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

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/](https://scqf.org.uk/interactive-framework/)
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<td>2</td>
<td>National 2, National Progression Awards, SQA Award</td>
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<tr>
<td>1</td>
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</tbody>
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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.
- Complete the online choice form by the deadline date.
- 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 will 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 2020-21 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 held at other schools, two afternoons per week, Monday & Wednesday or Tuesday and Thursday. Most courses take place between be 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 & NORTH EAST SCOTLAND COLLEGE (NESCol) COURSES

Information on the Aberdeen City Campus courses and NESCol school links courses can be found at:

https://harlawacademy.aberdeen.sch.uk/senior-course-choice/
ENGLISH

careers using english

law
politics
acting
writing
civil service
film/tv editing
copy editing
speech therapy
administration
management
digital content editing

editing
teaching
marketing
journalism
broadcasting
clerical work
抄写
writing
film/tv production
classroom support
events management
information services

teaching
publishing
advertising
archive work
public relations
proofreading
librarianship
film/tv direction
travel and tourism
arts administration
digital marketing

find out more at planitplus.net
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: English
LEVEL: National 5
FACULTY: English and Literacy
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**  
LEVEL: **Higher**  
FACULTY: **English and Literacy**  
DEPT: **English**

**RECOMMENDED ENTRY LEVELS**  
National 5 English A, B or C

**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: English  FACULTY: English and Literacy

LEVEL: Advanced Higher  DEPT: English

RECOMMENDED ENTRY LEVELS
Higher English A or B

COURSE DESCRIPTION
The Advanced Higher English course focuses on the critical and creative study of complex and sophisticated literature and language. It gives candidates opportunities to add specialism, depth and independence to their English and study skills.

ASSESSMENT
The course consist of four components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1: question paper Literary Study</td>
<td>20</td>
<td>1 hour and 30 minutes</td>
</tr>
<tr>
<td>Component 2: question paper Textual Analysis</td>
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<td>1 hour and 30 minutes</td>
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<tr>
<td>Component 3: portfolio—writing</td>
<td>30</td>
<td>No time limit. Deadlines set by Faculty</td>
</tr>
<tr>
<td>Component 4: project—dissertation</td>
<td>30</td>
<td>No time limit. Deadlines set by Faculty</td>
</tr>
</tbody>
</table>

HOMEWORK
There will be a variety of homework tasks issued over the length of the course, ranging from reading or writing activities 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 further study in English at university OR further study elsewhere, employment or training.
MATHEMATICS

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careers using mathematics

science  construction
accountancy  economics
pharmacy  engineering
retail and sales  air traffic control
industrial design  network management
transport and logistics

banking  statistics  insurance
actuarial work  bookkeeping
astronomy  management
architecture  sound technology
investment analysis  software development

buying  teaching
health sciences  administration
stockbroking  surveying
meteorology  cyber security
market research  medical technology
computer games design

find out more at planitplus.net
COURSE: Mathematics
LEVEL: National 4

FACULTY: Mathematics & Numeracy
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  
LEVEL: National 5

FACULTY: Mathematics & Numeracy  
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

LEVEL: National 5

FACULTY: Mathematics & Numeracy

DEPT: Mathematics

RECOMMENDED ENTRY LEVELS
National 4 Mathematics Pass
National 5 Mathematics A, B, C or D
Recommendation from teacher

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  
LEVEL: Higher  
FACULTY: Mathematics & Numeracy  
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
LEVEL: Advanced Higher

FACULTY: Mathematics & Numeracy
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.
ART AND DESIGN

careers using art and design

- fine art
- body art
- printing
- animation
- interior design
- industrial design
- picture framing
- landscape design
- product design
- make-up artistry
- architecture
- illustration
- set design
- modelmaking
- furniture design
- craft work and design
- visual merchandising
- museum and gallery work
- costume design
- hairdressing
- web design
- fashion design
- floristry
- signmaking
- advertising
- art therapy
- photography
- production design
- exhibition design
- textile design
- digital design
- graphic design
- teaching

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SQA
Gateway
COURSE: Art and Design

LEVEL: National 4/5

FACULTY: Expressive Arts

DEPT: Art & Design

RECOMMENDED ENTRY LEVELS

For National 4 – Level 3 in S3
For National 5 – Level 4 in S3

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. Nat 5 C passes may be accepted at the discretion of the Faculty Head.

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
LEVEL: Advanced Higher

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.
DRAMA

careers using drama

acting
writing
teaching

directing
stunt work
set design

broadcasting
drama facilitation
arts administration

therapy
film and tv production
radio production

studio management
lighting technology
stage management

theatre production
drama coaching
community arts work

tv and radio presenting
entertainment
casting agency work
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.
MUSIC

careers using music
  acoustics
  music therapy
  music journalism
  arts administration
  radio broadcasting
  sound technology
  event management
  DJing
  composing
  music recording
  music production
  music publishing
  promotions management
  musical instrument technology
  teaching
  performing
  conducting
  audio engineering
  sound operations
  artist management
  community arts music

find out more at planitplus.net
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
LEVEL: National 4/5
FACULTY: Expressive Arts
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 20th and 21st 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.
HEALTH AND FOOD

careers using health and food technology

- teaching
- food service
- food processing
- health promotion
- product development
- dietetics and nutrition
- environmental health

- hospitality
- food preparation
- quality assurance
- food technology
- home economics
- consumer services
- soft drink production

- catering
- food science
- sports nutrition
- food manufacturing
- health and social care
- brewing and distilling
- baking and confectionary

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SQA
Gateway
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 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
careers using hospitality

- catering
- food service
- professional cookery
- patisserie
- food preparation
- hospitality
- baking
- events management
- teaching

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SQA
Gateway
**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.
PHYSICAL EDUCATION

careers using physical education

- sports retailing
- armed services
- sports journalism
- sports broadcasting
- health promotion
- sports coaching
- outdoor pursuits

- teaching
- physiotherapy
- sports science
- sports medicine
- fitness instruction
- community sports
- sports centre management

- police
- physiology
- fire fighting
- personal training
- travel and tourism
- professional sport
- sports administration

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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 too.

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
- N5 C passes may be accepted at the discretion of the Faculty Head

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 too.

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 5/6 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.
MODERN LANGUAGES

careers using modern languages

finance
retailing
journalism
hospitality
tavel and tourism
local government
customs and immigration
law
publishing
civil service
translating
broadcasting
airline cabin crew
transport and distribution
teaching
catering
interpreting
call centre work
diplomatic service
importing/exporting
marketing and sales

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SQA

Gateway
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 21st 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: French
FACULTY: Modern Languages
LEVEL: Higher
DEPT: French

RECOMMENDED ENTRY LEVELS
National 5 course award at Grade A/B or equivalent.

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. In the 21st Century, there is an increasing awareness of the importance of communication. With a qualification in a foreign language at Higher level, you will have stronger skills to communicate more effectively in a global society.

ASSESSMENT
The course assessment will focus on challenge and application. The course assessment will take the form of a performance, through which learners will demonstrate their talking skills, and a written assignment. There will also be 2 question papers where learners will demonstrate their listening, reading and writing skills.

Assessment Structure
Components 1-3: Exam Paper 1  Reading & Directed Writing  50 marks
                      Paper 2  Listening  20 marks
Components 4&5: In class  Performance Talking  30 marks
                       Assignment  20 marks
Total 120 marks

HOMEWORK
Regular homework will be set by the teacher and is expected to be handed in on time. Also Higher 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 (Advanced 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 such as Higher French would stand you in good stead.
BIOLOGY

careers using biology

brewing
medicine
dentistry
dietetics
forensics
pharmacology
marine biology
physiotherapy
paramedical work
environmental health

audiology
psychiatry
radiography
horticulture
food science
biochemistry
sports science
speech therapy
occupational therapy
ophthalmics and orthoptics

nursing
ecology
teaching
agriculture
biotechnology
fisheries work
laboratory work
veterinary work
prosthetics and orthotics
environmental science

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SQA

Gateway

Senior Course Choice 2020/2021
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
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
CHEMISTRY

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careers using chemistry

brewing
dentistry
engineering
agriculture
biochemistry
environmental health
chemical plant operation
environmental science
waste management

medicine
food science
horticulture
laboratory work
chemical engineering
materials science
research and development
plastics and polymers technology
colour technology and dyeing

dietetics
teaching
nursing
biotechnology
quality control
pharmaceuticals
forensic science
medicinal chemistry
oil and gas production

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SQA
Gateway
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  
LEVEL: Higher

FACULTY: Science  
DEPT: Chemistry

RECOMMENDED ENTRY LEVELS
National 5 Chemistry

COURSE DESCRIPTION
The course is 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
LEVEL: Advanced Higher
FACULTY: Science
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  
LEVEL: National 5  
FACULTY: Science  
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
LEVEL: Advanced Higher

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
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
GEOGRAPHY

careers using geography

- ecology
- meteorology
- climatology
- cartography
- energy engineering
- landscape architecture
- town and country planning

- teaching
- surveying
- archaeology
- rural development
- nature conservation
- environmental education
- environmental management

- geology
- demography
- geophysics
- travel and tourism
- geographical information
- transport and distribution
- hydromorphology

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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.
HISTORY

careers using history

- politics
- genealogy
- library work
- anthropology
- archive work
- administration
- tourism
- sociology
- publishing
- teaching
- civil service
- cultural heritage
- law
- journalism
- archaeology
- restoration work
- diplomatic service
- museum work

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SQA

Gateway
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. **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

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.


**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**

- **The USA 1918-1968**
  Economic changes, Immigration, the Ku Klux Klan, Civil Rights campaigns.

- **Migration and Empire 1830-1939**
  Immigration to Scotland from other countries. Why Scots left Scotland, where they went and reasons for their success.

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 a 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.
MODERN STUDIES

careers using modern studies

- police
- banking
- politics
- marketing
- community work
- welfare rights
- trade union work
- broadcasting and media

- law
- teaching
- economics
- journalism
- social work
- administration
- management
- charity work

- sociology
- fundraising
- civil service
- anthropology
- social sciences
- clerical work
- local government
- information/advice work

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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.

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.
ADMINISTRATION
AND
IT

careers using administration and IT

insurance
civil service
reception work
secretarial work
paralegal services
travel and tourism
housing administration
customer support services

banking
financial services
local government
event management
data administration
court administration
distribution administration
health service administration

procurement
clerical work
human resources
office management
quality management
call centre operations
payroll administration
transport administration

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COURSE: Administration: Office Skills & Services

LEVEL: NPA 5

FACULTY: Technology

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.
BUSINESS

careers using business

buying
civil service
marketing
procurement
clerical work
public relations
manufacturing
local government
importing/exporting
hospitality management

banking
accounting
administration
advertising
economics
credit control
entrepreneurship
systems analysis
office management
transport and logistics

insurance
bookkeeping
retail and sales
human resources
call centre work
industrial relations
quantity surveying
business development
property management
health service management

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SQA
Gateway
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.
computing science

careers using computing science

bioinformatics
business analysis
computer aided design
3D modelling and animation
computer games programming
software programming
computer games testing
cyber security
IT consultant
IT support services
database administration
games production management
multimedia development
IT project management
teaching
web development
systems development
network management
computer hardware engineering
systems analysis and design
software engineering

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**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.
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.
ENGINEERING  
SCIENCE

**careers using engineering science**

- industrial design
- building technology
- computing science
- telecommunications
- marine engineering
- auto electrical repair
- electrical engineering
- landscape architecture
- prosthetics and orthotics
- manufacturing systems

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SQA  
gateway
COURSE: Engineering Science  
LEVEL: National 5  
FACULTY: Technology  
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.
GRAPHIC COMMUNICATION

careers using graphic communication

marketing advertising digital design desktop publishing multimedia design animation

architecture engineering graphic design computer aided design construction management building information modelling

print design web design illustration surveying civil engineering product design

planit find out more at planitplus.net SQA Gateway
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 carcase 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 supplication 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.
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 firm, 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.
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**  
For **S4-6** pupils who have achieved at **L4 or N4**. For S4-S6 pupils interested in beginning volunteering or evaluating their existing volunteering through initiatives such as DoE, Leos Defenders, Alliance, prefects, charity shops or community centres etc. Volunteering is done out with normal school hours (at break, lunch or before/after school). **No curricular time is given for volunteering.** Pupils with no volunteering position can be supported into a placement.

**COURSE DESCRIPTION**  
This is an opportunity for young people to gain **L5 SQA** accreditation (equivalent to **N5**) for evaluating voluntary work done within community groups, charities, third sector and Harlaw Academy. The course has three units:

1. **Preparing to Volunteer**  
2. **Volunteering Experience**  
3. **Investigation Project**  

Pupils learn about the context of volunteering, plan a volunteering placement, reviewing & reflecting on their own skills & experience. Pupils finish with an investigative project.

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

Volunteering hours are logged and certificated through the Saltire Award Scheme. Pupils can also count this towards the volunteering section of the Duke of Edinburgh Award Scheme.

**ASSESSMENT - There is no exam at end of the course.**  
The course is **internally assessed** in a range of ways:
- Open book assessment
- Practical investigation
- Portfolio of evidence

**HOMEWORK**  
Volunteering logged in diary regularly. It is expected that some research tasks will be completed at home.

**CAREER INFORMATION**  
This Course or its Units may provide progression to:
- Level 6 Leadership  
- Further study, employment or training
COURSE: Enterprise & Employability   FACULTY: Wider Achievement

LEVEL: SCQF Level 5

RECOMMENDED ENTRY LEVELS
For S5-6 pupils who have achieved at L4 or N4.

COURSE DESCRIPTION
This is an opportunity for young people to gain L5 SQA accreditation (equivalent to N5) while developing skills and knowledge in business creation, marketing and benefits of self-employment. Candidates consider the key principles of good customer care and how this affects the success of an organisation. Skills & qualities required for success in business and work are identified and explored.

The course includes four units:

1. Personal Development - Work
2. Working for yourself
3. Customer Care Skills
4. Self-Awareness

The units provide a framework for developing enterprising attitudes preparing candidates for work, self-employment, improved self-reliance and confidence. Throughout the course, task-management skills are developed within vocational projects. Pupils identify personal strengths & weaknesses and monitor them as they work through projects. Pupils will complete portfolios of evidence to achieve the overall course award.

ASSESSMENT - There is no exam at end of the course.

The course is internally assessed in a range of ways:
- Open book assessment
- Practical Projects
- Portfolio of evidence

HOMEWORK
Project tasks including research, development and team meetings.

CAREER INFORMATION
This Course or its Units may provide progression to:
- Level 6 Leadership
- Further study, employment or training
COURSE: Leadership & Business Skills

LEVEL: SCQF Level 6

RECOMMENDED ENTRY LEVELS
For pupils in S5&6 who have achieved L5 or N5, interested in pursuing leadership & business opportunities, exploring their leadership potential and evaluating their experiences. Maturity and resilience is required to face personal challenges.

COURSE DESCRIPTION
The Leadership Award is SQA L6 accredited (equivalent to Higher Level) and endorsed by the Chartered Management Institute. Pupils will engage in practical tasks as well as theory, discussion and investigation in the following 3 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.

Unit 3: Business Skills and Behaviours – pupils review and evaluate their own business skills and behaviours in relation to an agreed business idea. They create a plan to improve these business skills and behaviours and finally apply them to an agreed business idea.

ASSESSMENT - There is no exam at end of the course.

The course is internally assessed in a range of ways:
- Open book assessment
- Leadership Activity
- Leadership Report

HOMEWORK
Tasks including research, skills development, report planning and evaluation.

CAREER INFORMATION
This Course or its Units may provide progression to:
- HND or Degree Study
- Management positions, Business, Politics, Armed Forces etc.
- Further Training in Business & Leadership
The core S4 Wider Achievement course aims to prepare pupils fully for gaining employment and coping with challenging situations like interviews & exams.

The focus is on:

- Preparing for Work - CVs, application forms, mock interviews & visual CVs
- Career pathways
- Ongoing skills development
- Managing stress and self
- Learning styles/ revision techniques

Successful completion of the core work will result in the achievement of SQA Building Own Employability Skills Unit L3-4, worth 6 SCQF Credit Points.

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

Respect, ambition and positivity are common threads running through the course as Wider Achievement seeks to produce successful learners, envisaging rewarding pathways ahead and knowing how to get there. Skills in employability, citizenship, literacy, numeracy and health & wellbeing are developed during the course.

**ASSESSMENT**

The course and Unit is **internally assessed** in a range of ways:

- Open book assessment
- Peer assessment
- Portfolio of evidence

**HOMEWORK**

Tasks include skills development, planning and evaluation.

**CAREER INFORMATION**

This course and unit may provide progression to:

- Enterprise & Employability L5
- Volunteering Skills L5
- Modern Apprenticeship, further training or education
COURSE: **S5 Skills for Life, Learning & Work**  
FACULTY: **Wider Achievement**

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

The focus is on:

- Volunteering
- Money at work, payslips & tax
- Savings & debt
- Rent & mortgages
- Enterprise & leadership
- Problem solving

Successful completion of the core work will result in the achievement of SQA *Volunteering Skills Unit* L4-5, worth 6 SCQF Credit Points.

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

Common threads running through the course are planning & organisation, self-responsibility, leadership and success 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.

**ASSESSMENT**

The course and Unit are **internally assessed** in a range of ways:

- Open book assessment
- Peer assessment
- Portfolio of evidence

**HOMEWORK**

Tasks include volunteering skills development, planning and evaluation.

**CAREER INFORMATION**

This course and unit may provide progression to:

- Volunteering Skills L5
- Enterprise & Employability L5
- Leadership L6
- Modern Apprenticeship, further training or education
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)