

Senior Phase Course Choice



A Guide for S3, S4 & S5 pupils, parents & carers

2020/2021

Our curriculum rationale is that the Senior Phase at Linwood High is ambitious, inclusive and gives an opportunity for students to benefit from our local context.

SENIOR PHASE

In the Senior Phase at Linwood High, students can choose from a wide range of National Qualifications, Vocational Courses at West College Scotland and Work Experience Placements. In general, our programme of National Qualifications covers from National 4 up to Advanced Higher Level.

S4

At the end of the Broad General Education, pupils choose to continue with 7 of their subjects and these are studied for SQA qualifications in May of S4. Every student at Linwood High follows a curriculum that meets their individual needs and includes Core PE and PSE.

S5

In S5, students will select up to 5 courses ranging from National 5, Higher and vocational college courses. All students will have a full timetable which will include Core PE and PSE.

S6

Broadly in line with S5, students who return to Linwood High for a Sixth Year will follow a programme that includes core PE, PSE, Self-Study and up to 4 Subject courses. The minimum number of courses for any student in S6 would be 4, with the exception of a student who is taking 3 Advanced Higher courses.

Decisions

It is important that all pupils consider the best choice for themselves so that they develop skills and obtain the teaching, learning and training, which will lead to the qualifications necessary for the career they wish to follow. To help pupils to make a sensible choice it is important that they make use of their Pastoral Care teacher, the Careers Adviser, parents/guardians, employers and friends. This booklet will give background information to help pupils in making this choice.

Future Pathways

● Study for SQA courses: N4/5,

Highers, Advanced Highers

● Vocational college courses

● Foundation Apprenticeship

● Employment

● Modern Apprenticeship

● Employability training

● Further Education

● Higher Education



CONTINUING AT SCHOOL

Why stay on at school?

* To get additional qualifications
* I'm not ready to leave!
* Parental pressure
* Put off making choices
* Nothing else to do

There is a huge leap in the level of commitment needed from National 4 and 5 to completing Higher and Advanced Higher courses successfully. Pupils need to be fully committed to these courses from the very beginning.

We are committed to our young people and will keep in touch with parents throughout the year, especially if there are areas of concern. This will include letters home and telephone conversations with Support Staff.

NB: There is no automatic right for pupils to be allowed to sit an exam.

They must show:

* Commitment and consistent hard work
* An ability to pass the final exam
* A viable prelim mark

If pupils are not showing a sufficient level of commitment and fail to meet the required standard then they may be:

* Presented at a more suitable level - e.g. National 5 rather than Higher
* Allowed to complete free-standing units only in S5 and to sit the final exam in S6
* Withdrawn from the course

While we endeavour to offer as wide a choice as possible, some courses may not run due to a lack of pupil uptake.

FURTHER EDUCATION

Further Education colleges offer pupils another choice. They can study for qualifications which lead to a wide range of careers or which can be used for entry into Higher Education.

What are the different types of college courses?

* Most colleges offer courses for the full range of careers
* Some colleges specialise in qualifications such as art & design and music

How are the courses organised?

The courses can be:

* Full time - usually for one or two years depending on the level of the course
* Part time - often by day release from work e.g. Modern Apprenticeships
* Taken in the evening - so pupils can work during the day

What can I study? You can study:

* SVQs/NQs
* SQA Highers
* HNC and HND courses, often with the opportunity to progress to degree courses and many other courses, including general education and personal development

What else do further education colleges offer?

Most colleges offer:

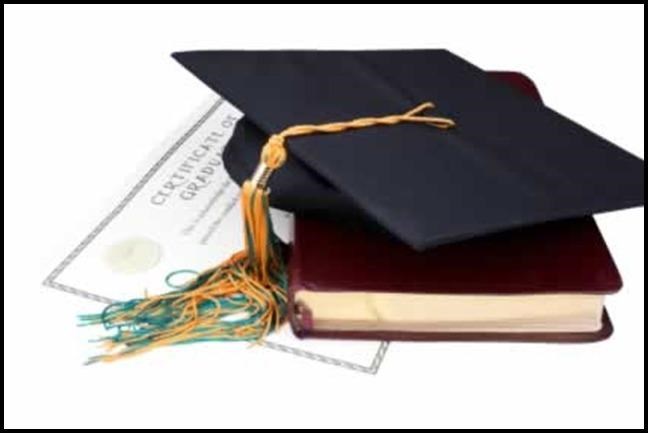
* A range of clubs and societies
* Sport and leisure facilities
* Help with your careers planning

What about the cost?

* Full time courses are free for people aged 18 and under
* Most employers pay for part-time courses
* Bursaries may be awarded by the college concerned to help with other costs

HIGHER EDUCATION

Introduction

There are many higher education institutions in Scotland - universities and colleges - plus The Open University. Between them they offer a complete range of courses leading to diplomas and degrees at all levels, both undergraduate and postgraduate in every subject. Many of the courses are vocationally oriented for pupils wishing to enter the professions, industry, business and commerce and the public services. Several of the colleges now have degree-awarding powers while the other colleges have their courses validated by a university or degree-awarding body. All institutions also offer postgraduate facilities for study and research leading to higher degrees.

The colleges and universities all publish prospectuses and leaflets which give full details about their facilities, their courses and the relevant entry requirements online. They also hold open days when prospective pupils are welcome to visit the campuses. Requests for detailed information should be addressed to the institutions direct.

Application Procedures

Most of the universities and colleges listed are members of UCAS (Universities and Colleges Admissions Service). Pupils will be supported in their university application process by their Pastoral Care teacher

EMPLOYMENT

Thinking about work?

Ask yourself the following questions:

Are there many jobs for school leavers where you live? If so, what type of jobs are they?

How many of them include some form of training?

How many of them will give you extra qualifications?

 What should I find out about the work?

Find out:

* Exactly what you will be doing
* What you will be doing in the future
* What you can look forward to with your qualifications

What should I find out about the training?

Find out:

* What type of training is offered
* Whether you get time off work for training
* What qualifications you will get
* Where you will do your training

Why is training so important in a job?

* Training will give you real qualifications
* There will be fewer jobs in the future for people without qualifications
* Qualifications offer a step up the ladder to better jobs

If you are thinking about work, think about the training to go with it. Consult your Pupil Support Teacher and Skills Development Scotland.

MODERN APPRENTICESHIPS

Modern Apprenticeships are open to anyone aged 16 or over who lives in Scotland. They are available across a wide range of jobs and offer individuals the opportunity to train as a craftsperson or for a technical or managerial role whilst in paid employment. The scheme is not only relevant to traditional industries – Modern Apprenticeships are available in a number of sectors with the format of training decided by the appropriate SVQ or that sector.

In most cases, apprentices work towards an SVQ of Level 2 or above, studying part time for between two and four years to gain the qualification although this is not the only focus of the training. A Modern Apprenticeship will also give you a range of ‘soft skills’ to draw upon, including sound communication, teamwork and problem solving skills and improved numerical and IT skills, all of which are invaluable to any employer.

Your employer and Skills Development Scotland will meet the cost of Modern Apprenticeships employee training so there is no cost to you to learn new skills. Travel and accommodation costs may also be paid in appropriate circumstances. The only investment you need make is in terms of time and the effort that you put in which will bring enormous rewards in the form of improved self-confidence, competence, efficiency and motivation.

EMPLOYABILITY PROGRAMME

The Employability Programme funded by Skills Development Scotland can offer help to unemployed school leavers, working with local training providers.

You will be offered support in:

* Job searching through My World of Work and Universal Job Match websites
* How to complete application forms
* Building your CV
* Preparing for an interview

You will be given help in achieving valuable work related certificates in:

* Preparing for employment
* Building employability skills
* Understanding the responsibilities of employment
* Dealing with work situations

Programmes are based on a ‘roll on roll off’ model. You can spend some time in college and when you are ready on a work placement.

You will receive a Training Allowance while on the programme.

Activity Agreements

Activity Agreements are specifically for young people who:

* Have left school
* Are aged between 16 and 17 (up to 18 in some cases and up to 19 for those with additional support or learning difficulties)
* Are not in education, employment or training and who have been assessed as requiring intensive support to (re)engage through a tailored learning approach offered by an Activity Agreement in order to progress onto further learning or training and develop the skills needed to enter the labour market
* Are leaving school without an opportunity in place and for whom an Activity Agreement has been identified as the most appropriate post-school intervention based on an assessment of their learning and skills needs
* Are unable or not ready to access other options after leaving school because of problems such as prolonged absence from school, disabilities or learning difficulties
* Are/have been unable to sustain 16 or more hours (classed as almost full-time) on other provision

Young people may be able to access Educational Maintenance Allowance during the duration of their Activity Agreement.

PASTORAL CARE

Continuity of contact is maintained between a pupil and his/her Pastoral Care Teacher for the whole of the pupil's school education and with that pupil's family. The Support Teacher looks after the pastoral, curricular and vocational needs of your son/daughter.

Parents/Guardians may telephone or email the school and make an appointment to see the appropriate Support Teacher - as indicated above - to discuss the progress of their son/daughter and the choices facing him/her.

## SUPPORT FOR LEARNING

The Support for Learning Department supports pupils with additional support needs. Please contact the Principal Teacher of Support for Learning with any enquiries.



WORK EXPERIENCE

Pupils in S5/S6 may be able to undertake regular Work Experience as part of their timetable. This work experience should relate to the choices made by the pupil with regard to career, Modern Apprenticeships, training and interests.

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ART & DESIGN

National 4

Entry Requirements

Broad General Education completed to third level

Course Description

This Course is made up of three mandatory Units and provides learners with the opportunity to develop their creative skills working with a variety of media in a range of contexts. Practical work is divided into Design and Expressive Activities.

Design projects include a range of design disciplines such as Graphic Design (magazines, posters, packaging etc.); Corporate Identity (logo designs for use on vans, t shirts etc.); 3D body adornment (jewellery, masks, armour, head wear etc.)

The Design Unit allows pupils to work from a design brief in their chosen area in order to develop ideas using a range of appropriate materials and methods to create a final solution.

Expressive projects may include Portraiture (faces and expressions); Still life (inanimate objects -kitchen objects / natural forms etc); Landscape (outdoor environments).

The Expressive Unit allows pupils to investigate a chosen theme and develop ideas using a range of appropriate materials. These may include: drawing and painting, collage, printmaking and sculpture.

Alongside these practical activities pupils also learn about the work of artists and designers in Art and Design Studies. This unit allows pupil to use their own experiences to investigate and analyse art and design techniques, processes and concepts and to express personal opinions on the work of artists and designers.

Course Assessment

To gain National 4, learners must pass all Units. Units are assessed as pass or fail by the school

Sills for Learning, Life and Work

* + Literacy
  + Thinking Skills
  + Health and Wellbeing

National 5

Entry Requirements

Broad General Education completed to fourth level

Course Description

This Course is made up of three elements and provides learners with the opportunity to develop their creative skills working with a variety of media in a range of contexts. Practical work is divided into Design and Expressive Activities.

Design projects include a range of design disciplines such as Graphic Design (magazines, posters, packaging etc.); Corporate Identity (logo designs for use on vans, t shirts etc.); 3D body adornment (jewellery, masks, armour, head wear etc.)

The Design Unit allows pupils to work from a design brief in their chosen area in order to develop ideas using a range of appropriate materials and methods to create a final solution.

Expressive projects may include Portraiture (faces and expressions); Still life (inanimate objects -kitchen objects / natural forms etc); Landscape (outdoor environments).

The Expressive unit allows pupils to investigate a chosen theme and develop ideas using a range of appropriate materials. These may include: drawing and painting, collage, printmaking and sculpture.

Alongside these practical activities pupils also learn about the work of artists and designers in Art and Design Studies. This unit allows pupil to use their own experiences to investigate and analyse art and design techniques, processes and concepts and to express personal opinions on the work of artists and designers.

Course Assessment

A portfolio of work together with a written exam, both externally marked, completes assessment at this level.

Skills for Learning, Life and Work

* + Literacy
  + Thinking Skills
  + Health and Wellbeing

Higher

Entry Requirements

C or above at National 5

Course Description

This Course offers a continuous development of the studies completed in S4. It aims to reflect the working methods of artists and designers and, by its investigative nature, requires continuous individual study on the part of students in gathering references and generating ideas for further study.

Pupils can bring their own particular skills and areas of interest to Units where appropriate.

In continuation from National 5, the three elements of the Course are:

Expressive Activity – for example, painting, drawing, collage, sculpture;

Design Activity – for example, graphics, jewellery, masks, head adornment;

Art & Design Studies will research the work of artists and designers and develop critical and analytical literacy skills.

Course Assessment

A final portfolio of work together with a written exam, both externally marked, completes assessment at this level.

Skills for Learning, Life and Work

* + Literacy
  + Thinking Skills
  + Health and Wellbeing

BIOLOGY

Biology, the study of living organisms, plays a crucial role in our everyday life, and is an increasingly important subject in the modern world. Biology affects everyone, and biologists work to find solutions to many of the world’s problems. Advances in technology have made biology more exciting and relevant than ever.

By setting the acquisition of knowledge and skills in the context of Biology, a stimulating, relevant and enjoyable curriculum prepares candidates for further education, training or employment, in areas associated with life sciences.

National 4

The National 4 Biology Course is made up of 3 mandatory Units:

Unit 1 – Cell Biology – covering cell division, DNA and genes, uses of cells by industry, enzymes, photosynthesis, respiration, micro-organisms and controversial procedures.

Unit 2 – Multicellular Organisms – covering reproduction in animals and plants, uses of plants, genetics, growth and development and maintaining stable internal conditions.

Unit 3 – Life on Earth – covering biodiversity, human impact on the environment, the nitrogen cycle, fertilisers, adaptations for survival and behaviours.

National 4 Biology allows progression into National 5 Biology in S5.

National 4 Biology is internally assessed. Each unit has a mandatory end of Unit assessment. Learners must pass each of these assessments to gain the National 4 qualification.

Learners also have to carry out an assessed practical activity and an investigation assignment (AVU), both of which are assessed internally on a pass/fail basis.

National 5

Entry Requirements

Level 4 Biology in the BGE or a National 4 pass in Biology.

A National 5 pass in another Science may be considered in discussion with the PT Science.

The National 5 Biology Course is made up of 3 mandatory units:

Unit 1 – Cell Biology – covering cell structure, transport across membranes, cell division, DNA and protein synthesis, proteins and enzymes, genetic engineering and respiration.

Unit 2 – Multicellular Organisms – covering cells, tissues and organs, stem cells and meristems, control and communication (nerves and hormones) reproduction, inheritance, transport in animals and plants and lifestyle choices.

Unit 3 – Life on Earth – covering Biodiversity, photosynthesis, energy and ecosystems, sampling techniques, adaptation, natural selection, evolution and human impact on the environment.

National 5 Biology is externally assessed by the SQA. The two components assessed are:

Research assignment – carried out in class time and written up under exam conditions. This is marked by the SQA and carries 20% of the final mark.

Final exam – mix of MCQs, restricted and extended response questions. This makes up 80% of the final mark.

National 5 Biology allows progression into Higher Biology.

Higher

Entry Requirements

A National 5 pass in Biology.

A National 5 pass in another Science may be considered in discussion with the PT Science.

The Higher Biology Course is made up of 3 mandatory units:

Unit 1 - DNA and the genome:

The key areas covered are: structure of DNA, Replication of DNA, Gene expression, Cellular differentiation, The structure of the genome, Mutations, Evolution, Genomic sequencing

Unit 2 - Metabolism and survival:

The key areas covered are: Metabolic pathways, Cellular respiration, Metabolic rate, Metabolism in conformers and regulators, Metabolism and adverse conditions, Environmental control of metabolism, Genetic control of metabolism

Unit 3 - Sustainability and interdependence:

The key areas covered are: Food supply, plant growth and productivity, Plant and animal breeding, Crop protection, Animal welfare, Symbiosis, Social behaviour, Components of biodiversity, Threats to biodiversity

Higher Biology is externally assessed by the SQA. The two components assessed are:

Research assignment – carried out in class time and written up under exam conditions. This is marked by the SQA and carries 20% of the final mark.

Final exam – mix of MCQs, restricted and extended response questions. This makes up 80% of the final mark.

CHEMISTRY

Chemistry helps us understand the world around us by looking at how substances interact with each other. In everyday life, Chemistry is used to make new substances by carrying out chemical reactions. Chemists help provide us with essential products including plastics, fuels, metals, dyes, flavourings for foods and medicines.

Chemistry provides essential skills and knowledge for progression into many Careers and College/University Courses. These include Laboratory Work, Medicine, Hairdressing, Beauty Therapy, Oil Industry, Renewable Energy, Veterinary Medicine, Dentistry, Pharmacy, Teaching and many more.

National 4

This Course is suitable for progression from BGE Science.

The Course has three Units of study:

Unit 1 - Chemical Changes and Structure. This unit covers the key areas:

Rates of Reaction, Energy changes of reactions, Acids & Bases

Unit 2 - Nature’s Chemistry. This unit covers the key areas:

Fuels & Hydrocarbons, Environmental impact of fuels, Everyday Consumer Products

Unit 3 Chemistry in Society. This unit covers the key areas:

Metals and alloys, Plastics, Fertilisers

National 4 Chemistry provides a foundation for progression towards National 5 Chemistry.

National 4 Chemistry is internally assessed. Each unit has a mandatory end of Unit assessment. Learners must pass each of these assessments to gain the National 4 qualification.

Learners also have to carry out an assessed practical activity and an investigation assignment (AVU), both of which are assessed internally on a pass/fail basis.

National 5

Entry Requirements

Level 4 Chemistry in the BGE or a National 4 pass in Chemistry.

A National 5 pass in another Science may be considered in discussion with the PT Science.

The National 5 Chemistry Course is made up of 3 mandatory units:

Unit 1 - Chemical Changes and Structure. The key areas studied are:

Rates of Reaction, Atomic Structure, Bonding & Structure of Elements and Compounds, Acids & Alkalis

Unit 2 - Nature’s Chemistry. The key areas studied are:

Fuels & Hydrocarbons, Everyday Consumer Products

Unit 3 - Chemistry in Society. The key areas studied are:

Nuclear Chemistry, Metals, Plastics, Fertilisers

National 5 Chemistry provides a foundation for progression towards CfE Higher Chemistry.

National 5 Chemistry is externally assessed by the SQA. The two components assessed are:

An assignment which is externally assessed and contributes 20 marks (20%) towards the final grade.

The assignment has practical and research aspects and will require a Final Report to be submitted. The assignment report is externally assessed by the SQA.

The externally assessed final examination consists of a 100 mark paper.

Higher

Entry Requirements

A National 5 pass in Chemistry.

A National 5 pass in another Science may be considered in discussion with the PT Science.

The course has four Units of study

Unit 1 - Chemical Changes and Structure. The key areas studied are:

Controlling Rates of Reactions, Trends in The Periodic Table, Bonding & Structure of Elements & Compound

Unit 2 - Nature’s Chemistry. The key areas studied are:

Chemistry of Foods (alcohols, carboxylic acids, esters, fats & oils and proteins), Chemistry of Detergents & Fragrances

Unit 3 - Chemistry in Society. The key areas studied are:

Chemical Industry, Energy in Chemistry, Chemical Analysis

Unit 4 - Researching Chemistry - The key areas studied are:

Common chemical apparatus, General practical techniques, Reporting experimental work

Higher Chemistry is externally assessed by the SQA. The two components assessed are:

Research assignment – carried out in class time and written up under exam conditions. This is marked by the SQA and carries 20% of the final mark.

Final exam – mix of MCQs, restricted and extended response questions. This makes up 80% of the final mark.

COMPUTING SCIENCE

National 4

Entry Requirements

Learners are expected to have attained the skills, knowledge and understanding required meet to level 3 with elements demonstrating some level 4 competencies.

Course Description

The Course provides an understanding of the technologies that underpin our modern digital world and develops transferrable skills. It brings together elements of technology, science and creative digital media and has wide-ranging social implications providing an excellent opportunity for cross-curricular learning in the senior phase.

At this level, the Course will cover a common core of concepts, which underpin the study of Computing Science, and provide insight into the challenge, excitement and reward in these areas.

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is central in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

Learners will develop an appreciation of the central role of computation in the modern world and gain an understanding of the many functions of computing systems, concepts and processes. They will gain an insight into the capacities of computing professionals as problem-solvers and designers, able to design, implement and operate hardware and software systems, and the far-reaching impact of information technology on our environment and society.

They will also develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of career and study opportunities and enabling them to develop as global citizens who can contribute effectively to their communities, society and the world.

On completing the Course, the learners will have developed their skills in analysis and problem solving, designing, developing, implementing and testing digital solutions.

Software Design and Development (National 4)

The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills in software design and development. Learners will develop basic computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts. These tasks will involve simple features and straightforward contexts.

They will also develop an understanding of how data and instructions are stored in binary form and how programming underpins computer applications.

Information System Design and Development (National 4)

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

Computing Science Assignment (National 4)

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

Course Assessment

To achieve the National 4 Computing Science Course, learners must pass all of the required Units including the Added Value Unit. All Units are internally assessed will be assessed on a pass/fail basis within the department.

Skills for Learning, Life and Work

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: to specify, plan, develop, implement, test and evaluate a digital solution to a significant and appropriately challenging computing based problem.

National 5

Entry Requirements

Learners are expected to have attained the skills, knowledge and understanding required having successfully experienced National 4 Computing Science or Broad general education programme completed to level 3 with elements demonstrating some level 4 competencies.

Course Description

The Course provides an understanding of the key technologies that underpin our modern digital world, and develops a wide range of transferable skills. It brings together elements of technology, computing science and creative digital media, and applies these to real world contexts and challenges. At this level, the Course will cover a common core of concepts, which underpin the study of Computing Science, and explore the role and impact of contemporary computing technologies, providing an insight into the challenge, excitement and reward found in these areas.

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is central in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

Learners will develop an appreciation of the central role of computation in the modern world and gain an understanding at a high level of the many functions of computing systems, concepts and processes. They will gain an insight into the capacities of computing professionals as problem-solvers and designers, able to design, implement and operate hardware and software systems, and the far -reaching impact of information technology on our environment and society.

They will also develop a range of transferable skills for learning, skills for life and skills for work, opening up a wide range of career and study opportunities and enabling them to develop as global citizens who can contribute effectively to their communities, society and the world.

Software Design and Development

Learners will develop knowledge, understanding and practical problem-solving skills in software design and development. They will develop their programming and computational-thinking skills by implementing practical solutions, in Python, and explaining how these programs work. By the end of this unit, learners will be able to analyse problems and design, implement, test and evaluate their solutions.

Computer Systems

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

Database Design and Development

Learners develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This will allow learners to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions, using a range of development tools such as SQL.

Web Design and Development

Learners will develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This will allow learners to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and JavaScript.

Course Assessment

To gain the award for this course, the learner must progress through 4 units of work to prepare for two stages of assessment.

At the end of each unit, learners will complete an end of unit assessment. This is marked in school, and used to ensure learners are progressing.

The course assessment for National 5 CS consists of two components.

Coursework (39%) of Grade). The coursework gives learners the opportunity to demonstrate their knowledge and understanding of the practical elements within the course, mainly website, database and software implementation. Learners will complete coursework in February/March.

Question Paper (61% Grade). The question paper gives learners the opportunity to demonstrate knowledge and understanding of all elements of the course. Learners will complete the Question Paper as part of the SQA exam diet in May.

Skills for Learning, Life and Work

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: to specify, plan, develop, implement, test and evaluate a digital solution to a significant and appropriately challenging computing based problem.

Higher

Entry Requirements

Learners have attained the skills, knowledge and understanding required having successfully experienced National 5 Computing Science.

Course Description

The Course provides an understanding of the key technologies that underpin our modern digital world, and develops a wide range of transferable skills. It brings together elements of technology, computing science and creative digital media, and applies these to real world contexts and challenges.

At this level, the Course will cover a core of advanced concepts, which underpin the study of computing science, and explore the role and impact of contemporary computing technologies, providing an insight into the challenge, excitement and reward experienced in these areas.

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is central in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

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

The Course also enables learners to develop and extend knowledge and understanding of key concepts and processes, and the ability to apply this to a variety of problems; and an understanding of the impact of contemporary computing technologies on the environment and society.

Software Design and Development (Higher)

The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.

Computer Systems

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

Database Design and Development

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

Web Design & Development

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

Course Assessment

Each learner will progress through 4 units of work. Assessment takes the form of a coursework task and a final exam. Each element will be externally marked. More information on these new arrangements will be released by the SQA in due course.

Skills for Learning, Life and Work

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: to specify, plan, develop, implement, test and evaluate a digital solution to a significant and appropriately challenging computing based problem.

DESIGN AND MANUFACTURE (S5 & 6 ONLY)

National 5

Entry Requirements

Broad general education programme completed to level 3 with elements demonstrating some level 4 competencies or successful completion of the National 4 Design and Manufacture Course.

Course Description

The course is broadly split into two aspects; Design & Materials and Manufacture

The Course introduces learners to the multi-faceted world of product design and manufacture - Creativity is at the heart of this course.

The Course is broad, providing opportunities for learners to develop practical/design skills, as well as gaining knowledge and understanding of design, and materials and manufacturing processes.

Design

This aspect covers the product design process from brief to design proposal. It helps learners develop skills in initiating, developing, articulating and communicating simple design proposals. It allows them to develop an appreciation of the design/make/test process and the importance of evaluating and resolving work on an ongoing basis. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

Materials and Manufacturing

This aspect covers the product design process from design proposals to prototype and product. It allows learners to ‘close the design loop’ by manufacturing their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials, as well as simple manufacturing processes and techniques. It allows them to refine and resolve design and manufacturing solutions.

In both areas, learners will gain knowledge of design and manufacturing technologies and how these impact on our environment and society.

Course Assessment

The course assessment takes the form of an internally assessed practical piece and externally assessed design folio and course exam.

Skills for Learning, Life and Work

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to articulate and communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems, and the ability to manufacture their design ideas.

Higher

Entry Requirements

Successful completion of the National 5 Design and Manufacture course at level C or above.

Course Description

The Higher Design and Manufacture Course allows learners to explore the multi-faceted world of product design and Manufacture. Creativity is at the heart of this Course and its combination with technology makes it exciting and dynamic.

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

Design and Manufacture: Design (Higher)

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Design and Manufacture: Materials and Manufacturing (Higher)

This Unit covers the processes of Product Design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to ‘close the design loop’ by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

In both Units, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

Course Assessment

Course assessment will consist of an externally marked design folio and exam paper.

Skills for Learning, Life and Work

The Course provides learners with skills that allow them to: learn, live, and work more effectively in our advancing technological society. It allows them to become not just effective contributors but better informed and discerning consumers.

The course will provide opportunities to further develop the attributes and capabilities of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise.

ENGLISH

National 4

Entry Requirements

Broad General Education completed to third level

Course Description

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

English: Analysis and Evaluation (National 4)

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

English: Creation and Production (National 4)

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

Literacy (National 4)

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

Added Value Unit: English Assignment (National 4)

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

Course Assessment

To gain National 4, learners must pass all Units, including the assignment. Units are assessed as pass or fail by the school.

Skills for Learning, Life and Work

* + Literacy
  + Thinking Skills

National 5

Entry Requirements

A pass at National 4 or Broad General Education completed to Fourth level

Course Description

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

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

• 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.

Course Assessment

This Course is made up of two optional Units which are internally assessed and a Writing folio and exam which are externally assessed by SQA. There is also one internally assessed element (Spoken Language) that is compulsory.

The internally assessed Units are:

English: Analysis and Evaluation (National 5)

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

English: Creation and Production (National 5)

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

These units need only be attempted if you are unlikely to achieve a pass in the external exam.

The compulsory internally assessed element of the course is the Spoken Language Assessment (National 5)

For this component, you must complete a listening and talking exercise to National 5 standard. This is internally assessed and is a pass or fail.

The externally assessed elements are:

Writing Folio: Two pieces of writing (one broadly discursive and one broadly creative) are sent to SQA in March. This is worth 30% of your overall grade.

Final Exam: There are two papers in the final exam.

1. The Reading for Understanding, Analysis and Evaluation paper tests your close reading skills. This is worth 30% of your overall grade.

2. The Critical Reading paper requires you to answer questions on Scottish Set Texts and write a critical essay on literature that has been studied in class. This is worth 40% of your overall grade.

Skills for Learning, Life and Work

* Literacy Applying
* Reading Analysing and evaluating
* Writing Thinking Skills
* Listening and Talking

Higher

Entry Requirements

A-C pass at National 5

Course Requirements

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

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

• 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.

Course Assessment

The following is a description of the current Higher English course.

This Course is made up of one mandatory Unit (Spoken Language) which is internally assessed and a Writing Folio and exam which are externally assessed by SQA.

The mandatory internally assessed element of the course is the Spoken Language Assessment (Higher)

For this component, you must complete a listening and talking exercise to Higher standard. This is internally assessed and is a pass or fail.

If a pupil is unlikely to sit the final exam they can attempt to achieve the internally assessed units below:

English: Analysis and Evaluation (Higher)

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

English: Creation and Production (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex language in both written and oral forms.

The externally assessed elements are:

Writing Folio:

Two pieces of writing (one broadly discursive and one broadly creative) are sent to SQA in March/April. This is worth 30% of your overall grade.

Final Exam:

There are two papers in the final exam.

1. The Reading for Understanding, Analysis and Evaluation paper tests your close reading skills. This is worth 30% of your overall grade.

2. The Critical Reading paper requires you to answer questions on Scottish Set Texts and write a critical essay on literature that has been studied in class. This is worth 40% of your overall grade.

Skills for Learning, Life and Work

* Reading
* Writing
* Applying
* Analysing and evaluating

ENGLISH - MEDIA

National 5

Entry Requirements

A pass at National 4 Media or a pass at National 5 English

Course Description

The National 5 Media course offers learners opportunities to develop and extend a wide range of skills including communication, independent learning, critical literacy, personal and interpersonal working, and creative thinking.

The course provides learners with the opportunity to develop knowledge of the role of media and the key aspects of media literacy. High levels of analytical thinking are developed through the study of a wide range of texts including films, posters, trailers and public service announcements.

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

• the ability to analyse and create media content as appropriate to purpose, audience and context

• knowledge and understanding of the key aspects of media literacy as appropriate to content

• knowledge and understanding of the role of media within society

• the ability to plan and research when creating media content as appropriate to purpose, audience and context

• the ability to evaluate their own practice

Course Assessment

The course is made up of an external exam and a coursework assignment.

External Exam

There is one question paper which lasts for 2 hours and is worth 50% of your overall grade. The paper has 2 sections.

Section 1: Analysis of Media Content in Context (50 marks). In this section you will answer questions about media you have studied in class.

Section 2: Analysis of Media Text (10 marks). In this section you will choose one of three media print texts provided in the question paper. These are a film poster, an advertisement and a magazine front cover. You will then answer a question that asks you to analyse this text in detail.

Coursework: assignment

The coursework assignment asks you to plan and develop your own media content. You will negotiate a brief with your teacher before you:

• research and generate ideas appropriate to a brief

• develop and justify media content choices

• create media content

• evaluate the strengths and/or weaknesses of the finished content

This assignment will be completed in class and is worth 50% of your overall grade.

Skills for Learning, Life and Work

* Reading, Listening and talking
* Enterprise, Citizenship
* Analysing and evaluating, creating

FRENCH

National 4

Entry Requirements

Broad General Education completed to third level

Course Description

This Course consists of three Units.

The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use the foreign language.

Unit 1: Understanding Language

The purpose of this Unit is to provide learners with the opportunities to develop their receptive language skills (ie Reading and Listening) through topic-based study. Learners develop the skills needed to understand and interpret straightforward written and spoken passages in French.

Unit 2: Using Language

The purpose of this Unit is to provide learners with the opportunities to develop their productive language skills (ie Talking and Writing) though topic-based study. Learners develop the communication skills needed to talk and write in familiar contexts.

Added Value Unit

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

Course Assessment

To gain National 4, learners must pass both Units including the Added Value assignment.

Units are assessed as pass or fail by the school.

Skills for Learning, Life and Work

Communication skills, Presentation skills, Critical thinking skills, career knowledge, time management, problem-solving, collaborative learning, teamwork, taking responsibility for own development (self-evaluation), literacy skills.

National 5

Entry Requirements

National 4 or Broad General Education completed to fourth level

Course Description

The National 5 French Course develops literacy skills by giving learners opportunities to read, listen, talk and write in French and to reflect on how this relates to English. This Course enables learners to understand and use a modern language, to apply their knowledge of a modern language, and to develop planning, research and language skills.

Course Assessment

This course consists of:

• 1 writing assignment (externally marked)

• 1 talking assignment (internally marked and verified by SQA)

• Exam - Paper 1 - Reading and Writing

Paper 2 - Listening (Externally marked)

Skills for Learning, Life and Work

Communication skills, Presentation skills, Critical thinking skills, career knowledge, time management, problem-solving, collaborative learning, teamwork, taking responsibility for own development (self-evaluation), literacy skills.

Higher

Entry Requirements

Pass (A-C) at National 5 French

Course Description

The following is a description of the current Higher French course. This is subject to change. Further information will be available when the course changes are published by the SQA.

This Course consists of two Units and a final Course Assessment.

The Course provides learners with the opportunity to further develop their listening, talking, reading and writing skills in order to understand and use the foreign language. Learners also develop the language skill of translation, and to apply their knowledge and understanding of French in different contexts.

Unit 1: Understanding Language

The purpose of this Unit is to provide learners with the opportunities to develop their receptive language skills (ie Reading and Listening). Learners develop the skills needed to understand and interpret detailed written and spoken passages in French with increasing independence. National 5 topics will be developed further to include current issues relating to teenage life.

Unit 2: Using Language

The purpose of this Unit is to provide learners with the opportunities to develop their productive language skills (ie Talking and Writing). Learners develop the communication skills needed to talk and write at length and in detail with increasing independence and accuracy.

To gain Higher French, learners will be given the opportunity to pass internal assessments in both these Units before sitting the Course Assessment.

Course Assessment

1. Reading & Writing - assessed externally in May.

2. Listening & Writing - assessed externally in May.

3. Talking - assessed internally in March; verified by SQA.

Skills for Learning, Life and Work

Communication skills, Presentation skills, Critical thinking skills, career knowledge, time management, problem-solving, collaborative learning, teamwork, taking responsibility for own development (self-evaluation), literacy skills.

GEOGRAPHY

National 5

Entry Requirements

Broad General Education completed to third level

Course Description

The purpose of National 5 Geography is to provide candidates with an understanding of our changing world and its human and physical processes. Geography opens up for learners the physical environment around them and the ways in which people interact with this environment.

The Course consists of 3 Units: Physical Environments; Human Environments; and Global Issues.

Geography: Physical Environments

Learners will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of glaciated and coastal landscapes; formation of key landscape features in glaciated and coastal landscapes; land use management and sustainability; and weather.

Geography: Human Environments

Learners will develop a detailed knowledge and understanding of the processes and interactions at work within human environments. Learners will study and compare developed and developing countries drawn from a global context. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

Geography: Global Issues

Learners will develop a detailed knowledge and understanding of significant global geographical issues. Topics studied are Climate Change and Health. Learners will study these major global issues and the strategies adopted to manage them.

Course Assessment

Component 1 — question paper

This question paper will give learners an opportunity to demonstrate the following skills and knowledge and understanding from the mandatory content of the Course:

* + using a limited range of mapping skills
  + using a limited range of numerical and graphical information
  + giving detailed descriptions and explanations with some analysis

The question paper will have 80 marks out of a total of 100 marks.

Component 2 — assignment

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

* choosing, with minimum support, an appropriate geographical topic or issue;
* collecting information from a limited range of sources of information;
* processing the information gathered, using geographical skills/techniques;
* drawing on knowledge and understanding to explain and analyse key features of the topic or issue;
* reaching a well-supported conclusion, supported by evidence about the topic or issue studied.

The assignment will have 20 marks out of a total of 100 marks.

Skills for Learning, Life and Work

* Reading
* Information handling
* Thinking Skills
* Applying
* Analysing and evaluating

Higher

Entry Requirements

National 5 band A-C, students who have gained a National 5 grade A-C or in other Social Subjects should discuss with Geography staff the potential to study this course.

All students studying Higher Geography must have very good English skills and should have achieved equivalent grades in English to those required in Social Studies.

Course Description

The Higher qualification in Geography gives learners a sophisticated understanding of geographical processes and information. This covers a range of topics from glaciation to the growth of the human population. The principle aim of the Higher Geography course is that candidates develop a detailed understanding of aspects of the contemporary world which are of concern to all citizens.

Geography: Physical Environments (Higher)

In this Unit, learners will develop knowledge and understanding, in addition to applying geographical skills and techniques in the context of physical environments.

Key topics include: atmosphere, hydrosphere, lithosphere and biosphere.

Geography: Human Environments (Higher)

In this Unit, learners will develop knowledge and understanding, in addition to applying geographical skills and techniques in the context of human environments.

Key topics include: population, rural land degradation and urban change and management.

Geography: Global Issues (Higher)

In this Unit, learners will develop knowledge and understanding, in addition to applying geographical skills and techniques in the context of global issues.

Key topics include: global climate change and health.

Course Assessment

Component 1 — Question Paper

The question papers will give learners an opportunity to demonstrate the following higher-order cognitive skills and knowledge and understanding from the mandatory content of the Course:

Describing, explaining, evaluating and analysing complex geographical issues, using knowledge and understanding which is factual and theoretical, of the physical and human processes and interactions at work within geographical contexts on a local, regional and global scale.

The question papers are currently assessed out of 160 marks (73% of the total mark).

There are two question papers:

Paper 1: Physical and Human Environments

Paper 2: Global Issues and Application of Geographical Skills

Component 2 — assignment

This assignment will give learners an opportunity to demonstrate the following higher-order cognitive skills, knowledge and understanding:

* identifying a geographical topic or issue;
* carrying out research, which should include fieldwork where appropriate;
* demonstrating knowledge of the suitability of the methods and/or reliability of the sources used;
* processing and using a range of information gathered;
* drawing on detailed knowledge and understanding of the topic or issue;
* analysing information from a range of sources;
* reaching a conclusion supported by a range of evidence on a geographical topic or issue;
* communicating information.

The assignment is currently assessed out of 30 marks (27% of the total mark).

Skills for Learning, Life and Work

* Reading
* Information handling
* Citizenship
* Information handling
* Applying
* Analysing and evaluating

GERMAN

National 4

Entry Requirements

Broad General Education completed to third level in a language

Course Description

This Course is made up of three Units.

The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use the foreign language.

Unit 1: Understanding Language

The purpose of this Unit is to provide learners with the opportunities to develop their receptive language skills (ie Reading and Listening) through topic-based study. Learners develop the skills needed to understand and interpret straightforward written and spoken passages in German.

Unit 2: Using Language

The purpose of this Unit is to provide learners with the opportunities to develop their productive language skills (ie Talking and Writing) though topic-based study. Learners develop the communication skills needed to talk and write in familiar contexts.

Added Value Unit

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

Course Assessment

To gain National 4, learners must pass both Units including the Added Value assignment. Units are assessed as pass or fail by the school.

Skills for Learning, Life and Work

Communication skills, Presentation skills, Critical thinking skills, career knowledge, time management, problem-solving, collaborative learning, teamwork, taking responsibility for own development (self-evaluation), literacy skills.

National 5

Entry Requirements

National 4 German or National 5 in another language

Course Description

The National 5 German Course develops literacy skills by giving learners opportunities to read, listen, talk and write in German and to reflect on how this relates to English. This Course enables learners to understand and use a modern language, to apply their knowledge of a modern language, and to develop planning, research and language skills.

Course Assessment This course consists of:

• 1 writing assessment (externally marked)

• 1 talking assessment (internally marked and verified by SQA)

• Exam - Paper 1 - Reading and writing and Paper 2 - Listening (Externally marked)

Skills for Learning, Life and Work

Communication skills, Presentation skills, Critical thinking skills, career knowledge, time management, problem-solving, collaborative learning, teamwork, taking responsibility for own development (self-evaluation), literacy skills.

GRAPHIC COMMUNICATION

National 4

Entry Requirements

Broad general education programme completed to level 3 or successful completion of the National 3 Design and Technology Course.

Course Description

The Graphic Communication Course introduces learners to the diverse and ever increasing variety of presentation methods employed in Graphic Communication. The course allows the opportunity for learners to gain skills in reading, interpreting and creating graphics as well as initiating, developing and communicating their ideas graphically.

The Graphic Communication Course is practical, exploratory and experiential in nature and combines elements of creativity and communicating for visual impact with elements of design protocol and standards. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society

2D Graphic Communication (National 4)

This unit allows learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. As part of this Unit learners develop 2D graphic spatial awareness.

3D and Pictorial Graphic Communication (National 4)

This unit allows learners to develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. As part of this Unit learners will also develop 3D graphic spatial awareness.

In both units the learner will develop an understanding of how graphic communication technologies impact on our environment and society.

Added Value Unit: Graphic Communication Assignment (National 4)

Learners will be able to extend and apply their knowledge and skills through the assignment. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment brief.

Course Assessment

To gain National 4, learners must pass all units including the Added Value assignment. Units are assessed as pass or fail by the department.

Skills for Learning, Life and Work

The National 4 Graphic Communication Course provides opportunities to build self-confidence, to enhance generic and transferable skills in literacy, numeracy, researching, ICT, planning and organising, working independently and in collaboration with others, critical thinking and decision making, communication, as well as self- and peer-evaluation.

National 5

Entry Requirements

Broad general education programme completed to level 3 with elements demonstrating some level 4 competencies or successful completion of the National 4 Graphic Communication Course.

Course Description

The Graphic Communication Course introduces learners to the diverse and ever increasing variety of presentation methods employed in Graphic Communication. The Course allows the opportunity for learners to gain skills in reading, interpreting and creating graphics as well as initiating, developing and communicating their ideas graphically.

The Graphic Communication Course is practical, exploratory and experiential in nature and combines elements of creativity and communicating for visual impact with elements of design protocol and standards. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

2D Graphic Communication (National 5)

Learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. As part of this unit learners develop 2D graphic spatial awareness.

3D and Pictorial Graphic Communication (National 5)

Learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. As part of this area learners will develop 3D graphic spatial awareness.

In both Units the learner will develop an understanding of how graphic communication technologies impact on our environment and society.

Course Assessment

The Course assessment takes the form of an externally assessed Graphic Communication assignment and an externally assessed Course exam.

Skills for Learning, Life and Work

The National 5 Graphic Communication course provides opportunities to build self-confidence, to enhance generic and transferable skills in literacy, numeracy, researching, ICT, planning and organising, working independently and in collaboration with others, critical thinking and decision making, communication, as well as self- and peer-evaluation.

Higher

Entry Requirements

Successful completion of the National 5 Graphic Communication course at level C or above.

Course Description

The Graphic Communication Course introduces learners to the diverse and ever increasing variety of presentation methods employed in Graphic Communication. The Course allows the opportunity for learners to gain skills in reading, interpreting and creating graphics as well as initiating, developing and communicating their ideas graphically.

This Course allows learners to develop skills in graphic communication techniques, including the use of equipment, graphics materials and software, and build challenging, coherent and enjoyable journeys for learners through all levels. Combining elements of recognised professional standards for graphic communication with graphic design creativity and visual impact, the Courses also provide flexibility and choice in the use of manual and computer-aided graphics. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

2D Graphic Communication (Higher)

This unit helps learners develop their creativity and presentation skills within a 2D graphic communication context. It allows learners to initiate, plan, develop and communicate ideas graphically, using two dimensional graphic techniques. Throughout this unit learners develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will also evaluate the effectiveness of given graphic communications to meet their purpose within this unit.

3D and Pictorial Graphic Communication (Higher)

This unit allows learners develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It allows learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings and other graphics. Likewise to the 2D Unit learners also have the opportunity to evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Across both units, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

Course Assessment

The Course assessment takes the form of an externally assessed Graphic Communication assignment and an externally assessed Course exam.

Skills for Learning, Life and Work

The Higher Graphic Communication course provides opportunities to build self-confidence, to enhance generic and transferable skills in literacy, numeracy, researching, ICT, planning and organising, working independently and in collaboration with others, critical thinking and decision making, communication, as well as self- and peer-evaluation.

HISTORY

National 4 & 5

Entry Requirements

Broad General Education completed to third level

Course Description

In History, learners develop their understanding of the world by learning about other people and their values. This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. Learners will develop an understanding of the past and an appreciation and understanding of the forces which have shaped the world today.

The Courses has 3 taught Units, an Added Value Unit at National 4 and an Assignment completed under exam conditions at National 5.

Historical Study: Scottish – The Era of the Great War, 1900-1928 A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.

Historical Study: British – The Making of Modern Britain, 1880-1951

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government. This is a study of the forces which created modern Britain.

Historical Study: European and World – Hitler and Nazi Germany A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

Course Assessment

Component 1 — question paper

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

• developing and applying knowledge and understanding and skills across contexts from Scottish, British and European/world history;

• evaluating the origin, purpose, content and context of a wide range of historical sources;

• explaining the impact of historical developments analysing the factors contributing towards historical developments, drawing a reasoned conclusion;

• demonstrating a detailed factual knowledge and understanding of historical themes and events in Scottish, British, European and world contexts.

The question paper will have 80 marks out of a total of 100 marks.

Component 2 — assignment

The learner will:

• choose, with minimum support, an appropriate historical question or issue;

• collect relevant evidence from at least two sources of information;

• organise and use the information collected to address the historical question or issue;

• draw on knowledge and understanding to explain and analyse the causes and/or impact of the historical question or issue;

• refer to at least two relevant historical sources;

• identify different perspectives and/or points of view;

• structure information and present a reasoned conclusion supported by evidence.

The assignment will have 20 marks out of a total of 100 marks.

Skills for Learning, Life and Work

* Reading
* Writing
* Citizenship
* Applying
* Analysing and evaluating

National 4 and 5 (S5/S6)

Entry Requirements

Broad General Education completed to third level.

Course Description

In History, learners develop their understanding of the world by learning about other people and their values. This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. Learners will develop an understanding of the past and an appreciation and understanding of the forces which have shaped the world today.

The Courses has 3 taught Units, an Added Value Unit at National 4 and an Assignment completed under exam conditions at National 5.

Course structure

Historical Study: Scottish – The Wars of Independence, 1286-1328

A study of the development of national identity and consciousness through the Anglo-Scottish wars of the 13th and 14th centuries, illustrating the themes of authority, conflict and identity.

Historical Study: British – The Making of Modern Britain, 1880-1951

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government. This is a study of the forces which created modern Britain.

Historical Study: European and World – Red Flag: Lenin and the Russian Revolution, 1894–1921

A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.

Course Assessment

Component 1 — question paper

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

• developing and applying knowledge and understanding and skills across contexts from Scottish, British and European/world history;

• evaluating the origin, purpose, content and context of a wide range of historical sources;

• explaining the impact of historical developments analysing the factors contributing towards historical developments, drawing a reasoned conclusion;

• demonstrating a detailed factual knowledge and understanding of historical themes and events in Scottish, British, European and world contexts.

The question paper will have 80 marks out of a total of 100 marks.

Component 2 — assignment

The learner will:

• choose, with minimum support, an appropriate historical question or issue;

• collect relevant evidence from at least two sources of information;

• organise and use the information collected to address the historical question or issue;

• draw on knowledge and understanding to explain and analyse the causes and/or impact of the historical question or issue;

• refer to at least two relevant historical sources;

• identify different perspectives and/or points of view;

• structure information and present a reasoned conclusion supported by evidence.

The assignment will have 20 marks out of a total of 100 marks.

Skills for Learning, Life and Work

* Reading
* Writing
* Citizenship
* Applying
* Analysing and evaluating

Higher

Entry Requirements

National 5 band A-C. Students who have gained a National 5 grade A-C or in other Social Subjects should discuss with History staff the potential to study this course.

All students studying Higher History must have very good literacy skills and should have achieved equivalent grades in English to those required in Social Studies.

Course Description

The Higher History Course gives students an in depth understanding of modern History in Britain, late imperial Russia and medieval Scotland. Studying this course will allow students to place the values and institutions of modern Britain, imperial Russia and medieval Scotland in context and will provide an insight into topics that are relevant to society today, such as: social and economic issues, state building and state power, the importance of individuals as drivers for change, revolution, and their impact on people’s lives.

The Course is built around the themes of authority, ideology, identity and conflict. It involves the following:

Unit 1 – Britain, 1851-1951:

Development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens.

Unit 2 - Russia, 1881–1921:

Development of opposition to autocracy in a large multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks during the years 1881–1921.

Unit 3 – Scotland, the Wars of Independence, 1249-1328:

Political change and military conflict arising from the Wars of Independence.

Course Assessment

Component 1 — question paper

This question paper will give learners an opportunity to demonstrate the following higher-order cognitive skills and knowledge and understanding from the mandatory content of the Course:

• developing and applying knowledge and understanding and skills across contexts from Scottish, British and European and World history;

• evaluating the origin, purpose, content and context of a range of historical sources;

• explaining the impact of historical developments, analysing the factors contributing towards historical developments, drawing well-reasoned conclusions and synthesising information in a well-structured manner;

• demonstrating a detailed and accurate knowledge and understanding of complex historical issues in Scottish, British, European and world contexts.

The question paper is currently assessed out of 80 marks.

Component 2 — assignment

The purpose of this assignment is to demonstrate challenge and application by demonstrating the following higher order cognitive skills, knowledge and understanding within the context of an historical issue.

The learner will:

• identify a historical issue which invites debate and argument;

• research and investigate the historical issue, using a range of sources of information;

• draw on and apply knowledge and understanding to analyse the causes and/or impact of the historical issue;

• analyse, evaluate and synthesise information in a structured manner;

• refer to relevant historical sources;

• identify different perspectives and/or points of view;

• structure information and present a well-reasoned conclusion supported by evidence;

The assignment is currently assessed out of 30 marks.

Skills for Learning, Life and Work

* Reading
* Writing
* Citizenship
* Applying
* Analysing and evaluating

MATHEMATICS

National 4

Entry Requirements

Broad General Education Mathematics competent at third level or a pass at National 3 Applications of Mathematics

Course Description

Learners will acquire and apply operational skills necessary for developing mathematical ideas. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Expressions and Formulae Unit: The general aim of this Unit is to develop skills linked to straight forward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

Relationships Unit: The general aim of this Unit is to develop skills linked to straight forward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

Numeracy: The general aim of this Unit is to develop learners’ numerical and information handling skills to solve straight forward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Mathematics Test: This is the Added Value Unit of the National 4 Mathematics Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics course through successful completion of a test which will allow the learner to demonstrate breadth and challenge.

Breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strategies linked to straight forward mathematical expressions, formulae and relationships. This will include the application of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all aspects of the course, and the ability to use these without the aid of a calculator will also be assessed.

Course Assessment

To gain National 4, learners must pass all units including the final Mathematics test. Units and the Mathematics test are assessed as pass or fail by the school.

Skills for Learning, Life and Work

* Numeracy
* Literacy
* Thinking skills
* Reasoning skills

National 5

Entry Requirements

Broad General Education Mathematics competent at fourth level or a pass at National 4 Mathematics

Course Description

Learners will acquire and apply operational skills necessary for developing mathematical ideas. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Expressions and Formulae Unit: The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The outcomes cover aspects of number, algebra, geometry and reasoning.

Relationships Unit: The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Applications Unit: The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The outcomes cover aspects of these skills and also skills in reasoning.

Course Assessment

To gain National 5 Mathematics learners must pass the final exam. The final exam is set, marked and graded (A to D) by the SQA.

Skills for Learning, Life and Work

* Numeracy
* Literacy
* Thinking skills
* Reasoning skills

Higher

Entry Requirements

National 5 Mathematics pass at grades A to C

Course Description

This Course will develop, deepen and extend the mathematical skills necessary at this level and beyond.

Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Expressions and Functions Unit: The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Relationships and Calculus Unit: The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

Applications Unit: The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

Course Assessment

To gain Higher Mathematics learners must pass the final exam. The final exam is set, marked and graded (A to D) by the SQA.

Skills for Learning, Life and Work

* Numeracy
* Literacy
* Thinking skills
* Reasoning Skills

Advanced Higher

Entry Requirements

Higher Mathematics pass at grades A to C

Course Description

Learners will acquire and apply operational skills necessary for exploring more complex mathematical ideas. In addition, learners will develop mathematical reasoning skills and will gain experience in logical thinking and methods of proof.

Methods in Algebra and Calculus: The general aim of the unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

Applications of Algebra and Calculus: The general aim of the unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

Geometry, Proof and Systems of Equations: The general aim of the unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

Course Assessment

To gain Advanced Higher Mathematics learners must pass all units and the final exam. Units are assessed as pass or fail by the school. The final exam is set, marked and graded (A to D) by the SQA.

Skills for Learning, Life and Work

* Numeracy
* Literacy
* Thinking skills
* Reasoning Skills

MODERN STUDIES

National 5

Entry Requirements

Broad General Education completed to third level

Course Description

Modern Studies: Democracy in Scotland and the United Kingdom

Learners will develop a detailed knowledge and understanding of democracy in Scotland and the United Kingdom. They will develop a knowledge and understanding of the UK political structure including the place of Scotland within this and the debates around this arrangement.

Learners will develop knowledge and understanding of the main institutions and organisations which make up political life in Scotland. They will develop knowledge and understanding of the ways in which society is informed about the political system, and able to participate in, and influence, the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.

Modern Studies: Social Issues in the United Kingdom

Learners will develop detailed knowledge and understanding of social issues in the United Kingdom. In the crime and the law context, learners will develop knowledge and understanding of the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

Modern Studies: International Issues World Power

Learners will develop a detailed knowledge and understanding of international issues. The study of a world power will focus on the USA and investigate political participation, social and economic inequality and international influence.

Course Assessment

Component 1 — question paper

This question paper will give learners an opportunity to demonstrate the following skills and knowledge and understanding from the mandatory content of the Course:

• detecting and explaining exaggeration or selectivity in the use of facts using a limited range of sources of information;

• making and justifying a decision using a limited range of sources of information;

• drawing and supporting conclusions using a limited range of sources of information;

• giving detailed descriptions and explanations with some analysis.

The question paper will have 80 marks out of a total of 100 marks.

Component 2 — assignment

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

• choosing, with minimum support, an appropriate Modern Studies topic or issue;

• finding at least two sources, of different types, as independently as possible and collecting relevant evidence from them;

• evaluating the effectiveness of the two research methods used, commenting on their specific strengths and weaknesses where appropriate;

• applying Modern Studies skills to the evidence collected;

• drawing on knowledge and understanding to explain and analyse key features of the topic or issue;

• reaching a well-supported conclusion, supported by evidence, about the topic or issue.

The assignment will have 20 marks out of a total of 100 marks.

Skills for Learning, Life and Work

* Reading
* Writing
* Information handling
* Citizenship
* Communication and Teamwork
* Self-Motivation and Interpersonal Skills
* Applying
* Analysing and evaluating

HIGHER

Entry Requirements

National 5 band A-C, students who have gained a National 5 grade A-C or in other Social Subjects should discuss with Modern Studies staff the potential to study this course.

All students studying Higher Modern Studies must have very good English skills and should have achieved equivalent grades in English to those required in Social Studies.

Course Description

Modern Studies: Democracy in Scotland and the United Kingdom

Learners will draw on knowledge and understanding of democracy in

Scotland and the United Kingdom. Learners will study topics such as: the

United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of representative democracy; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

Modern Studies: Social Issues in the United Kingdom (Higher)

Learners will draw on knowledge and understanding of social issues within the United Kingdom and Scotland. Learners will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. They will focus on topics such as the nature of social inequality; theories and causes of inequality; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

Modern Studies: International Issues (Higher) World Power

Learners will draw on knowledge and understanding of international issues. The study of a world power will focus on China and its political system and process, political rights and opportunities to influence government, social and economic inequalities and the role in international relations.

Course Assessment

Component 1 — Question Paper

This question paper will give learners an opportunity to demonstrate knowledge and understanding from the mandatory content of the Course:

• detecting and explaining the degree of objectivity using a range of sources of information;

• drawing and supporting complex conclusions using a range of sources of information;

• giving detailed explanations, analysis and evaluation of complex issues.

The question paper is marked out of 52 marks.

Component 2 – Enquiry Skills

This question paper will give learners an opportunity to demonstrate higher order cognitive skills.

• detecting and explaining the degree of objectivity using a range of sources of information;

• drawing and supporting complex conclusions using a range of sources of information;

• assessing and analysing reliability of a wide range of sources

This question paper is marked out of 28 marks.

Component 3 — Assignment

This assignment will give learners an opportunity to demonstrate the following higher-order cognitive skills, knowledge and understanding:

* identify a Modern Studies issue about which there are alternative views;
* research a Modern Studies issue, using a range of sources of information;
* synthesise and analyse information from a range of sources;
* evaluate the usefulness and reliability of a range of sources of information;
* reach a decision on the issue studied;
* show detailed knowledge and understanding of the issue to support the decision reached;
* show an awareness of alternatives to the decision;
* communicate information using the conventions of a report;

The assignment is marked out of 30 marks.

Skills for Learning, Life and Work

* Reading
* Writing
* Information handling
* Citizenship
* Communication and Teamwork
* Self-Motivation and Interpersonal Skills
* Applying
* Analysing and evaluating

MUSIC - PERFORMING

National 4

Entry Requirements Broad General Education completed to third level

Course Description This Course is made up of three mandatory Units:

Performing Skills:

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

Composing Skills:

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

Understanding Music:

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

And one Added Value Unit: Music Performance:

This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group.

Course Assessment To gain National 4, learners must pass all Units. Units are assessed as pass or fail by the school

Skills for Learning, Life and Work

* Literacy
* Thinking Skills
* Health and Wellbeing

National 5

Entry Requirements Broad General Education completed to fourth level

Course Description In continuation from National 4, the three elements of the Course are:

Performing

Candidates will further develop their specialist skills on two instruments of their choice and will work towards learning a programme of music at a minimum of Grade 3 Associated Board Grade or equivalent and be a minimum of 8 minutes and not exceed 8 minutes 30 seconds.

Composition

Candidates will learn to create music using various compositional techniques and with access to industry standard modern software (Sibelius, Noteflight and Protools).

Understanding Music

Candidates will develop the ability to recognise and distinguish between a range of level-specific music concepts and styles of music.

They will develop the ability to recognise and understand level-specific music signs and symbols.

They will develop an understanding of the effect of social and cultural influences on music

Course Assessment Question paper

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

Assignment

The assignment draws on candidates’ skills, knowledge and understanding of music composition. Candidates demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music. They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.

Performance

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

• melodic accuracy/intonation

• rhythmic accuracy

• maintaining tempo and flow of the music

• conveying mood and character

• instrumental/vocal tone

• dynamics

Skills for Learning, Life and Work

* Literacy
* Thinking Skills
* Health and Wellbeing

Higher

Entry Requirements C or above at National 5

Course Description This Course offers a continuous development of the studies completed in S4.

In continuation from National 5, the three elements of the Course are:

Performing

Candidates will further develop their specialist skills on two instruments of their choice and will work towards learning a programme of music at a minimum of Grade 4 Associated Board Grade or equivalent and must be a minimum of 12 minutes and not exceed 13 minutes.

Composition

Candidates will learn to create music using various compositional techniques and with access to industry standard modern software (Sibelius, Noteflight and Protools).

Understanding

Candidates will develop the ability to recognise and distinguish between a range of level-specific music concepts and styles of music.

They will develop the ability to recognise and understand level-specific music signs and symbols.

They will develop an understanding of the effect of social and cultural influences on music

Course Assessment Question paper

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

Assignment

The assignment draws on candidates’ skills, knowledge and understanding of music composition. The composition must show use of harmony, along with at least three of the following elements of music:

• melody

• rhythm

• timbre

• structure

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

Performance

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

• melodic accuracy and/or intonation

• rhythmic accuracy

• maintaining tempo and flow of the music

• conveying mood and character

• instrumental or vocal tone

• dynamics

Skills for Learning, Life and Work

* + Literacy
  + Thinking Skills
  + Health and Wellbeing

Advanced Higher

Entry Requirements C or above at Higher

Course Description This Course offers a continuous development of the studies completed in S4.

In continuation from Higher, the three elements of the Course are:

Performing

Candidates will further develop their specialist skills on two instruments of their choice and will work towards learning a programme of music at a minimum of Grade 5 Associated Board Grade or equivalent and must be 18 minutes in length.

Composition

Candidates will learn to create music using various compositional techniques and with access to industry standard modern software (Sibelius, Noteflight and Protools).

Understanding

Candidates will develop the ability to recognise and distinguish between a range of level-specific music concepts and styles of music.

They will develop the ability to recognise and understand level-specific music signs and symbols.

They will develop an understanding of the effect of social and cultural influences on music

Course Assessment Question paper

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

Assignment

The assignment draws on candidates’ skills, knowledge and understanding of music composition. The composition must show use of harmony, along with at least three of the following elements of music:

• melody

• rhythm

• timbre

• structure

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

Performance

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

• melodic accuracy and/or intonation

• rhythmic accuracy

• maintaining tempo and flow of the music

• conveying mood and character

• instrumental or vocal tone

• dynamics

Skills for Learning, Life and Work

* Literacy
* Thinking Skills
* Health and Wellbeing

MUSIC WITH TECHNOLOGY

National 4

Entry Requirements

Broad General Education completed to third level

Course Description

This Course is made up of three elements and provides learners with the opportunity to develop their skills in sound recording.

Music Technology Skills allows learners the opportunity to use hardware and software to capture and manipulate sounds in a variety of contexts.

Through Understanding 20th and 21st Century Music learners will develop their knowledge of musical styles and techniques and how technological developments relate to this.

In Music Technology in Context learners will have the opportunity to use their skills in the creation of a portfolio. They will learn to capture, mix and create at least two audio masters choosing from a range of contexts.

Course Assessment

To gain National 4, learners must complete two internally assessed components as per Nat5.

Skills for Learning, Life and Work

* Literacy
* Numeracy
* Thinking Skills
* Health and Wellbeing

National 5

Entry Requirements

Broad General Education completed to third level

Course Description

This Course is made up of three elements and provides learners with the opportunity to develop their skills in sound recording.

Music Technology Skills allows learners the opportunity to use hardware and software to capture and manipulate sounds in a variety of contexts.

Through Understanding 20th and 21st Century Music learners will develop their knowledge of musical styles and techniques and how technological developments relate to this.

In Music Technology in Context learners will have the opportunity to use their skills in the creation of a portfolio. They will learn to capture, mix and create at least two audio masters choosing from a range of contexts.

Course Assessment

To gain National 5, learners must complete two externally marked components:

Assignment – candidates must plan, produce and evaluate two creative productions which may be set in any appropriate context – eg a radio programme; and

Question paper – this will assess listening skills, breadth of knowledge and depth of understanding gained from the mandatory units.

Skills for Learning, Life and Work

* Literacy
* Numeracy
* Thinking Skills
* Health and Wellbeing

Higher

Entry Requirements

Pass at National 5

Course Description

The Higher Music Technology Course develops learners’ skills in the use of music technology hardware and software to capture and manipulate audio, and in the analysis of 20th and 21st century musical styles and genres.

Following on from National 5 the Course consists of three elements:

Music Technology Skills involves the capturing, manipulating and editing of audio using a range of software and hardware.

Understanding Music in the 20th and 21st Centuries looks at popular musical styles from early blues to current chart releases with an emphasis on conceptual music knowledge together with a thorough examination of recording technologies past and present.

Through this candidates will develop a critical awareness of quality recordings and performances and be encouraged to apply these skills to their own work.

In Music Technology in Context candidates will examine at least two contexts in which music technology plays an important role - for example film and television, radio and computer game sound design.

Course Assessment

Course assessment consists of two components.

The Assignment consists of one piece of work which will demonstrate planning, evaluating and the application of knowledge and skills gained throughout the course. Learners can choose to develop one of their pieces of work from Music Technology in Context or to apply their skills in a new context. Learners will evidence their planning, progress and evaluating using screen shots, written text, blog, podcast etc. Marks will be awarded for each of the three areas – planning, implementing and evaluating.

The Question Paper will assess learners’ knowledge and understanding of music styles and genres of the 20th and 21st century, music concepts and aspects of music technology. It will consist of questions in response to music excerpts in a range of 20th and 21st century styles and genres. A range of question types will be used, assessing understanding of relevant music and technological concepts.

Skills for Learning, Life and Work

* Literacy
* Numeracy
* Thinking Skills
* Health and Wellbeing

PC PASSPORT - NPA

The aim of PC Passport at SCQF levels 4, 5 and 6 is to provide knowledge and skills in using contemporary application packages such as word processing, spreadsheets and presentation software in a collaborative, cloud-based environment. It seeks to deliver up-to-date skills in using a range of popular software, such as Office 365, to prepare learners for employment or further studies or to improve their productivity skills.

National Progression Awards (NPAs) assess a defined set of skills and knowledge in specialist vocational areas, linked to National Occupational Standards.

The aim of this new version of the NPA in PC Passport at SCQF levels 4, 5 and 6 is to provide knowledge and skills in using contemporary application packages such as word processing, spreadsheets and presentation software in a collaborative, cloud-based environment. It seeks to deliver up-to-date skills in using a range of popular software, such as Office 365, to prepare learners for employment or further studies or to improve their productivity skills.

The revised PC Passport has a simpler structure than the previous version and provides a clearer pathway for learners to progress through the levels.

There are dedicated units on word processing, spreadsheets, and presentations.

The revised award is linked to Microsoft Office Specialist (MOS) certification.

It embraces the latest developments in productivity software such as collaborative features and cloud storage. All Scottish schools and colleges have free access to Office 365 (via Glow) so PC Passport, Glow, Office 365 and MOS make an inexpensive and attractive learning path.

PEOPLE & SOCIETY

National 3/4

Entry Requirements

Broad General Education completed to third level

Course Description

This Course is flexible and is designed to be appropriate and relevant to learners’ needs. The approach taken and themes chosen for study in this Course can be drawn from a range of social subject/social science disciplines.

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

* a range of skills which will enhance opportunities to engage positively in society;
* knowledge and understanding of society and their place in it;
* basic knowledge of key ideas from across social studies and social science disciplines;
* an awareness of significant influences on society and individuals.

People and Society: Investigating Skills

In this Unit, learners will develop a range of routine investigating skills, including choosing sources of information for an investigation, collecting information from sources using a range of sources, and selecting information. Learners will develop these skills through choosing, with support, key ideas for study which will allow them to acquire knowledge and understanding of people and society.

People and Society: Comparing and Contrasting

In this Unit, learners will develop skills of using information to compare and contrast. Learners will develop these skills through choosing, with support, key ideas for study which will allow them to acquire knowledge and understanding of people and society.

People and Society: Making Decisions

In this Unit, learners will develop skills of using information to make decisions. Learners will develop these skills through choosing, with support, key ideas for study which will allow them to acquire knowledge and understanding of people and society.

Added Value Unit: People and Society: Assignment (National 4 only)

In this Unit, learners will choose an issue for personal study relating to at least one key idea of the Course. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course.

Course Assessment

To gain National 3, learners must pass all 3 Units. To gain National 4, learners must pass all 3 units plus the assignment. Units/assignment are assessed as pass or fail by the school.

Skills for Learning, Life and Work

* Reading
* Writing
* Listening and talking
* Citizenship
* Understanding

PHOTOGRAPHY

NPA Level 4/5

Entry Requirements

No specific entry requirements required.

Course Description

The new National Progression Awards in Photography at level 4 and 5 will develop knowledge and understanding in practical photography. The Awards are aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level.

The NPA Photography at level 4 will provide a foundation level of study that will reflect the personal and social development needs of the learner.

The NPA Photography at level 5 will prepare learners to understand more advanced skills and techniques.

Mandatory Units

* Understanding Photography
* Photographing people
* Photographing places
* Working with Photographs

Course Assessment

The overall award is available on the completion of the four internally assessed Units.

Skills for Learning, Life and Work

* Literacy
* Numeracy
* Health and Wellbeing
* Thinking Skills

PHYSICAL EDUCATION

National 4

Entry Requirements

Broad General Education completed to third level

Course Description

The main purpose of the Course is to develop and demonstrate movement and performance skills. The central theme of the Course is to develop approaches to enhance performance through monitoring and reflection.

The Course has two mandatory Units and an Added Value Unit:

Physical Education: Performance Skills (National 4)

The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.

Physical Education: Factors Impacting on Performance (National 4) The general aim of this Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance. There will be opportunities for personalisation and choice through the selection of physical activities used in learning and teaching.

Added Value Unit: Physical Education: Performance (National 4)

The general aim of this Unit is to enable learners to provide evidence of added value for the National 4 Physical Education Course. Learners will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.

Course Assessment

To achieve the National 4 Physical Education Course, learners must pass all of the required units, including the Added Value Unit. National 4 Courses are not graded. All Units are internally assessed.

Added Value Unit

Learners will integrate, extend and apply the skills and knowledge they have learned during the Course. This will be assessed through a performance, which must provide evidence of their ability to prepare for, carry out and reflect on a performance in a physical activity. Learners will also be required to identify future development needs.

The task will be sufficiently open and flexible to allow for personalisation and choice.

Skills for Learning, Life and Work

* Listening and talking
* Health and wellbeing
* Emotional wellbeing
* Physical wellbeing
* Working with others
* Applying
* Active and Healthy Lifestyle

National 5

Entry Requirements

Pass at National 4 or by recommendation from the P.E Department

Course Description

The course comprises two areas of study:

Performance

This aims to develop pupils’ ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Pupils develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

Factors impacting on performance

This aims to develop pupils’ knowledge and understanding of the factors that impact on performance in physical activities. Pupils consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

Course Assessment

Portfolio

The purpose of the portfolio is to assess the pupil’s knowledge and understanding of the performance development process. It assesses the pupil’s ability to integrate skills and apply knowledge and understanding from across the course.

The portfolio has a total of 60 marks. This is 50% of the overall marks for the course assessment and it will be externally marked by SQA, completed under exam conditions in school.

Performance

The purpose of this component is to assess the candidate’s ability to effectively perform in two different physical activities.

Each performance is a single event in a challenging, competitive and/or demanding context.

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of

30 both performances will be internally marked by centre staff in line with SQA marking instructions. 

Skills for Learning, Life and Work

* Listening and talking
* Emotional wellbeing
* Physical wellbeing
* Working with others
* Thinking skills
* Analysing and evaluating
* Active and Healthy Lifestyle

Higher

Entry Requirements

National 5 in Physical Education having passed the Portfolio Assessment

Course Description

The course offers opportunities for personalisation and choice through the selection of physical activities. The course consists of two areas of study:

Performance

Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.

Factors impacting on performance

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance. Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

Course Assessment

Learners are assessed in both practical performance, and through a 2 hour and 30 minute written exam.

Question paper - worth 50 marks

The question paper assesses the candidates’ ability to integrate and apply knowledge and understanding from across the course. It gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

• analysing factors that impact on performance

• explaining a range of approaches for developing performance

• analysing the recording, monitoring and evaluation of performance development.

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

Practical Performance – worth 60 marks

The performance assesses candidates’ ability to perform in two different physical activities. The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

• repertoire of skills - a broad and comprehensive performance repertoire (including complex movement and performance skills)

• control and fluency of complex movement and performance skills

• effective decision making and problem solving

• using and applying well established composition, tactics and roles

• extent to which rules and regulations are followed and etiquette is displayed (including working with others)

• extent to which emotions are controlled on the day of the performance The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30

Skills for Learning, Life and Work

* Listening and talking
* Emotional wellbeing
* Physical wellbeing
* Working with others
* Analysing and evaluating
* Active and Healthy Lifestyle

HIGHER LEADERSHIP AWARD IN PHYSICAL EDUCATION

SCQF 6

Entry Requirements

Pupils should have an interest in PE, sport, and be willing to support to wider school and PE department through a leadership activity.

Course Description This course consists of 2 Higher Units:

An Introduction to Leadership

In this unit, pupils will be expected to produce a written report, presentation, video or podcast on Leadership styles, principles, skills and qualities. Learners will also carry out a SWOT analysis and evaluation of their own leadership potential.

Leadership in Practice

In this unit pupils will organise and lead a series of events or festivals. An added extra to this course will be that pupils will be given the opportunity to achieve an SQA Performance unit at Advanced Higher, Higher, or N5 level. Pupils will also be given the opportunity to improve Personal Fitness; develop their understanding through Disability Awareness training, team-building activities, and hear from some inspiring guest speakers.

Course Assessment

P.E staff internally assess the course. Learners must successfully complete each unit to gain the award.

Skills for Learning, Life and Work

* Literacy
* Employability, enterprise and citizenship
* Thinking skills
* Creative Skills
* Communication and Leadership Skills
* Active and Healthy Lifestyle

HIGHER LEADERSHIP AWARD

SCQF 6

Entry Requirements

Pupils should have an interest leadership, and developing their leadership skills. Learners should be willing to support to wider school through a leadership activity.

Course Description

This course consists of 2 Higher Units:

An Introduction to Leadership

In this unit, pupils will be expected to produce a written report, presentation, video or podcast on Leadership styles, principles, skills and qualities. Learners will also carry out a SWOT analysis and evaluation of their own leadership potential.

Leadership in Practice

In this unit pupils will organise and lead a series of events or festivals that can be both within or out with the school community. Pupils will also be given the opportunity to develop their understanding through Disability Awareness training, team-building activities, and hear from some inspiring guest speakers.

Course Assessment

Teaching staff internally assess the course. Learners must successfully complete each unit to gain the award.

Skills for Learning, Life and Work

* Literacy
* Employability, enterprise and citizenship
* Thinking skills
* Creative Skills
* Communication and Leadership Skills
* Active and Healthy Lifestyle

NATIONAL PROGRESSION AWARD (NPA) - DANCE

SCQF 4

Entry Requirements

Pupils should have an interest in dance, the development of dance, and teaching dance to youngsters.

Course Description

The principal aims of the National Progression Award in Dance, Level 4, are to provide opportunities for learners to:

* gain an appropriate learning experience in Dance at a non-advanced level.
* develop a range of appropriate practical skills, knowledge and understanding relevant to dance technique and dance performance.
* develop choreographic skills which will allow creative movement to evolve.
* apply specific choreographic devices through tutor-led tasks and workshops.
* develop self-evaluation skills.
* develop critical thinking skills within the context of self-analysis.
* take charge of their own learning and development.
* experience live performances in order to broaden their experience of dance.
* develop communication and interpersonal skills

There is one mandatory unit, and 2 optional units required to complete the course which is designed for 120 hours of class time.

Course Assessment

P.E staff internally assess the course. Learners must successfully complete each unit to gain the award.

Skills for Learning, Life and Work

* Literacy and communication skills
* Numeracy
* Employability, enterprise and citizenship
* Thinking skills
* Creative Skills
* Active and Healthy Lifestyle

DANCE LEADERS AWARD LEVEL 4

AWARDING BODY Sports Leaders UK

SCQF 4

Entry Requirements

Pupils should have an interest in dance, the development of dance, and teaching dance to youngsters.

Course Description

The Dance Leadership qualifications give learners the chance to discover their passion for dance whilst also gaining life changing skills and experience.

With physical inactivity being particularly apparent amongst teenage girls, our SCQF Level 4 Dance Leadership Qualifications is the perfect vehicle to not only engage inactive students, but also give them the platform to develop vital leadership skills and improve their confidence.

Dance Leaders can also become advocates for leadership and help engage their peers and younger learners. They will also have the skills necessary to help run dance clubs throughout the school to help others become more physically active and engaged.

Course Assessment

P.E staff and Active Schools staff internally assess the course. Learners must successfully complete 48 qualification hours, including 1 hours where they must demonstrate their dance leadership skills.

Skills for Learning, Life and Work

* Numeracy
* Employability, enterprise and citizenship
* Thinking skills
* Creative Skills
* Literacy and Communication Skills
* Active and Healthy Lifestyle

PHYSICS

Physics provides pupils with an insight into the underlying nature of our world and its place in the universe. From the study of the electrical and heat energy used in our society, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.

Advances in Physics mean that our view of what is possible is continually being updated. The Physics courses enable learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate. It also aims to give all learners the opportunity to develop their interest in, and understanding of, the Laws of the Universe. The courses are built around investigative tasks, developing the skills required to become creative, inventive and enterprising in a world where the skills and knowledge gained by physicists are in demand across all sectors of society today.

National 4

This Course is suitable for progression from BGE Science.

The Course has three Units of study:

Unit 1 – Electricity and Energy

This Unit will encompass everything from large scale generation of electricity to the electrical circuits that govern our everyday technology.

Unit 2 – Waves and Radiation

This Unit will explore the underlying concepts and application of technology relevant to telecommunications and medicine. It will focus on the use of electromagnetic waves for everything from mobile phones to medical scans. It will also investigate the various uses of sound, from entertainment to ultrasound scans.

Unit 3 – Dynamics and Space

This Unit will begin by investigating relationships involving forces before going on to look at concepts relevant to study of the universe. It will investigate the risks and benefits of space exploration.

National 4 Physics provides a foundation for progression towards National 5 Physics.

National 4 Physics is internally assessed. Each unit has a mandatory end of Unit assessment. Learners must pass each of these assessments to gain the National 4 qualification.

Learners also have to carry out an assessed practical activity and an investigation assignment (AVU), both of which are assessed internally on a pass/fail basis.

National 5

Entry Requirements

Level 4 in the BGE or a National 4 pass in Physics.

A National 5 pass in another Science may be considered in discussion with the PT Science.

The National 5 Physics Course is made up of 3 mandatory units:

Unit 1 – Electricity and Energy

This area encompasses everything from large scale generation of electricity to the electrical circuits that govern our everyday technology. Learners will also explore concepts relating to heat energy, how different materials respond to head, the kinetic model of matter and the laws that govern the behaviour of gases.

Unit 2 – Waves and Radiation

This area will allow learners to explore the underlying concepts and application of technology relevant to telecommunications and medicine. It will focus on the use of electromagnetic waves for everything from mobile

phones to medical scans. Learners will also investigate the role nuclear radiation has in our society, from medical uses to electricity generation.

Unit 3 – Dynamics and Space

This area will begin by investigating relationships involving forces before going on to look at energy and concepts relevant to study of the universe. Learners will also investigate the risks and benefits of space exploration as well as beginning to study the latest advances in the field of cosmology.

National 5 Physics provides a foundation for progression towards CfE Higher Physics.

National 5 Physics is externally assessed by the SQA. The two components assessed are:

An assignment which is externally assessed and contributes 20 marks (20%) towards the final grade.

The assignment has practical and research aspects and will require a Final Report to be submitted. The assignment report is externally assessed by the SQA.

The externally assessed final examination consists of a 135 mark paper.

Higher

Entry Requirements

A National 5 pass in Physics.

A National 5 pass in another Science may be considered in discussion with the PT Science.

The course has three Units of study:

Unit 1 - Our Dynamic Universe

This Unit begins by looking at the interactions between objects on Earth before looking outwards to space. Students will undertake a journey from Newton’s theory of gravitation, through Einstein’s theories of relativity before examining the evidence to support the Big Bang Theory and coming right up to date with the latest theories of dark matter and energy.

Unit 2 - Particles and Waves

With the recent discovery of the Higgs Boson at CERN, particle Physics is now more talked about than ever before. Students will explore the Standard Model of particle physics essentially the building blocks of our Universe, before delving into the strange world of quantum mechanics. They will be challenged by counter-intuitive ideas such as wave-particle duality and make links with techniques developed by particle physicists and used by astronomers to investigate the Universe

Unit 3 - Electricity

This Unit involves the study of Electricity, from large scale distribution right down to the structure of the transistors that have allowed for the proliferation of complex electronic devices that we take for granted. There is also scope to investigate the rising use of renewable energy and the challenges faced in producing more efficient solar cells.

Higher Physics is externally assessed by the SQA. The two components assessed are:

Research assignment – carried out in class time and written up under exam conditions. This is marked by the SQA and carries 20% of the final mark.

Final exam – mix of MCQs, restricted and extended response questions. This makes up 80% of the final mark.

PRACTICAL CAKECRAFT

National 5

Entry Requirements

Pupils should have completed N4 or N5 Hospitality Practical Cookery or by recommendation from the Home Economics Department

Course Description

The course, which is practical and experiential in nature, develops a range of cake baking and finishing skills in hospitality-related contexts. It enables pupils to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items. It develops the thinking skills of understanding, analysing and evaluating, and creating. Aspects of numeracy, employability skills, and the ability to work safely and hygienically are similarly developed.

The pupils develop knowledge of methods of cake production and functional properties of ingredients used in the production of a range of cakes and other baked items. The pupils acquire skills in baking a range of cakes and other baked items, demonstrating specialist skills, techniques and processes safely and hygienically.

The pupils further develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes candidates apply specialised skills and creative techniques.

Question paper

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

The question paper requires candidates to draw on and apply knowledge and understanding. The question paper has a total mark allocation of 25 marks. This is 25% of the overall marks for the course assessment.

Assignment and practical activity

The purpose of the assignment is to assess practical application of knowledge and skills from across the course to design and make a cake for a given brief. It will assess candidates’ skills in designing, implementing and evaluating a product.

The assignment and practical activity together have a total mark allocation of 100 marks. This is 75% of the overall marks for course assessment.

Skills for Learning, Life and Work

* Numeracy
* Employability, enterprise and citizenship
* Thinking skills

PRACTICAL COOKERY

National 4

Entry Requirements

Broad General Education completed to third level

Course Description

This Course, which is mainly practical and experiential in nature, provides learners with the opportunity to develop a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, it will ingrain in learners the ability to follow safe and hygienic practices in all cookery contexts.

This Course is made up of four mandatory Units, including the Added Value Unit: Producing a Meal.

Cookery Skills, Techniques and Processes (National 4)

The purpose of this Unit is to develop learners’ cookery skills, food preparation techniques and their ability to follow cookery processes, in the context of producing dishes with minimal guidance. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Organisational Skills for Cooking (National 4)

The purpose of this Unit is to develop learners’ ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. They will also further develop the ability to carry out an evaluation of the product. Learners will develop the ability to select recipes and implement a time plan to produce two dishes.

Understanding and Using Ingredients (National 4)

The purpose of this Unit is to develop learners’ knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice. Learners will develop an ability to select and use appropriate ingredients, with minimal guidance, in the preparation of dishes.

Added Value Unit: Producing a Meal (National 4)

The purpose of this Added Value Unit is to provide learners with the opportunity to produce a two-course meal, safely and hygienically in one hour thirty minutes. This practical activity will allow the learner to demonstrate challenge and application.

Course Assessment

To gain National 4, learners must pass all units.

Units are assessed as pass or fail by the school.

National 4 Courses are not graded.

Skills for Learning, Life and Work

* Numeracy
* Employability, enterprise and citizenship
* Thinking skills

National 5

Entry Requirements

Pass at National 4 or with recommendation from the Home Economics Department.

Course Description

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, the course instils in pupils an understanding of the need to follow safe and hygienic practices in many cookery contexts.

Pupils will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes. Pupils’ knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.

Pupils develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.

Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

Course Assessment

Question paper

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

The question paper requires candidates to draw on and apply knowledge and understanding of all areas across the course.

Assignment and practical activity

The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates’ skills in planning and implementing.

The practical activity requires candidates to clearly demonstrate application of knowledge and skills, at an appropriate level, related to the course content.

The question paper has a total mark allocation of 30 marks. This is 25% of the overall marks for the course assessment.

The assignment and practical activity together have a total mark allocation of 100 marks. This is 75% of the overall marks for course assessment.

Skills for Learning, Life and Work

* Numeracy
* Employability, enterprise and citizenship
* Thinking skills

PRACTICAL METALWORKING

National 4

Entry Requirements

Broad general education programme completed to level 3 or successful completion of the National 3 Practical craft skills.

Course Description

The Course is broad, providing opportunities for learners to develop practical/design skills, as well as gaining knowledge and understanding of design, and materials and manufacturing processes. The Course consists of three key areas.

Practical Woodworking: Bench skills (National 4)

Learners develop a range of metalworking hand tool skills including bench-fitting work, sheet-metal work, and measuring and marking out. The ability to read and interpret drawings and diagrams is also developed in this Unit. Learners will also develop their knowledge and understanding of metalworking materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.

Practical Woodworking: Machine processes (National 4)

Learners build measuring and marking out skills and to develop skills in using common metalwork machine tools, equipment and related processes. Learners will also develop their knowledge and understanding of metalworking materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.

Practical Woodworking: Fabrication and Thermal joining (National 4)

Learners develop skills in fabrication, forming and joining of metalwork components. Learners will develop skills in thermal joining techniques and build their skills in measuring and marking out. In addition, learners will develop their knowledge and understanding of metalwork materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.

Course Assessment

To gain National 4, learners must pass all units including the Added Value assignment. Units are assessed as pass or fail by the department.

Skills for Learning, Life and Work

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to work to the given measurements and tolerances; to increase their own awareness of safety within a practical setting and to balance their own use of time.

National 5

Entry Requirements

Broad general education programme completed to level 3 or successful completion of the National 4 Practical Metalworking.

Course Description

The Course is broad, providing opportunities for learners to develop practical/design skills, as well as gaining knowledge and understanding of design, and materials and manufacturing processes. The Course consists of three key areas.

Practical Woodworking: Bench skills (National 5)

Learners develop a range of metalworking hand tool skills including bench-fitting work, sheet-metal work, and measuring and marking out. The ability to read and interpret drawings and diagrams is also developed in this Unit.

Learners will also develop their knowledge and understanding of metalworking materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.

Practical Woodworking: Machine processes (National 5)

Learners build measuring and marking out skills and to develop skills in using common metalwork machine tools, equipment and related processes. Learners will also develop their knowledge and understanding of metalworking materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.

Practical Woodworking: Fabrication and Thermal joining (National 5)

Learners develop skills in fabrication, forming and joining of metalwork components. Learners will develop skills in thermal joining techniques and build their skills in measuring and marking out. In addition, learners will develop their knowledge and understanding of metalwork materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.

Course Assessment

The course assessment takes the form of an internally assessed practical piece with log book and an externally assessed course exam paper.

Skills for Learning, Life and Work

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to work to the given measurements and tolerances; to increase their own awareness of safety within a practical setting and to balance their own use of time.

PRACTICAL WOODWORKING

National 4

Entry Requirements

Broad general education programme completed to level 3, successful completion of the National 3 Practical Craft Skills Course or the National 3 Design and Technology Course.

Course Description

The Course is broad, providing opportunities for learners to develop practical/design skills, as well as gaining knowledge and understanding of design, and materials and manufacturing processes. The Course consists of three mandatory Unit.

Practical Woodworking: Flat-frame Construction (National 4)

This Unit covers the preparation, manufacturing and finishing of a product that includes a flat-frame within it. Learners will develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Pupils will also learn to read and use drawings and diagrams depicting woodwork tasks.

Practical Woodworking: Carcase Construction (National 4)

This Unit covers the preparation, manufacturing and finish of a carcase unit. This will involve the learner developing skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used within carcase construction.

Practical Woodworking: Machining and Finishing (National 4)

Learners will develop skills in using common power tools such as drills, sanders and woodwork lathes. Development of skills in a variety of woodworking surface preparation and finishing techniques will also be undertaken.

Course Assessment

To gain National 4, learners must pass all units including the Added Value assignment. Units are assessed as pass or fail by the department.

Skills for Learning, Life and Work

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to work to the given measurements and tolerances; to increase their own awareness of safety within a practical setting and to balance their own use of time.

National 5

Entry Requirements

Broad general education programme completed to level 3 or successful completion of the National 4 Practical Woodworking.

Course Assessment

The Course is broad, providing opportunities for learners to develop practical/design skills, as well as gaining knowledge and understanding of design, and materials and manufacturing processes. The Course consists of three key areas.

Practical Woodworking: Flat-frame Construction (National 5)

This area covers the preparation, manufacturing and finishing of a product that includes a flat-frame within it. Learners will develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Pupils will also learn to read and use drawings and diagrams depicting woodwork tasks.

Practical Woodworking: Carcase Construction (National 5)

This area covers the preparation, manufacturing and finish of a carcase unit. This will involve the learner developing skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used within carcase construction.

Practical Woodworking: Machining and Finishing (National 5)

Learners will develop skills in using common power tools such as drills, sanders and woodwork lathes. Development of skills in a variety of woodworking surface preparation and finishing techniques will also be undertaken.

Course Assessment

The course assessment takes the form of an internally assessed practical piece with log book and an externally assessed course exam paper.

Skills for Learning, Life and Work

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to work to the given measurements and tolerances; to increase their own awareness of safety within a practical setting and to balance their own use of time.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

National 5

Entry Requirements

BGE completed to third level.

Course Description

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

The main aims of the Course are to enable learners to develop:

• the ability to analyse and reflect on religious, moral and philosophical questions and their impact;

• a range of skills including investigating and explaining religious, moral and philosophical questions and responses, making comparisons and the ability to express detailed and reasoned views;

• detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions;

• detailed factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them.

There are three mandatory units:

World Religion: Buddhism

All candidates should be able to:

• demonstrate knowledge and understanding of religious beliefs and practices

• analyse religious beliefs and practices

• evaluate the relevance, significance and impact of religious beliefs and practices.

In detail, this involves the study of;

• Three Marks of Existence • Four Noble Truths • Three Poisons • Beliefs about the Buddha • Three Jewels • Kamma • Samsara • Nibbana • Living according to the Eightfold Path • Five Precepts • Meditation and puja

Morality and Belief: Justice

A study of contemporary moral issues and responses. We study key perspectives on moral decision making and apply them to;

• the purposes of punishment: retribution, deterrence, reformation, protection • causes of crime: poverty, environment, psychological factors • UK responses to crime: custodial sentences, non-custodial sentences, crime prevention • capital punishment and life tariffs: humaneness, human rights

Religious and Philosophical Questions

Candidates will consider religious and non-religious responses to the following question

• Can the existence of God be proven?

We study this through examination of

• nature of God • cosmological argument — Aquinas’ cosmological argument — counter-arguments — science and the cosmological argument — viewpoints supporting the arguments — viewpoints criticising the arguments • teleological argument — Paley’s teleological argument — counter-arguments — science and the teleological argument — viewpoints supporting the arguments — viewpoints criticising the arguments

Course Assessment

To gain the course award candidates must:

Pass all of the external assessment components.

Component 1 = Assignment Marks 20

Component 2 = Examination Marks 80

Total marks

100 marks

Skills for Learning, Life and Work

* Reading
* Writing
* Personal learning
* Citizenship
* Applying / Analysing and Evaluating

SQA LEVEL 6

Entry Requirements

C at Higher English or those studying Higher English in one year or National 5 in a Social Subject and National 5 English

Course Description

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

The main aims of the Course are to enable learners to develop:

• the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact;

• a range of skills including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation, and the ability to express detailed, reasoned and well-structured views;

• in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions;

• in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them.

There are three mandatory units:

World Religion: Buddhism

A study of Buddhist beliefs and practices through investigation of the life and teachings of the Buddha.

Detailed content;

Beliefs • Three Marks of Existence: anicca; anatta; dukkha • nature of human beings: tanha; Three Root Poisons; kamma • beliefs about the Buddha • samsara; nibbana

Practices • living according to the Eightfold Path • Five Precepts; sangha • meditation; devotion

Morality and Justice

A study of contemporary moral issues and responses. We study key perspectives on moral decision making and apply them to:

Causes of crime • environmental influences • psychological factors

Purposes of punishment • reformation • retribution • protection • deterrence

Responses to crime • custodial sentences • non-custodial sentences • capital punishment

Religious and Philosophical Questions

Candidates will consider religious and non-religious responses to the following question

Can the existence of God be proven?

• What arguments/theories do religious people use to prove the existence of God? • What evidence do religious people use to support these arguments/theories? • What are the strengths and weaknesses of evidence/arguments/theories? • What arguments/theories do non-religious people use to challenge the existence of God? • What evidence do non-religious people use to support these arguments/theories? • What are the strengths and weaknesses of evidence/arguments/theories? • Can either religious or non-religious arguments/theories provide conclusive proof about the existence of God?

Course Assessment

To gain the Course award candidates must:

• Pass all of the external assessment components.

Component 1: question paper 1 — world religion and morality and belief

Duration; 2 hours and 15 minutes. Marks 60

Component 2: question paper 2 — religious and philosophical questions

Duration; 45 minutes. Marks 20

Component 3: Assignment Marks 30

Skills for Learning, Life and Work

* Reading
* Writing
* Personal learning
* Citizenship
* Applying
* Analysing and Evaluating

SQA LEADERSHIP & DUKE OF EDINBURGH AWARD

SQA & Duke of Edinburgh Award

SCQF Level 6 & Bronze/Silver

Entry Requirements

N5 English (A or B, or preferably Higher)

Course Description

The SQA Leadership Course consists of two Units.

Unit 1: ‘Introduction to leadership’ (20HOURS)

In this Unit, candidates carry out research to find out about leadership styles and the skills and qualities found in effective leaders. Candidates are required to produce a report on their findings and evaluate their own potential for leadership

Unit 2: ‘leadership in practice’ (40HOURS)

In this Unit, candidates take a leading role in an activity. They will prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. Candidates then carry out the activity, monitoring progress and making changes as needed. At the end, candidates review their experience, drawing conclusions about themselves as a leader.

The Duke of Edinburgh Award

There are 4 main sections to the Award: Volunteering, Physical, Skills and Expedition

At Bronze level the timescales are:

Volunteering – 3 months

Physical – 3 months

Skills – 3 months

Plus a further 3 months in the Volunteering, Physical or Skills section.

Expedition – 2 days, 1 night

At Silver level the timescales are:

Volunteering – 6 months

Physical – 3 or 6 months\*

Skills – 3 or 6 months\*

\*One of these sections for 6 months, the other for 3 months

Expedition – 3 days, 2 nights

Direct entrants to Silver must do a further 6 months in the Volunteering or the longer of the Physical or Skills sections.

The Volunteering and the Skills section may be addressed through the SQA Leadership course, but Physical and Expedition will be completed out with school hours.

Course Assessment

SQA Leadership:

Unit 1 – create a folio with 3 main tasks

a. research information on leadership styles

b. reach conclusions about what makes an effective leader

c. evaluate your own potential for leadership

Unit 2 – a folio of evidence must be gathered to show the three stages of the event you are organising.

a. Leading the planning of an activity

b. implementing the plan

c. reviewing the experience

Duke of Edinburgh Award

Each individual section is assessed by an agreed assessor, with a focus on a regular commitment of 1 hour per week and a personal progression. The Expeditions are organised by the school and are assessed by a visiting DofE Award Expedition Assessor.

Sectional Awards are also available.

Skills for Learning, Life and Work

Gathering information, Interpreting and adapting information, Report writing, Drawing conclusions, Problem solving, Working cooperatively with others, Communication, Time management, Organisation skills, Leadership/Management skills.

TRAVEL & TOURISM WITH MODERN LANGUAGES LIFE & WORK AWARD

National 5

Entry Requirements

Broad General Education completed to third level

Course Description

Travel & Tourism

There are four units within the course and these are outlined below:

Unit 1: Employability

The aim of this Unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will gain an understanding of the skills and qualities identified by employers as being the most important in the Travel and Tourism industry. Learners who complete this Unit will be able to investigate different careers from across the travel and tourism industry. They will also be able to demonstrate employability skills and plan for employment in a particular travel and tourism job.

Unit 2: Customer Service

The general aim of this Unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.

Unit 3: Scotland

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. Learners who complete this Unit will be able to carry out an investigation of Travel and Tourism in Scotland and meet customer holiday needs.

Unit 4: UK and Worldwide

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers. Learners who complete this Unit will be able to carry out an investigation of Travel and Tourism in UK and rest of the world to meet the customer holiday needs.

Modern Languages for Life & Work Award

This provides learners with the opportunity to develop language skills in combination with employability skills while also being able to follow their own interests in a cultural context. Learners will develop language skills in one or two modern languages that they can apply in life and work, developing their roles as active citizens. Learners will gain a greater understanding of their own and other cultures by comparing aspects of life in different countries and will play a fuller part as global citizens.

Course Assessment

Travel and Tourism and the Modern Languages for Life & Work award are internally assessed by the class teacher – there is no final exam to sit. To achieve the award learners must pass all of the required Units. These units are assessed on a pass/fail basis.

Skills for Learning, Life and Work

* Literacy – Reading, Writing, Talking
* Employability, enterprise and citizenship - Citizenship
* Thinking skills – Applying, Analysing and evalu

Linwood High School Senior Phase Options – S5/6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name |  | Class |  | Pastoral Care  Teacher |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *S5*  *&*  *S6* |  | *A* | *B* | *C* | *D* | *E* |  |
| *Higher* | *●English* | *●Maths*  *●PE* | *●Admin & IT*  *●Biology*  *●Graphic Comm* | *●Art& Design*  *●Chemistry*  *●French*  *●History*  *●Modern Studies*  *●RMPS*  *●Physics* | *●Business Man*  *●Computing*  *●Geography*  *●Music*  *●PE* |  |
| *National 5* | *●English*  *●Media Studies* | *●Maths*  *●PE* | *●Admin & IT*  DRAFT  *●Biology*  *●Graphic Comm*  *●Travel & Tourism*  *●People & Society* | *●Art & Design*  *●Chemistry*  *●French*  *●History*  *●Modern Studies*  *●Practical*  *Metal/Woodwork ●RMPS*  *●Physics* | *●Business Man*  *●Geography*  *●Music*  *●PE*  *●Computing*  *●Practical Cake Craft*  *●Early Learning & Childcare* |  |
| *Other* | *●SQA Leadership &*  *Duke of Edinburgh (S6*  *only)*  *●Self Study* | *●Employability &*  *Enterprise*  *(S6 only)*  *●PC Passport*  *●Self Study* | *●NPA Photography*  *●Self Study* | *●Foundation*  *Apprenticeship ●West College*  *Scotland course*  *●Self Study* | *●Foundation*  *Apprenticeship*  *●West College*  *Scotland course*  *●Self Study* | *●Volunteering*  *●Work Experience*  *(with agreement*  *of year head)* |
| *Subject & Level choice:* | |  |  |  |  |  | *RESERVE choice* |
| *College or Foundation Apprenticeship, if interested:* | |  |  |  |  |  |  |

Listed below are the subjects that you will choose from to complete your S5/6 timetable. *English & Maths are compulsory subjects if you have not achieved L5*. *S5 Pupils: Select 5 subjects (✓) AND one reserve & S6 pupils: Select 4 subjects (✓) AND one reserve* In columns D & E, West College Scotland offer a range of courses for senior pupils, which run 2 afternoons per week. If you wish to apply for one of these courses, please select the course(s) you are interested in, in ADDITION to your subject choices. Acceptance on to these courses are subject to interview in June 2019. One & 2 year Foundation Apprenticeships are also available for study - see overleaf

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *West College Scotland & Foundation Apprenticeships* | | | | | | |
| *Tues & Thurs* | | *Wed & Fri* | | | *Tues, Wed, Thurs, Fri aft* | *Foundation Apprenticeships* |
| SFW: Construction Skills L5 | | SFW: Construction Skills L5 | | | HNC Engineering L7 | Engineering (S5) |
| Performing Engineering Ops L4 | | Car Mechanics L4 | | | HNC Business L7 | Civil Engineering (S5) |
| Begin Hairdressing L4 | | Begin Hairdressing L4 | | |  | Creative & Digital Media (S5) |
| Begin Beauty L4 | | Begin Beauty L4  DRAFT | | | *Mon & Tues* | Business Skills (S5) |
| Begin Makeup Artistry L4 | | Begin Makeup Artistry L4 | | | HNC Travel & Tourism | Accountancy (S6) |
| NPA Cyber Security L5 | | Dance Higher | | |  | Soc Services & Health Care (S6) |
| Social Media & Animation L5 | | Photography Higher | | |  | Soc Services: Children & Young People (S6) |
| Song Writing & Music Prod L5 | | NPA Professional Cookery L4 | | |  |  |
| NPA Bakery L4 | | Economics Higher | | |  |  |
| Psychology Higher | | Psychology Higher | | |  |  |
| Hospitality Essential Skills L4/5 | |  | | |  |  |
| HNC Hospitality | |  | | |  |  |
| Laboratory Skills L5 | |  | | |  |  |
| *Future plans* | | | | | | |
| *Leaving LHS* | ✓ | *Career plans* | ✓ | *Career idea* | | |
| Christmas of S5 |  | Training Scheme |  |  | | |
| End of S5 |  | Modern Apprenticeship |  |
| End of S6 |  | College |  |
|  |  | University |  |
| *Comments* | | | | | | |
| *Options adviser* | |  | | | *Date* |  |
| *Parent signature* | |  | | | *Date* |  |