

# HARLAW ACADEMY



# SENIOR PHASE COURSE CHOICE

**SESSION 2019-20**

## **SENIOR PUPIL CHOICES: INTRODUCTION**

S4-S6 is referred to as the “Senior Phase”. It is a time when learners specialise with an increased vision of what they will move into beyond school. As a school we are very keen to ensure that over the senior phase learners gain a range of qualifications, skills, experiences and opportunities which will help them into positive and sustained post school destinations.

Senior Phase qualifications are demanding, they require commitment from the start; they involve on-going assessment, independent study and consistently high levels of work. It requires us to see self-motivated learners who are on time for their work, who meet deadlines and who are reliable in attending and contributing. It is also important to see progression and development over the senior school, adding significant value to their CV year on year. These are skills which employers, colleges, universities will look for in their employees/students.

However, with a stalling local economy school leavers may find they need more than good qualifications. With that in mind we have a range of other opportunities on offer both within the choice booklet and in wider aspects of the senior phase. These include Duke of Edinburgh, Saltire, other Leadership Awards, volunteering and community involvement, placements and courses at other schools. It can appear complex but teachers, Guidance staff and the careers advisor can all offer advice and support.

We need learners and families to think deeply about their destinations and the individual learner journey needed to reach that destination. We then need youngsters to reach considered decisions and fully commit to the work.

Whilst we are entering more challenging times in terms of employment I believe that we are able to provide opportunities to help all of our pupils into a positive future. I look forward to meeting you at our course choice meeting to discuss the choice process and support available.

**DAVID INNES**  
Head Teacher



## From the UNCRC:

### **Article 12** (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

### **Article 13** (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

### **Article 28** (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

### **Article 29** (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



## QUALIFICATION TYPES

Before making any choices, it is important to understand the different types of qualifications on offer at Harlaw Academy and the Scottish Credit and Qualification Framework (SCQF). The SCQF is Scotland's national qualifications framework.

## THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Professional Development Award	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

Each qualification is allocated a level and number of credit points issued by the SCQF. This is a way of comparing Scottish qualifications. The level of qualification shows how difficult the learning is. The credit points show how much learning time is involved achieving the qualification. Each credit point represents an average of 10 hours of learning.

**SCQF can help:**

- decide how you progress in your learning
- understand qualifications you are not familiar with
- employers understand different types of qualifications and help development of employees skills
- colleges and universities identify the level that has been studied in a particular subject and make it easier to transfer credit points between different learning programmes
- provide recognition for other areas of your learning that may contribute to your personal development and your future goals.

There are 12 levels of SCQF qualifications. At school we focus on levels 1-7.

The full framework with credit point information can be accessed at: <https://scqf.org.uk/interactive-framework/>



Level	Qualifications available at School Level
7	Advanced Higher, SQA Award
6	Higher, Modern Apprenticeships, National Progression Awards, SQA Award
5	National 5, National Progression Awards, SQA Award
4	National 4, National Progression Awards, SQA Award
3	National 3, National Progression Awards, SQA Award
2	National 2, National Progression Awards, SQA Award
1	National 1, SQA Award

### Types of Award Courses on Offer at Harlaw Academy

- **National Courses**

The purpose of National Courses is to enable certification and recognition for the programmes of work that learners carry out in the senior phase of secondary education. The broad objectives of National Courses are to provide high standards, and breadth and depth of learning for individual learners. National Courses provide a qualifications framework which enables the provision of a formal statement of a learner's achievement against a defined standard. They are a marketable qualification for progression into further study, training and employment.

National courses are at SCQF Levels 1-7

- **National Progression Awards (NPAs)**

National Progression Awards (NPAs) are aimed at assessing a defined set of skills and knowledge in specialist vocational areas. NPAs link to National Occupational Standards, which are the basis of SVQs (Scottish Vocational Qualifications).

National Progression Awards (NPAs) are available in a variety of sectors, from Construction and Childcare to areas such as Digital Literacy and Social Software.

NPAs are offered from SCQF Levels 2 to 6 and are delivered in schools, colleges and employers.

- **SQA Awards**

SQA Awards are designed to recognise Wider Achievement and the development of skills which will help learners to succeed in today's world. Wider Achievement recognises the life and work skills that come from a wide range of activities which can include sport, mentoring, voluntary work or fundraising activities. These awards are suitable for a broad range of learners.

SQA Awards are offered from SCQF levels 1 to 6.

## HOW TO MAKE YOUR CHOICES

Before making decisions about your course choice for next session, you can discuss this with a variety of sources within and out with the school. Guidance, advice and support can be sought from subject Principal Teachers, Course Teachers, Guidance Teacher, the Careers Adviser and your parents/carers. You should also give consideration to the following before making the final decision on your course choice:

- your ability/progress within subjects undertaken in previous years (refer to your Reports)
- your future career plans and aspirations
- your interest and enjoyment in the subject

## COMPLETING THE COURSE CHOICE SHEET

- Read the course choice booklet carefully.
- Refer to your report so that you are aware of teacher recommendations.
- Seek advice and support as necessary from the sources mentioned above.
- Do not make final decisions before you have had your meeting with your Guidance Teacher.
- Return the completed form to your Guidance Teacher by the date on your form at the very latest.
- Pupils in S4 should **choose one subject from columns A-D**. Subjects can only be chosen once.
- All pupils in S5 must choose **one subject from column A-E**. Subjects can only be chosen once.
- Pupils in S6 must choose **one subject** in at least **four columns**. Subjects can only be chosen once.
- **Late submission** of the form may result in your course requests being considered after that of other pupils.
- Pupils in S4 and S5 will also do Core PE, PSE, Core RE and Study & Work skills.
- Please note that you should consider your choice carefully. Pupils are expected to stick with the subjects they choose. There is very little scope to change course, and then only in exceptional circumstances (for example, in August after an unexpected exam result).

## VIABILITY OF COURSES

Every effort will be made to provide your preferences. However, low uptake, availability of staff and accommodation may prevent certain options from operating.

## HARLAW ACADEMY CLASSES

Most Level 6 & 7 classes will be taught for 5 periods a week. Most Level 4 & 5 classes will be taught for 4 periods a week.

## OTHER PROVIDERS

Pupils who elect to take advantage of Travel Afternoon Courses will have to make their own way to and from the relevant provider, and will be responsible for their own travel arrangements, and will be given a bus pass if they are unable to walk there from Harlaw.

Class times, Reporting, Parents Evening arrangements, class provision, homework and assessments for classes in other establishments will follow the cycle of the host provider rather than Harlaw Academy.

- **School Based Consortia Groups**

Session 2019-20 will see all Aberdeen City Secondary Schools continuing with consortia arrangements for their S5 and S6 pupils.

Consequently, in addition to the wide range of courses on offer at Harlaw Academy, pupils have the option of choosing from a selection of other subjects that are on offer at the Secondary schools in the south and central areas of Aberdeen.

These courses will be held two afternoons per week, Monday & Wednesday or Tuesday and Thursday. Pupils who elect to take advantage of Consortia Courses will have to make their own way to the relevant school but will have their transport costs reimbursed.

Reporting and Parents Evening arrangements and assessments for classes in other schools will follow the cycle of the host school rather than Harlaw.

- **Aberdeen City Campus - Travel Afternoon Courses**

A wide range of Advanced Higher courses, in addition to further Higher Grade courses will be offered as part of the Travel Afternoon arrangements.

These courses will be held at other schools, two afternoons per week, Monday & Wednesday or Tuesday and Thursday, 2pm – 4pm each afternoon.

Pupils who elect to take advantage of Travel Afternoon Courses will have to make their own way to the relevant school and will be given a bus pass if they are unable to walk there from Harlaw.

Reporting and Parents Evening arrangements and assessments for classes in other schools will follow the cycle of the host school rather than Harlaw.

- **Aberdeen School College Links Partnership**

A selection of Nationals, NVQ and City & Guilds courses will be offered at **North East of Scotland College**.

Pupils who elect to take advantage of Travel Afternoon Courses will have to make their own way to the relevant facility and will be given a bus pass if they are unable to walk there from Harlaw.

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## **CITY CAMPUS COURSES**

See Aberdeen City Campus Course Choice 2019/20 booklet

COURSE: **English and Literacy**

FACULTY: **English and Literacy**

LEVEL: **National 4**

DEPT: **English**

### **RECOMMENDED ENTRY LEVELS**

Suitable for S4 pupils who have a pass at National 3, or for S3 pupils who are working at level 3 in class.

### **COURSE DESCRIPTION**

#### **English: Analysis and Evaluation**

Through the study of straightforward texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of their ability to understand, analyse and evaluate, as appropriate to purpose and audience.

#### **English: Creation and Production**

Learners will be required to provide evidence of their talking and writing skills to create and produce straightforward texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

#### **Literacy**

Through a range of reading, listening, writing, and speaking tasks learners will provide evidence of their literacy skills.

### **ASSESSMENT**

The course is assessed internally. Assessments will be variable in form, and will allow learners to achieve the unit passes for each of the course's units. One important assessment is the Added Value Unit, where learners work on a context of their choosing to show their capabilities in reading, writing, talking and listening.

### **HOMEWORK**

There will be a variety of homework tasks issued over the length of the course, ranging from reading or writing activities, to talk practice, to research. Learners will also be expected to undertake regular personal reading.

### **CAREER INFORMATION**

This Course or its Units may provide progression to other qualifications in English (National 5) or related areas in school, OR further study elsewhere, or employment or training.

**COURSE: Literacy**

**FACULTY: English and Literacy**

**LEVEL: National 5**

**DEPT: English**

### **RECOMMENDED ENTRY LEVELS**

Suitable for S5/6 pupils who have a pass at National 4. This course is designed for pupils who are more interested in achieving a National 5 qualification designed to prepare them for the world of work rather than for a continuing study of literature and eventually Higher English. Pupils considering further study in English beyond National 4 should speak with their English teachers who will advise whether this option is best for them, taking into account the quality of work produced at National 4.

### **COURSE DESCRIPTION**

Through the study of detailed texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of their ability to understand, analyse and evaluate, as appropriate to purpose and audience. Learners will study at least one Scottish text.

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts. Learners may also be presented for National 5 English depending on their progress with the National 5 Literacy Units

#### **Literacy**

Through a range of reading, listening, writing, and speaking tasks learners will provide evidence of their literacy skills.

### **ASSESSMENT**

The course is assessed internally. Assessment consists of a Writing Portfolio, through which learners will demonstrate their writing skills, and a series of internally assessed units, through which learners will demonstrate their reading and writing skills. A further internal assessment is the Spoken Language component where learners are required to produce and respond to oral texts. Successful completion of the National 5 Literacy Units may lead to presentation for National 5 English

### **HOMEWORK**

There will be a variety of homework tasks issued over the length of the course, ranging from reading or writing activities, to talk practice, to research. Learners will also be expected to undertake regular personal reading of a challenging and varied nature.

### **CAREER INFORMATION**

This Course or its Units may provide progression to other qualifications in English (Higher) or related areas in school, OR further study elsewhere, or employment or training.

COURSE: **English**

FACULTY: **English and Literacy**

LEVEL: **National 5**

DEPT: **English**

### **RECOMMENDED ENTRY LEVELS**

Suitable for S5/6 pupils who have a pass at National 4, or for S4 pupils who are working at level 4 in class in S3. This course is ideal for those pupils who wish to continue their study of literature and/or eventually go on to attempt Higher English. Pupils are advised to speak to their English teachers who will advise as to the best option here, taking into account the quality of work produced in previous years.

### **COURSE DESCRIPTION**

Through the study of detailed texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of their ability to understand, analyse and evaluate, as appropriate to purpose and audience. Learners will study at least one Scottish text.

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

### **ASSESSMENT**

The course is assessed both internally and externally. External assessment consists of a Writing Portfolio, through which learners will demonstrate their writing skills, and an Examination, through which learners will demonstrate their reading and writing skills. The Internal Assessment is the Spoken Language component where learners are required to produce and respond to oral texts.

### **HOMEWORK**

There will be a variety of homework tasks issued over the length of the course, ranging from reading or writing activities, to talk practice, to research. Learners will also be expected to undertake regular personal reading of a challenging and varied nature.

### **CAREER INFORMATION**

This Course or its Units may provide progression to other qualifications in English (Higher) or related areas in school, OR further study elsewhere, or employment or training.

COURSE: **English**

FACULTY: **English and Literacy**

LEVEL: **Higher**

DEPT: **English**

### **RECOMMENDED ENTRY LEVELS**

National 5 Grade A or B. Candidates who achieve a C **may** be admitted, but they should have achieved an A or B pass at National 5 in at least one other subject which requires candidates to show high levels of skill in reading and writing, such as History or Modern Studies, and to be considered by their S4 teacher to have been working at an appropriate level.

### **COURSE DESCRIPTION**

Through the study of complex texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of their ability to understand, analyse and evaluate, as appropriate to purpose and audience. Learners will study at least one Scottish text.

Learners will be required to provide evidence of their talking and writing skills to create and produce complex texts in a chosen context. Learners will be required to demonstrate a high level of technical accuracy in written texts.

### **ASSESSMENT**

The course is assessed both internally and externally. External assessment consists of a Writing Portfolio, through which learners will demonstrate their writing skills, and an Examination, through which learners will demonstrate their reading and writing skills. Internal assessments will be variable in form, and will allow learners to achieve the unit passes for each of the course's two units.

### **HOMEWORK**

There will be a variety of homework tasks issued over the length of the course, ranging from reading or writing activities, to talk practice, to research. Learners will also be expected to undertake regular personal reading of a challenging and varied nature.

### **CAREER INFORMATION**

This Course or its Units may provide progression to other qualifications in English (Advanced Higher) or related areas in school, OR further study elsewhere, employment or training.

COURSE: **Mathematics**

FACULTY: **Mathematics & Numeracy**

LEVEL: **National 4**

DEPT: **Mathematics**

### **RECOMMENDED ENTRY LEVELS**

National 3 Applications of Mathematics Pass  
Recommendation from teacher

### **COURSE DESCRIPTION**

The National 4 Mathematics Course provides learners with opportunities to continue to acquire and develop the mathematical skills that are important for learning, life and work. Learners will be able to apply straightforward skills in a variety of mathematical and real-life situations

The course comprises 3 units; Expressions & Formulae, Relationships and Numeracy.

### **ASSESSMENT**

Pupils must pass 3 Unit Assessments and an Added Value Assessment. The course is awarded on a Pass/Fail basis.

Upon completion of the course, pupils may also be given the opportunity to achieve National 5 Numeracy.

### **HOMEWORK**

Pupils will be expected to complete a formal homework exercise for each topic. Regular independent revision is also essential.

### **CAREER INFORMATION**

This course will help develop the numeracy skills that are essential for everyday life. Problem solving is a transferable skill that can be used in a number of areas of employment.

COURSE: **Mathematics**

FACULTY: **Mathematics & Numeracy**

LEVEL: **National 5**

DEPT: **Mathematics**

### **RECOMMENDED ENTRY LEVELS**

National 4 Mathematics Pass

National 5 Applications of Mathematics A, B or C

Recommendation from teacher

### **COURSE DESCRIPTION**

The National 5 Mathematics Course allows for the development of skills required to interpret and analyse information and solve problems. Learners will be able to select and apply the techniques required for a variety of mathematical and real-life situations

### **ASSESSMENT**

Upon completion of the course, pupils will sit a Course Assessment, comprising two papers (Non-Calculator and Calculator). This course is graded.

As part of the course, pupils will also be given the opportunity to achieve National 5 Numeracy and the following 3 units at SCQF Level 5: Expressions & Formulae, Relationships and Applications.

### **HOMEWORK**

Pupils will be expected to complete regular 'finishing-off' homework and a formal homework exercise for each topic. Regular independent revision is also essential.

### **CAREER INFORMATION**

The course will be of relevance to pupils who wish to pursue a career in areas such as science, engineering, technology or finance. Analysis, logic and problem solving are transferable skills that can be used in a number of sectors.

**COURSE: Applications of Mathematics**

**FACULTY: Mathematics & Numeracy**

**LEVEL: National 5**

**DEPT: Mathematics**

### **RECOMMENDED ENTRY LEVELS**

National 4 Mathematics Pass

National 5 Mathematics A, B, C or D

### **COURSE DESCRIPTION**

Previously known as Lifeskills Mathematics, the National 5 Applications of Mathematics Course allows for the development of skills required to be able to handle information and mathematical tasks in both personal life and in the workplace. The course allows learners to draw conclusions and justify decisions based on data presented in a variety of forms. The course differs from Mathematics in the reduced level of algebra and trigonometry content.

### **ASSESSMENT**

Upon completion of the course, pupils will sit a Course Assessment, comprising two papers (Non-Calculator and Calculator). This course is graded.

As part of the course, pupils will also be given the opportunity to achieve National 5 Numeracy and the following 2 units at SCQF Level 5: Managing Finance & Statistics and Geometry & Measures

### **HOMEWORK**

Pupils will be expected to complete regular 'finishing-off' homework and formal homework exercises. Regular independent revision is also essential.

### **CAREER INFORMATION**

The course will be of relevance to pupils who wish to pursue a career in areas of finance or data analysis. In many cases, Applications of Mathematics is accepted as an alternative to Mathematics for careers such as Primary teaching, social work or nursing. Analysis, logic and problem solving are transferable skills that can be used in a number of sectors

COURSE: **Mathematics**

FACULTY: **Mathematics & Numeracy**

LEVEL: **Higher**

DEPT: **Mathematics**

### **RECOMMENDED ENTRY LEVELS**

National 5 Mathematics A, B or C

### **COURSE DESCRIPTION**

The Higher Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical situations. Learners interpret, communicate and manage information in mathematical form.

### **ASSESSMENT**

Upon completion of the course, pupils will sit a Course Assessment, comprising two papers (Non-Calculator and Calculator). This course is graded.

As part of the course, pupils will also be given the opportunity to achieve the following 3 units at SCQF Level 6: Expressions & Functions, Relationships & Calculus and Applications.

### **HOMEWORK**

Pupils will be expected to undertake 2-3 hours of independent self-study and revision per week, including “finishing-off” of daily classwork, plus a formal homework exercise for each topic. Regular independent revision is also essential.

### **CAREER INFORMATION**

The course will be of relevance to pupils who wish to pursue a career in areas such as science, engineering, technology or finance. Analysis, logic and problem solving are transferable skills that can be used in a number of sectors.

COURSE: **Mathematics**

FACULTY: **Mathematics & Numeracy**

LEVEL: **Advanced Higher**

DEPT: **Mathematics**

### **RECOMMENDED ENTRY LEVELS**

Higher Mathematics A or B

### **COURSE DESCRIPTION**

Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value. The course allows for further development of skills in calculus and algebra.

The course comprises 3 units; Methods in Algebra & Calculus, Applications of Algebra & Calculus and Geometry, Proof & Systems of Equations.

### **ASSESSMENT**

Pupils must pass 3 Unit Assessments and an external Course Assessment. This course is graded.

### **HOMEWORK**

Pupils will be expected to undertake 3-4 hours of independent self-study per week plus some formal homework exercises. Regular independent revision is essential.

### **CAREER INFORMATION**

The course will greatly benefit pupils that wish to pursue a career in pure mathematics. This level of mathematics would be useful in areas of science, engineering and technology, computer technology, encryption security, equipment design and throughout the financial services sector

**COURSE: Mathematics of Mechanics**

**FACULTY: Mathematics & Numeracy**

**LEVEL: Advanced Higher**

**DEPT: Mathematics**

### **RECOMMENDED ENTRY LEVELS**

Higher Mathematics A or B

Pupils should also be studying Advanced Higher Mathematics

### **COURSE DESCRIPTION**

The Higher Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical situations. Learners interpret, communicate and manage information in mathematical form.

The course comprises 3 units; Linear & Parabolic Motion; Force, Energy & Periodic Motion and Mathematical Techniques for Mechanics.

### **ASSESSMENT**

Pupils must pass 2 Unit Assessments and an external Course Assessment. Those on the course that are not also taking Advanced Higher Mathematics must pass an additional Unit Assessment. This course is graded.

### **HOMEWORK**

Pupils will be expected to undertake 3-4 hours of independent self-study per week plus some formal homework exercises. Regular independent revision is essential.

### **CAREER INFORMATION**

Learners will develop knowledge and skills that can be applied in careers in science, technology and engineering. These careers can involve the improvement, redesign and invention of equipment for uses such as in agriculture, medicine, civil engineering and space exploration.

COURSE: **Art and Design**

FACULTY: **Expressive Arts**

LEVEL: **National 4/5**

DEPT: **Art & Design**

### **RECOMMENDED ENTRY LEVELS**

For National 4 – Level 3 in S3

For National 5 – Level 4 in S3

No access to this course from S1/2 Experience only.

### **COURSE DESCRIPTION**

**Expressive:** This mainly involves drawing, painting and printed work. Candidates will choose a topic such as still life, portraiture, figure composition or landscape and produce high quality observed drawings, colour studies, ideas sketches and original finished work.

**Design:** Students will negotiate their own design problem to investigate and solve using an extended Design Brief and the Design Process. Pupils are encouraged to investigate product design, relevant to their own experience.

**Art & Design Studies:** Students will produce a body of research based on artists and designers work from their specialist area of study e.g. still life painting, natural environment, product design, and graphic design.

### **ASSESSMENT**

National 4 are internally assessed on a pass or fail basis.

National 5

**Expressive Unit** - a folio of work is completed in class and sent to SQA to be marked externally (80 marks)

**Design Unit** - a design project is completed in class during the session and sent to SQA to be marked externally (80 marks)

**Art & Design Studies** - a one hour written examination is sent to SQA and marked externally (40 marks)

### **HOMEWORK**

Written homework including Exam Paper practice questions will be issued to support the teaching of the Art and Design Studies area. An additional commitment and willingness to work out with class timetabled time e.g. study periods, lunchtime, after school, at home will be expected during the course of the year in order to complete Practical and Written Folio deadlines and ensure a high standard of finished work.

### **CAREER INFORMATION**

Essential as part of an entry to FE College courses in Art & Design requiring a portfolio of art work. There are many fields of study where training in Art & Design is needed: map making; technical illustrations; book illustration; cartoons; natural history illustration; fashion design; architecture; packaging design; animation; graphic design; product design; interior design; textile design; and fine art.

COURSE: **Art and Design**

FACULTY: **Expressive Arts**

LEVEL: **Higher**

DEPT: **Art & Design**

### **RECOMMENDED ENTRY LEVEL**

National 5 pass at Grade B or above.

### **COURSE DESCRIPTION**

#### **Expressive**

This mainly involves drawing, painting and mixed media work. Candidates will choose a topic such as still life, portraiture, figure composition or landscape and produce high quality observed drawings, colour studies, ideas sketches and original finished work.

#### **Design**

Students will negotiate their own design problem to investigate and solve using an extended Design Brief and the Design Process. Extending prior skills in product design, students refine and develop a sophisticated outcome.

#### **Art & Design Studies**

Students will produce a body of research based on artists and designers work from their specialist of study e.g. still life painting, natural environment, product design.

### **ASSESSMENT**

**Expressive Unit** - a folio of work is completed in class and sent to SQA be marked externally  
- 80 marks

**Design Unit** - a design project is completed in class during the session and sent to SQA to be marked externally - 80 marks

**Art & Design Studies** - a one hour written examination is sent to SQA and marked externally  
- 60 marks

### **HOMEWORK**

Written homework including Exam Paper practise questions will be issued to support the teaching of the Art and Design Studies element. An additional commitment and willingness to work out with class timetabled time e.g. study periods, lunchtime, after school, at home will be expected during the course of the year in order to complete Practical and Written Folio deadlines and ensure a high standard of finished work.

### **CAREER INFORMATION**

Essential as part of an entry to Art College and many other FE College courses requiring a portfolio of art work. This award is a very beneficial qualification for university applications. It demonstrates creativity, analysis skills and the ability to work independently.

COURSE: **Art and Design**

FACULTY: **Expressive Arts**

LEVEL: **Advanced Higher**

DEPT: **Art & Design**

### **RECOMMENDED ENTRY LEVEL**

Pass at Higher Art with grade A or B

### **COURSE DESCRIPTION**

**THEME:** At the start of the course in June students negotiate a suitable and relevant theme with their teacher that will sustain their study in depth over the course of the year. A plan of action for the year's work will be written down at the start of the course in the form of a Statement of Intent.

Students are to major in either Expressive or Design Activity. The use of ICT; digital cameras, scanners, internet to support their studies is an integral part of the course. Sketchbooks are also to be kept up to date weekly to support on-going practical work.

**Expressive** - A thematic body of work based on a line of enquiry such as landscape, townscape, faces, expressions including a wide range of drawing techniques, experiments with different media, development work and outcomes.

**Design** - A relevant and stimulating line of enquiry such as Fashion, Jewellery, Textile, Product, and Graphic Design will be negotiated and Design Briefs set to enable students to tackle a range of design solutions using the Design Process.

Students are to minor in either a Visual Arts or Design study that relates to and supports the major unit.

The above will be a visual and written presentation.

### **ASSESSMENT**

All practical work is mounted on A1 sheets, arranged in a portfolio and sent to the SQA to be assessed in May. (Subject to SQA change March 2015)

- Statement of Intent – 500+ words - Assessment Weighting 10%
- Expressive Unit or Design Unit - 10-15 sheets A1 size - Assessment Weighting 60%
- Art or Design Studies – 1500 – 2000 words - Assessment Weighting 30%

### **HOMEWORK**

- A summer project will be set at the start of the course to establish a clear line of enquiry and theme
- Weekly sketchbook update
- Short term project deadlines set regularly
- Review, target setting and one-to-one feedback at least once per term

### **CAREER INFORMATION**

Important for entry to Art College and many other courses requiring a portfolio of art work. Useful in demonstrating extended research skills and independent learning ability. Expands pupil's ability to analyse and respond to their environment.

COURSE: **Drama**

FACULTY: **Expressive Arts**

LEVEL: **National 5**

DEPT: **Drama**

### **RECOMMENDED ENTRY LEVELS**

Level 3/4 or Equivalent experience. Note Nat 4 is not on offer as this will be a bi - level class with Higher Drama students. Pupils must be willing to perform in group scenarios.

### **COURSE DESCRIPTION**

This exciting course consists of two units or areas of study.

**Drama Skills:** Students will be asked to respond to a range of stimuli and to create drama through using a raft of dramatic techniques. Students will be encouraged to work in differing genres and forms. Character and textual analysis will form part of the study as well as exploring the cultural impact which Drama has on our society. Practical work shopping and exploration will form a large part of the work of this unit as students move forward to create their dramatic statement for performance.

**Production Skills:** Students will build on their knowledge of technical aspects of Drama including lighting, costume, sound and props. Students will also be given the opportunity to act in a small scale production.

#### **External Assessment:**

**Theatre Production:** Students will take part as actors and theatre arts operators in the mounting of a small scale theatre production. Working from a practical page to stage format they will learn hands on, through how a production is structured and created as well as taking part in performance to an audience and examiner. Students will be involved in acting as well as exploring a range of theatre arts, such as make up, costume, lighting and sound in a practical production setting.

**Added Value Unit:** The Added Value Unit is based on the analysis of textual extract from a production perspective drawn from students' unit experience. This will culminate in an externally set written paper.

### **ASSESSMENT**

Assessment is achieved through teacher observation, the use of on-going production logs, externally set question paper and externally examined production.

### **HOMEWORK**

Line learning, design tasks, character/textual analysis, on-going folio tasks will form part of the homework for this course as well as a commitment to rehearsal.

### **CAREER INFORMATION**

Careers in theatre, television, radio, media and related creative industries as well as any careers which have a public interface.

COURSE: **Drama**

FACULTY: **Expressive Arts**

LEVEL: **Higher**

DEPT: **Drama**

### **RECOMMENDED ENTRY LEVELS**

National 5 Drama – Grades A-B, proven relevant experience in Drama **and a** National 5 English pass.

### **COURSE DESCRIPTION**

This course consists of 2 units.

**Drama Skills (Higher)** - in this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

**Drama: Production Skills (Higher)** - in this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

### **ASSESSMENT**

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a performance and a question paper. The performance will consist of 2 contrasting acting pieces. The question paper will require demonstration of a depth of knowledge and understanding from the Course including the study of a text and an in-depth evaluation of a performance.

### **HOMEWORK**

On-going homework will consist of line learning, script work, log books and sample essays. A commitment to rehearsal time is also expected.

### **CAREER INFORMATION**

Careers in theatre, television, radio, media and related creative industries as well as any careers which have a public interface.

**Please note that pupils will be required to attend a theatre performance in order to complete Section B of the final exam.**

COURSE: **Music**

FACULTY: **Expressive Arts**

LEVEL: **National 5**

DEPT: **Music**

### **RECOMMENDED ENTRY LEVELS**

Experience of the Curriculum for Excellence S3 course at Level 3/4 OR Proficiency on two instruments.

Pupils opting for this course **must** have satisfied music staff of their ability to perform in front of peers and public.

### **COURSE DESCRIPTION**

**Music: Performing Skills (National 5)** - In this element, 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 and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical and musical performing skills. Pieces should be at Grade 3 level or above.

**Music: Composing Skills (National 5)** - In this element, learners will experiment with, and use a range of compositional methods and music concepts to realise their intentions when creating original music. Learners will self-reflect on the impact and effectiveness of their creative choices and decisions and develop understanding of how composers create music in different ways and the things that influence their work.

**Understanding Music (National 5)** - In this element, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

### **ASSESSMENT**

All Elements are externally assessed. Composition and understanding music by written examination. Performance by playing timed pieces for an external examiner.

### **HOMEWORK**

Appropriate tasks in music may include instrumental practice, musical literacy work, composing tasks, research tasks, website revision and practice questions, exam revision, folio work and evaluations.

### **CAREER INFORMATION**

It is expected that learners will develop broad, generic skills through this course. Possible musical careers include:- performing, composing, arranging, musical directing, teaching, sound engineering, music production.

COURSE: **Music**

FACULTY: **Expressive Arts**

LEVEL: **Higher**

DEPT: **Music**

### **RECOMMENDED ENTRY LEVELS**

Candidates would normally have been expected to have attained National 5 Music at Grade A or B.

### **COURSE DESCRIPTION**

**Music: Performing Skills (Higher)** - in this element, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills. Pieces should be at approximately Grade 4 level or above.

**Music: Composing Skills (Higher)** - in this element, learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

**Understanding Music (Higher)** - in this element, through listening, learners will develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

### **ASSESSMENT**

The SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards. At Higher level the added value will be assessed in the Course assessment. This will be assessed through a performance and a question paper.

### **HOMEWORK**

Appropriate tasks in music may include instrumental practice, musical literacy work, composing tasks, research tasks, website revision and practice questions, exam revision, folio work and evaluations.

### **CAREER INFORMATION**

It is expected that learners will develop Skills for Learning. Possible musical careers include: performing, composing, arranging, musical directing, and teaching, sound engineering, music production.

COURSE: **Music**

FACULTY: **Expressive Arts**

LEVEL: **Advanced Higher**

DEPT: **Music**

### **RECOMMENDED ENTRY LEVELS**

Candidates would normally have been expected to have attained Higher Music at Grade A or B.

### **COURSE DESCRIPTION**

**Music: Performing Skills** - in this element, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills. Pieces should be at approximately Grade 5 level or above.

**Music: Composing Skills** - in this element, learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

**Understanding Music** - in this element, through listening, learners will develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

### **ASSESSMENT**

The SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards. At Advanced Higher level the added value will be assessed in the Course assessment. This will be assessed through a performance and a question paper.

### **HOMEWORK**

Appropriate tasks in music may include instrumental practice, musical literacy work, composing tasks, research tasks, website revision and practice questions, exam revision, folio work and evaluations.

### **CAREER INFORMATION**

It is expected that learners will develop Skills for Learning, Skills for Life and Skills for Work through this Course. Possible musical careers include: performing, composing, arranging, musical directing, and teaching, sound engineering, music production

**COURSE: Music Technology**

**FACULTY: Expressive Arts**

**LEVEL: National 4/5**

**DEPT: Music**

### **RECOMMENDED ENTRY LEVELS**

Experience of the BGE courses at Level 3 OR National 4 Music course. There is no requirement to play a musical instrument for this course.

### **COURSE DESCRIPTION**

#### **Music Technology Skills (National 5)**

In this unit, learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

#### **Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music (National 5)**

In this unit learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments, through investigation and listening activities. Learners will develop awareness of the implications of intellectual property rights in the context of music production.

#### **Music Technology in Context (National 5)**

In this Unit, learners will develop, refine and apply their technical and creative skills in a range of real-life contexts such as live performance, radio broadcast, composing for film, TV themes, adverts and computer gaming.

### **ASSESSMENT**

In National 4, all three units are internally assessed as well as an added value unit which will provide learners with an opportunity to demonstrate music technology skills acquired throughout the course.

In National 5, all units are internally assessed, and there is an external course assessment which consists of a music technology assignment and a listening paper.

### **HOMEWORK**

Appropriate tasks in music technology may include research tasks, exam revision, folio work and evaluations.

### **CAREER INFORMATION**

It is expected that learners will develop broad, generic skills through this course. Possible music technology careers include, teaching, sound engineering, music production, radio and television work.

COURSE: **Musical Theatre**

FACULTY: **Expressive arts**

LEVEL: **NPA Level 6**

DEPT: **Music**

### **RECOMMENDED ENTRY LEVELS**

Completion of National 5 Music or Drama, or experience of Musical Theatre with local groups and a National 5 English pass.

### **COURSE DESCRIPTION**

The Level 6 NPA Award in Musical Theatre is a full course in its own right and is entirely separate from the Higher Music and Drama courses. The course has a strong focus on developing the confidence of our learners and the art of performance which is something they can take forward into adult life

It requires a 40 hour per unit approach, building to 120 hours with the three units. The course involves one mandatory unit; F5L0 12 Acting through Song Mandatory 1 and then a choice of two from the following four options:

F5L9 12 Theatre Performers: Solo Singing Skills Optional 1

F5L8 12 Theatre Performers: Group Singing Skills Optional 1

F8LC 12 Group Dance Performance Optional 1

D658 12 Preparation for Audition Optional 1

At Harlaw, we are best equipped to teach Solo Singing Skills and Group Singing Skills, however there would be the option of looking at Group Dance Performance depending on pupils in the class. The Preparation for Audition unit could also be looked at depending on the needs of our learners. All elements of the course are internally assessed.

### **HOMEWORK**

Appropriate tasks may include rehearsal, musical literacy work, research tasks, website revision and practice questions, folio work and evaluations.

### **CAREER INFORMATION**

It is expected that learners will develop broad, generic skills through this course. This course would be of benefit to pupils considering a career in a Creative Industry.

COURSE: **Health & Food Technology**

FACULTY: **Health & Wellbeing**

LEVEL: **National 4/5**

DEPT: **Home Economics**

## **RECOMMENDED ENTRY LEVELS**

Completion of S3 course in Home Economics or S5 and S6 pupils with an interest in food and health.

## **COURSE DESCRIPTION**

The course covers 3 units:

- Contemporary Food Issues
- Food for Health
- Food Product Development

allowing students to develop a positive attitude towards a healthy lifestyle by:

- developing knowledge of the relationships between health, food and nutrition
- developing knowledge of the functional properties of food
- making informed food and consumer choices
- developing the skills to apply knowledge in practical contexts
- developing organisational and technological skills to make food products
- developing safe and hygienic practices in food preparation

## **ASSESSMENT**

### **National 4:**

- Internal Unit Assessments
- Assignment for the Added Value Unit.

### **National 5:**

- An externally assessed Assignment
- Question paper which will be completed during the exam diet in May

## **HOMEWORK**

Candidates will be given homework each week to consolidate and further enhance their learning in all units of work.

## **FEES**

Due to the significant practical element of this course, there is a course fee of £20.

## **Further Study**

Successful completion of the N5 award will allow progression to the Higher Health and Food Technology Course which is accepted as one of the science entry qualifications to the RGU Masters Degree in Dietetics and the BSc (Hons) Food and Nutrition and Human Health course

## **CAREER INFORMATION**

- Employment in the Health Services; Dietetics, Public Health Nutrition, Human Nutrition, Nutrition research, Sports and Exercise Nutrition, Health Promotion
- Employment in the Food Industry; Food Product Design, Food Science, Food Technology
- Employment in the Media; Food Journalism, Food Styling
- Teaching

**COURSE: Hospitality - Practical Cookery**

**FACULTY: Health & Wellbeing**

**LEVEL: National 4/5**

**DEPT: Home Economics**

### **RECOMMENDED ENTRY LEVELS**

Completion of S3 course in Home Economics gives pupils the foundation of skills required to start the Hospitality course.

S5, S6 pupils with a keen interest in Practical Cookery

### **COURSE DESCRIPTION**

This course aims to:

- develop life skills through practical activities where pupils will be able to prepare and cook food for themselves and others and organise their time and work efficiently
- develop an understanding of the relationship between health and food choice and why the responsible sourcing of ingredients is of vital importance in today's world
- develop an understanding of how to prepare and present food to a professional standard

There will be a levy of £80 (£1 per dish) towards the cost of ingredients used in this course.

### **ASSESSMENT**

The course is assessed in a variety of ways:

- practical work through continuous assessment
- theory work through written assessments
- the final assessment for the National 4 course will take the form of a Practical Assignment carried out during the Added Value Unit
- the final assessment for the National 5 course will take the form of a Practical Assignment which is internally assessed and written papers externally assessed by SQA

### **HOMEWORK**

Homework may take the form of planning practical work and activities and revision for written assessments.

### **CAREER INFORMATION**

This course provides preparation for a diverse range of employment within the Hospitality industry. It also develops excellent time management and organisational skills as well as lifelong skills in food choice and preparation.

COURSE: **Physical Education**

FACULTY: **Health & Wellbeing**

Level: **National 4/5**

DEPT: **Physical Education**

## **RECOMMENDED ENTRY REQUIREMENTS**

Completion of CfE experiences and outcomes from Core PE will be an appropriate basis for doing this course.

## **COURSE DESCRIPTION**

The main purpose of the course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, students can demonstrate initiative, decision making and problem solving skills. The course encourages students to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity will make to this. Students will be given the opportunity to personalize their learning by selecting from a range of activities which they are interested in. Students will be expected to attend extra – curricular clubs in order to support their performance development.

## **ASSESSMENT**

### **National 4**

**Performance** – Students must achieve a unit pass in two activities, internally assessed.

**Course Assessment** – Added value unit, assessment in one activity, pass/fail, internally assessed.

**Factors Impacting on Performance** – Unit pass based on written log book, pass/fail, internally assessed.

### **National 5**

#### **Performance**

**Course Assessment** – Students will be assessed internally in 2 activities with each marked out of 30. We endeavor to allow the students personal choice regarding activities they wish to be assessed in. However, this is at the discretion of the PE dept and the final decision rests with them.

#### **Factors Impacting on Performance**

**Course Assessment** – Mark out 60 based on a written Portfolio, externally assessed.

## **HOMEWORK**

A range of weekly homework will be issued based on factors that impact on your own personal performance. Homework will be varied, including gathering performance evidence to extended written responses based on your findings and evaluations. Students will also be expected to undertake a programme of personal research to investigate factors influencing their own personal performance.

Homework is issued via Google Classroom (our internet based learning resource) with deadlines being strictly adhered to.

## **CAREER INFORMATION**

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

COURSE: **Physical Education**

FACULTY: **Health & Wellbeing**

Level: **Higher**

DEPT: **Physical Education**

### **RECOMMENDED ENTRY REQUIREMENTS**

- National 5 Physical Education – Pass at grade A or B
- AND National 5 Pass in English Grade A or B

Any student who has not studied Physical Education at National 5 level but is considering Higher in S5/S6 will only be able to select the course after discussion with Faculty Head.

### **COURSE DESCRIPTION**

**Performance** – The purpose of this unit is to develop a broad and comprehensive range of complex movement and performance skills. This will be achieved through a personalised programme of activities based on the student's individual strengths. Students will be expected to attend extra – curricular clubs in order to support their performance development.

**Factors Impacting on Performance** – The purpose of this unit is to analyse and evaluate factors that impact on performance through a range of physical activities. Students will then evaluate the process of personal performance development.

### **ASSESSMENT**

**Performance** – Students must achieve a unit pass in two activities, internally assessed.

**Course Assessment** – Students will receive a mark out of 60 in an activity of their choice, internally assessed. We endeavor to allow the students personal choice regarding activities they wish to be assessed in. However, this is at the discretion of the PE dept and the final decision rests with them

**Factors Impacting on Performance** – Unit pass based on written responses, internally assessed

**Course Assessment** – Mark out 40 based on written exam, externally assessed.

### **HOMEWORK**

A range of weekly homework will be issued based on factors that impact on your own personal performance. Homework will be varied, including gathering performance evidence to extended written responses based on your findings and evaluations. Students will also be expected to undertake a programme of personal research to investigate factors influencing their own personal performance.

Homework is issued via Google Classroom (our internet based learning resource) with deadlines being strictly adhered to.

### **CAREER INFORMATION**

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

**COURSE: Sports Leadership/Performance Units**

**FACULTY: Health & Wellbeing**

**Level: SCQF Level 5 Award**

**DEPT: Physical Education**

### **RECOMMENDED ENTRY REQUIREMENTS**

This course is open to S5/S6 pupils only. It involves a commitment to work with and lead sports teams.

### **COURSE DESCRIPTION**

Sports Leaders level 2 Award provides the ideal starting point for students who wish to develop their leadership skills.

The Level 1 is a practical qualification in which students demonstrate their ability to lead others in basic sporting or recreational activities. The aim is to give students an understanding of the knowledge of the skills and abilities they will need to lead others successfully. This course is not based on a student's sporting ability but on their ability as a leader.

Students will be required to plan and deliver practical sessions to students from different age groups. They will work with our associated primary schools in providing a range of activities for the pupils to enjoy.

Sports leaders will be expected to visit the three feeder primary schools to deliver short practical sessions in groups. Sports leaders are responsible for the planning of these sessions and contributing ideas to group discussion.

### **ASSESSMENT**

Students will complete Units 1-6 and be assessed on a pass/fail basis. Students will also be required to demonstrate their leadership skills through 10 hours of organised activity. This may involve planning and delivering activities for our Associated School Groups (feeder primaries).

### **CAREER INFORMATION**

This course develops leadership skills and provides insight into opportunities available in sports and education. This course also provides preparation for a diverse range of occupations and careers within sport and leisure. This course acts as an excellent support to a range of university and college courses within and out with the sporting capacity.

COURSE: **French**

FACULTY: **Modern Languages**

LEVEL: **National 4/5**

DEPT: **French**

### **RECOMMENDED ENTRY LEVELS**

National 5: Level 4

National 4: Level 3

### **COURSE DESCRIPTION**

The purpose of a Modern Language is to develop knowledge of the language and understanding of the culture of the countries whose native language it is, enabling you to interact with understanding of and confidence in the language

The contexts for study are Society, Learning, Employability and Culture. These contexts include topic areas such as Health and Wellbeing, the World of Work and Differences between countries.

In the 21<sup>st</sup> Century, there is an increasing awareness of the importance of communication. With a qualification in a foreign language at Nat 4 or Nat 5, you will have the basic skills to communicate more effectively in a global society.

### **ASSESSMENT**

#### **Assessment at National 4**

The three assessed units include an investigative Added Value unit and may be assessed on a unit-by-unit basis or by combined assessment with SQA providing external verification. The use of straightforward language is paramount.

#### **Assessment at National 5**

There will also be an external exam graded A-D. Reading is graded out of 30 marks, writing is out of 20 marks, listening is out of 20 marks, assignment-writing is out of 20 marks and the performance-talking is out of 30 marks. Talking is recorded and is assessed for the external exam.

### **HOMEWORK**

Regular homework will be set by the teacher and is expected to be handed in on time. Also Nat. 5 pupils will be strongly encouraged to use SCHOLAR at home in order to increase their confidence and knowledge of grammar and French vocabulary.

### **CAREER INFORMATION**

This course may provide progression to other qualifications in French (Higher).

Furthermore it will enable you to study other languages as the skills acquired through the learning of one language are transferable skills and will help you a long way in learning other languages.

Also, gaining a recognised qualification in a language is an asset over people who have the same skills as you but no foreign language qualification when it comes to applying for jobs. You could also apply for specific language or communication related positions in a wide range of employment fields, for example international companies in a variety of industries (e.g. the oil industry, food and drink industry), the RAF and other military branches, and travel related companies.

A qualification in a modern language is being increasingly sought by employers as they trade and conduct business worldwide. Post Brexit this demand is predicted to rise.

Also, if you are considering primary teaching as a career, a modern language qualification would stand you in good stead.

COURSE: **Biology**

FACULTY: **Science**

LEVEL: **National 5**

DEPT: **Biology**

### **RECOMMENDED ENTRY LEVELS**

Success at level 4 biology outcomes

National 4 Biology – pass, or

National 5 Physics or Chemistry, or recommendation from teacher

### **COURSE DESCRIPTION**

The Biology courses should encourage development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in Biology think creatively, analyse and solve problems. Biology aims to produce responsible citizens, through studying of relevant areas of Biology, such as health, environment and sustainability.

Course Units:

**Cell Biology** - cell structure; transport across cell membranes; DNA and the production of proteins; proteins and enzymes; genetic engineering; and respiration.

**Multicellular Organisms** - producing new cells; control and communication; reproduction, variation and inheritance; transport systems in plants; transport systems in animals; absorption of materials.

**Life on Earth** - ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.

### **ASSESSMENT**

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course is assessed externally and is comprised of the following two components:

Component 1 - question paper, 100 marks

Component 2:- assignment, 25 marks. Researching, planning, experimenting, reporting and presenting skills are assessed during the assignment.

### **HOMEWORK**

A homework exercise will be issued roughly once per week, which should take between 30 and 60 minutes. It is expected that research tasks will be completed at home. Revision should also be done weekly.

COURSE: **Biology**

FACULTY: **Science**

LEVEL: **Higher**

DEPT: **Biology**

## **RECOMMENDED ENTRY LEVELS**

National 5 Biology A or B

## **COURSE DESCRIPTION**

The course is composed of the following three units:

- **DNA and the Genome:** structure of DNA; replication of DNA; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing.
- **Metabolism and Survival:** metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism, hazards and control of risks.
- **Sustainability and Interdependence:** food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; components biodiversity; threats to biodiversity.

## **ASSESSMENT**

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course is assessed externally and is comprised of the following two components:

Component 1 - question paper

Component 2 - assignment

## **HOMEWORK**

Formal homework exercises are issued every 1-2 weeks. In addition, pupils will be asked to complete some class work at home. It is expected that research tasks will be completed at home. Revision should also be done weekly.

At least two hours per week should be spent on homework.

## **CAREER INFORMATION**

This course may provide progression to:

- Advanced Higher Biology
- Other qualifications in Biology or related areas
- Further study, employment and/or training

COURSE: **Biology**

FACULTY: **Science**

LEVEL: **Advanced Higher**

DEPT: **Biology**

## **RECOMMENDED ENTRY LEVELS**

Higher Biology at A or B

## **COURSE DESCRIPTION**

This course is composed of the following three Units:

### Unit 1 Cells and proteins

*Part a: Laboratory skills.*

This is a practical unit where students explore a number of biological experimental techniques including linear and serial dilutions, aseptic technique for microbiology, haemocytometers, determining an isoelectric point as well as many more. The aim of this topic is to prepare students with the skills required to undertake their own project.

*Part b: Proteins and cells.*

A topic based heavily in Biochemistry, looking at the structures of proteins and how these proteins influence the cells as enzymes, channel proteins and signalling molecules. This basis then looks at larger systems such as how cells use light energy and how signalling molecules influence cells and the cell cycle.

### Unit 2: Organisms and Evolution

The first part of this unit is heavily based in Ecological biology and how it is studied in the field. Exploration of several methods of studying organisms' populations and individual behaviours. Understanding of evolution, co-evolution and genetic drift are explored as well as how gametes are produced to maximise the variation within a species.

### Unit 3: Investigative Biology

This heavily supports the project and is taught in conjunction with project progress. The focus is on how research is done within biology, paying attention to the levels of accuracy and reliability researchers have to ensure in order to move science forward. Students learn how to write an aim, hypothesis, null hypothesis and consider a range of variables as well as reference correctly. All of the above are necessary for the project but equally invaluable to support university study.

## **ASSESSMENT**

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course assessment is assessed externally and is comprised of the following two components:

Component 1 - question paper

Component 2- project report

COURSE: **Chemistry**

FACULTY: **Science**

LEVEL: **National 5**

DEPT: **Chemistry**

### **RECOMMENDED ENTRY LEVELS**

Success at level 4 chemistry outcomes

National 4 Chemistry – pass, or

National 5 Physics or Biology, or recommendation from teacher

### **COURSE DESCRIPTION**

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country.

It is taught in four units:

**Chemical Changes and Structure** - average rates of reaction, neutralisation reactions, balanced chemical equations, the mole, formulae, reaction quantities and the connection between bonding and chemical properties of materials.

**Nature's Chemistry** - physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, straight chain alcohols and carboxylic acids, chemical reactions and uses of these in everyday consumer products and comparison of energy from different fuels.

**Chemistry in Society** - chemistry of materials, metals and their bonding, reactions and uses; connection between bonding in plastics, their physical properties and their uses; chemical reactions and processes used to manufacture fertilisers; use and effect of different types of nuclear radiation and chemical analysis techniques used for monitoring the environment.

### **ASSESSMENT**

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course is assessed externally and is comprised of the following two components:

Component 1 – question paper, 100 marks

Component 2 - assignment, 25 marks.

Researching, planning, experimenting, reporting and presenting skills are assessed during the assignment.

### **HOMEWORK**

A homework exercise will be issued roughly once per week, which should take between 30 and 60 minutes. It is expected that research tasks will be completed at home. Revision should also be done weekly.

### **CAREER INFORMATION**

This Course or its Units may provide progression to:

- Higher Chemistry
- National 5 Biology, National 5 Physics
- Further study, employment or training

COURSE: **Chemistry**

FACULTY: **Science**

LEVEL: **Higher**

DEPT: **Chemistry**

## RECOMMENDED ENTRY LEVELS

National 5 Chemistry

## COURSE DESCRIPTION

The course of composed of the following:

**Chemical Changes and Structure (½ unit)** – controlling reaction rates and collision theory. Periodic trends, use electronegativity, intra- and intermolecular forces to explain the connection between bonding and a material's physical properties.

**Nature's Chemistry** – organic chemistry within the context of food, soaps, detergents, fragrances and skincare. Key functional groups and types of organic reaction are covered.

**Chemistry in Society** – understanding the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. This includes equilibria, enthalpy changes, oxidising and reducing agents and provides an opportunity to develop analytical chemistry skills.

**Researching Chemistry (½ unit)** - Key skills associated with collecting and synthesising information from a number of different sources is developed. Equipped with the knowledge of common chemistry apparatus and techniques, a practical investigation related to a topical issue is undertaken.

## ASSESSMENT

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course is assessed externally and is comprised of the following two components:

Component 1 – Two question papers (Total 120 marks)

Component 2:- assignment (30 marks)

## HOMEWORK

Formal homework exercises are issued every 1-2 weeks. In addition, pupils will be asked to complete some class work at home. It is expected that research tasks will be completed at home. Revision should also be done weekly.

At least two hours per week should be spent on homework.

## CAREER INFORMATION

This course may provide progression to:

- Advanced Higher Chemistry
- Other qualifications in Chemistry or related areas
- Further study, employment or training

COURSE: **Chemistry**

FACULTY: **Science**

LEVEL: **Advanced Higher**

DEPT: **Chemistry**

## RECOMMENDED ENTRY LEVELS

Higher Chemistry at A or B

## COURSE DESCRIPTION

This course is composed of the following three Units:

**Inorganic and physical Chemistry** – The inorganic chemistry section includes electromagnetic radiation; atomic structure; electron pair theory; physical and chemical properties of transition metals and their compounds. The physical chemistry section covers chemical equilibria, and reaction kinetics.

**Organic Chemistry and Instrumental Analysis** – includes relating the structures of organic compounds to their chemical and physical properties. Key organic reaction types and mechanisms are linked to synthesis of organic chemicals. The origin of colour in organic compounds is studied and elemental analysis and spectroscopic techniques are used to verify chemical structure. The use of medicines is also covered.

**Researching Chemistry** – Skills in a number of practical techniques and the use of related stoichiometric calculations are developed. Using this knowledge of practical techniques and apparatus, candidates individually carry out a chemistry project. This involves researching, planning and safely carrying out a practical investigation.

## ASSESSMENT

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course assessment is assessed externally and is comprised of the following two components:

Component 1 - question paper

Component 2- project report.

## HOMEWORK

Formal homework exercises are issued every 1-2 weeks. In addition, pupils will be asked to complete class work at home. It is expected that research tasks will be completed at home. Revision should also be done weekly.

At least three hours per week should be spent on homework.

## CAREER INFORMATION

This course may provide progression to:

- HND/degree programmes in a chemistry-based course or a related area, such as medicine, law, dentistry, veterinary medicine, engineering, environmental and health sciences
- careers in a chemistry-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics, research and development, management, civil service and education

COURSE: **Physics**

FACULTY: **Science**

LEVEL: **National 5**

DEPT: **Physics**

### **RECOMMENDED ENTRY LEVELS**

Success at level 4 physics outcomes

National 4 Physics

National 5 Chemistry or Biology, and National 5 Maths, or recommendation from teacher.

### **COURSE DESCRIPTION**

Through learning in Physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by Physics are needed across all sectors of society.

Course Units:

**Electricity and Energy** - energy transfer in unfamiliar situations, electrical charge carriers, Ohms law, electronics, heat and the gas laws.

**Waves and Radiation** – wave behaviour, the EM spectrum, optics and nuclear radiation.

**Dynamics and Space** – kinematics, Newton’s laws in unfamiliar situations, projectile motion, space exploration and cosmology.

Throughout all these Units, learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### **ASSESSMENT**

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course is assessed externally and is comprised of the following two components:

Component 1 - question paper, 135 marks

Component 2- assignment, 20 marks. Researching, planning, experimenting, reporting and presenting skills are assessed during the assignment.

### **HOMEWORK**

A homework exercise will be issued roughly once per week, which should take between 30 and 60 minutes. It is expected that research tasks will be completed at home. Revision should also be done weekly.

### **CAREER INFORMATION**

This Course or its Units may provide progression to:

- Higher Physics
- National 5 Biology, National 5 Chemistry
- HNC programmes in a physics-based course or a related area, such as engineering, electronics, computing or design, careers in a physics-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy, construction, transport or telecommunications.

COURSE: **Physics**

FACULTY: **Science**

LEVEL: **Higher**

DEPT: **Physics**

### **RECOMMENDED ENTRY LEVELS**

National 5 Physics and National 5 Mathematics.

### **COURSE DESCRIPTION**

In each of the units, skills of scientific inquiry, investigation and analytical thinking are developed, along with knowledge and understanding of key areas. These skills are applied to how the key areas affect our lives, society and the environment.

**Our Dynamic Universe** – uncertainties, kinematics, dynamics, collisions, gravitation, special relativity and the expanding universe.

**Electricity (½ unit)** – a.c and d.c, Ohms law and power, electrical sources and internal resistance, capacitors, semiconductors and p-n junctions.

**Particles and Waves** – the standard model, forces on charged particles, nuclear reactions, wave-particle duality, interference and diffraction, refraction of light and spectra.

### **ASSESSMENT**

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course is assessed externally and is comprised of the following two components:

Component 1 - question paper 1 multiple choice (25 marks), question paper 2 extended answers (130 marks),  
Component 2- assignment (20 marks)

### **HOMEWORK**

Formal homework exercises are issued every 1-2 weeks. In addition, pupils will be asked to complete some class work at home. It is expected that research tasks will be completed at home. Revision should also be done weekly.

At least two hours per week should be spent on homework.

### **CAREER INFORMATION**

This course may provide progression to:

- Advanced Higher Physics
- HND/degree programmes in a physics-based course or a related area, such as engineering, electronics, computing, design, architecture or medicine
- careers in a physics-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy, construction, transport or telecommunications

COURSE: **Physics**

FACULTY: **Science**

LEVEL: **Advanced Higher**

DEPT: **Physics**

## **RECOMMENDED ENTRY LEVELS**

Higher Physics at A or B

## **COURSE DESCRIPTION**

**Rotational Motion and Astrophysics** - The concept of angular motion is applied to a wide variety of situations. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

**Quanta and Waves** - The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

**Electromagnetism (½ unit)** - The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

## **ASSESSMENT**

Researching, planning, experimenting, reporting and presenting skills are assessed during the course.

Course assessment will provide the basis for grading attainment in the course awards at levels A-D. The course assessment is assessed externally and is comprised of the following two components:

Component 1 - question paper

Component 2 - project

## **HOMEWORK**

Formal homework exercises are issued every 1-2 weeks. In addition, pupils will be asked to complete class work at home. It is expected that research tasks will be completed at home. Revision should also be done weekly.

At least three hours per week should be spent on homework.

## **CAREER INFORMATION**

This course may provide progression to:

- HND/degree programmes in a physics-based course or a related area, such as engineering, electronics, computing, design, architecture or medicine
- careers in a physics-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy, construction, transport or telecommunications

COURSE: **Science and Technology**

FACULTY: **Science**

LEVEL: **Level 4**

DEPT: **Sciences**

### **RECOMMENDED ENTRY LEVELS**

Success at level 3 learning outcomes in the sciences and experience of science Level 4 outcomes.

### **COURSE DESCRIPTION**

The National Progression Award (NPA) in science and technology provides an entry level point for people who want to pursue a career in the STEM (science, technology, engineering and maths) sector. It develops knowledge of biology, chemistry and physics. It also develops skills in good laboratory practice and an understanding of health and safety practices. It is taught in four units:

**Chemical in Society** - which includes metals and corrosion, alloys, plastics, and chemical analysis for monitoring the environment.

**Telecommunications and electronics** – In the telecommunications section, the way that how radios and televisions work is investigated. The contribution of satellites and optical fibres in communication systems is also studied.

The electronics section is focused on practical work and includes wiring and assembly techniques and electronic simulation and testing.

**Biotechnological industries** – this unit is designed to raise familiarity with the applications of biology to industry and the environment. The biology behind the dairy, yeast-based, detergent and pharmaceutical industries is investigated. Possible benefits and hazards to medicine, industry and the environment are considered.

**Science practical skills and working safely** – In this unit, practical experience is gained in measuring quantities, basic laboratory skills and calculating and presenting results. The basic concepts of health and safety in the workplace generally and more specifically in the laboratory are introduced.

### **ASSESSMENT**

The course is internally assessed in a range of ways:

- Closed book assessment of key areas
- Open book assessment
- Practical investigations and reports

There is no end of course exam.

### **HOMEWORK**

Homework exercises will be issued regularly, which should take about 30 minutes. It is expected that research tasks will be completed at home.

### **CAREER INFORMATION**

This Course or its Units may provide progression to:

- Level 5 NPA, Practical Science
- Further study, employment or training

COURSE: **Practical Science**

FACULTY: **Science**

LEVEL: **Level 5**

DEPT: **Sciences**

### **RECOMMENDED ENTRY LEVELS**

Success at National 4 Biology, Chemistry or Physics.

Success at level 4 science outcomes and a recommendation from your teacher.

### **COURSE DESCRIPTION**

The National Progression Award (NPA) in practical science develops knowledge and understanding of biology, chemistry and physics. It also develops skills in good laboratory practice and an understanding of health and safety practices. It is taught in four units:

**Introduction to Chemistry** – chemical reactions are investigated. An understanding of the relationship between the structure of atoms and the periodic table, the structure and bonding of materials and neutralisation is developed.

**Waves, optics and radioactivity**– properties of waves, including reflection and refraction are investigated. We also learn about ionising radiations, dosimetry, half-life, safety and nuclear reactors.

**The Human Body** - a number of body systems and the relationship between the structure and function of specific components of body systems are studied. Changes to body systems resulting from injury or illness are studied.

**Applications of Forensic Science** – Scientific techniques used in forensic science are investigated. A documented forensic case is also investigated.

### **ASSESSMENT**

The course is internally assessed in a range of ways:

- Closed book assessment of key areas
- Open book assessment
- Practical investigations and reports

There is no end of course exam.

### **HOMEWORK**

Homework exercises will be issued frequently, which should take about 30 minutes. It is expected that research tasks will be completed at home.

### **CAREER INFORMATION**

This Course or its Units may provide progression to:

- National 5 Biology, Chemistry or Physics
- Level 6 NPA in Scientific Technologies
- Further study, employment or training

COURSE: **Geography**

FACULTY: **Social Subjects**

LEVEL: **National 4/5**

DEPT: **Geography**

### **RECOMMENDED ENTRY LEVELS**

Entrance will be determined based on progress in the Broad General Education of S1-3 Social Subjects (History, Geography & Modern Studies)

National 5: Level 4 BGE

National 4 Geography, History, Modern Studies,

National 4: Level 4 Level 3 BGE

### **COURSE DESCRIPTION**

The purpose of Geography is to develop your knowledge and understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that you can interact with your environment.

- **Human Environments:** Issues relating to how population change and development impacts on the rural and urban landscapes of Developed and Developing countries.
- **Physical Environments:** An understanding of the natural processes relating to River and Limestone landscapes and how these and weather systems impact on our lives in the UK.
- **Global Issues:** Examining development and health across the world. Understanding the causes, effects and management of Global Natural Hazards such as earthquakes, volcanic eruptions and tropical storms.

### **ASSESSMENT**

**At National 4:** 3 Unit Assessments, Controlled Assignment – Added Value Unit

**At National 5:** External Exam (80%), Controlled Assignment (20%)

### **HOMEWORK**

Homework will be set on a weekly basis and could involve revision tasks or exam practice questions. Pupils should expect to spend some time researching and processing data for their AVU / Assignment. This should amount to a minimum of 45 minutes a week outside school.

### **CAREER INFORMATION**

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish you with the knowledge and skills to enable you to contribute effectively to your local communities and wider society. This Course or its Units may provide progression to other qualifications in Geography or related areas OR further study, employment or training.

COURSE: **Geography**

FACULTY: **Social Subjects**

LEVEL: **Higher**

DEPT: **Geography**

### **RECOMMENDED ENTRY LEVELS**

National 5 pass A or B in Geography, History, Modern Studies, English. National C pass at the discretion of the Faculty Head

### **COURSE DESCRIPTION**

The Course identifies how the physical systems of the natural world interact with human activities, and investigates the issues that develop as a result. These are studied within environmental, social and spatial frameworks on a variety of scales. The Higher course emphasises the development of independent and co-operative learning, objective thinking and the ability to communicate views clearly and confidently.

- **Water, Water:** Investigating the physical and human systems of water movement through the landscape and the impact man has through large scale river basin management schemes. The Colorado River will be our case study area.
- **Population Issues & Urban Consequences:** An understanding of reasons leading to population change and the implications for the governments of Developed and Developing countries. This links into the impact on urban environments both in the UK (Aberdeen) and Brazil (Sao Paulo)
- **Global Issues – Local Implications:** Examining the links between the natural atmospheric processes, with particular reference to the climate of West Africa, and how population growth has impacted on the desertification of the Sahel. The issue of climate change is researched to explain the impact on the Sahel and the UK and the extent to which this has been effectively managed by governments.
- **Rural British Landscapes:** Investigating the physical processes going on in coastal and glaciated landscapes and the conflicts that may arise from the way man wants to develop these resources. Loch Lomond and the Dorset coast will be our case study area.
- **Assignment:** An opportunity for students to demonstrate their ability to carry out a piece of geographical research on a topic of their choice.

### **ASSESSMENT**

External examination:	160 marks (73%)
Externally assessed assignment:	30 marks (27%)

### **HOMEWORK**

Homework will be set on a weekly basis and could involve revision tasks or exam practice questions. Pupils should expect to spend some time researching and processing data for their Assignment. This should amount to a minimum of 1 hour per week outside school.

### **CAREER INFORMATION**

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish you with the knowledge and skills to enable you to contribute effectively to your local communities and wider society. This Course or its Units may provide progression to other qualifications in Geography or related areas. The Higher Geography award is viewed by University bodies as a suitable entry requirement for **both** Science and Arts courses.

COURSE: **History**

FACULTY: **Social Subjects**

LEVEL: **National 4 & 5**

DEPT: **History**

### **RECOMMENDED ENTRY LEVELS**

Entrance will be determined based on progress in the Broad General Education of S1-3 Social Subjects.

For National 5, Level 4 BGE

For National 4, Level 4 and level 3 BGE

### **COURSE DESCRIPTION**

This course will include the three of the following units of work

**1. Migration and Empire 1830-1939**

Immigration to Scotland from other countries. Why Scots left Scotland, where they went and reasons for their success.

**2. The Atlantic Slave Trade 1770-1807**

Capture of slaves and The Middle Passage. Life on Plantations and Resistance. Impact of the Slave Trade on Britain and the Caribbean. The role of William Wilberforce and the campaign to abolish the Slave Trade.

**3. The Red Flag: Lenin and the Russian Revolution 1894-1921**

Russia under the Tsars. Russia in World War One. The March Revolution and the fall of the Tsar. The November Revolution in 1917. The roles of Lenin and Trotsky. Civil War and reasons for Red success.

### **ASSESSMENT**

**At National 4:** 3 Unit Assessments, Controlled Assignment – Added Value Unit

**At National 5:** External Exam (80%), Controlled Assignment (20%)

### **HOMEWORK**

Homework will be set on a weekly basis. This could involve revision tasks such as mind maps, revision cards or summary notes. It will also involve exam practice such as source questions. Pupils should expect to spend a minimum of 45 minutes a week outside school working on their History on either set tasks or personal study.

### **CAREER INFORMATION**

History qualifications can be directly beneficial following a career which requires the skill of looking at evidence and coming to an informed decision.

COURSE: **History**

FACULTY: **Social Subjects**

LEVEL: **Higher**

DEPT: **History**

### **RECOMMENDED ENTRY LEVELS**

National 5 pass A or B in Geography, History, Modern Studies, English. National C pass at the discretion of the Faculty Head

### **COURSE DESCRIPTION**

This course will include three of the following units of work:

- **Britain 1851 – 1951**  
Growth of Democracy, Changing status of Women, The Liberal Reforms 1916-14, The Labour Reforms 1945-51
- **The Growth of Nationalism 1815 – 1939**  
Growth of Nationalism in Germany from 1815 through to the Rise of Hitler and Nazi Germany
- **Scottish History : The Impact of the Great War 1914 – 1928**  
The Experience of War for soldiers, the impact of WW1 on the society, the economy and politics in Scotland.

### **ASSESSMENT**

External examination: 80 marks (73%)

Externally assessed assignment: 30 marks (27%)

### **HOMEWORK**

Homework will be set on a weekly basis. This could involve revision tasks such as mind maps, revision cards or summary notes. It will also involve exam practice such as practice essays and source questions. Pupils should expect to spend a minimum of at least an hour a week outside school working on their Higher History

### **CAREER INFORMATION**

History qualifications can be directly beneficial following a career which requires the skill of looking at evidence and coming to an informed decision.

COURSE: **Modern Studies**

FACULTY: **Social Subjects**

LEVEL: **National 4 & 5**

DEPT: **Modern Studies**

### **RECOMMENDED ENTRY LEVELS**

Entrance will be determined based on progress in the Broad General Education of S1-3 Social Subjects (History, Geography & Modern Studies) and other qualifications.

National 5: Level 4 BGE

National 4 in another Social Subject

National 4: Level 4 or Level 3 BGE

National 3 in another Social Subject

### **COURSE DESCRIPTION**

Modern Studies encourages you to develop a greater understanding of the contemporary world and your place in it at local, national and international levels. You will have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. You will also develop the skills necessary for a balanced and informed perspective on society by detecting selectivity and how to make informed choices.

This will be achieved through successful study of the Course Units:

- **UK Democracy**  
The UK's political system, including the ways in which society is informed about, able to participate in and influence the political system.
- **Crime and Law**  
The nature, extent and 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.
- **World Issue - Terrorism**  
The causes and consequences, and attempts at resolution of the world issue of terrorism.

### **ASSESSMENT**

**At National 4:** 3 Unit Assessments, Controlled Assignment – Added Value Unit

**At National 5:** 3 External Exam (80%), Controlled Assignment (20%)

### **HOMEWORK**

Regular skills and Knowledge & Understanding questions combined with on-going research into their chosen assignment.

### **CAREER INFORMATION**

Skills developed in Modern Studies are ideal for careers in Law, Journalism, Police, Business, Media and Administration to name but a few.

COURSE: **Modern Studies**

FACULTY: **Social Subjects**

LEVEL: **Higher**

DEPT: **Modern Studies**

### **RECOMMENDED ENTRY LEVELS**

National 5 pass A or B in Geography, History, Modern Studies, English. National C pass at the discretion of the Faculty Head

### **COURSE DESCRIPTION**

The course will contain a number of study themes from the following list:

1. Social Issues in the UK: **Social Inequalities** - How poverty, unemployment and social class affect individuals in comparison with a wealthy elite. Also Government responses to Inequality and Race & Gender.
2. International Issues: **The United States of America** – How the USA deals with social & economic problems. Also politics in the USA, its foreign policy and impact on the world stage.
3. **Democracy in Scotland and the UK**: UK Parliament, Prime Minister, Media, Pressure Groups, Voting Behaviour & Electoral Systems.

### **ASSESSMENT**

External examination:	80 marks (73%)
Externally assessed assignment:	30 marks (27%)

### **HOMEWORK**

Regular short essays and skills questions combined with on-going research into their chosen assignment.

### **CAREER INFORMATION**

Skills developed in Modern Studies are ideal for careers in Law, Journalism, Police, Business, Media and Administration to name but a few.

COURSE: **Travel and Tourism**

FACULTY: **Social Subjects**

LEVEL: **National 4/5**

DEPARTMENT: **Geography**

### **RECOMMENDED ENTRY LEVELS**

National 4      Level 3 Learning Outcomes in BGE  
National 5      Level 4 Learning Outcomes in BGE  
                    National 4 in Geography, History, Modern Studies

### **COURSE DESCRIPTION**

This Course will build on the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

#### **Units**

**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.

**Customer service** - The aim of this Unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers

**Scotland** - The 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.

**UK and World** - The 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

**Please note that there is fieldwork in all units – please be prepared to work out with the school.**

### **ASSESSMENT**

Internally assessed at the end of each unit.

### **HOMEWORK**

Pupils will be expected to carry out individual research in their own time to support the work done in class.

### **CAREER INFORMATION**

This Course is recognised can be used as an entry requirement to National 5 social subjects courses and would be useful to those interested in a career in sports and recreation. Many people who study this course chose to go into similar fields when they leave school such as tourism and hospitality industry. While many chose to go to college or university to further develop these skills and move into party organiser events or management positions within the tourist industry.

COURSE: **Administration: Office Skills & Services**

FACULTY: **Technology**

LEVEL: **NPA 5**

DEPT: **Business Education**

### **RECOMMENDED ENTRY LEVELS**

- Completion of BGE S3 Technologies course (preferably Business Enterprise)
- National 4 Business

### **COURSE DESCRIPTION**

The National Progression Award (NPA) in Administration: Office Skills and Services at SCQF level 5 is designed as a programme which will provide candidates with theoretical knowledge and also allow them to have hands on experience of key pieces of office equipment, develop communication skills with internal and external customers and improve skills in locating, retrieving and presenting required information.

There are 3 units in this course:

- Front of Office Skills
- Central Services
- Researching and Preparing Presentations

### **ASSESSMENT**

The Units are practical and assessment will be a combination of assessment of practical tasks and closed book assessments

### **HOMEWORK**

Homework will be set on a regular basis and consist of development of theory-based tasks as well as additional practice in the use of particular IT skills.

### **CAREER INFORMATION**

Administration: Office Skills and Services offers wide-ranging employment opportunities. The course is wide enough to offer learners the skills which can be used regardless of the career path chosen. The course has been introduced to develop the core skills valued by industry, commerce and higher education (whether as a school leaver or as a post-graduate student). These skills include problem solving, communication, numeracy, IT and working with others.

COURSE: **Business Management**

FACULTY: **Technology**

LEVEL: **National 4/5**

DEPT: **Business Education**

## RECOMMENDED ENTRY LEVELS

Completion of BGE S3 Business Enterprise course

- **National 5:** Level 4  
National 4 Business
- **National 4:** Level 3

## COURSE DESCRIPTION

Business Management is relevant to everybody – no matter what route their life takes. We rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. The main purpose of studying this course is to give learners an awareness of the ways businesses are organised, the activities carried out within a business, the impact on society of different businesses and the vital role played by managers of a business. Other aspects tackled by the course will be financial awareness in business contexts and an understanding of how external influences can impact on business organisations.

## ASSESSMENT

The course consists of the following units:

Business in Action (National 4) Understanding Business (National 5)  
Influences in Business (National 4) Management of People and Finance (National 5)  
Management of Marketing and Operations (National 5)

National 4:

- Unit Assessments (internally assessed)
- Added Value Unit – (internally assessed)

National 5:

- Assignment – 25% of final grade (set and marked by SQA)
- Question Paper – 75% of final grade (set and marked by SQA)

## HOMEWORK

Learners will be expected to spend a minimum of 2 hours per week on homework which will consist of background reading and research, as well as written work on various past paper questions and tests.

## CAREER INFORMATION

This course has been introduced to develop employability and enterprise skills valued by industry, commerce and higher education. These include problem solving, communication, numeracy, ICT and working with others.

**COURSE: Business Management**

**FACULTY: Technology**

**LEVEL: Higher**

**DEPT: Business Education**

### **RECOMMENDED ENTRY LEVELS**

- National 5 Grade A or B in Business Management. Candidates who achieve a C may be admitted based on teacher recommendation.
- AND National 5 Pass in English Grade A or B

### **COURSE DESCRIPTION**

The study of Business Management is suitable for all learners interested in entering the world of business, whether that be as a manager, employee or self-employed person, as it gives learners knowledge of the business environment.

By developing many transferable skills, the course prepares learners for everyday life, the world of work or further study of business and other business-related disciplines. It extends and deepens their understanding of business and highlights a range of business-based career opportunities that are available within all business sectors. The course develops the necessary skills of numeracy, enterprise, employability, ICT and citizenship as well as supporting literacy. It takes into account the needs of all learners by providing sufficient flexibility to enable them to achieve in different ways and at different paces.

Successful completion of this course opens up a range of vertical and lateral progression routes for learners. These include National Qualifications, National Certificates, Higher National Certificates, Higher National Diplomas and degrees in business-related subjects. It can also lead to employment and/or training in various industries.

### **ASSESSMENT**

- Unit Assessments (internally assessed)
- Assignment – 25% of final grade (externally assessed)
- Question Paper – 75% of final grade ( set and marked by SQA)

### **HOMEWORK**

Learners will be expected to spend a minimum of 2-3 hours per week on homework which will consist of background reading and research, as well as written work on various past paper questions and tests.

### **CAREER INFORMATION**

This course develops an understanding of modern business contexts and is an excellent introduction to the workplace and the marketing environment. It also develops skills in the area of analysis, problem solving, decision making and information technology. These skills are valued by industry, commerce and higher education institutions.

COURSE: **Computer Games Development** FACULTY: **Technology**  
LEVEL: **National Progress Award Levels 4/5/6** DEPT: **Computing**

### **RECOMMENDED ENTRY LEVELS**

It would be beneficial to the learners if they possessed basic IT skills at the SCQF level below the course of intended study.

### **COURSE DESCRIPTION**

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

The NPAs in Computer Games Development at SCQF levels 4, 5 and 6 introduce learners to the genres, trends and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector such as digital planning and design, creation of media assets, and development and testing — while also developing employability skills and Core Skills through enterprise activities.

The NPAs are suitable for:

S4 pupils undertaking the qualification as part of a vocational education programme

S5 and S6 school pupils who will undertake the qualification as a broadening of the Computing Science and Digital Media curriculum

### **ASSESSMENT**

A portfolio constructed over the period of each of 3 Units

### **HOMEWORK**

Homework will be issued on a regular basis.

### **CAREER INFORMATION**

This course may be beneficial to learners wishing to work in games development or other digital media careers.

COURSE: **Computing Science**

FACULTY: **Technology**

LEVEL: **National 4/5**

DEPT: **Computing**

### **RECOMMENDED ENTRY LEVEL**

Completion of BGE S3 Technologies course:

- National 5: Level 4
- National 4: Level 3

### **COURSE DESCRIPTION**

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

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

The National 4 course is made up of three units:  
Software Design and Development  
Information System Design and Development  
Added Value Unit

### **ASSESSMENT**

National 4:

- Unit Assessments (internally assessed)
- Added Value Unit – (internally assessed)

National 5:

- Assignment – 31% of final grade (set and marked by SQA)
- Question Paper – 69% of final grade (set and marked by SQA)

### **HOMEWORK**

Completion of the course will require learners to complete regular homework.

### **CAREER INFORMATION**

This course is designed for learners who are considering further study or a career in computing science and related disciplines. It provides opportunities to enhance skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication, and self- and peer-evaluation, in a range of contexts.

COURSE: **Engineering Science**

FACULTY: **Technology**

LEVEL: **National 5**

DEPT: **Design and Technology**

### **RECOMMENDED ENTRY LEVELS**

- Level 4 BGE S3 Engineering Science with teacher recommendation
- National 4 Engineering Science Pass with teacher recommendation
- National 5 Maths A-C pass or expected pass

### **COURSE DESCRIPTION**

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport.

This course will allow learners to develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems.

Learners will also develop knowledge and understanding of key engineering concepts and processes, and the ability to apply these to a variety of problems; and an awareness of the impact of engineering on society and the environment.

These skills, knowledge and awareness are developed through a range of contexts within the broad discipline of engineering, including mechanical, structural, pneumatic and electronic systems.

The course is made up of three units:

- Engineering Contexts and Challenge
- Electronics and Control
- Mechanisms and Structures

### **ASSESSMENT**

National 5:

- Assignment – 31% of final grade (set and marked by SQA)
- Question Paper – 69% of final grade (set and marked by SQA)

### **HOMEWORK**

Completion of the course will require learners to complete regular homework. Homework will consist of researching, report writing, calculations and theory work.

### **CAREER INFORMATION**

The Course provides a broad and challenging exploration of engineering. Because of its focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in engineering, or one of its many branches.

COURSE: **Engineering Science**

FACULTY: **Technology**

LEVEL: **Higher**

DEPT: **Design & Technology**

### **RECOMMENDED ENTRY LEVELS**

- National 5 Grade A or B in Engineering Science. Candidates who achieve a C may be admitted based on teacher recommendation.
- **AND** National 5 Grade A or B in Maths. Candidates who achieve a C may be admitted based on teacher recommendation.
- **AND** National 5 Grade A-C in English.

### **COURSE DESCRIPTION**

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport.

The course enables learners to develop and extend a range of technological skills, including analysis and problem solving, design, the use of equipment and materials, and evaluating products and systems.

The course also enables learners to develop and extend knowledge and understanding of key engineering concepts and processes, and the ability to apply these to a variety of problems; and an awareness of the impact of engineering on society and the environment.

These skills, knowledge and awareness are developed through a range of contexts within the broad discipline of engineering, including mechanical, structural and electronic systems.

A combination of this course and a pure science course will provide a very strong foundation for further study in engineering or the sciences.

The course is organised in to three units of study:

- Engineering Contexts and Challenges
- Electronics and Control
- Mechanisms and Structures

### **ASSESSMENT**

- Assignment – 31% of final grade (set and marked by SQA)
- Question Paper – 69% of final grade (set and marked by SQA)

### **HOMEWORK**

Learners will be expected to produce homework on a regular basis. Homework will consist of researching, report writing, calculation work and theory work.

### **CAREER INFORMATION**

The Course provides a broad and challenging exploration of engineering. Because of its focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in engineering, or one of its many branches. It is an ideal preparatory course for entry to university level engineering courses.

COURSE: **Graphic Communication**

FACULTY: **Technology**

LEVEL: **National 4/5**

DEPT: **Design and Technology**

### **RECOMMENDED ENTRY LEVELS**

Completion of BGE S3 Graphics, Design and Manufacture course

- **National 5:** Level 4  
National 4 Graphic Communication
- **National 4:** Level 3

### **COURSE DESCRIPTION**

This course provides opportunity for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact.

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.

The course is made up of two units:

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

### **ASSESSMENT**

National 4:

- Unit Assessments (internally assessed)
- Added Value Unit – (internally assessed)

National 5:

- Assignment – 33% of final grade (set and marked by SQA)
- Question Paper – 67% of final grade (set and marked by SQA)

### **HOMEWORK**

Homework will be issued on a regular basis. Learners will have deadlines to meet for folio work so time management and the willingness to put in the extra effort where required is essential.

### **CAREER INFORMATION**

A qualification in Graphic Communication is an ideal preparation for further study or employment. It is particularly useful for careers in web design, graphic design, engineering and architecture. The expertise developed in computer-aided work would be extremely useful in any area of work where the ability to use computer packages is required eg, graphic design, advertising, publishing, technical illustration, draughtsperson, etc.

COURSE: **Practical Woodworking**

FACULTY: **Technology**

LEVEL: **National 4/5**

DEPT: **Design and Technology**

### RECOMMENDED ENTRY LEVELS

- Completion of BGE S3 Practical Craft course with teacher recommendation.
- Suitable for learners with an interest in learning woodworking skills.

### COURSE DESCRIPTION

The National 4/5 Practical Woodworking course is a course that is both workshop and classroom based. On completing the course, learners will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition, learners will gain an appreciation of safe working practices in a workshop environment. Please note that compliance to safe working practices is a mandatory aspect of the course.

This course consists of three units and a course assessment project:

- **Flat-Frame Construction** – Learners will develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery.
  - **Carcase Construction** – Learners will develop skills in making woodworking joints and assemblies commonly used in carcass construction.
  - **Machining and Finishing** – Learners will learn how to set up and use a range of common machine and power tools in accordance with safe working practice. They will also develop skills in a variety of woodworking surface preparations and finishing techniques.
- Course Assessment Project:** - A practical activity that will allow learners to demonstrate the application of skills and knowledge that they have developed during the course to produce a finished product to a given standard.

### ASSESSMENT

National 4:

- Unit Assessments (internally assessed)
- Added Value Unit – (internally assessed)

National 5:

- Practical Activity – 70% of final grade (internally assessed)
- Question Paper – 30% of final grade (set and marked by SQA)

### HOMEWORK

Homework will be given to reinforce the knowledge of tools, materials and practical techniques.

### CAREER INFORMATION

Practical Woodworking is the ideal preparation for an apprenticeship in one of the trades such as joinery, plumbing or other construction industry jobs or for the entry into other practically based vocations such as the theatrical set design or visual arts.

COURSE: **Energy - Skills for Work**

FACULTY: **Technology**

LEVEL: **National 5**

DEPT: **Design & Technology**

### **RECOMMENDED ENTRY LEVELS**

Experience of Physics and Design & Technology Level 3/4 outcomes.

### **COURSE DESCRIPTION**

- **Introduction to Energy**- An introduction to the course and what is expected of pupils in order to achieve success in the course
- **Employability and Careers**- Required skills for successful employment, covering such things as timekeeping and organizing and finding a role in a group.
- **Oil and Gas Extraction**- Covering the basics of how oil and gas are extracted, including visits from industry professionals and possible on site visits.
- **Domestic Solar Hot Water**- Research into solar power, designing and constructing a solar hot water system.
- **Domestic Wind Turbines Systems**- Research into wind turbines. Constructing a miniature wind turbine and designing a tail for the turbine.

### **ASSESSMENT**

Internally assessed during each unit.

Internally assessed added value unit.

Researching, planning, experimenting, reporting and presenting skills are internally assessed.

### **HOMEWORK**

A variety of research tasks will be issued to test and improve pupils' self-study and time management skills.

### **CAREER INFORMATION**

This Course or its Units may provide progression to:

- Further study, employment and/or training

COURSE: **Personal Development Award**

FACULTY: **Support For Learning**

LEVEL: **SCQF Level 4**

DEPT: **Support For Learning**

### **RECOMMENDED ENTRY LEVELS**

Achievement in a combination of National 3 and National 4 Courses, or at levels 2 & 3.

### **COURSE DESCRIPTION**

This course provides learners with the experience to develop skills for learning, skills for life, and skills for work. It provides opportunities for experiential learning, which enables learners to reflect on their progress, build confidence, self-reliance, and self-esteem. Learners will be required to engage in several projects, designed to enhance their skills for learning, skills for life, and skills for work. Therefore, learners are expected to gauge where their skills are at different points, and make a plan on how to develop new skills through effective engagement in different projects as set out in the four internal units. Learners will maintain a log book of progress and maintain a file of evidence, which may include both paperwork and digital records.

### **ASSESSMENT**

Four internal units compiled as a portfolio.

**Self-awareness** – Identifying your own skills and setting targets

**Self in community** – Participating in a group project (e.g. fund raising project)

**Self and Work** – Task management, Event management

**Practical Abilities** – Deliver a product (personal work in any subject area e.g. Engineering project, Music – a music demo; Expressive Arts – short film, animation; English – creative writing and research [a play, a collection of poems, or enterprising research]; etc.)

### **HOMEWORK**

Practical tasks related to unit work

Research and collation of relevant materials

### **CAREER INFORMATION**

Personal Development awards aim to help learners become employable, through generating and recording examples of transferable life skills. The course content is consequently designed to help learners develop skills relative to evaluation, planning, reviewing, management of tasks and working with others.

**COURSE: Wellbeing Award**

**FACULTY: Support For Learning**

**Level: SCQF Levels 3 - 5**

**DEPT: Support For Learning**

### **RECOMMENDED ENTRY REQUIREMENTS**

This course is open to S4/S5 pupils only. The award is suitable for students who want to engage in practical experiential learning. Pupils will be expected to take part in regular group discussion, as well as to try evidence based approaches to improving wellbeing, such as meditation practice.

### **COURSE DESCRIPTION**

The award/course is primarily designed to take a holistic view of wellbeing. It explores the intersections between mental, emotional, social, and physical health. It equally affords students/learners the opportunity to appreciate issues in health and wellbeing at a personal, community, societal, and global level. The award/course thus aims to help learners to develop an understanding of wellbeing; explore factors that influence wellbeing; develop research skills as they find and use sources of information to understand wellbeing; present findings from an investigation; identify choice and make decisions about improving wellbeing; set targets and make a plan for an activity to improve wellbeing; and undertake activities to improve wellbeing.

It provides progression to other awards such as Employability Award, Personal Development Award, and Leadership Award.

### **ASSESSMENT**

The award is carefully structured to help learners explore relevant learning experiences in an effort to attain the aims stated above. It comprises two units of 6 credit points each: Exploring Wellbeing, and Improving Wellbeing. In the process of exploring these units, learners are also expected to develop broad, generic skills, which includes literacy, employability, enterprise, citizenship, emotional wellbeing, personal learning, and thinking skills.

### **CAREER INFORMATION**

It provides the foundation for further studies/career progression in the following fields: Physical Education, Health and Food Technology, Care, and Social Studies

COURSE: **Volunteering Skills**

FACULTY: **Wider Achievement**

LEVEL: **SCQF Level 5**

### **RECOMMENDED ENTRY LEVELS**

Pupils in **S4-S6** volunteering through various initiatives such as DofE, Defenders, Leos, prefects, charity shops, community centres etc. All volunteering must be done in the pupils own time either out with normal school hours or at break and lunch. **No curricular time will be given for volunteering** and the course is class based.

S5&6 pupils should have achieved at L4 or N4. Pupils with no volunteering position should speak to Mr Whyte about where they will volunteer.

### **COURSE DESCRIPTION**

This is an opportunity for young people to gain L5 SQA accreditation for evaluating the work they are doing with community groups, charities, third sector organisations and within Harlaw Academy. The course has 3 units where pupils will learn about the context of volunteering, plan a volunteering placement and review and reflect on their own skills & experience. Pupils will follow this up with an investigative project.

Increasingly, employers are looking for applicants to have voluntary experience and extended work based experience on their CV and this course helps to meet those targets.

The voluntary hours will be logged and certificated through the Saltire Award Scheme. Pupils can count this towards the volunteering section of the Duke of Edinburgh Award Scheme.

COURSE: **NPA Enterprise & Employability Award** FACULTY: **Wider Achievement**

LEVEL: **SCQF Level 5**

### **RECOMMENDED ENTRY LEVELS**

Pupils in **S5-6** with an interest in the world of work and developing their personal skills. S5&6 pupils should have achieved at L4 or N4.

### **COURSE DESCRIPTION**

This course will allow pupils to develop an understanding of their personal skills & qualities and explore the world of work. No work placement is required for this course but any work/volunteering experience you may be engaged in will be useful.

The course covers three areas/units: **Preparing for employment, Working for yourself and Working with others**. Pupils will engage in these three areas through theory sessions, class discussions and investigation. Throughout the course, pupils will complete a portfolio to achieve the overall course award.

COURSE: **Leadership Award**

FACULTY: **Wider Achievement**

LEVEL: **SCQF Level 6**

### **RECOMMENDED ENTRY LEVELS**

Pupils in **S5&6** who have achieved at L5 or N5. Pupils should have an interest in pursuing leadership opportunities, exploring their leadership potential and evaluating their experiences. Maturity and resilience will be required to face these personal challenges.

### **COURSE DESCRIPTION**

The Leadership Award is accredited by the SQA and endorsed by the Chartered Management Institute. Pupils will engage in thorough theory sessions, class discussion and investigation into the following 2 units.

Unit 1: **Leadership An Introduction** - pupils carry out research into leadership styles and the skills & qualities found in effective leaders. Pupils are then expected to produce a detailed report on their findings and evaluate their own potential for leadership.

Unit 2: **Leadership in Practice** - pupils take a leading role in an activity. They prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. Pupils then carry out the activity, monitoring progress and making changes as needed. At the end, pupils review their experience, drawing conclusions about themselves as leaders.

The core S4 Wider Achievement course aims to prepare pupils fully for the process of exams & gaining employment.

The focus is on:

- CVs, mock interviews & virtual work experience
- Career pathways
- Ongoing skills development with advanced communication, goal setting & boosting confidence.
- Managing stress and behaviour. Strategies and support to deal with difficulties pupils may encounter in exams & interviews
- Positive mental health
- Learning styles / techniques

There is a variety of approaches taken in the learning and teaching with discussion, teacher led tasks, co-operative learning, role play, virtual scenarios, peer assessment as well as independent study.

Respect, tolerance and positive mental attitude are common threads running through the course as Wider Achievement seeks to produce successful learners able to envisage rewarding pathways ahead and know how to get there. Skills in employability, citizenship, literacy, numeracy and health & wellbeing are developed during the course.

The core S5 Wider Achievement course aims to prepare pupils for independent living as a student, worker or entrepreneur earning & managing money.

The focus is on:

- Money at work, understanding payslips
- Savings, debt & survival
- Rent & mortgages
- Online safety / fraud prevention
- Enterprise & leadership
- Problem solving
- Student life – home & abroad

There is a variety of approaches taken in the learning and teaching with discussion, teacher led tasks, co-operative learning, role play, virtual scenarios, peer assessment as well as independent study.

Planning & organisation, self-responsibility, ambition and achievement are common threads running through the course as Wider Achievement seeks to produce confident individuals ready to make their way in the world. Pupils will learn skills in employability, citizenship, literacy, numeracy and health & wellbeing on their road to becoming global citizens.

**COURSE: Yass (Young Applicants in Schools Scheme) FACULTY: Wider Achievement**

This scheme is on offer to pupils entering S6. Pupils will have to submit an application to the school. Successful pupils will be those who are capable of working at AH level, a good spread of other courses and have a good attendance and effort record.

- The modules are co-ordinated, delivered and assessed by the Open University (OU)
- This course will only be considered as a fourth or fifth course on the option sheet.
- The level of study is equivalent to first year at university, with a strong emphasis on independent and online study
- Credit points earned from the module count towards an OU degree course. The module has no tariff in relation to UCAS but should be included in the 'other studies' section.
- Modules are offered in :
  - Arts and Humanities
  - Business Studies
  - Computing and ICT
  - Education
  - Engineering and Technology
  - Environment
  - Financial Management
  - Health and Social Care
  - Languages
  - Law
  - Mathematics
  - Science
  - Social Sciences
  - Sport and Fitness
  - Sustainable Scotland
- A 10/15 point module last 10 – 15 weeks and involves about 10 hours study per week
- The cost of a 10 point module is £200
- Pupils can apply for funding through ILA (Independent Learning Account) Scotland – most applications are 100% successful

Telephone – 0808 100 1090

Web address – [www.ilascotland.org.uk](http://www.ilascotland.org.uk)

Further information on the range and content of modules can be accessed via :

[www.open.ac.uk/yass-in-scotland](http://www.open.ac.uk/yass-in-scotland)