

Senior Phase Course Choice



**A Guide for S3, S4 & S5
pupils, parents & carers
2023/2024**

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RATIONALE - SENIOR PHASE

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

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, NPAs, Highers, Advanced Highers
- Vocational college courses
- Foundation Apprenticeship
- Employment
- Modern Apprenticeship
- Employability training
- Further Education
- Higher Education



CONTINUING AT SCHOOL

Why S5 or S6?

Why stay on at school?

- To get additional qualifications
- I'm not ready to leave!
- Parental pressure
- Put off making choices

Reasons NOT to stay on at school

- Friends are not leaving
- Nothing else to do
- Peer pressure

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, attend school regularly and complete coursework to a high standard.

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.

FUTURE PATHWAYS

Further Education - College

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
- 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



www.westcollegescotland.ac.uk


www.cityofglasgowcollege.ac.uk

www.glasgowkelvin.ac.uk

www.glasgowclyde.ac.uk

Higher Education - University

There are many higher education institutions in Scotland 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. All institutions also offer postgraduate facilities for study and research leading to higher degrees.



ucas.com

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

Universities are members of UCAS (Universities and Colleges Admissions Service). Pupils will be supported in their university application process by their Pastoral Care teacher and year head.

University – 2+2

If you are on a university 2+2 pathway, then you are thinking of going for the college for 2 years to do an HND and then straight into 3rd year of university. Colleges will accept an NPA level 6 as an equivalent to a Higher C to meet their entrance requirements. These awards tend to be more vocational in nature and are assessed through coursework without a final exam at the end of the year. In addition to the skills, you will develop on these NPA courses, you will also achieve an award at SCQF Level 6 which is the same level as a higher.

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



www.apprenticeships.scot

www.myjobscotland.gov.uk

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 Pastoral Care 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.

SUPPORT FOR PUPILS

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 Pastoral Care 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.

Pupil Support Centre

Our Pupil Support Centre provides support to all our pupils with additional support needs. Please contact the Principal Teacher of Support for Learning with any enquiries.

Work Experience

Pupils in senior phase may be able to undertake 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. Please discuss this with your child's Pastoral Care Teacher.



OUR CURRICULUM

We aim to offer all pupils a suitable set of courses, allowing progression over the course of the three years of the Senior Phase. The table below shows this progression:

S4 Course		S5 Course		S6 Course
National 3	→	National 4	→	National 5
National 4	→	Level 5 Units	→	National 5
Level 5 Units	→	National 5	→	Higher
NPA – Level 4	→	NPA – Level 5	→	NPA – Level 6
National 5	→	Level 6 Units	→	Higher
National 5	→	Higher	→	Advanced Higher

Current Levels of Courses

There are three main levels of courses offered in the Senior Phase: National, Higher and Advanced Higher. All these courses are quality-assured by the Scottish Qualifications Authority (SQA) to ensure that standards and credibility are maintained. National 5, Higher and Advanced Higher courses are graded A, B, C or D and are marked by external SQA examiners. National Progression Awards are available in some subject areas; they are offered at SCQF Level 4-6, which broadly equates to National 4, National 5 and Higher.

National Qualifications

- **National 3** is assessed by teachers and is not graded. It is pass/fail and is based on units carried out during the year
- **National 4** is assessed by teachers and is not graded. It is pass/fail and is based on units carried out during the year. It also includes an added value unit, which may take the form of a written task, a performance, a presentation etc
- **National 5** involves a final external assessment, usually an exam, plus other types of assessment such as coursework or performance
- **Higher** courses are designed as one-year courses following on from National 5. Generally pupils who elect for a Higher course will already have successfully completed a National 5 course in that subject. In many subjects, however, it is possible for a pupil to take a one-year crash course. Anyone deciding to do this must realise that it can be difficult to succeed in a course where the starting point assumes the knowledge and experience of previous study. In some subjects this prior knowledge is less essential and pupils who have shown a high level of ability in their courses might realistically attempt a Higher Grade in one year. Discussion and negotiation with the Principal Teacher and Year Head is required before a pupil will be accepted to study a Higher crash course. Highers are still the basic entrance requirement for university. Before starting a course of Highers you should be clear what the specific entrance requirements are for any university courses in which you are interested.
- **Advanced Higher** are, generally, available only to S6 pupils. Pupils who opt for a course at this level should have obtained a good pass at Higher grade in the subject. Advanced Higher courses are demanding and require a great deal of independent study by the pupil. Before taking an Advanced Higher, the pupil must have shown a particular ability and interest in that subject. Advanced Higher courses are designed to provide experience of the type of study required for university or college, especially the development of independent study skills. They often involve project work or a dissertation.

QUALIFICATIONS @ LINWOOD HIGH SCHOOL

We aim to offer all pupils a suitable set of courses, allowing progression over the course of the three years of the Senior Phase. Each year will review our curriculum and make changes to suit the needs of our pupils. The table below shows this progression:

SCQF Level	National Qualifications	National Progression Awards (NPA)	Skills for Work courses	Higher Education Institutions
12				Doctoral Degree
11				Masters Degree
10				Honours Degree
9				Bachelors Degree
8				HND
7	Advanced Higher			HNC
6	Higher	Level 6	Level 6	
5	National 5	Level 5	Level 5	
4	National 4	Level 4	Level 4	
3	National 3	Level 3	Level 3	

COURSE CHOICE ADVICE

Please be aware of the following factors when making choices for S5 and S6.

Enjoyment

Choosing subjects you enjoy and will work hard in is important. Try to make sure you enjoy the subject rather than picking a course because you like a certain teacher. There are no guarantees when you get your new timetable that you will have that teacher.

Strength

Picking a course that you are good at or have shown a strong ability in previously is another good reason to pick a course.

Breadth

If you still do not know what you want to do with your future, sometimes keeping choices broad can be a good way to keep future career options open. Equally, if you know where you want to go into in the future, then select the courses that are the best fit for that career.

SENIOR PHASE TIMETABLE

S4

- 7 Options - National 3,4,5
- Math's & English compulsory + RE, PSE & PE
- Vocational college courses

S5

- 5 Options - National 4 & 5, NPAs & Higher
- Vocational college courses and Foundation apprenticeships
- Opportunities for wider achievement

S6

- 4 Options - National 4,5, NPAs, Higher & Advanced Higher
- Vocational college courses and Foundation apprenticeships
- Opportunities for wider achievement

PREPARATION THROUGH PSE

In the weeks leading up to making choices, pupils are extensively informed and advised during the weekly Personal and Social Education periods. Pupils also receive a wide range of information through assemblies, from the school careers advisor, pastoral care staff and subject teachers.

Timeline

Current Year Group	Date	Event
S2 - 5	5 th December	Careers Fayre
S4	9 th January	S4 Options Assembly period 1 followed by Mock Options remainder of week during PSE
S5	9 th January	S5 Options Assembly period 2 followed by Mock Options remainder of week during PSE
S4 - 5	5 TH February	Senior Phase Options Evening
S4 - 5	WB 6 th February	Senior Phase Options Interviews

WEST COLLEGE SCOTLAND

S4 Vocational courses

NB: The following is last years offering, to give you an idea of what you could study, this session TBC

These courses will take place one morning per week at West College Scotland in Paisley. Further details of these courses are available on the S3 TEAMS page. You may be asked to write a personal statement and attend an interview before being accepted on to these courses.

SCQF Level 4 courses

- Introduction to Dance
- Creating Music
- Introduction to Computer Games Industry
- Social Media & Animation
- Childcare
- Introduction to Engineering
- Car Mechanics
- Skills For Work: Health Sector
- Construction
- Introduction to Professional Cookery
- Introduction to Hair, Beauty & Make up Industry

WEST COLLEGE SCOTLAND

S5/6 Vocational courses

NB: The following is last year's offering, to give you an idea of what you could study, this session TBC

These courses will take place 2 afternoons per week at West College Scotland in Paisley. Further details of these courses are available on the S4 and S5 TEAMS page.

<i>Tuesday & Thursday afternoon</i>	<i>Wednesday & Friday afternoon</i>
SFW: Childcare	SFW: Childcare
Intro to Early Years and Primary Teaching	SFW Construction Crafts
SFW Construction Crafts	Car Mechanics
Performing Engineering Operations	SFW Engineering
NPA Music	NPA Professional Cookery
Social Media and Animation	NPA Bakery
NPA Computer Games	SFW Hospitality
NPA Creative Beauty	Begin Make – Up Artistry
SFW Hairdressing	SFW Hairdressing
NQ Cabin Crew & Airport Operations	NPA Creative Beauty
Human Body Structure & Function – Tuesday PM only	NPA Criminology
Higher Psychology – S6 only must have achieved Higher English	NPA Legal Studies – Friday pm only
	PDA Office Administration
	Higher Dance
	Higher Photography
	Higher Psychology – S6 only must have achieved Higher English
<i>Tues, Wed, Thurs, Fri afternoons</i>	<i>2 full days - TBC</i>
HNC Business (infill into full – time class)	HNC Travel & Tourism
HNC Travel & Tourism (infill into full – time class)	

<i>Foundation Apprenticeships – 2 or 4 afternoons</i>
Civil Engineering Levels 5 & 6(S5)
Creative & Digital Media (S5)
Business Skills Levels 4, 5 & 6 (S5 or S6)
Social Services & Health Care Levels 4,5 & 6 (S5 or S6)
Engineering Systems - Level 6 (S5 or S6)
Advanced Manufacturing Engineering – Level 6 (S5)
Accountancy - Levels 4, 5 & 6 (S5 or S6)

Subject Information



Art and Design – N4/5

Course Aims

Pupils will develop knowledge and understanding of art and design practice. As well as plan, develop, produce and present creative art and design work. In addition, they will develop understanding of social and cultural influences on artists and designers and their work and develop problem solving, critical thinking and reflective practice skills.

Course Description

Expressive Activity

Pupils will select their study and practice from either Figurative or Still Life sources. Pupils use their knowledge and understanding of artists and movements to produce observational drawings and studies developing those ideas through a range of visual concepts and using a variety of media in 2D and/or 3D formats. Pupils will also produce a written evaluation based on process and solution.

Design Activity

Pupils will work from a design brief to investigate and develop a piece of work in either 2D or 3D. Learners will develop their creativity and problem solving skills as they consider the design opportunities, issues and constraints of the brief. They will also develop their understanding of designers' working practices and the factors that inspire and influence their work while continuing to develop media handling skills. Pupils will also produce a written evaluation based on process and solution.

Added Value Unit (Folio)

Pupils must produce a folio comprising finished pieces for both expressive and design work. Nat5 pupils must also provide evidence of development.

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 - Learners must pass all of the units to achieve a course award. The Practical Folio elements are externally assessed and knowledge and understanding of artists and movements (Critical Activity) in an externally assessed question paper.

Career Pathways

3D Design ? Product Design ? Graphic Design ? Digital Design

Fashion Design ? Architecture Interior ? Interior Designer ? Jewellery Design ? Art Director
? Multi Media Designer ? Animator ? Digital illustrator ? Special effects ? Photographer ?
Film maker ? Sculptor ? Artist ? Set Designer

Art and Design – Higher/Advanced Higher

Course Aims

Higher - To promote knowledge and understanding of the visual arts and design, their historical development and contemporary applications and to develop and apply skills of practical investigation, media handling, problem solving and evaluation through expressive and design practical activities, linked to related contextual, evaluative and historical studies.

Advanced Higher - Both courses are designed to extend skills already gained in working to Higher level. Depending on the pupils' interest or preferred Art institution, pupils will be guided by their art teacher as to whether Advanced Higher or Portfolio or both is the best route towards post-school preparation.

Course Description

Higher - Two units as follows:

Expressive Activity: Pupils will select and interpret sources and stimuli of personal interest before negotiating an expressive theme with their teacher. Pupils complete a folio which shows an understanding and range of appropriate media used with control, assurance and fluency. The final piece will also include a written evaluation based on process and solution. Throughout the activity pupils will also demonstrate a critical awareness of historical aspects of art and design and will communicate informed views, opinions and judgements using appropriate terms and vocabulary

Design Activity: A design brief is negotiated with the teacher which is then investigated in the light of requirements, constraints and implications. A number of possible approaches are explored, a number of solutions considered which show inventiveness and flexibility of thought. The final piece will include a written evaluation based on process and solution. Throughout the activity pupils will also demonstrate a critical awareness of historical aspects of art and design and communicate informed views, opinions and judgements using appropriate terms and vocabulary.

Advanced Higher - Pupils choose one of each of the following units:

Expressive—Provides the pupil with an opportunity to specialise in expressive activity. Pupil folios demonstrate investigation, development and tangible resolutions of personal ideas, feelings and opinions in response to the selected area of study and related sources and stimuli. A high level of practical skill deployed with creativity, maturity and fluency is essential

Design—Provides the pupil with an opportunity for in depth design study. The pupil folio will demonstrate the formulation and presentation of clear, firm proposals in which inventiveness and flexibility in thought and action are apparent. Consideration must be given to function, time, aesthetics, materials, costs and production constraints.

Assessment

Higher - Expressive and Design folios sent for external assessment.

Art and Design Studies examined in a question paper during the main exam diet

Advanced Higher - Expressive/Design folios sent for external assessment

A written evaluation accompanies the folio.

Career Pathways

3D Design • Product Design • Graphic Design • Digital Design

Fashion Design • Architecture Interior • Interior Designer • Jewellery Design • Art Director • Multi Media Designer • Animator • Digital illustrator • Special effects • Photographer • Film maker • Sculptor • Artist • Set Designer

Music: Performing – N4/5, Higher and Advanced Higher

Course Aims

These courses aim to support students in developing skills in creating, understanding and performing music across two instruments or one instrument and voice. Emphasis is placed on practical activities and there is considerable scope for personalisation and choice.

Course Description

Performing Music

Throughout this unit, students will develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice. They will be expected to rehearse and perform a timed programme of appropriately challenging music with sufficient accuracy whilst maintaining the musical flow and accurately portraying the mood and character of the pieces.

Composing Skills

Students will develop their understanding of compositional techniques and concepts before using and developing these concepts to create their own original piece. In addition, pupils will be expected to reflect on this creative process.

Understanding Music

Students will develop their understanding of musical concepts and literacy by studying music from different time periods, analysing scores and gaining an understanding of the social and cultural impact of music. Through this, students will develop the listening skills to allow them to identify these concepts in context.

Advanced Higher

In addition to the requirements above, at Advanced Higher level, students must complete an assignment which requires them to choose a piece of music by a composer and analyse the key features with reference to compositional methods and music concepts. The analysis must reference at least five of the following elements:

1. Style
2. Melody
3. Harmony
4. Rhythm/tempo
5. Texture
6. Structure/form
7. Timbre/dynamics

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5/Higher – This course has a final exam during the SQA diet consisting of a performance exam and an understanding written paper. In addition, students must submit a composition assignment to the SQA.

Advanced Higher - This course has a final exam during the SQA diet consisting of a performance exam and an understanding written paper. In addition, students must submit a composition and analysis assignment to the SQA.



Physical Education – N4, N5, Higher

Course Aims

The purpose of the course is to enable candidates to demonstrate and develop performance skills in physical activities. The course encourages candidates to develop a positive attitude towards a healthy lifestyle, and aims to enable candidates to:

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

Course Description

The course consists of two compulsory units and the course assessment unit.

Performance

This aims to develop candidates' ability to perform in physical activities by developing a wide range of movement and performance skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. Within reason, the course offers opportunities for personalisation and choice in the selection of physical activities.

Factors Impacting on Performance

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance.

Assessment

National 4

Candidates will be assessed on a Pass/Fail basis internally by PE staff (subject to SQA verification).

Performance Skills

Candidates must meet 6 assessment different assessment criteria in 2 physical activities

Factors Impacting on Performance

The learner will be required to demonstrate, usually through a workbook, knowledge of factors that impact on performance in physical activities.

National 5

Candidates are assessed both internally by PE staff (subject to SQA verification), and externally by SQA.

Performance (60 marks)

Performance assesses the candidate's ability to effectively perform in physical activities. This is a single event per activity in a challenging context. The activity is usually chosen by the candidate, under guidance from PE staff.

Portfolio (60 marks)

The portfolio assesses the candidate's knowledge and understanding of the performance development process and the candidate's ability to integrate skills and apply knowledge and understanding. It is completed in school and sent to SQA for marking.

Higher

Candidates are assessed both internally by PE staff (subject to SQA verification), and externally by SQA during the exam diet.

Performance (60 marks)

As per National 5.

Question Paper (50 marks)

The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment. The exam is 2 hours and 30 minutes long.

Career Pathways

PE courses are ideal for anyone interested in a career in sport, sports coaching, or the sport and recreation industry.

Wider Achievement in Physical Education – Sporting Activity Participation and Performance Unit (SCQF level 5)

Unit Aims

The aims of this unit are to give learners the skills to

- Explain technical skills and the importance of appropriate behaviour and attire in enhancing sporting activity participation and performance.
- Participate and perform in the sporting activity sessions.
- Monitor and evaluate progress of personal performance in the sporting activity.

Unit Description

This unit is primarily practical based, where the learner will be given the opportunity to participate and perform in a series of sessions within the chosen sporting activity. The learner will also be given the opportunity to understand the required skill related techniques of the sporting activity and the importance of appropriate sporting behaviour and attire in enhancing sporting activity participation and performance. In addition, the learner will also be given the opportunity to monitor and evaluate personal performance in the participated sporting activity and provide recommendations designed to enhance future personal performance in the sporting activity.

Assessment

Learner evidence will be generated through practical performance, a minimum of 20 hours participation within the sporting activity. It is at the discretion of the teacher as to how many hours are dedicated towards practical activity, however potential candidates are reminded that 10 or more hours are required to complete the written assessments of this unit.

Career Pathways

This unit is ideal for those candidates who wish to pursue a career in sport or Physical Education.

N4 and N5 Practical Cookery

Course Aims

Practical Cookery courses aim to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context.

The course aims to enable candidates to:

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

Course Description

The course, which is practical in nature supported by related theory work, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes. Candidates 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 always following safe and hygienic practices in a practical context.

Assessment

National 4

The course is assessed internally on a Pass/Fail basis by Home Economics staff (subject to SQA verification). The 3 units are assessed throughout the year on an ongoing basis, although some class tests may be required to gather the required evidence. The 3 units are as follows,

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

National 5

The course is assessed through a question paper as part of the SQA exam diet, an assignment sent to SQA for marking, and a practical activity marked internally by Home Economics staff (subject to SQA verification).

Question Paper – worth 30 marks which equates to 25% of the overall mark.

Assignment – worth 18 marks

Practical Activity – worth 82 marks

The assignment and practical activity combined equates to 75% of the overall mark.

Career Pathways

Practical Cookery is an ideal course for anyone who wishes to pursue a career in the culinary side of the Hospitality industry.

N5 Practical Cake Craft

Course Aims

The Scottish hospitality industry is large, vibrant, and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry.

The course aims to enable candidates to:

- acquire knowledge and understanding of methods of cake production
- develop knowledge and understanding of functional properties of ingredients used in cake production
- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

Course Description

The course, which is practical in nature supported by related theory work, develops a range of cake baking and finishing skills in hospitality-related contexts. It enables candidates 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. The candidates 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 candidates acquire skills in baking a range of cakes and other baked items, demonstrating specialist skills, techniques and processes safely and hygienically.

Assessment

The course is assessed through a question paper as part of the SQA exam diet, an assignment sent to SQA for marking, and a practical activity marked internally by Home Economics staff (subject to SQA verification).

Question Paper – is worth 25 marks which equates to 25% of the overall mark.

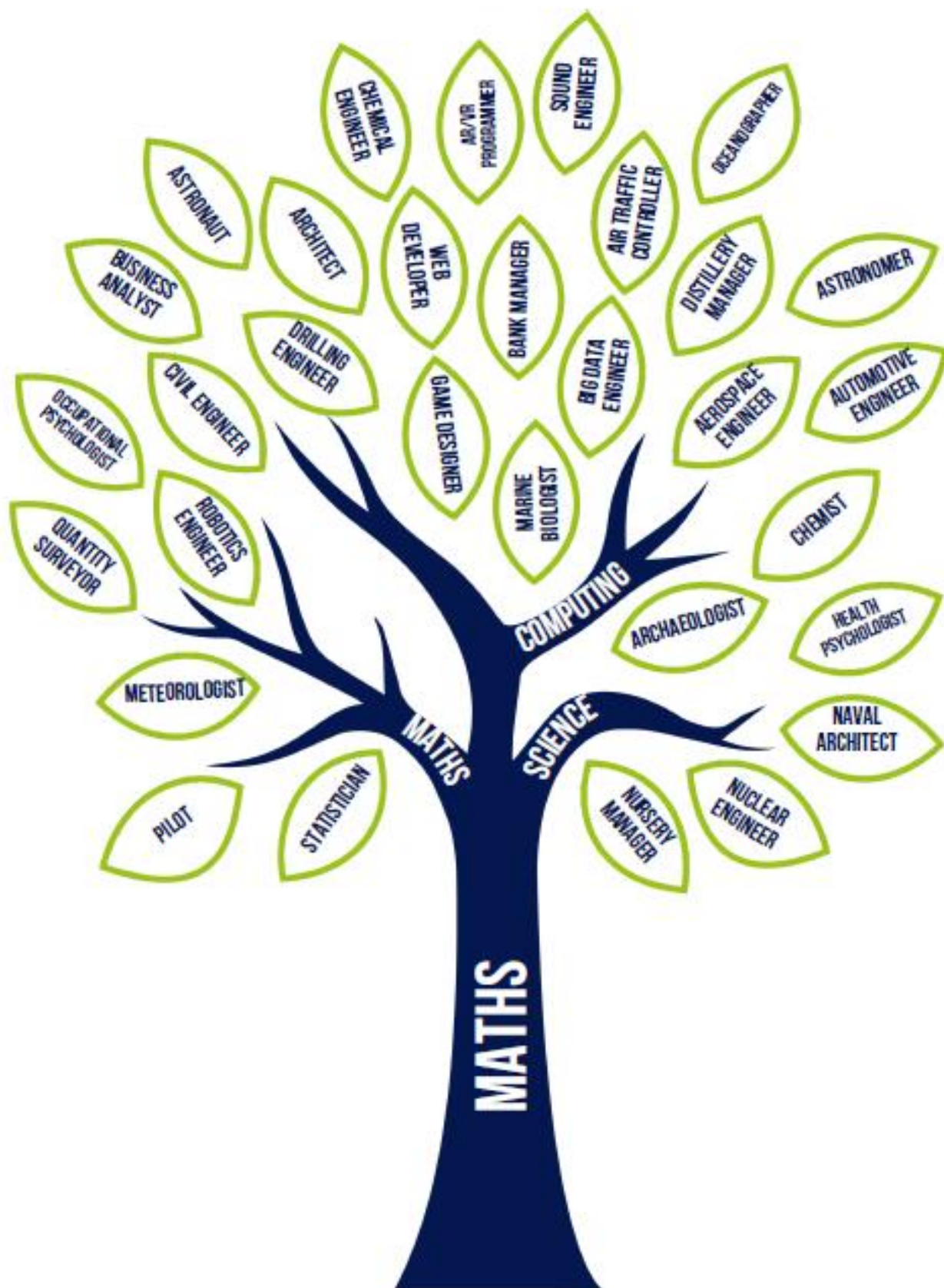
Assignment and Practical Activity – is worth 100 marks which equates to 75% of the overall mark.

The assignment and practical activity is conducted in three stages:

- stage 1: designing (assignment, section 1)
- stage 2: implementing (practical activity)
- stage 3: evaluating (assignment, section 2)

Career Pathways

Practical Cake Craft is an ideal course for anyone who wishes to pursue a career in the cake production section of the hospitality industry.



Applications of Mathematics – N4/5 and Higher

Course Aims

This course aims to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

Pupils will experience contexts from budgeting and personal finance to interpreting graphs and decision making based on probability.

Course Description

National 4 and National 5

Geometry and Measures

This unit looks at developing geometric and measurement skills. Pupils will investigate situations using perimeter, area and volume, construct scale diagrams and plan basic navigation courses.

Managing Finance and Statistics

This unit looks at developing an understanding of personal finance and comparing statistical data. Students will look at budgeting for events or personal use, interpreting and constructing graphs and charts.

Numeracy

This unit develops numerical and information handling skills to solve real-life problems involving number, money, time and measurement.

Higher

The Higher Applications of Mathematics course develops, deepens and extends the operational and reasoning skills necessary for solving problems. Through real-life contexts, candidates acquire and apply mathematical and statistical skills directly relevant to life and work. Candidates analyse complex real-life problems and gain experience in making and justifying decisions and drawing conclusions.

The course is made up of 4 parts:

1. Mathematical Modelling
2. Statistics and Probability
3. Finance
4. Planning and Decision Making

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper.

Higher - This course consists of a project making up 27% of the overall mark and a final exam during the SQA exam diet.

Career Pathways

Many careers require good numeracy and problem solving skills.

Careers using applications of mathematics include: administration, event management, customer service support, nursing, travel and tourism, social work, psychology, transport and logistics and construction.

Mathematics – N4/5 and Higher

Course Aims

This course enables learners to acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Course Description

National 4 and National 5

The National 4 and National 5 Mathematics courses build on the prior knowledge gained at either National 4 or Level 4, or Level 3 respectively. Students will use a range of mathematical concepts and relationships, applying skills in algebra, geometry, trigonometry and statistics within mathematical contexts. They will select and apply skills in numeracy and use reasoning skills to extract and interpret information. The courses are designed as a more algebraic alternative to the Applications of Mathematics courses.

Numeracy

This unit develops numerical and information handling skills to solve real-life problems involving number, money, time and measurement.

Higher

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 gain experience in making informed decisions.

The course is made up of 3 parts:

1. Expressions and Functions
2. Relationships and Calculus
3. Applications

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

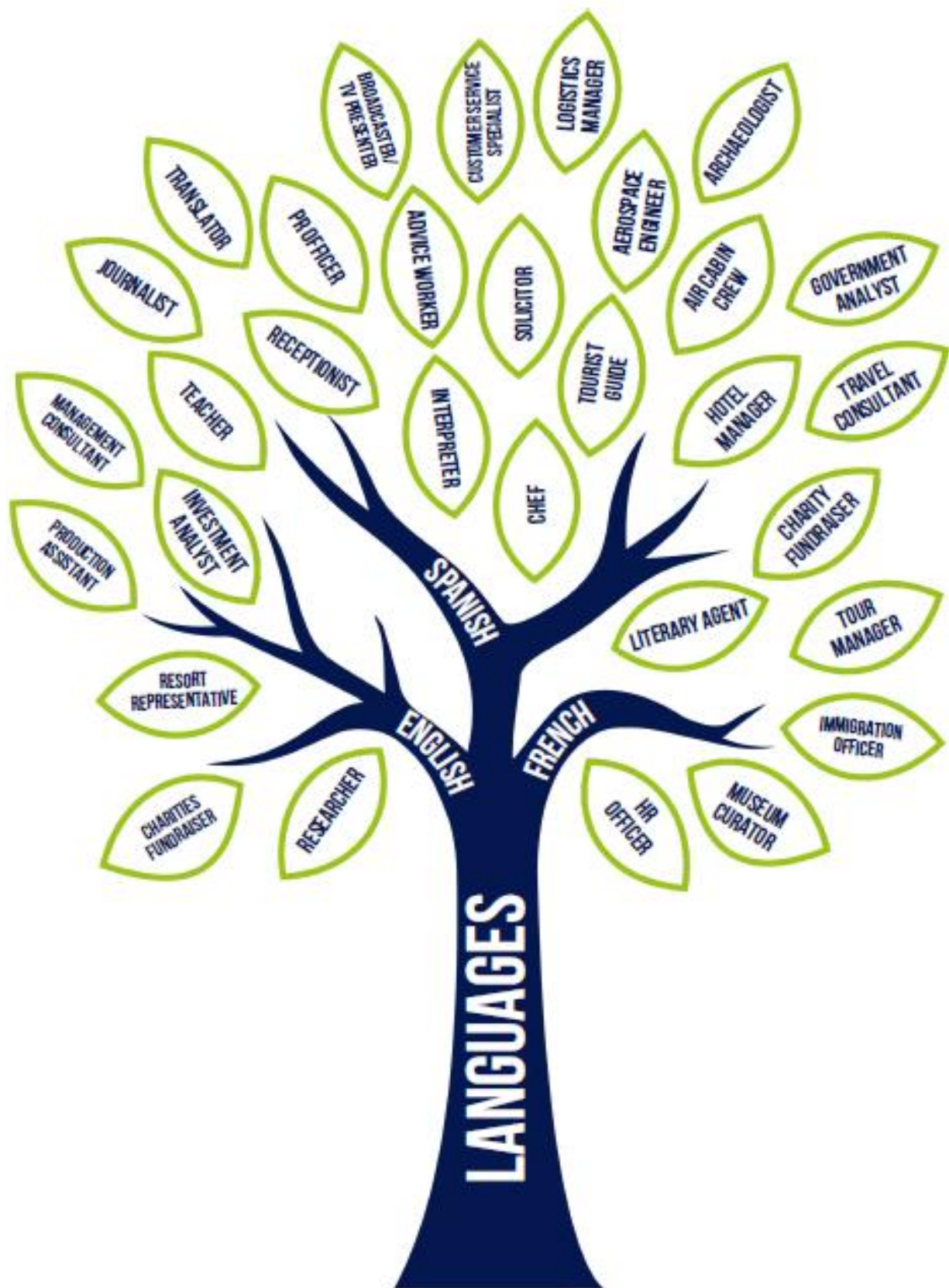
National 5 – This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper.

Higher - This course consists of a project making up 27% of the overall mark and a final exam during the SQA exam diet.

Career Pathways

Many careers require good numeracy and problem solving skills.

Careers using mathematics include: actuary, chartered accountant, banking, finance, engineering, research, statistics.



English – N4/5 and Higher

Course Aims

This course offers the opportunity to develop and extend a wide range of skills including: communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking. Pupils will experience: reading and critically analysing an array of texts, focusing on purpose and theme as well as the language used; writing extensively in a variety of genres as well as critically evaluating texts; and talking and listening opportunities in various contexts.

Course Description

National 4

Analysis and Evaluation

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.

Creation and Production

The purpose of this Unit is to provide learners with the opportunity to develop **talking** and **writing** skills in familiar contexts

Added Value Unit

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.

National 5

This course allows learners to develop their abilities in reading, writing and talking and listening.

The course is made up of three parts:

- **Reading for Understanding, Analysis and Evaluation**
- **Critical Reading (Scottish Text and Critical Essay writing)**
- **Portfolio of Writing**

Higher

The Higher course follows the same format as National 5 with some differences in the make-up of assessment. It is expected that learners will develop a deeper and more insightful insight into language as well as studying more complex texts.

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – This course has a final exam during the SQA diet consisting of two papers: RUAE and Critical Reading (Scottish Text and Critical Essay). There is an additional Portfolio which consists of two essays in two different genres to be worked on throughout the year and externally assessed at the end of the course.

Higher - This course has a final exam during the SQA diet consisting of two papers: RUAE and Critical Reading (Scottish Text and Essay). There is an additional Portfolio which consists of two essays in two different genres to be worked on throughout the year and externally assessed at the end of the course.

Career Pathways

Every career requires the individual to possess a level of competency when it comes to reading, writing and communicating effectively. Examples include: journalism, broadcasting, media, communications, public relations, teaching, customer service etc.

Media – N4/N5 and Higher

Course Aims

This course aims to develop the ability to analyse and create media content in a variety of genres. It offers the opportunities to develop skills in communication, creative thinking and independent learning.

Pupils will experience the opportunity to study a wide range of texts from film and television as well as different print media contexts.

Course Description

National 4

Analysing Media Content

This unit provides opportunities to develop knowledge of the key features of media literacy. From this, pupils will be able to analyse media content such as films, advertising, posters etc.

Creating Media Content

This unit provides opportunities to develop skills in planning and creating media content.

Added Value Unit

This unit is project based and allows pupils to demonstrate their learning in a practical way that relies on independent study.

National 5

This course focuses on deepening knowledge and understanding of the key aspects introduced at National 4.

The course studies content-based aspects such as:

- Representation
- Narrative
- Language
- Categories

In addition, the course studies context-based aspects such as:

- Institution
- Audience
- Society

Finally, this course also studies the role of media in society.

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – This course has a final exam during the SQA diet consisting of one paper as well as a coursework assignment that pupils work on throughout the year and is submitted for external marking.

Career Pathways

An award in Media can allow young people to access future pathways in fields such as:

- Journalism
- Creative industries
- Film, TV and broadcasting
- Communication

Communications - Level 6

Course Aims

This Unit is designed to provide the candidate with skills in understanding, analysing, evaluating and using complex, formal English in a range of written and spoken forms. You will develop communication skills for a wide range of vocational contexts. It will be particularly appropriate for candidates who need to interpret, analyse and convey complex written and oral information.

Course Description

Candidates will complete the following outcomes::

- 1 Analyse and evaluate complex written communication.
- 2 Produce complex written communication.
- 3 Analyse and evaluate complex spoken communication.
- 4 Deliver and participate in complex spoken communication.

Assessment

You can achieve a qualification at Level 6 by completing assessments throughout the year.

Career Pathways

An award in Media can allow young people to access future pathways in fields such as:

- Journalism
- Creative industries
- Film, TV and broadcasting
- Communication

Modern Languages N4/5 and Higher

Course Aims

This course offers you the opportunity to develop detailed language skills in meaningful contexts of culture, society, learning and employability. You will read, listen, talk and write in the modern language, and reflect how this relates to English. You will also learn to understand how language works and how to get across information and ideas. You will study a wide range of different types of texts in different media. You will also learn to think critically, creatively and develop cultural awareness through understanding the customs and way of life of the French/Spanish speaking people.

Course Description

National 4 and National 5

The course has two compulsory units: Understanding Language and Using Language. You will develop your knowledge of French/Spanish in the contexts of society, learning, employability and culture. You will show understanding of language through reading and listening skills and using language through talking and writing skills.

Higher

The Higher course is the same as the National 4/5 described above, however, will include more detailed, complex language on the topics.

Assessment

National 4 – This is continually assessed in class. Each unit must be passed to obtain a full course award. You will be assessed in reading, listening, writing and talking by your teacher.

National 5 – This course has a final exam during the SQA diet consisting of a reading, writing and listening. There is also an SQA talking exam diet around March which consists of a presentation and conversation with your class teacher.

Higher - This course has a final exam during the SQA diet consisting of a reading, writing and listening. There is also an SQA talking exam diet around March which consists of an in-depth conversation with your class teacher.

Career Pathways

Many careers require the skills used to learn a language and many employers value someone with a qualification in a foreign language as it shows determination as well as desirable skills such as, problem solving, creativity, communication and organisation.

Careers using Modern Languages include: Languages Teacher, Interpreter, Political risk analyst, Translator, Tutor, Law, Engineering, Science, Business, Academic researcher, Marketing, Journalist, Tour Guide, Resort Staff, Flight Attendant, Hospitality.

Modern Languages for Life and Work Award L5/6

Course Aims

The Modern Languages for Life and Work award provides learners with the opportunity to develop language skills in combination with leadership 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 which they can apply in life and work. Learners 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. Learners will cover areas such as communication, self-awareness, confidence, leadership and independent learning.

Course Description

This course aims to help you develop your reading, listening, talking and writing skills in French and/or Spanish, in a variety of contexts. You will encounter a wide range of different types of texts in different media.

In addition, the course also provides you with knowledge of the French and/or Spanish speaking world and their customs and way of life.

Assessment

You can achieve a qualification at Level 5 or Level 6 by completing assessments throughout the year.

Like the National 5 and Higher courses, the assessments assess your skills in reading, listening, talking and writing in the Modern Language.

This can be done alongside National 4, National 5 & Higher courses or as an individual course. We have had success in the past with pupils achieving Level 5 Modern Languages for Life and Work in both French and Spanish over the course of an academic year.

Career Pathways

Many careers require the skills used to learn a language and many employers value someone with a qualification in a foreign language as it shows determination as well as desirable skills such as, problem solving, creativity, communication and organisation.

Careers using Modern Languages include: Languages Teacher, Interpreter, Political risk analyst, Translator, Tutor, Law, Engineering, Science, Business, Academic researcher, Marketing, Journalist, Tour Guide, Resort Staff, Flight Attendant, Hospitality.



Biology – N4/5 and Higher

Course Aims

The Course develops interest and enthusiasm for biology. Scientific inquiry and investigation skills are developed through a range of topics from molecular through to whole organism and beyond.

Course Description

National 4 and National 5

Cell Biology

This unit involves investigating the key processes carried out in all living cells. Students study cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration.

Multicellular Organisms

This unit studies the whole organism comparing animals and plants. Students study producing new cells; control and communication; reproduction; variation and inheritance; transport systems — plants; transport systems — animals; absorption of materials.

Life on Earth

This unit allows students to explore plant earth and the delicate interactions between organisms and their environments. The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.

Higher

The Higher Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems.

The course is made up of 3 Units:

1. DNA and the Genome
2. Metabolism and Survival
3. Sustainability and Interdependence

Assessment

National 4 – This is continually assessed in class. These units are rigorously internally assessed and are verified by the SQA. At National 4 there is an added value unit (research activity) and an assessed practical with report write up. Each unit and the AVU must be passed to obtain a full course award.

National 5 – This is continually assessed in class with set topic and unit tests as well as a final exam set by the SQA. In addition students are required to complete an assignment that involves practical aspects, research and analysis.

Higher - This is continually assessed in class with set topic and unit tests as well as a final exam set by the SQA. In addition students are required to complete an assignment that involves practical aspects, research and analysis.

Career Pathways

Careers using biology: any medical professions for example nursing, midwifery, dentistry, veterinary medicine and physiotherapy. Any laboratory base Scientist for example; microbiologist, immunologist, pharmacologist and zoologist

Chemistry – N4/5 and Higher

Course Aims

The main aims of this course are for learners to:

- develop and apply knowledge and understanding of chemistry and its role in society
- develop scientific inquiry and investigative skills, and analytical thinking skills, including scientific evaluation, in a chemistry context
- develop practical skills in the use of technology, apparatus and chemicals safely

Course Description

National 4 and National 5

The course comprises of 3 main Units: Learners will develop knowledge and skills by studying: -

Chemical Changes and Structure:

rates of reaction, atomic structure, bonding related to properties of materials, formulae and reaction quantities, acids and bases and neutralisation reactions.

Nature's Chemistry:

carbon chemistry, fuels and everyday consumer products such as alcohols and carboxylic acids

Chemistry in Society:

metals, properties of plastics and smart materials, nuclear chemistry, fertilisers and chemical analysis

Higher

The course builds on knowledge from the N5 Chemistry course and comprises of 4 parts including: -

Chemical changes and structure:

Learners study rates of reactions, bonding and structure and the patterns and trends in the periodic table.

Nature's Chemistry:

Learners develop knowledge of organic chemistry through exploring fragrances and flavourings used in foods and the chemistry of cooking. They also explore the role chemistry has in the production of soaps, detergents and emulsions and the use of antioxidants in skincare and sun creams.

Chemistry in Society:

In this unit, learners explore the role of the chemical industry in society. They will determine how the chemical industry gets the most from its reactants, and the energy implications of reactions. This will be developed through problem solving, chemical calculations and practical skills.

Chemical Analysis:

Throughout the course learners will develop practical skills and analysis techniques.

AVU(N4)/Assignments(N5/Higher) – Learners will undertake a research project

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 and Higher – These courses have a final exam during the SQA diet consisting of a multiple-choice paper 1 and a written paper 2 including 2 open questions. The Assignment completed in class makes up a percentage of the final mark.

Career Pathways

Industries: Brewing, Cosmetics, Textiles, Photography, Colour and Dyes, Sporting Materials, Food Science, Pathology, Art Restoration, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical Industries.

Commerce: - one of the largest employers of Chemistry graduates because of the strong problem-solving skills developed by chemistry students.

A Chemistry degree can open opportunities in banking, accountancy, law and publishing.

Physics – N4/5 and Higher

Course Aims

This course aims to develop candidates' interest and enthusiasm for physics in a range of contexts. Physics gives candidates an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, 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. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts.

Course Description

National 4 and National 5

Dynamics and Space

This unit covers vectors and scalars; velocity–time graphs; acceleration; Newton's laws; energy; projectile motion, space exploration and cosmology.

Electricity

This unit covers electrical charge carriers; potential difference (voltage); Ohm's law; practical electrical, electronic circuits; electrical power specific heat capacity; specific latent heat; gas laws and the kinetic model,

Waves and Radiation

This unit covers wave parameters and behaviours; electromagnetic spectrum; refraction of light and nuclear radiation.

Higher

Our dynamic universe

This unit covers motion — equations and graphs, forces, energy, power, collisions, explosions, impulse, gravitation, special relativity, the expanding Universe

Electricity

This unit covers forces on charged particles, the Standard Model, nuclear reactions, inverse square law, wave-particle duality, interference, spectra and refraction of light

Particles and waves

This unit covers monitoring and measuring AC, current, potential difference, power, resistance, electrical sources, internal resistance, capacitors, semiconductors and p-n junctions.

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – This course has a final exam during the SQA diet consisting of question paper (2hrs 30mins) and an assignment totalling 8 hours of work.

Higher - This course consists of an assignment (totalling 8 hours of work.) and two final paper exam (Paper 1-45 mins and Paper 2 – 2 hours and 15 mins) during the SQA exam diet.

Career Pathways

Many careers require ability to think analytically, creatively, and independently, and to make reasoned evaluations.

Careers using physics include: engineer, research scientist, radiation protection practitioner, nanotechnologist, lecturer, teacher, astronomer, geophysicist, scientist, meteorologist and metallurgist.

Science – National 4

Course Aims

The Course provides opportunities for learners to recognise the impact science makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others. The Science Course should encourage resilience, which leads to becoming a confident individual. Successful learners in science think creatively and analyse and solve problems. Science can produce responsible citizens through studying areas such as health, environment and sustainability.

Course Description

National 4 Science

Science: Human Health

In this Unit, learners develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

Applications of Science

In this Unit, learners explore science's contribution to communication technologies and the impact that these have had on the environment/society. Learners research the production and use of new materials. They cover how science helps the understanding of risk and how it can be reduced in modern life.

Fragile Earth

In this Unit there are opportunities for personalisation and choice. Learners will focus on two choices from the following four:

energy
metals
water
food

They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local, national, or global solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues.

Added Value Unit: Science Assignment

In this Unit, learners will draw on and extend the skills they have learned from across the other Units and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Assessment

National 4 – This is continually assessed in class. They will be assessed on a pass/fail basis. Each unit and the AVU must be passed to obtain a full course award.

Career Pathways

Careers science include: engineering, renewable energies, medical and clinical roles, material development and the environment and sustainability.



Geography -N4/5 and Higher

Course Aims

The study of geography introduces candidates to our changing world, its human interactions and physical processes. Candidates develop the knowledge and skills to enable them to contribute to their local communities and wider society. The study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

Course Description

National 4 & 5

Physical environments: Candidates develop geographical skills and techniques in the context of physical environments, together with a detailed knowledge and understanding of the processes and interactions at work within physical environments. In Linwood we study **coasts, glaciation and weather**

Human environments: Candidates develop geographical skills and techniques in the context of human environments, together with a detailed knowledge and understanding of the interactions at work within human environments. In Linwood we study **social, economic and physical factors affecting rural and urban environments**.

Global issues: Candidates develop skills in using numerical information in the context of global issues, together with a detailed knowledge and understanding of significant global geographical issues. In Linwood we study **climate change and health**.

Higher

Physical and Human Environments

pupils will study the Lithosphere (glaciation and coasts), Hydrosphere (rivers), Biosphere (soils) and Atmosphere. In Unit 2 (Human Environments) topics included are population, urban and rural.

Global Issues and Application of Skills

In this part of the course, pupils will study climate change and look into the causes, impacts and management strategies associated with one of the world's most pressing issues. The second topic studied is development and health which looks into the causes, impacts and what can be done to manage malaria as well as looking at development across the world.

In the Application of Skills section pupils apply the geographical knowledge learnt throughout the Geography course to a real-life situation. It will include the use of a map alongside other pieces of information typically used in geography exam questions such as photos, field sketches, cross-sections/transects, various styles of graphs, tables of information, newspaper articles and extracts from various sources.

Assessment

National 4 **National 4** – This is continuously assessed in class. Each of the three units must be passed to obtain a full course award.

National 5 – This course is examined through a single paper during the SQA diet

There is also the option of completing National 4 or Level 5 units, which are assessed internally with assessments verified by the SQA

Higher - This course is examined through two papers during the SQA diet

There is also the option of completing National 6 units, which are assessed internally with assessments verified by the SQA

Career Pathways

Geography can lead to a wide variety of career options including Cartographer. Climate Change Analyst. Climatologist, Emergency Management Specialist, Geomorphologist, Geospatial analyst, GIS specialist, Hydrologist, and Teacher

History – N4/5 and Higher

Course Aims

The main aims of the course are to develop: a conceptual understanding of the past; a range of skills including the ability to apply historical perspective in a range of contexts.

The skills of analysing various interpretations of historical sources and critically evaluating a variety of views.

An understanding of the factors contributing to, and the impact of, historical events; skills for investigating historical events and drawing straightforward conclusions.

Course Description

National 4 and National 5

Historical Study: Scottish; Scotland in the Era of the Great War, 1900-1928. This topic covers the era of the First World War and its impact on Scots and life in Scotland.

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.

Historical Study: European and World; Hitler and Nazi Germany, 1919-1939. A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the rise of Hitler and the Nazi party.

Higher

Historical Study: British; Britain, 1851-1951. A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens.

Historical Study: European and World; Russia 1881-1921. A study of the 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.

Historical Study: Scottish; The Wars of Independence, 1249-1328. A study of political change and military conflict arising from the Wars of Independence.

Assessment

National 4 **National 4** – This is continuously assessed in class. Each of the three units must be passed to obtain a full course award.

National 5 – This course is examined through a single paper during the SQA diet

There is also the option of completing National 4 or Level 5 units, which are assessed internally with assessments verified by the SQA.

Higher - This course is examined through two papers during the SQA diet

There is also the option of completing National 6 units, which are assessed internally with assessments verified by the SQA.

Career Pathways

There are a varied and wide-ranging number of career paths that success in History can lead to including: Heritage Manager, Historic buildings inspector or conservation officer, Museum education officer, Museum or gallery curator, Museum or gallery exhibitions officer, Secondary school teacher, Academic librarian, Archaeologist, Archivist, Broadcast journalist, Civil Service administrator, Editorial assistant, Information officer, Solicitor.

Modern Studies – N4/5 and Higher

Course Aims

Modern Studies is the study of social, political, and economic elements of living in an ever-complex modern society.

Students will have the opportunity to engage in discussions and debates, as well as in analysis and evaluation. The skills of conclusions, decision making and identifying bias are essential to success in Modern Studies.

Students will leave the course possessing an excellent awareness of issues surrounding causes and consequences crime in the UK, the political system of Scotland and the UK as well as the political structure, international influence, and socio-economic issues in the USA.

Course Description

National 4 and National 5

Democracy in Scotland and the UK, which examines the structure of the UK's political system, the different levels at which citizens are represented and how citizens can participate in politics.

Crime and the Law, examines the broad context of crime and the law, including types of crime, causes of crime, the impact of crime, government efforts to tackle crime, laws, court procedures and the verdicts, sentencing and the Scottish juvenile justice system.

USA, This unit examines political, social and economic issues in the USA. Pupils will also develop their enquiry skills by working with sources to detect bias and exaggeration, reach conclusions and to make decisions based on evidence.

Higher

Social issues in the UK: Crime and the Law - This unit enables students to analyse the legal rights and responsibilities of UK citizens, as well as evaluate the causes and consequences of crime.

International Issues: Lack of Development in Africa - This unit looks at inequalities within the developing world the part played by the UK in polarising these inequalities and analysing and evaluating the causes of underdevelopment the social economic and political impact of underdevelopment. .

Democracy in Scotland and the UK- This unit provides an extremely in-depth analysis of voting systems and factors impacting on voting behaviour, including the influence of the media and pressure groups.

Assessment

National 4 National 4 – This is continuously assessed in class. Each of the three units must be passed to obtain a full course award.

National 5 – This course is examined through a single paper during the SQA diet
There is also the option of completing National 4 or Level 5 units, which are assessed internally with assessments verified by the SQA

Higher - This course is examined through two papers during the SQA diet
There is also the option of completing National 6 units, which are assessed internally with assessments verified by the SQA

Career Pathways

Modern Studies is important in many career areas such as **law, police journalism, banking, social work, local government, the civil service and teaching.**

Religious, Moral & Philosophical Studies

Course Aims

This course helps candidates to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour.

Course Description

National 4 and 5

World Religion; Candidates study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers.

Morality and Belief; Candidates study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

Religious and Philosophical Questions; Candidates study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.

Higher

World religion; Candidates develop in-depth knowledge and understanding of the impact and significance of religion today. They study key beliefs and practices of one of the world's six major religions and the contribution these make to the lives of followers.

Morality and belief; Candidates develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They develop in-depth knowledge and understanding of contemporary moral questions, and religious and nonreligious responses to these. Candidates study religious viewpoints from one of the world's six major religions.

Religious and philosophical questions; Candidates develop skills to critically analyse religious and philosophical questions and responses. They study religious viewpoints from one of the world's six major religions

Assessment

National 4 National 4 – This is continuously assessed in class. Each of the three units must be passed to obtain a full course award.

National 5 – This course is examined through a single paper during the SQA diet
There is also the option of completing National 4 or Level 5 units, which are assessed internally with assessments verified by the SQA

Higher - This course is examined through two papers during the SQA diet
There is also the option of completing National 6 units, which are assessed internally with assessments verified by the SQA

Career Pathways

R.M.P.S offers a broad range of possible pathways including work in the Information sector, in Culture and Heritage, Law, Social, Caring and Advisory Services, Education and the Police Service.



Administration & IT – N4/5 and Higher

Course Aims

Administration is a growing sector which cuts across the entire economy. Every area of work needs people who can carry out administrative tasks and have good IT skills. This course will develop your skills.

Course Description

National 4 and National 5

There are three compulsory units, plus an added value unit that assesses your practical skills.

Administrative Practices

Administrative tasks needed to organise and support small-scale events - key legislation affecting employees - good customer care.

IT Solutions for Administrators

Use word processing, spreadsheets and databases to create and edit business documents
organise and process information in administrative situations.

Communication in Administration

Collect and share information from the internet and intranet - prepare information using multimedia and desktop publishing.

Higher

Administrative Theory and Practice

Develop an in-depth knowledge and understanding of administration in, and the impact of IT on the workplace. Acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function.

IT Solutions for Administrators

Develop your IT skills to industry standards, allowing for a sound understanding of how to use ICT in managing information in business related contexts.

Communication in Administration

Develop a range of IT skills, some of them advanced, for research and communicating complex information to others.

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – SQA Assignment and Examination Paper

Higher - SQA Assignment and Examination Paper

Career Pathways

Event Management, Travel and Tourism, Civil Service, Clerical, Receptionist, Human Resources, Insurance, Paralegal Services, Customer Services, Procurements, Banking, Office Management, Financial Services, Call Centre Operations

Business Management – N4/5 and Higher

Course Aims

- Knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- An understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
- Understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- Understanding of business-related financial matters
- An understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
- An understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
- Knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisation

Course Description

National 5 & Higher

Understanding Business

Learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals.

Management of People and Finance

Develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance.

Management of Marketing and Operations

Learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems.

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – The final grade comprises an external question paper during the exam diet (90 marks) and will also comprise of a report which is produced internally but externally marked (30 marks).

Higher - The final grade comprises an external question paper during the exam diet (70 marks) and will also comprise of a report which is produced internally but externally marked (30 marks).

Career Pathways

Studying Business readies pupils for a range of employment or training opportunities such as accountancy, advertising, banking, investment and financial services, general management, HR/personnel management, consultancy, public relations and retail management.

Computing Science – N4/5 and Higher

Course Aims

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

develop an understanding of the impact of computing science in changing and influencing our environment and society

Course Description

National 4

- The course has two mandatory Units including an added value unit:
- *Information Systems Design and Development*
- Software Design and Development
- *Computing Science Assignment*

National 5 and Higher

- Software Design and Development (40%)
- *Computer Systems (10%)*
- Database Design and Development (25%)
- Web Design and Development (25%)

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 and Higher –. These courses have a final exam during the SQA diet and an *Assignment worth 31% of the final mark.*

Career Pathways

- Employment in Computing & ICT, Science & Mathematics or Transport & Distribution
- Graphic Design, Games Design and other computer-based Arts.

Graphical Communication – N4/5 and Higher

Course Description

National 4 and National 5

On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require relevant visual impact and graphics that transmit information.

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

- 2D Graphic Communication

This unit helps learners develop their creativity and skills within a 2D graphic communication context. Learners develop 2D graphic spatial awareness.

- 3D and Pictorial Graphic Communication

This unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

- Added Value Unit: National 4 Graphic Communication Assignment

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.

Higher

The Higher course provides a natural and challenging progression from the National 5 Graphic Communication award. It is designed to reflect contemporary working practice from a range of creative and design industries and prepare students for moving into a related field at college, university and employment. The course combines manual sketching and drawing, 3D computer modelling, technical graphics including professional standards, and creative graphic design. This sees students engage with department technologies including professional standard software, laser cutter and 3D printer.

Units:

There are 2 mandatory units for Higher:

- 2D Graphic Communication
- 3D & Pictorial Graphic Communication

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – At National 5 the Assignment and Final Exam must be passed to achieve an award.

Higher - Both units will be undertaken and assessed internally throughout the session. Higher students must pass both units.

The Higher course assessment work, comprising of two mandatory components:

- Task portfolio
- SQA exam

Career Pathways

There are a varied and wide-ranging number of career paths that success in Graphic Communication can lead to including – Architecture, Engineering, Built Environment, Product Design, Graphic Design, Web Design, Games Design, Marketing.

PC Passport Web Apps

Course Aims

The NPA PC Passport at SCQF levels 4, 5 and 6 provides learners with up-to-date knowledge and skills in a range of popular IT software, such as Office 365. Learners will improve skills in key areas such as word processing, spreadsheets and presentation software, preparing them for employment and further study.

Course Description

- Level 4 / Level 5
- PC Passport is composed of 3 compulsory units:
- Web Apps: Word Processing
- Web Apps: Spreadsheets
- Web Apps: Presentations

Assessment

- Level 4 and Level 5
- These courses are assessed on an ongoing basis through coursework.
- There is no final exam assessment is via solar and a practical assignment.

Career Pathways

- This qualification is ideal as preparation for employment or progression to further studies since you will gain knowledge and skills that are vital for employment or progression to more advanced qualifications.

Practical Metal Working – N4/5

Course Description

National 4 and National 5

The National 5 Practical Metalwork course is assessed in two main areas:

External written exam paper – 1 hour, 60 marks (scaled to 30 marks)

Internal practical model – 70 marks

The National 5 Practical Metalworking course provides opportunities for candidates to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes, and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

Through this, they develop skills, knowledge and understanding of:

Metalworking techniques

Measuring and marking out metal sections and sheet materials

Safe working practices in workshop environments

Practical creativity and problem-solving skills

Sustainability issues in a practical metalworking context

Pupils will gain experience in:

- marking out
- cutting
- shaping
- turning
- welding

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – The National 5 Practical Metalwork course is assessed in two main areas:

External written exam paper – 1 hour, 60 marks (scaled to 30 marks)

Internal practical model – 70 marks

Career Pathways

Joinery.Construction Set building and design Furniture and Cabinet Making.Musical Instrument Technology
.Shop fitting .Glazing .Ship Building. Engineering. Mechanic

Practical Wood Working – N4/5

Course Description

National 4 and National 5

The National 5 Practical Woodwork course is assessed in two main areas:

External written exam paper – 1 hour, 60 marks (scaled to 30 marks)

Internal practical model – 70 marks

The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes, and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

Through this, they develop skills, knowledge and understanding of:

- woodworking techniques
- measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical woodworking context

As part of the practical activity, pupils are also expected to produce a logbook, detailing how they carried out the tasks.

Assessment

National 4 – This is continually assessed in class. Each unit and the AVU must be passed to obtain a full course award.

National 5 – To complete the course pupils must complete an assignment and written paper.

Career Pathways

Joinery .Construction Set building and design Furniture and Cabinet Making .Musical Instrument Technology.Shop fitting 2Glazing .Ship Building

Laboratory Science Skills—N5

Course Aims

Students who aren't quite ready to attempt a National 5 qualification in a pure science should consider this course. It will introduce pupils to learning about science in a more practical way.

Course Description

National 5 Skills for Work: Laboratory Science is an introductory qualification. The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

There is a emphasis on demonstrating practical skills as well as research and investigation skills.

Units Studied

- Careers using Laboratory Science
- Laboratory Science: Working in a Laboratory
- Laboratory Science: Practical Skills

Laboratory Science: Practical Investigation

Assessment

Learners must pass all four units to achieve this qualifica- tion. There is a mixture of practical and open book written assessments. The course is not graded and is as- sessed internally within the school.

Career Pathways

Brewing, Cosmetics, Textiles, Photography, Colour and Dyes, Sporting Materials, Food Science, Pathology, Art Restora- tion, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical, Biological and Physical Industries

Leadership—L6

Course Aims

This course aims to develop learners' skills for life, learning and work. It develops knowledge of leadership skills, styles and qualities, as well as developing learners' organisational skills. The knowledge gained will allow the learner to reflect on their own skill, qualities and experience in relation to leadership. The course will allow the learner to develop their potential for leadership by providing opportunities to take a leading role in an activity and explore the relationship between leadership and teamwork allowing learners to develop confidence, independence and self-management skills.

Course Description

All learners will work towards an SQA Leadership Award at either SCQF level 5 or 6. There are two units within this award.

Unit 1 – Leadership: An Introduction In this unit learners develop a clear description & explanation of leadership. They do this by;

1. Looking at different styles of leadership.
2. Compare leaders to identify what make a good leader.
3. Completing a self evaluation to identify their own strengths and leadership style.

Unit 2 – Leadership in Practice In the second unit learners undertake an activity that will improve /develop their leadership abilities. The activity can be completed as an individual or a part of a team. Learners must gather evidence to show how they have organised and planned the event. Agendas, minutes, e-mails, interview notes, diary, videos, recordings, photographs etc.

Assessment

Unit 1 – Leadership: An Introduction Leadership: An Intro- duction involves learners researching and producing a report on leadership principles, styles, skills and qualities. They will also be required to evaluate their own potential for leadership within the report.

Unit 2 – Leadership in Practice Leadership in Practice in- volves learners taking 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. Learners 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. Both units are internally assessed and externally verified by the SQA.

Career Pathways

There are a varied and wide-ranging number of career paths that success in this Leadership award can lead to.

Travel & Tourism—N5 (S5/6 only)

Course Aims

The general aims of this Course are to:

Provide learners with a broad introduction to the travel and tourism industry

Allow learners to experience a range of work related activities in relation to Travel and Tourism industry

Encourage learners to develop skills for learning and life as well as work

Build learners' confidence

Encourage learners to take greater responsibility for their own learning and development

Prepare learners for progression to further education, training or employment

Course Description

There are four Units in the Course:

Travel and Tourism: Employability—The main aim of this Unit is to provide learners with an understanding of the employment opportunities within travel and tourism and improve the learner's skills in preparation for working within the industry

Travel and Tourism: Customer Service—The main aim of this Unit is to enable learners to understand the importance and principles of Customer Service and to develop the skills and qualities required to meet customer expectations in a travel and tourism environment

Travel and Tourism: Scotland—The main aim of this Unit is to provide learners with detailed understanding of tourism in Scotland and improve the learner's skills in preparation for working within the industry

Travel and Tourism: UK and Worldwide—The main aim of this Unit is to provide learners with detailed understanding of tourism in the UK and the rest of the world and improve the learner's skills in preparation for working within the industry.

Assessment

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

There is no external assessment for this Course. The Units are internally assessed by centres and externally verified by SQA.

Career Pathways

Travel and Tourism at SCQF level 5 may provide progression to:

other SQA Travel and Tourism Courses or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism further education

employment in the travel and tourism industry