b>National 4 FTT Assessment</b> Continuous throughout the course and students must pass in all 4 units to achieve the full qualification. Nat 4 is <b>internally assessed</b> and quality assured against SQA specifications.	<b>National 5 FTT Assessment</b> Question paper (30% of total mark) Assignment (35% of total mark) Practical Activity (35% of total mark) Nat 5 is <b>externally assessed</b> 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.

# **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.

# **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**

### Sports Coaching NPA Level 5

### Entry Requirements

Entry to the Sports Coaching course 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. This course is aimed at students who have an interest in coaching or developing others performance. The course will require students to lead younger students in sessions so the ability to speak in front of others would be advantageous.

The Sports Coaching course consists of different units which are:

- **Knowing Coaching** - This is an internally assessed pass/fail unit, in this unit students will look at what is needed to be an effective coach. This will focus on the styles, the planning, organisation and evaluation of coaching sessions. This will also include the delivery of coaching sessions outside of the school day, either through the schools extra-curricular programme or through community clubs.
- **Knowing Yourself and Knowing Others**- This unit will look more closely at meeting the needs of all participants and how to change methods and sessions to suit all. Also the reflective practice that is required as a coach so that you are constantly improving.

## **Assessment**

All assessment is internal and will take the form of a variety of methods, these will include short answer questions, completion of paperwork/coaching log, observed coaching sessions.

## **Possible Progression**

National 4 PE – National 5 PE – Higher PE

Sports Coaching NPA Level 6

Exercise and Fitness (NPA)

PDA SFA Refereeing Course (Level 7)

## **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

# **Faculty of Languages**

# **Communications**

**English**  
**Media**

**Modern Languages**  
**French**  
**Spanish**

**Principal Teacher: Mr Sean Gould**

# **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

# **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.

# **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

# **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.

## **Faculty of Mathematics**

### **Applications of Maths Mathematics**

**Principal Teacher: Mrs Melanie Lindsay**

# **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.

# **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.

# **Faculty of Social Subjects and RME**

**Geography  
History  
Modern Studies  
People in Society  
Religious, Moral and Philosophical  
Studies (RMPS)**

**Principal Teacher: Mr Murdo MacLeod**

## **GEOGRAPHY**

**National 4 / National 5**

### **Entry Requirements**

Entry by departmental recommendation.

### **Brief Description of the Course**

**National 4** is suitable for students who have completed Level 3 Outcomes and Experiences in Social Subjects from S1–S3, or who have progressed from National 3. **National 5** is appropriate for those who have also experienced some Level 4 outcomes.

The course builds on prior learning and develops skills in interpreting, analysing, evaluating, and researching, including 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.

## **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.

## **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

## **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.

# **RELIGIOUS, MORAL AND PHILOSOPHICAL 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 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 Philosophy

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.

## **Faculty of Science**

**Biology  
Chemistry  
Health Sector  
Physics  
Science**

**Forensic Applications of Science**

**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:

<b>Life on earth</b> , consisting of 6 key areas: <ul style="list-style-type: none"><li>• Species Dependency</li><li>• Biodiversity</li><li>• Nitrogen Cycle</li><li>• Fertilisers</li><li>• Adaptations</li><li>• Stimuli and response</li></ul>	<b>Multicellular organisms</b> , consisting of 6 key areas: <ul style="list-style-type: none"><li>• Sexual and asexual reproduction</li><li>• Growing and propagating plants</li><li>• Commercial uses of plants</li><li>• Genetics</li><li>• Growth and development</li><li>• Homeostasis</li></ul>
<b>Cell Biology</b> , consisting of 8 key areas: <ul style="list-style-type: none"><li>• Cell division</li><li>• DNA</li><li>• Uses of cells</li><li>• Enzymes</li><li>• Microorganisms</li><li>• Photosynthesis</li><li>• Respiration</li><li>• Controversial procedures</li></ul>	<b>Added Value Unit</b> <p>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.</p>

### 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.

# **CHEMISTRY**

## **National 4**

National 4 Chemistry is designed for students who are interested in studying the chemistry of the world around us. Science and the application of Science are central to our economic future and to our health and wellbeing as individuals and as a society

### **Brief Description of Course**

This course is designed for students who have enjoyed their experience of Chemistry and would like to find out more about what things around us are made of.

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.

Students will develop their abilities to plan experiments and practical investigations. The course is presented in 3 units which include

- Chemical Changes and Structure (National 4) - 1 unit
- Nature's Chemistry (National 4) - 1 unit
- Chemistry in Society (National 4) - 1 unit

### **Chemistry Added Value Unit (AVU)**

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

### **Assessment**

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

### **Chemistry Added Value Unit (AVU)**

This assignment will cover work from all units. Learners will be given a task and time to research it 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 Chemistry Course
- A National 4 or 5 Course in another science subject
- Employment and/or training in science based careers and fields.

# **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 area, 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

# **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**

## **SCIENCE AND TECHNOLOGY**

### **Level 4**

Level 4 Science and Technology is a course which is perfect for developing knowledge and skills from S3 General Science or S3 Biology, Physics or Chemistry. The course will involve developing your experimental skills and applying them to real life contexts. The course investigates all aspects of Science and Technology and should not be studied instead of all 3 Sciences or alongside another Science. If successful in the course you can progress to another National 4 or National 5 Science subject in S5. It 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 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 Science.

You will also look at the ethics involved in Science 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. Biotechnological Industries**

This unit explores how living organisms and biological processes are used in modern industries. Learners investigate real-world applications such as food production, medicine, and environmental management. The course develops practical laboratory skills, introduces key biotechnological techniques, and highlights the growing career opportunities in this rapidly expanding sector.

#### **2. Electricity and Energy**

This unit helps learners understand how electricity is generated, transferred, and used in everyday life. Students study energy sources, electrical circuits, and the principles behind power and efficiency. Through hands-on experiments and problem-solving tasks, they build confidence in applying physics to real-world situations, from household appliances to national energy systems.

#### **3. Chemistry in Society**

This unit focuses on the role chemistry plays in modern society. Learners explore everyday chemical products, environmental issues, and the science behind materials, fuels, and chemical reactions. Practical work supports understanding of how chemistry contributes to areas such as health, industry, and sustainability, helping students appreciate its relevance to daily life.

#### **4. Science Practical and Investigation Skills**

This unit develops the core skills needed to work scientifically. Learners plan and carry out experiments, collect and analyse data, and draw valid conclusions. The course emphasises safe laboratory practice, accurate measurement, and clear communication of findings. These skills support success across all science subjects and prepare students for further study or technical pathways.

#### **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 research task which will also be assessed by your teacher.

#### **Possible Progression Routes:**

Science at N4 level then onto a Science course (Biology/Chemistry/Physics/Health Sector) at N5 level

## **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 provide 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.

# **FORENSIC APPLICATIONS OF SCIENCE**

## **National Progression Award 5**

NPA 5 Forensic applications and 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.

Students will develop their abilities to plan experiments, and use forensic techniques to help with criminal investigations.

The course is presented in 4 units which include

- Cell Biology (National 5) - 1 unit
- Chemical Changes and Structure (National 5) - 1 unit
- Physics: Waves and Radiation (National 5) - 1 unit
- Forensic Science: Applications

### **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 course through further education.

Employment and/or training in science-based careers and fields.

## **Other Courses**

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

#### **Schools Academy Courses 2026**

##### **Please note:**

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

- 1. Firstly, discuss this with their Guidance teacher**
- 2. Then choose college in column G on choice of course form. If they choose college, they should select a reserve subject from column G**
- 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**

Course Title	SCQF Level	Location	Dates	Times
NEW - Active IQ Fitness Instruction SCQF Level 6 - Schools Academy <b>(Please note this is for S6 Pupils only)</b>	6	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 30 <sup>th</sup> Apr 27	10.00am – 2.30pm
Animal Care (An Introduction) - Schools Academy	4	NSB	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Engineering Schools Academy Gp2 - Gala - Schools Academy	4	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Foundation Apprenticeship Hospitality SCQF Level 5 - Schools Academy	5	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 28 <sup>th</sup> May 27	10.00am – 2.30pm
Foundation Apprenticeship in Business Skills SCQF Level 6 - Schools Academy	6	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 11 <sup>th</sup> June 27	10.00am – 2.30pm
Foundation Apprenticeship: Automotive Skills SCQF Level 4 - Schools Academy	4	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Foundation Apprenticeship: NPA Construction Craft & Technician - Schools Academy – <b>Places allocated across School Hubs.</b>	4	Jedburgh Eyemouth Berwickshire Galashiels	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Introduction to Sports Coaching and Fitness SCQF Level 5 - Schools Academy	5	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Landbased: Rural Skills for Work - Schools Academy	4	NSB	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NPA Computer Technology SCQF Level 6 - Schools Academy	6	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NPA Cyber Security SCQF Level 5 - Schools Academy	5	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NPA Cyber Security SCQF Level 6 - Schools Academy	6	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NEW - NPA Early Education and Childcare SCQF Level 6 - Schools Academy	6	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NPA Forestry at SCQF Level 5 - Schools Academy	5	NSB	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NPA E-Sports SCQF Level 5 - Schools Academy	5	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NPA in Beauty and Hairstyling at SCQF Level 4 - Schools Academy	4	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NPA Psychology SCQF Level 6 - Schools Academy	6	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
NEW - NPA Step into Healthcare SCQF Level 5 - Schools Academy	5	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Racing Yard Routine - NPA SCQF Level 5 - Schools Academy - Borders	5	Yard/NStB	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Scottish Racing Academy - NPA Level 4 Horsecare - Schools Academy - Borders	4	Yard/NStB	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Skills for Work: Early Education and Childcare SCQF Level 4 - Schools Academy	4	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Skills for Work: Early Education and Childcare SCQF Level 5 - Schools Academy	5	SBC	Fri 21 <sup>st</sup> Aug 26 - Fri 2 <sup>nd</sup> Apr 27	10.00am – 2.30pm
Skills for Learning and Work - Schools Academy - 1 Day	3	SBC	Wed 26 <sup>th</sup> Aug 26 - Wed 11 <sup>th</sup> Jun 27	9.00am- 3.00pm

**Find out about the course you are interested in and apply online.**

- 1 Visit <https://www.borderscollege.ac.uk/courses> and search for the course of your choice.
- 2 You can also visit <https://www.borderscollege.ac.uk/courses> and select Schools Academy from the 'Type of study' search filter.
- 3 More information and our booklet on the courses for 2026-27 can be found by visiting <https://www.borderscollege.ac.uk/schools-academy>

KEY: **SBC** – Borders College Scottish Borders Campus. **NSB** – Borders College Newtown St Boswells Campus.

For any queries around the courses or applications please speak to your Pastoral/Guidance Teacher or alternatively please email [schoolsacademy@borderscollege.ac.uk](mailto:schoolsacademy@borderscollege.ac.uk)

**APPLICATIONS OPEN W/C 12<sup>th</sup> JANUARY 2026**

**APPLICATIONS WILL CLOSE ON THURSDAY 26<sup>TH</sup> MARCH 2026**