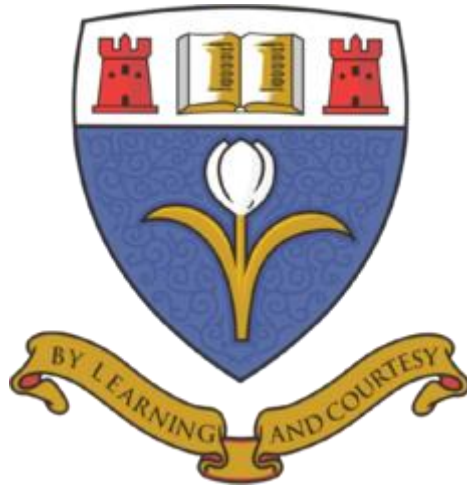


HARLAW ACADEMY



S5/6 **COURSE CHOICE**

SESSION 2023-24

SENIOR PUPIL CHOICES: INTRODUCTION

You will have heard the years S4-S6 referred to as the “Senior Phase”. It is a time when pupils begin to focus more narrowly on their individual learning pathway focussing on perhaps a chosen career aspiration or the subjects they enjoy most.

As a school we are very keen to ensure that during their senior phase pupils gain a range of qualifications, skills, experiences and opportunities which will help them to engage in the process of learning both in school and into later life as well.

Senior Phase qualifications are demanding. To achieve the highest levels of success, pupils require commitment from the start; they will be involved in on-going assessment; independent study; and consistently high levels of class work. It requires pupils to demonstrate the motivation needed to meet strict deadlines. Maintaining good attendance and punctuality is also crucial.

As a Country, the next ten years will be crucial for young adults. On leaving school, the circumstances they face are unprecedented. 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 choices and the individual learner pathway needed for each pupil to reach their chosen positive destination.

I look forward to meeting you, even virtually, at our course choice meeting to discuss the choice process and support available.

Ross McLaren
Headteacher



From the UNCRC:

Article 12 (respect for the views of the child)

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

Article 13 (freedom of expression)

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

Article 28 (right to education)

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

Article 29 (goals of education)

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




QUALIFICATION TYPES

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

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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



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

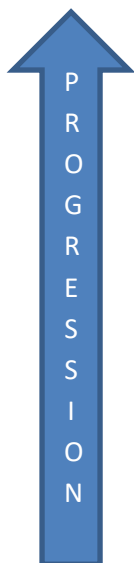
Each qualification is allocated a level and number of credit points issued by the SCQF. This is a way of comparing Scottish qualifications. The level of qualification shows how difficult the learning is. The credit points show how much learning time is involved achieving the qualification. Each credit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

SCQF can help:

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

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

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



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

Types of Award Courses on Offer at Harlaw Academy

- **National Courses**

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

National courses are at SCQF Levels 1-7

- **National Progression Awards (NPAs)**

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

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

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

- **SQA Awards**

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

SQA Awards are offered from SCQF levels 1 to 6.

HOW TO MAKE YOUR CHOICES

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

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

COMPLETING THE COURSE CHOICE SHEET

- Read the course choice booklet carefully.
- Refer to your report so that you are aware of teacher recommendations.
- Seek advice and support as necessary from the sources mentioned above.
- Do not make final decisions before you have had your meeting with your Coursing Teacher.
- Complete the choice form by the deadline date.
- Pupils going into S5 must choose a course in each column
- Pupils going into S6 who are studying at least one course at SCQF Level 7 are entitled to one study column.
- If pupils going into S6 are not studying at SCQF Level 7, they should choose a subject from each column.
- **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 and RE.
- 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 2022-23 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.

- **ABZ Campus(Previously known as Aberdeen City Campus) - Travel Afternoon Courses**

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

These courses will be held at other schools, two afternoons per week, Monday & Wednesday or Tuesday and Thursday. Most courses take place between 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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See Aberdeen City Campus Course Choice 2022/23 booklet

City Campus and NESCol Courses

Your Guidance Teacher will put this information out separately via google classroom

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ENGLISH



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digital content editing

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

teaching
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COURSE: **English and Literacy**

FACULTY: **English and Literacy**

LEVEL: **National 4**

DEPT: **English**

RECOMMENDED ENTRY LEVELS

Suitable for pupils who have a pass at National 3, or for 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.

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**

FACULTY: **English and Literacy**

LEVEL: **National 5**

DEPT: **English**

RECOMMENDED ENTRY LEVELS

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

COURSE DESCRIPTION

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

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

ASSESSMENT

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

HOMEWORK

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

CAREER INFORMATION

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

COURSE: **English**

FACULTY: **English and Literacy**

LEVEL: **Higher**

DEPT: **English**

RECOMMENDED ENTRY LEVELS

National 5 English A or B

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 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 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.

Learners are advised to discuss this option with their English teachers so as to better understand the demands of the course and its suitability for them.

ASSESSMENT

The course consists of four components:

Component	Marks	Assessment
Component 1: question paper Literary Study	20	Examination: 1 hour and 30 minutes
Component 2: question paper Textual Analysis	20	Examination: 1 hour and 30 minutes
Component 3: portfolio-writing	30	Externally Assessed: SQA submission in May
Component 4: project-dissertation	30	Externally Assessed: SQA pick-up in Term 3

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.

COURSE: **Media**

FACULTY: **English and Literacy**

LEVEL: **National 4**

DEPT: **English**

RECOMMENDED ENTRY LEVELS

Suitable for pupils who have completed the Media course in S3, or for pupils who are interested in film, television, advertising, the press and/or other media, and in creating their own media content.

COURSE DESCRIPTION

Analysing Media Content:

Learners will develop knowledge of the key aspects of media literacy central to the straightforward analysis of media content.

Creating Media Content:

Learners will develop the skills to plan and create media content and to comment on production processes.

Added Value Unit: Media Assignment:

Learners will generate ideas in response to a brief, research and analyse relevant media content, plan and create media content, carrying out at least one specific production role, and reflect on the process and product.

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 will independently plan and create a piece of media content.

HOMEWORK

There will be a variety of homework tasks issued over the length of the course, ranging from analysis of different forms of media to the creation of media content. The Assignment will require independent research.

CAREER INFORMATION

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

COURSE: **Media**

FACULTY: **English and Literacy**

LEVEL: **National 5**

DEPT: **English**

RECOMMENDED ENTRY LEVELS

A challenging course with a significant element of analysis of film and other media which is suitable for pupils who have completed the Media course in S3, or for pupils who are interested in film, television, advertising, the press and/or other media, and in creating their own media content.

COURSE DESCRIPTION

Learners will develop the ability to analyse and create media content as appropriate to purpose, audience and context. They will gain knowledge and understanding of the key aspects of media literacy and the role of media within society. They will also develop the ability to plan and research when creating media content, and to evaluate their own practice.

ASSESSMENT

The course is assessed externally, through an Examination and an Assignment. The Examination will require candidates to explain in detail how and why media content is constructed in particular ways, and explain in detail the potential use or effect of said content. For the Assignment, candidates must demonstrate the skills, knowledge and understanding to be able to create media content relevant to particular purposes, audiences and contexts. They might make such content as a short film or trailer, a print or moving-image advert, a poster, or a magazine cover.

HOMEWORK

There will be a variety of homework tasks issued over the length of the course, ranging from analysis of different forms of media to the creation of media content. The Assignment in particular will require pupils to plan and research independently.

CAREER INFORMATION

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

COURSE: Film and Media

FACULTY: English and Literacy

LEVEL: NPA Level 6

DEPT: English

RECOMMENDED ENTRY LEVELS

The Level 6 Film and Media NPA is a challenging course designed for those with a passion for Film and the Creative Arts. The course is suitable for pupils who have completed the Media course in S4 or have a N5 English pass.

COURSE DESCRIPTION

Over the course of the year, students will:

- develop a deeper understanding and appreciation of film through analysing a variety of texts from many different genres.
- develop an understanding of the film industry including funding, distribution, marketing and technology.
- develop skills in planning and producing a film project.
- develop communication and problem-solving skills through working with others on the project.
- develop evaluation and self-reflection skills.

ASSESSMENT

The qualification has two mandatory units:

- Film and the Film Industry: An Introduction
- Creative Project

Candidates must also complete two additional optional units that range across feature writing, storytelling and the creative process, to directing, video editing and media photography. All assessments are internally assessed with external verification.

HOMEWORK

Strict deadlines operate for this course. Students can expect homework, which may consist of reading or watching texts, completing assignments, planning or researching for the creative project.

CAREER INFORMATION

This Course or its Units may provide progression to other qualifications in Media or related areas in school OR further study elsewhere, or 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
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COURSE: **Mathematics**

FACULTY: **Mathematics & Numeracy**

LEVEL: **National 4**

DEPT: **Mathematics**

RECOMMENDED ENTRY LEVELS

National 3 Applications of Mathematics Pass
Recommendation from teacher

COURSE DESCRIPTION

The National 4 Mathematics Course provides learners with opportunities to continue to acquire and develop the mathematical skills that are important for learning, life and work. Learners will be able to apply straightforward Numeracy, algebra, trigonometry, geometry and statistical skills.

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 may receive some homework during the course. Revision work for assessments will be provided.

CAREER INFORMATION

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

COURSE: **Mathematics**

FACULTY: **Mathematics & Numeracy**

LEVEL: **National 5**

DEPT: **Mathematics**

RECOMMENDED ENTRY LEVELS

National 4 Mathematics Pass

National 5 Applications of Mathematics A, B, C or D

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. There is a particular focus on Numeracy, algebra, geometry, trigonometry and statistics.

ASSESSMENT

Pupils will be regularly assessed throughout the year in order to measure progress.

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.

HOMEWORK

Pupils will be expected to complete homework on a regular basis. Revision for assessments and additional independent work is expected.

CAREER INFORMATION

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

COURSE: **Mathematics**

FACULTY: **Mathematics & Numeracy**

LEVEL: **Higher**

DEPT: **Mathematics**

RECOMMENDED ENTRY LEVELS

National 5 Mathematics A, B or C

COURSE DESCRIPTION

The Higher Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical situations. Skills in algebra, geometry and trigonometry are further developed and learners will study calculus for the first time.

ASSESSMENT

Pupils will be regularly assessed throughout the year in order to measure progress.

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

HOMEWORK

Pupils will be expected to undertake regular additional work every week. This can include “finishing-off” of daily classwork exercises, formal homework exercises and regular independent revision.

CAREER INFORMATION

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

COURSE: **Mathematics**

FACULTY: **Mathematics & Numeracy**

LEVEL: **Advanced Higher**

DEPT: **Mathematics**

RECOMMENDED ENTRY LEVELS

Higher Mathematics A, B or C

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, algebra and geometry.

ASSESSMENT

Pupils will be regularly assessed throughout the year in order to measure progress.

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

HOMEWORK

Pupils will be expected to undertake regular additional work every week. This can include “finishing-off” of daily classwork exercises, formal homework exercises and regular independent revision.

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

APPLICATIONS OF MATHEMATICS

+ - ÷ × %

careers using applications of mathematics

civil service
engineering
administration
event management
call centre operations
customer service support
clerical and reception work

nursing
marketing
secretarial work
travel and tourism
local government
allied health professions
environmental management

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gateway

COURSE: Applications of Mathematics

FACULTY: Mathematics & Numeracy

LEVEL: National 5

DEPT: Mathematics

RECOMMENDED ENTRY LEVELS

National 4 Mathematics Pass
National 4 Applications of Mathematics Pass
National 5 Mathematics A, B, C or D
Recommendation from teacher

COURSE DESCRIPTION

The National 5 Applications of Mathematics Course allows for the development of skills required to be able to handle information and mathematical tasks in real-life contexts. There is a particular focus on Numeracy, finance, geometry and statistics. The course differs from Mathematics in the reduced level of algebra and trigonometry.

ASSESSMENT

Pupils will be regularly assessed throughout the year in order to measure progress.

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.

HOMEWORK

Pupils will be expected to complete homework on a regular basis. Revision for assessments and additional independent work is expected.

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: Applications of Mathematics

FACULTY: Mathematics & Numeracy

LEVEL: Higher

DEPT: Mathematics

RECOMMENDED ENTRY LEVELS

National 5 Applications of Mathematics A, B or C

National 5 Mathematics A, B or C

COURSE DESCRIPTION

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. There is a particular focus on finance, mathematical modelling and statistics. Learners will use spreadsheet and statistical software throughout the course.

ASSESSMENT

Pupils will be regularly assessed throughout the year in order to measure progress.

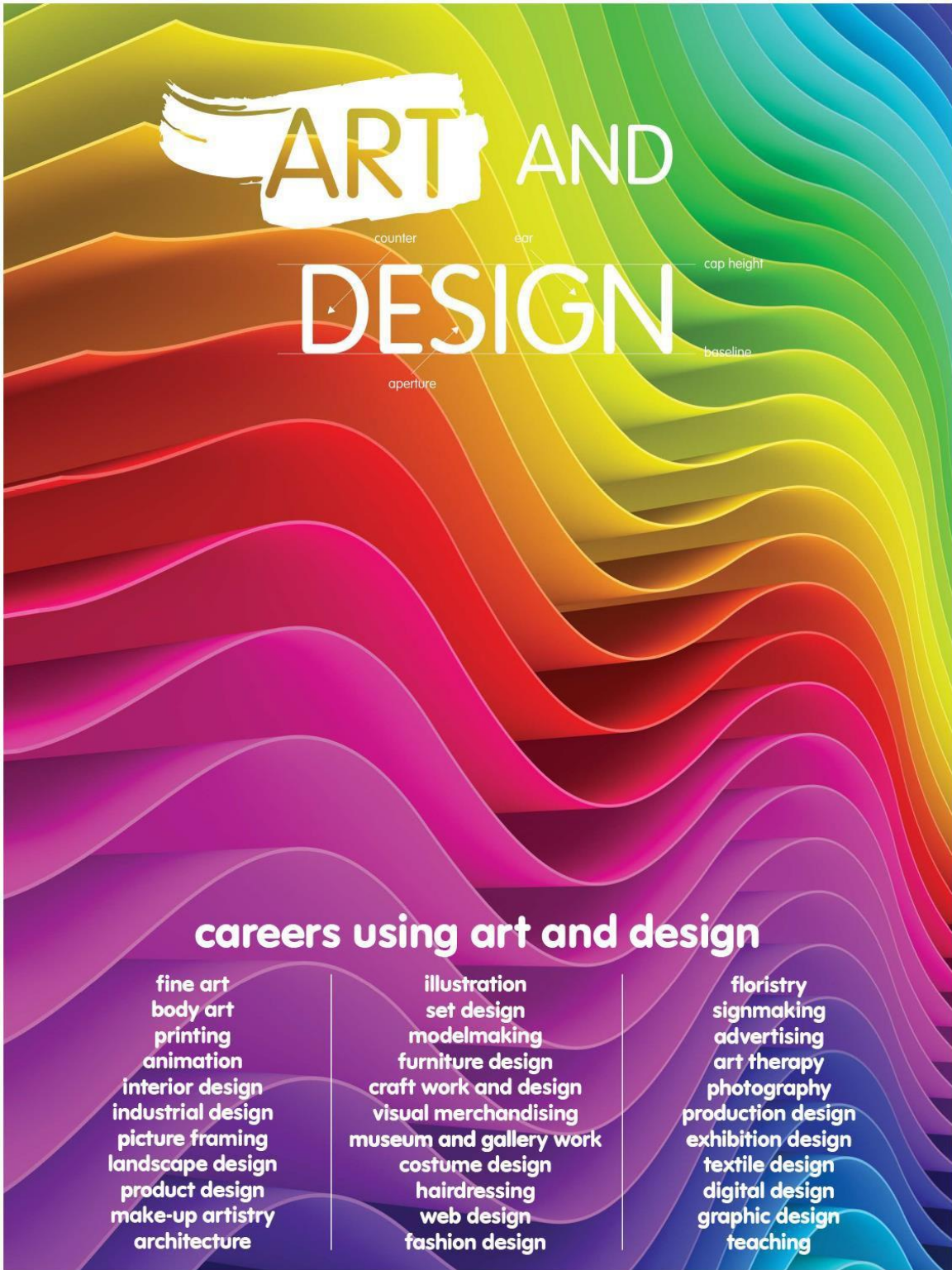
Pupils must complete a project requiring the use of statistical software to be submitted to the SQA. Upon completion of the course, pupils will sit a Course Assessment. This course is graded.

HOMEWORK

Pupils will be expected to undertake regular additional work every week. This can include “finishing-off” of daily classwork exercises, formal homework exercises and regular independent revision.

CAREER INFORMATION

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



ART AND

DESIGN

counter ear cap height
baseline
aperture

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
modelling
furniture design
craft work and design
visual merchandising
museum and gallery work
costume design
hairstyling
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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COURSE: **Art and Design**

FACULTY: **Expressive Arts**

LEVEL: **National 5**

DEPT: **Art & Design**

RECOMMENDED ENTRY LEVELS

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 5

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

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

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

HOMEWORK

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

CAREER INFORMATION

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

COURSE: **Art and Design**

FACULTY: **Expressive Arts**

LEVEL: **Higher**

DEPT: **Art & Design**

RECOMMENDED ENTRY LEVEL

National 5 pass at Grade B or above.

COURSE DESCRIPTION

Expressive

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

Design

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

Art & Design Studies

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

ASSESSMENT

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

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

Art & Design Studies - a 90 minute written examination is sent to SQA and marked externally

HOMEWORK

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

CAREER INFORMATION

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

COURSE: **Art and Design**

FACULTY: **Expressive Arts**

LEVEL: **Advanced Higher**

DEPT: **Art & Design**

RECOMMENDED ENTRY LEVEL

Pass at Higher Art with grade A or B

COURSE DESCRIPTION

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

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

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

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

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

The above will be a visual and written presentation.

ASSESSMENT

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

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

HOMEWORK

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

CAREER INFORMATION

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

DRAMA

careers using drama

acting
directing
broadcasting
drama therapy
studio management
theatre production
tv and radio presenting

writing
stunt work
drama facilitation
film and tv production
lighting technology
drama coaching
entertainment

teaching
set design
arts administration
radio production
stage management
community arts work
casting agency work



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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.



4
4 **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



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COURSE: **Music**

FACULTY: **Expressive Arts**

LEVEL: **National 5 (S5/6 only)**

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. Other candidates playing at grade 4 or above in their instrument who have not done a national 5 Music course.

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

PHOTOGRAPHY

Photography - Related Careers

▶ Camera Operator

▶ Clinical Photographer

▶ Crime Scene Examiner

▶ Museum Conservation Officer

▶ Photographer

▶ Photographic Stylist

▶ Picture Researcher

▶ Storyboard Artist



find out more at [planitplus.net](https://www.planitplus.net)



COURSE: **Photography**

FACULTY: **Expressive Arts**

LEVEL: **NPA Level 4/5**

DEPT: **Art & Design**

RECOMMENDED ENTRY LEVEL

Completion of National 4/5 in this range of subjects; Computing/Art Design/English

COURSE DESCRIPTION

- **Understanding Photography** covers all things camera and hardware related, you will learn to handle and use a digital SLR effectively, becoming familiar with the body and controls in a series of group and individual challenges. Class seminars and lectures will inform your practical tasks, and you'll collate your learning and resulting images in a sketchbook.
- **Photographing people.** You will be given a set of tasks using your camera to investigate Portraiture. You will study composition and the visual elements within portraits. You will consider lighting, pose focusing styles, and how to select the right image from a shoot. You will learn to critically reflect on images and present informed opinions on their effectiveness.
- **Photographing Places.** You will be given a set of tasks using your camera to investigate a site in a creative way. Close up architectural, Atmospheric and purpose of a building or place will be explored. You will study composition and the visual elements relevant to environments. You will consider lighting, viewpoint, and how to select the right image from a shoot. You will learn to critically reflect on images and present informed opinions on their effectiveness.
- **Working with Photographs** This is about enhancing images with post production techniques not fixing images. Cropping, correcting exposure, colour conversions as well as tips on removing imperfections. Also will involve printing and presenting a set of final images taken from tasks above.

Unit Assessment

- Sketchbook / chrome book content
- Theory tests
- Visual Voice exhibition

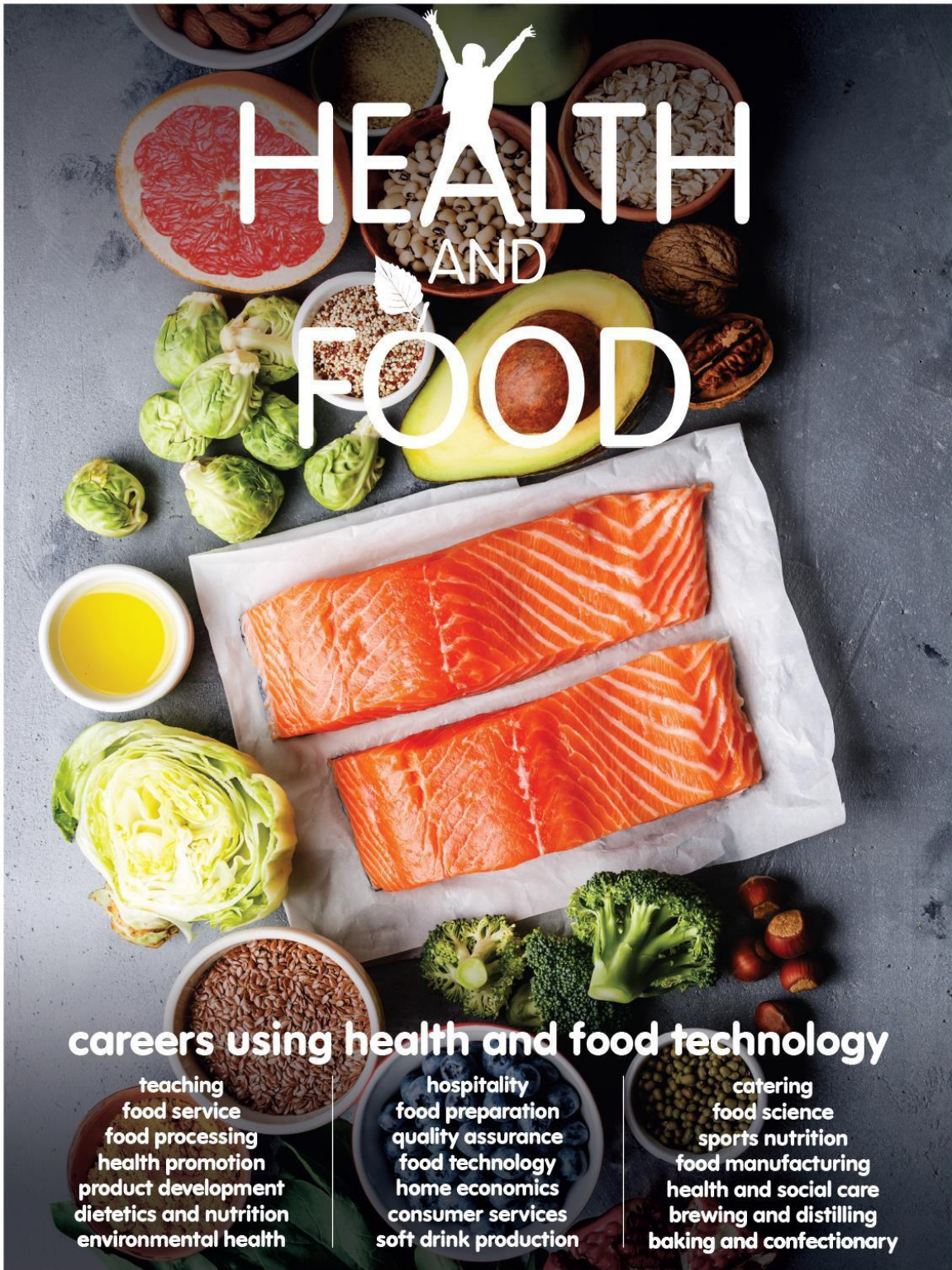
Course Assessment

Project on a genre chosen by you.

Plan (250 words), Research, Shoots, Edits, Twelve final images Evaluation (500 words)

CAREER INFORMATION

This course develops relevant skills, for anybody wishing to work in digital or communication media. For those wishing to work in computer games design or animation, to enhance art school portfolios, or simply as a life skill within a growing visually digital world



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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COURSE: **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:
 - One Assignment which is internally assessed
 - One Practical Activity which is internally assessed
 - One Question Paper externally assessed by SQA

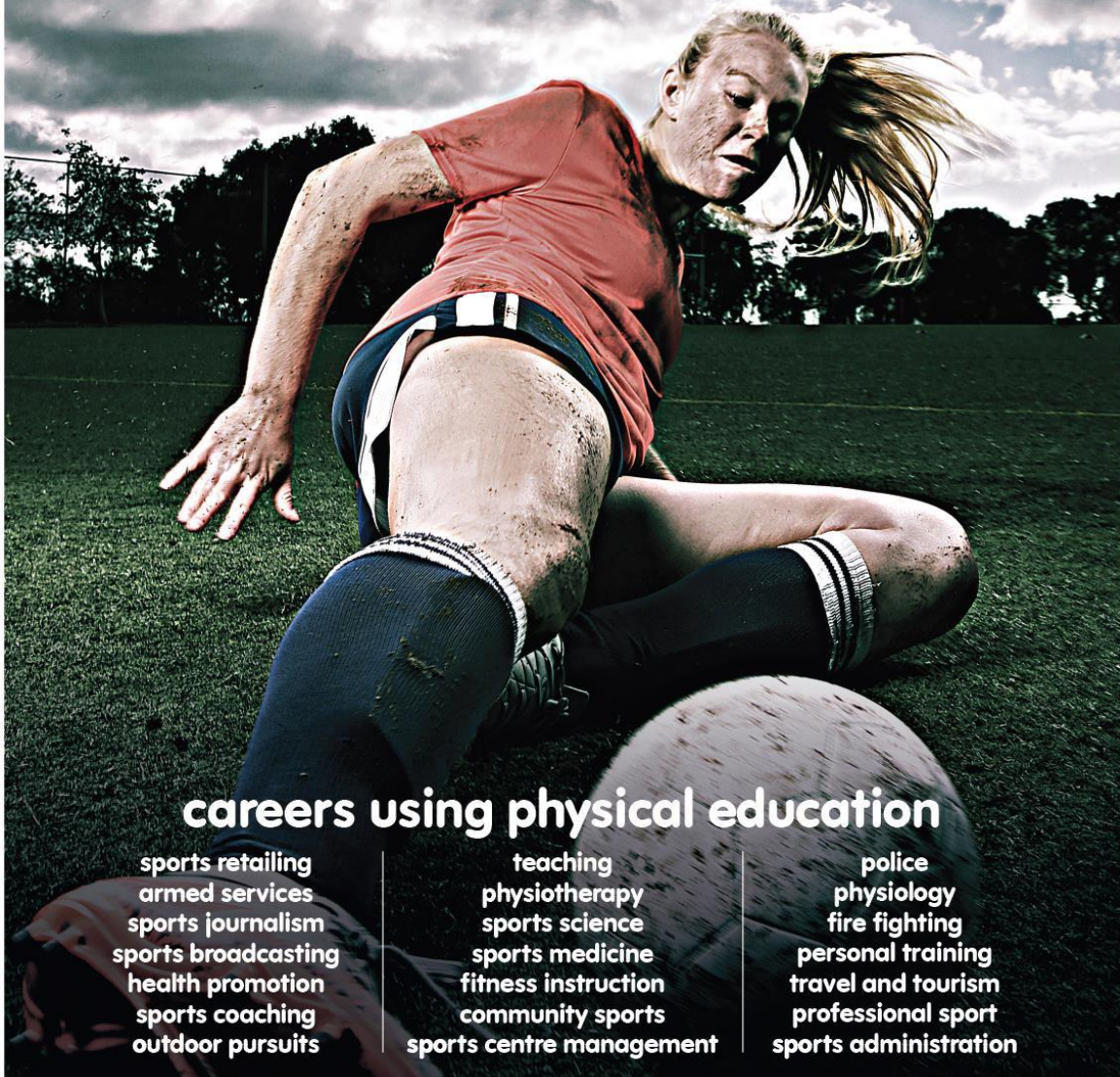
HOMEWORK

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 to.

CAREER INFORMATION

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

RECOMMENDED ENTRY REQUIREMENTS

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

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

COURSE DESCRIPTION

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

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

ASSESSMENT

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

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

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

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

HOMEWORK

A range of weekly homework will be issued based on factors that impact on your own personal performance. Homework will be varied, including gathering performance evidence to extended written responses based on your findings and evaluations. Students will also be expected to undertake a programme of personal research to investigate factors influencing their own personal performance. Homework is issued via Google Classroom (our internet based learning resource) with deadlines being strictly adhered to.

CAREER INFORMATION

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

**COURSE: NPA In Sport and Fitness
– Team/Individual Sports**

FACULTY: Health & Wellbeing

Level: SCQF Level 5 Award

DEPT: Physical Education

RECOMMENDED ENTRY REQUIREMENTS

- National 5 Physical Education – Pass at grade C or D
- AND National 4 Pass

COURSE DESCRIPTION

Sport and Fitness National Progression Award – Team/Individual Sports, SCQF Level 5 is ideal for pupils who have not been recommended for Higher PE or NPA level6/7.

Unit 1 – Sporting Activity Participation and Performance

The purpose of this unit is for pupils to gain experience twenty hours participation in a chosen team (or) individual sport. Pupils will study appropriate codes of conduct relevant to the sport and complete an evaluation identifying their strengths and weaknesses in relation to their personal performance.

Unit 2 – Sports Officiating and Organising

The purpose of this unit is for pupils to demonstrate their ability to organise and officiate tournament matches. Pupils must understand the rules and learn when to apply them correctly and then evaluate how successful the tournament was.

Unit 3 – Coaching Development

The purpose of this unit is to develop pupils ability to plan, deliver and evaluate a minimum of FOUR session plans. These sessions should show an awareness of confidentiality with regards to both data and child protection issues.

ASSESSMENT

Throughout both units, pupils will be asked to complete small written assessments to demonstrate their understanding of Units 1, 2 and 3. Pupils will be required to keep detailed records/diaries of work undertaken. Finally, pupils will be assessed in a team or Individual sport where they will demonstrate how they applied their skills and techniques within the context of a competitive game.

CAREER INFORMATION

This course develops leadership skills and provides insight into opportunities available in sports and education. This course also provides an entry level insight into occupations and careers within sport and leisure.

COURSE: **NPA Exercise and Fitness Leadership**

FACULTY: **Health & Wellbeing**

Level: **SCQF Level 6 Award**

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

COURSE DESCRIPTION

Exercise and Fitness National Leadership National Progression Award, SCQF Level 6. Provides the ideal starting point for students who wish pursue Exercise and Fitness as a possible career path.

Unit 1 – Working Effectively and Safely with Clients

The purpose of this unit is for pupils to gain experience in how to gather information about potential clients and be able to provide them with a safe environment in which to exercise. Pupils will also be required to develop an understanding of the main food groups and nutrients and how they contribute to a healthy diet.

Unit 2 - Developing Sport

The purpose of this unit is for pupils to develop their understanding of anatomy and physiology in relation to exercise and health. This will involve pupils investigating the circulatory system and the function of joints, ligaments and muscles.

Unit 3 - Planning and Delivering Training Sessions

The purpose of this unit is to develop pupils ability to plan, deliver gym based training sessions. This will focus on Cardiovascular training, resistance training and exercise to music. Pupils will learn how to deliver appropriate warm up and cool downs while developing an understanding of the key principles linked to designing a safe and effective training session.

ASSESSMENT

Throughout both units, pupils will be asked to complete written assessments to demonstrate their understanding of key concepts. For this reason, the course is 50% classroom based. Additionally, pupils will be required to demonstrate cardiovascular, resistance, and circuit training exercises, linked to a training programme and know how to evaluate personal performance.

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
travel 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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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.

(French) is essential nowadays to be able to teach P1-P7.

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
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marine biology
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paramedical work
environmental health

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

nursing
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COURSE: **Biology**

FACULTY: **Science**

LEVEL: **National 4**

DEPT: **Biology**

RECOMMENDED ENTRY LEVELS

Success at level 3 biology outcomes and a good familiarity with level 4 outcomes.
National 4 Chemistry or Physics – pass, or recommendation from teacher.

COURSE DESCRIPTION

The Course covers major areas of biology ranging from cellular to whole organism and up to ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the Course.

The course is delivered through four units:

Cell Biology - cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis — limiting factors, factors affecting respiration, and controversial biological procedures.

Multicellular Organisms - sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, and biological actions in response to internal and external changes to maintain stable body conditions.

Life on Earth - how animal and plants species depend on each other, impact of population growth and natural hazards on biodiversity, nitrogen cycle, fertiliser design and environmental impact of fertilisers, adaptations for survival, and learned behaviour in response to stimuli linked to species survival.

Added Value Unit – Biology assignment. Researching, planning, experimenting, reporting and presenting skills are assessed during the assignment.

ASSESSMENT

The course is not graded.

To achieve a course award, passes in the four units listed above are required.

HOMEWORK

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

CAREER INFORMATION

This Course or its Units may provide progression to:

- National 5 Biology
- further study, employment and/or training

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

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

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

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

CAREER INFORMATION

This course may provide progression to:

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

COURSE: **Human Biology**

FACULTY: **Science**

LEVEL: **Higher**

DEPT: **Biology**

RECOMMENDED ENTRY LEVELS

National 5 Biology A or B

COURSE DESCRIPTION

The course develops candidates' interest and enthusiasm for human biology in a range of stimulating, relevant and enjoyable contexts. The course allows candidates to acquire a deeper understanding of cellular processes, physiological mechanisms and their impact on health, aspects of the nervous system, and defence mechanisms as they apply to the human species.

The course is composed of the following three units:

- **Human cells:** division and differentiation in human cells; structure and replication of DNA; replication of DNA; gene expressions; mutations; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells.
- **Physiology and health:** gamete production and fertilisation; hormonal control of reproduction; the biology of controlling fertility; antenatal and postnatal screening; the structure and function of arteries, capillaries and veins; the structure and function of the heart; pathology of cardiovascular disease (CVD); blood glucose levels and obesity
- **Neurobiology and immunology:** divisions of the nervous system and neural pathways; the cerebral cortex; memory; the cells of the nervous system and neurotransmitters at synapses; non-specific body defences; specific cellular defences against pathogens; immunisation; clinical trials of vaccines and drugs.

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

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

CAREER INFORMATION

This course may provide progression to:

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

COURSE: **Biology**

FACULTY: **Science**

LEVEL: **Advanced Higher**

DEPT: **Biology**

RECOMMENDED ENTRY LEVELS

Higher Biology or Higher Human 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 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

CAREER INFORMATION

This course may provide progression to:

- a Higher National Diploma (HND) or degree in biology or a related area, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science, or health.
- a career in a biology-based discipline or a related area, such as health sector, agricultural science, or education, environmental services further study, employment and/or training.

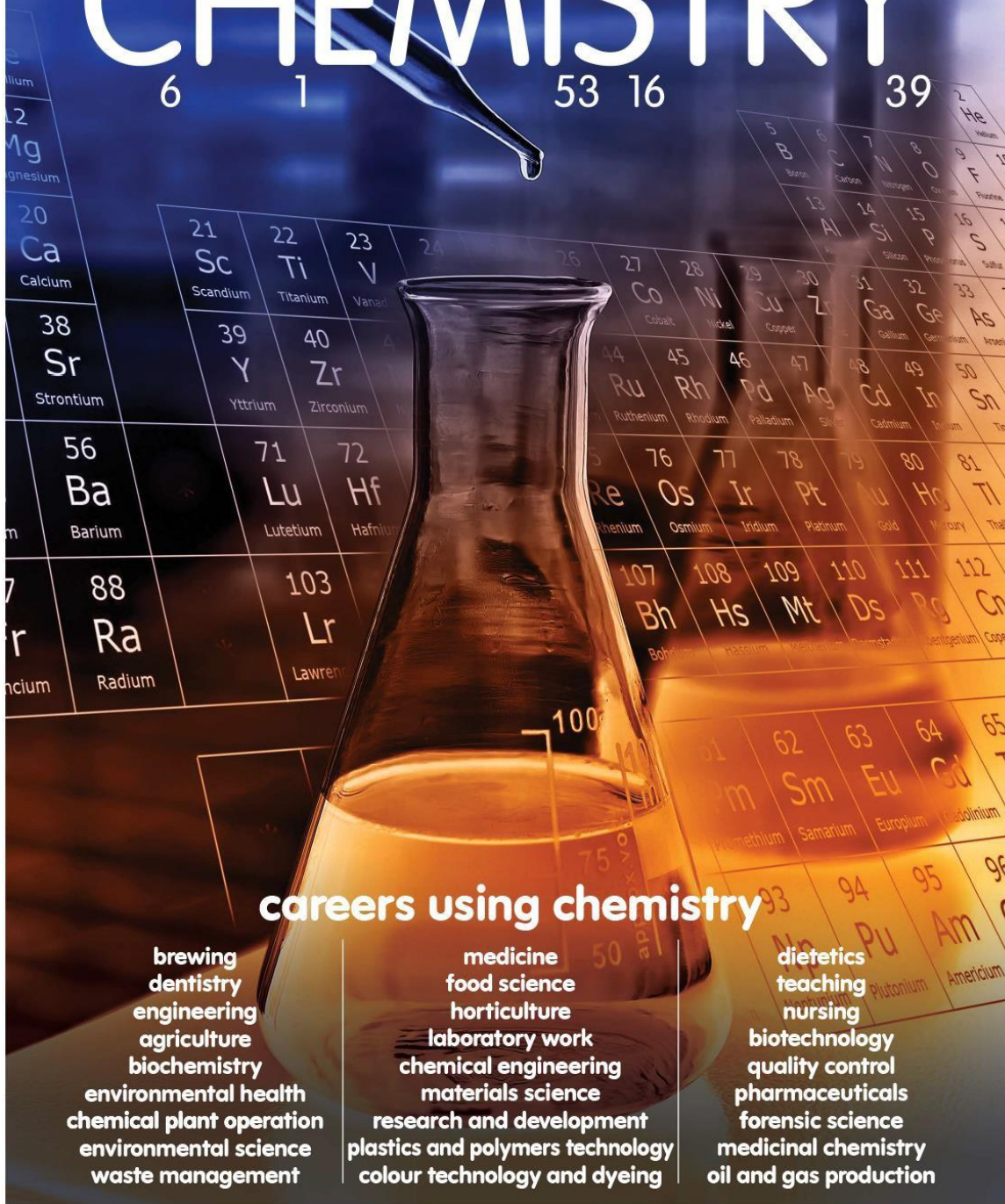
CHEMISTRY

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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
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forensic science
medicinal chemistry
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COURSE: **Chemistry**

FACULTY: **Science**

LEVEL: **National 4**

DEPT: **Chemistry**

RECOMMENDED ENTRY LEVELS

Success at level 3 chemistry outcomes and a good familiarity with level 4 outcomes.
National 4 Biology or Physics – pass, 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.

The course is delivered in four units:

Chemical Changes and Structure – chemical reactions in our world. Rates of reaction, energy changes and reactions of acids and bases and their impact on the environment. Work towards the concept of chemical equations and research atomic structure, bonding and properties.

Nature's Chemistry – how fossil fuels are extracted and processed for use. Fuels and renewable sources and their impact on the environment. Plants as a source of fuels and the use of plants in the development of everyday products.

Chemistry in Society – the study of metals – in alloys and in electrochemical cells. Applications of plastics and new materials. Fertilisers, making new elements, background radiation and the use of chemical analysis to monitor the environment.

Added Value Unit – Biology assignment. Researching, planning, experimenting, reporting and presenting skills are assessed during the assignment.

ASSESSMENT

The course is not graded.

To achieve a course award, passes in the four units listed above are required.

HOMEWORK

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

CAREER INFORMATION

This Course or its Units may provide progression to:

- National 5 Chemistry
- Further study, employment and/or training

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

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

CAREER INFORMATION

This Course or its Units may provide progression to:

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

COURSE: **Chemistry**

FACULTY: **Science**

LEVEL: **Higher**

DEPT: **Chemistry**

RECOMMENDED ENTRY LEVELS

National 5 Chemistry

COURSE DESCRIPTION

The course 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

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

CAREER INFORMATION

This course may provide progression to:

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

COURSE: **Chemistry**

FACULTY: **Science**

LEVEL: **Advanced Higher**

DEPT: **Chemistry**

RECOMMENDED ENTRY LEVELS

Higher Chemistry at A or B

COURSE DESCRIPTION

This course is composed of the following three Units:

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

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

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

ASSESSMENT

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

Component 1 - question paper

Component 2 - project report.

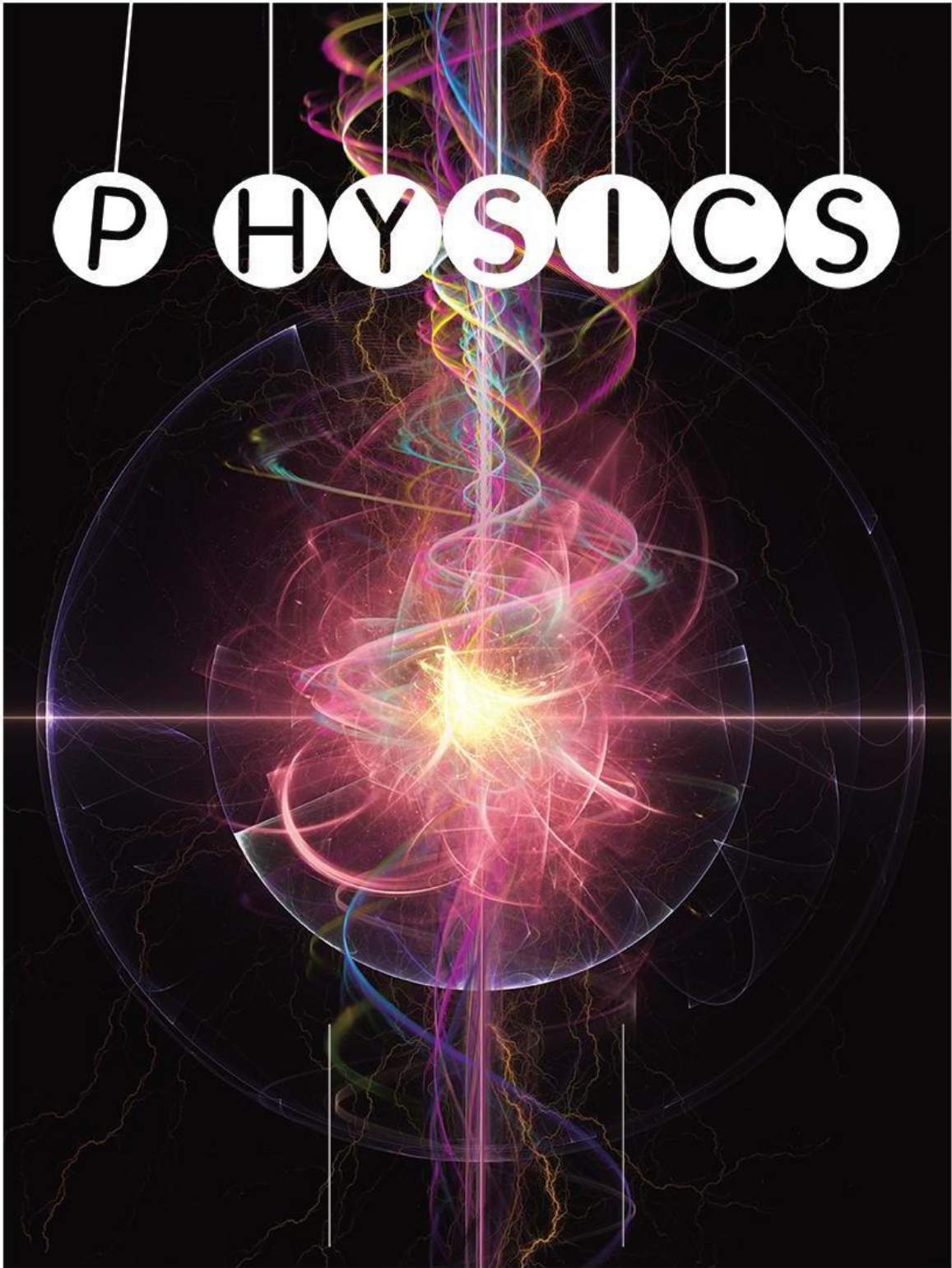
HOMEWORK

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

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



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COURSE: **Physics**

FACULTY: **Science**

LEVEL: **National 5**

DEPT: **Physics**

RECOMMENDED ENTRY LEVELS

Success at level 4 physics outcomes

National 4 Physics

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

COURSE DESCRIPTION

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

The course is delivered through four 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

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

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 ($\frac{1}{2}$ 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 -paper 1: multiple choice, paper 2: extended answers.

Component 2- assignment

HOMEWORK

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

CAREER INFORMATION

This course may provide progression to:

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

COURSE: **Physics**

FACULTY: **Science**

LEVEL: **Advanced Higher**

DEPT: **Physics**

RECOMMENDED ENTRY LEVELS

Higher Physics at A or B

COURSE DESCRIPTION

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

Quanta and Waves - This 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 - Develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

Units, prefixes and uncertainties - units, prefixes and scientific notation, uncertainties, data analysis, evaluation and significance of experimental uncertainties.

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

Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

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
- further study, employment and/or training

COURSE: **Laboratory Science Skills for Work**

FACULTY: **Science**

LEVEL: **National 5**

DEPT: **Sciences**

RECOMMENDED ENTRY LEVELS

Success at National 4 or National 5 Mathematics and success at NPA 4 Science, National 4 or National 5 Biology, Chemistry or Physics.

COURSE DESCRIPTION

The course provides a broad experience based introduction to laboratory science. Learners find out about local career opportunities in science laboratories as well as opportunities in national and global industries and services. As well as developing skills related to microbiology, radioactivity, chemical handling and analysis, and laboratory equipment, the course emphasises the employability skills and attitudes valued by employers, which help to prepare learners for the workplace.

Careers using Laboratory Science - This unit introduces learners to the wide range of industries and services that use scientific knowledge and laboratory skills. They learn about the variety of ways in which science and laboratory skills are used in different industries and services and about the job roles that use these skills. Learners investigate a range of career opportunities in industries and services that use laboratory science.

Working in a Laboratory – provides the opportunity to learn basic laboratory skills such as handling chemicals and preparing solutions, and calculate and present results of practical work. The importance of how to maintain health and safety while working in a laboratory environment is stressed through learning how to carry out a risk assessment.

Practical Skills – Skills most commonly used in laboratories are developed including working safely with potentially hazardous substances such as microorganisms, measuring radioactivity and carrying out a titration, chromatography and distillation.

Practical Investigation – A practical investigation is planned and practical procedures are devised to test an aim.

ASSESSMENT

There is no end of course exam. Assessment evidence includes a folio showing knowledge of different industries, preparation of a CV and review of employability skills, demonstration of practical skills and the writing of reports under open and closed book conditions.

HOMEWORK

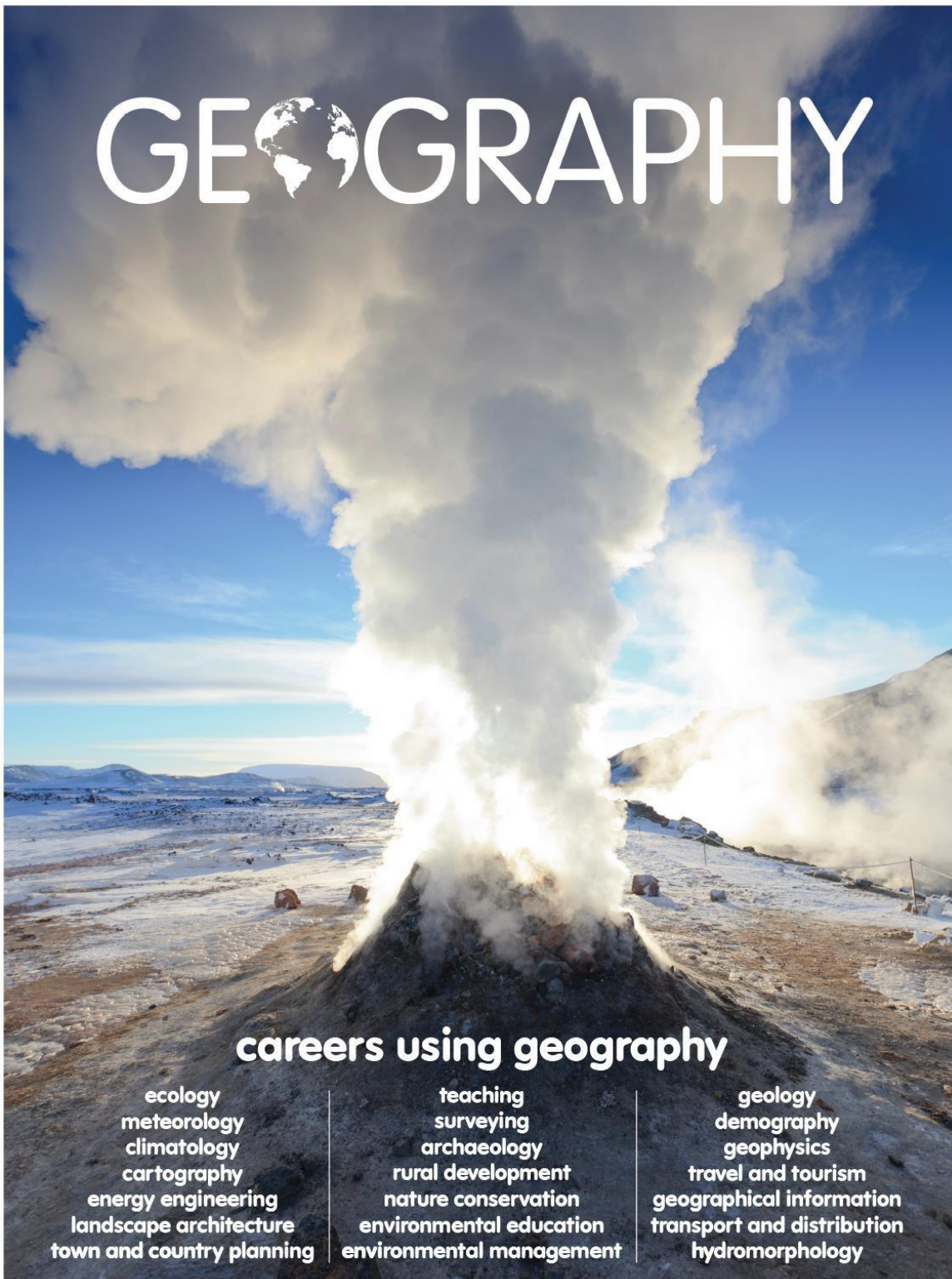
Homework will be issued as appropriate to support learning. Pupils may also be asked to complete tasks at home. Frequent revision at home is needed to perform well in assessments.

CAREER INFORMATION

This Course or its Units may provide progression to:

- other qualifications in applied sciences or related areas
- Further study, employment or training in science laboratories.

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 3, 4 and 5**

DEPT: **Geography**

RECOMMENDED ENTRY LEVELS

Entrance will be determined based on progress in the Broad General Education so far.
Social Subjects (History, Geography & Modern Studies)

National 5: Level 4 BGE

National 4 Geography, History, Modern Studies,

National 3/4: 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. Units of study could include:

- **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 3 and 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 Centre.

COURSE DESCRIPTION

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

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

ASSESSMENT

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

HOMEWORK

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

CAREER INFORMATION

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

COURSE: **Geography**

FACULTY: **Social Subjects**

LEVEL: **Advanced Higher**

DEPT: **Geography**

RECOMMENDED ENTRY LEVELS

A or B in Higher Geography.

COURSE DESCRIPTION

The course aims to further develop a pupils understanding of the ways in which people and the environment interact in response to human and physical processes. It develops a deeper study of spatial relationships and develops independent working skills of; research, fieldwork, analysis, evaluation and presentation. It will focus on developing your knowledge on how data is collected, processed, presented and then evaluated using appropriate terminology.

This course helps develop highly useful skills which will greatly benefit pupils as they progress to higher education or the world of work.

Map Interpretation – Developing mapping skills techniques and using maps and atlas to support your response which proposes an appropriate site for future development.

Gathering and Processing Techniques – Gain knowledge and understanding of the techniques which pupils could use to collect and process fieldwork data. Then how you can analyse this data and evaluate its validity

Geographical Data Handling – How data is interpreted and analysed. This includes using statistical analysis to evaluate and explain geographical relationships.

Geographical Study – Pupils will undertake detailed research of a geographical nature using primary and secondary sources to gather, process and report their findings on an area of their choosing. Worth 40% of the overall grade your study is a 3000 word report

Geographical Issues – Worth 27% of the overall grade and is the opportunity for pupils to evaluate a current complex geographical issues using a wide range of sources and viewpoints. This can be any issue chosen by the pupil and demonstrate their understanding in an 1800 word essay.

ASSESSMENT

Project Folio Geographical Study: 60 Marks (40%)

Project Folio Geographical Issues Essay: 40 Marks (27%)

External examination: 50 marks (33%)

HOMEWORK

Independent work is an integral part of the Advanced Higher course and a significant amount of time researching, reading and writing will need to be completed in the candidates own time. Over and above this, fieldwork needs to be carried out independently by the candidate and this can vary greatly for the time required depending on the choice of Geographical Study

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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gateway

COURSE: **History**

FACULTY: **Social Subjects**

LEVEL: **National 3,4 and 5**

DEPT: **History**

RECOMMENDED ENTRY LEVELS

Entrance will be determined based on progress in the Broad General Education so far. Social Subjects (History, Geography & Modern Studies).

For National 5, Level 4 BGE

For National 4, Level 4 and level 3 BGE

COURSE DESCRIPTION

This course will include units such as the following:

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.
3. **Hitler and Nazi Germany 1919-1939**
Rise of the Nazi party after the defeat in WW1. Consolidation of power and life in the Nazi State.

ASSESSMENT

At National 3 and 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 Centre.

COURSE DESCRIPTION

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

- **Britain 1851–1951**
Growth of Democracy, Changing status of Women, The Liberal Reforms 1916-14, The Labour Reforms 1945-51
- **The 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 as practice essays and source questions. Pupils should expect to spend a minimum of at least an hour a week outside school working on their Higher History

CAREER INFORMATION

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

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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COURSE: **Modern Studies**

FACULTY: **Social Subjects**

LEVEL: **National 3, 4 and 5**

DEPT: **Modern Studies**

RECOMMENDED ENTRY LEVELS

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

National 5: Level 4 BGE
National 4 in another Social Subject

National 3/4: 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 such as:

- **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 3/4: 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 Centre.

COURSE DESCRIPTION

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

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.

1. 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.
2. **Democracy in Scotland and the UK**: UK Parliament, Prime Minister, Media, Pressure Groups, Voting Behaviour & Electoral Systems.

ASSESSMENT

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

HOMEWORK

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

CAREER INFORMATION

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

COURSE: Modern Studies

FACULTY: Social Subjects

LEVEL: Advanced Higher

DEPT: Modern Studies

RECOMMENDED ENTRY LEVELS

Higher pass A or B in History, Modern Studies, English.

COURSE DESCRIPTION

This course focuses on the study of law and order and social research methods. In the study of law and order:

1. Understanding criminal behaviour:
 - a. Definitions, measurements and perceptions of crime.
 - b. Contemporary relevance of theories of criminal behaviour including biological, psychological, and sociological theories.
 - c. Social and economic impact of criminal behaviour on victims, perpetrators, families and wider society.

2. Responses by society to crime:
 - a. Contemporary relevance of theories of punishment, including deterrence, rehabilitation, incapacitation, retributivism and denunciation.
 - b. Preventative responses to crime, including policing strategies, multi-agency approaches and early interventions.
 - c. Criminal justice responses to crime, including custodial and non-custodial sentences.

In the study of social research methods:

1. Social scientific research methodology: analysis, evaluation and comparison of research methods, including: official statistics, surveys (postal, telephone, and online), interviews (structured, semi-structured and unstructured), focus groups, observation (covert and overt), case studies, longitudinal studies.
2. Source evaluation: critical evaluation of secondary sources of information, including: other researchers' data, official statistics and research reports, private and personal documents.

ASSESSMENT

External examination: 90 marks (64%)

Externally assessed dissertation: 50 marks (36%)

HOMEWORK

This course reflects the demands of a 1st year undergraduate course and requires intensive and independent weekly reading and note-taking, the completion of regular homework essays and research methods questions and on-going research and writing of the dissertation.

CAREER INFORMATION

The knowledge, understanding, and skills developed in Advanced Higher Modern Studies are ideal for careers in law and criminal justice, as well as media, business, and social research.

COURSE: **Higher Politics**

FACULTY: **Social Subjects**

LEVEL: **Higher**

DEPT: **Modern Studies**

RECOMMENDED ENTRY LEVELS

Higher pass A or B in Geography, History, Modern Studies, English. Higher C pass at the discretion of the Centre. **This course is for S6 pupils.**

COURSE DESCRIPTION

Politics and Governments play such a central role in the life of everyone and Higher Politics focuses on how this complex and intriguing process works. It analyses political theory and how these concepts are relevant today. There are three distinct parts to the course.

1. **Power, Authority and Legitimacy** – This focuses on the key theories of power, such as the work of Max Weber, and their relevance to the 21st Century, as well as the nature of democracy. We also study the key ideas of political ideologies, such as Conservatism, Socialism and Liberalism, exploring historical contexts and drawing balanced conclusions.
2. **Political systems** – In this section, we carry out in depth analysis of the roles of the executive and the legislative branches, comparing the evaluating two political systems – for example, the United States and the United Kingdom, drawing conclusions about the sources of power in each.
3. **Political parties and elections:** In this part of the course, we compare the electoral impact of two different dominant ideas, either between two political parties or within one political party, for example, comparing One Nation Conservatism and Thatcherism. As part of this, we analyse the impact of political campaign management strategies and examine various theories of voting behavior, such as the party identification and rational choice models.

ASSESSMENT

External examination - 80 marks (100%)

Paper 1 (52 marks) – two 20 mark essays and a 12 mark essay

Paper 2 (28 marks) – two source based skills questions, worth 8 and 20 marks

HOMEWORK

Regular essays and skills questions combined with on-going wider reading to consolidate understanding and knowledge. There will also be revision tasks, such as mind maps, past paper questions and summary notes.

CAREER INFORMATION

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

RMPS

Religious, Moral and Philosophical Studies

careers using RMPS

<ul style="list-style-type: none"> social care civil service youth work social work broadcasting charities administration 	<ul style="list-style-type: none"> teaching health care psychology counselling community work human resources 	<ul style="list-style-type: none"> law politics fundraising management advisory services religious leadership
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COURSE: **RMPS**

FACULTY: **Social Subjects**

LEVEL: **Higher**

DEPT: **RME**

RECOMMENDED ENTRY LEVELS

National 5/ H pass A or B in Geography, History, Modern Studies, RMPS or English; National C pass at the discretion of the Centre.

COURSE DESCRIPTION

There are three areas of study:

- **World Religions**

In this unit candidates must demonstrate in-depth knowledge and understanding of the impact and significance of religion today. We will study **EITHER** Hinduism **OR** Judaism

- **Morality and Belief**

In this unit candidates must demonstrate in-depth knowledge and understanding of moral issues and analyse and evaluate both religious and non-religious responses to those issues. We will focus on **EITHER** Morality and Relationships **OR** Morality, environment and global issues.

- **Religious and Philosophical Questions**

In this unit, candidates must demonstrate in-depth knowledge and understanding of the philosophical questions and apply skills of analysis and evaluation to both religious and non-religious responses. We will focus on **EITHER** Origins (of the universe and life) **OR** Miracles.

ASSESSMENT

External examination:

80 marks (73%)

Externally assessed assignment

30 marks (27%)

HOMEWORK

Homework will be set on a weekly basis. This could involve research tasks; viewing suggested documentaries; listening to podcasts; summarising notes; preparing a topic to 'lead' class discussion. Formal essays will be set on a regular basis to ready pupils for the exam.

CAREER INFORMATION

RMPS has the same weighting as any other Higher in terms of entry to Further Education. It is useful in any career which necessitates an understanding of and interaction with others, such as teaching, social work, nursing, etc.

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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gateway

COURSE: **Business with Information
Technology**

FACULTY: **Technology**

LEVEL: **L5 NPA 5**

DEPT: **Business Education**

RECOMMENDED ENTRY LEVELS

- National 4 Business
- Pupils should also possess National 4 English or be studying it along with this course as a minimum requirement.

COURSE DESCRIPTION

The National Progression Award (NPA) in Business and IT has been designed to provide candidates with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression to further academic qualifications.

The award will develop candidates' problem solving and information technology skills. It will enable them to be more confident in the use of software application packages for administrative and business purposes. It will also develop their awareness of issues facing organisations in today's contemporary business society.

There are 4 units in this course taken from:

- **Understanding Business (Mandatory)**
- **Management of Marketing and Operations**
- **Management of People and Finance**
- **Web Apps: Word Processing**
- **Web Apps: Spreadsheets**
- **Web Apps: 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

On successful completion of the NPA, it is envisaged that employment could be gained in the business, administration and IT sectors.

COURSE: Business Management

FACULTY: Technology

LEVEL: National 4/5

DEPT: Business Education

RECOMMENDED ENTRY LEVELS

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

COURSE DESCRIPTION

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

ASSESSMENT

The course consists of the following units:

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

National 4:

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

National 5:

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

HOMEWORK

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

CAREER INFORMATION

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

COURSE: Business Management

FACULTY: Technology

LEVEL: Higher

DEPT: Business Education

RECOMMENDED ENTRY LEVELS

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

COURSE DESCRIPTION

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

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

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

ASSESSMENT

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

HOMEWORK

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

CAREER INFORMATION

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

COURSE: Accounting

FACULTY: Technology

LEVEL: Higher

DEPT: Business Education

RECOMMENDED ENTRY LEVELS

- National 5 Pass in Maths or Application of Maths
- National 5 pass in Business Management desirable

COURSE DESCRIPTION

Accounting is a key function in many organisations. Effective accounting procedures provide timely and relevant information to management, helping organisations perform successfully.

The course helps candidates understand and make use of financial information. They prepare accounting statements, and analyse, interpret and report on an organisation's financial performance.

A main feature of the course is developing numeracy and thinking skills. Candidates develop understanding of:

- the function that accounting performs in business and society
- the need for accuracy in the preparation, presentation, interpretation and analysis of complex accounting information
- how to apply a systematic approach to solving financial problems
- a range of sources of finance available to organisations, and the circumstances these sources might be used in
- how to use spreadsheet software for complex accounting tasks.

ASSESSMENT

- Unit Assessments (internally assessed)
- Assignment – 33% of final grade (externally assessed)
- Question Paper – 67% 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.

CAREER INFORMATION

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

COURSE: **PC Passport**

FACULTY: Technology

LEVEL: **National Progress Award
Level 4/5**

DEPT: **Business Education**

RECOMMENDED ENTRY LEVELS

- No previous experience required

COURSE DESCRIPTION

PC Passport is designed for anyone who wants to develop or improve their IT skills. PC Passport is particularly suitable for

- pupils who want to gain vocational skills.
- Pre-university students who want a short IT Course prior to commencing university.

It is a suite of IT user qualifications that includes Microsoft Word, Excel and Presentations.

The **Beginner** Course is ideal for the absolute novice. No prior experience is required for this level and the component Units are very straightforward. (SCQF level 4)

The **Intermediate** Course is designed for the 'competent user' and focuses on the key skills required in the modern workplace. (SCQF level 5)

ASSESSMENT

There are no exams in PC Passport. Knowledge and understanding are assessed using objective questions; practical skills are assessed through observation and/or practical exercises. PC Passport combines the best features of existing qualifications and adds some new ones to make it very effective and easy to use.

HOMEWORK

Homework will be set on a regular basis and consist of additional practice in the use of particular IT skills.

CAREER INFORMATION

On successful completion of the NPA, it is envisaged that employment could be gained in the administration sector.

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
Level 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. Pupils should also possess National 4 English or be studying it along with this course as a minimum requirement.

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, 9 outcomes in total to pass to gain an award at either level 4, 5 or 6.

HOMEWORK

Homework will be issued on a regular basis.

CAREER INFORMATION

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

COURSE: Computing Science

FACULTY: Technology

LEVEL: National 4/5

DEPT: Computing

RECOMMENDED ENTRY LEVEL

- National 5: Level 4, National 4 in Computing Science
- National 4: Level 3

COURSE DESCRIPTION

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

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

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

ASSESSMENT

National 4:

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

National 5:

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

HOMEWORK

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

CAREER INFORMATION

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

COURSE: **Computing Science**

FACULTY: **Technology**

LEVEL: **Higher**

DEPT:

Computing RECOMMENDED ENTRY LEVEL

- National 5 Grade A or B in Computing Science.

COURSE DESCRIPTION

The course introduces candidates to an advanced range of computational processes, where they learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

The course enables candidates to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

ASSESSMENT

- Unit Assessments (internally assessed)
- 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

The course is suitable for candidates interested in exploring the role and impact of contemporary computing technologies. It provides an insight into the challenge, excitement and rewards found in these areas.

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



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gateway

COURSE: **Graphic Communication**

FACULTY: **Technology**

LEVEL: **National 4/5**

DEPT: **Design and Technology**

RECOMMENDED ENTRY LEVELS

- **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: Graphic Communication

FACULTY: Technology

LEVEL: Higher

DEPT: Design and Technology

RECOMMENDED ENTRY LEVELS

Candidates should have achieved the National 5 Graphic Communication course at an A or B level or equivalent qualifications and/or experience prior to starting this course.

COURSE DESCRIPTION

The course is suitable for candidates with an interest in both digital and paper-based graphic communication.

This course develops skills that are complementary to other curricular areas, including expressive arts, sciences, and mathematics. It allows candidates to engage with technologies and consider the impact that graphic communication technologies have on our environment and society. Candidates are encouraged to exercise imagination, creativity and logical thinking. They develop an awareness of graphic communication as an international language.

The course is made up of two units:

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

ASSESSMENT

- Assignment – 36% of final grade (set and marked by SQA)
- Question Paper – 64% 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.

PRACTICAL CRAFT SKILLS



careers using practical craft skills

joinery
craft work
sawmill work
wood machining
cabinet making
electrical engineering
electronics engineering
construction crafts
furniture manufacture

plumbing
toolmaking
pipefitting
engineering
IT hardware support
motor vehicle repair
sheet metal work
vehicle body repair
welding and fabrication

machining
formwork
blacksmithing
shop fitting
railway maintenance
energy distribution
telecommunications
electronics assembly
security systems installation



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COURSE: **Practical Woodworking**

FACULTY: **Technology**

LEVEL: **National 4/5**

DEPT: **Design & Technology**

RECOMMENDED ENTRY LEVELS

- Suitable for learners with an interest in learning woodworking skills.

COURSE DESCRIPTION

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

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

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

ASSESSMENT

National 4:

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

National 5:

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

HOMEWORK

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

CAREER INFORMATION

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

DESIGN AND MANUFACTURE

careers using design and manufacture

set design
architecture
ergonomics
product design
furniture design
computer aided design
production management

digital design
cabinet making
exhibition design
building technology
construction management
manufacturing technology
building information modelling

signmaking
interior design
model making
CNC machining
industrial design
technical illustration
computer aided manufacture



find out more at

[planitplus.net](https://www.planitplus.net)



COURSE: **Design & Manufacture**

FACULTY: **Technology**

LEVEL: **National 4/5**

DEPT: **Design and Technology**

RECOMMENDED ENTRY LEVELS

- **National 5:** Level 4 BGE
National 4 Design & Manufacture
- **National 4:** Level 3 BGE

COURSE DESCRIPTION

The Course is broad, providing opportunities for learners to develop practical/design skills, as well as gaining knowledge and understanding of design, and materials and manufacturing processes. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance.

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

- skills in the design and manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

The course is made up of two units:

- Design
- Materials & Manufacturing

ASSESSMENT

National 4:

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

National 5:

- Assignment - Practical: 25% of final grade (set by SQA and internally marked)
- Design: 31% of final grade (set and marked by SQA)
- Question Paper: 44% 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

The Course is of broad general benefit to all learners. It also provides a foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines.

COURSE: Design & Manufacture

FACULTY: Technology

LEVEL: Higher

DEPT: Design and Technology

RECOMMENDED ENTRY LEVELS

- National 5 Grade A or B in Design & Manufacture

COURSE DESCRIPTION

Pupils study the lifecycle of products from their inception through design, manufacture, and use, including their disposal and/or re-use. It helps pupils to appreciate the impact commercial manufacture has on design and the need for balance and compromise when developing successful commercial products.

- research skills
- skills in designing products
- knowledge and understanding of materials and commercial manufacture
- knowledge and understanding of design factors
- an understanding of the impact of design and manufacturing technologies on society, the environment and the world of work

ASSESSMENT

- Assignment - 53% of final grade (marked by SQA)
- Question Paper – 47% 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

The course is suitable for candidates attracted by the creative and practical activities required to design and manufacture commercial products. It allows candidates to be innovative and resourceful when exploring and resolving problems. The course provides a foundation for those considering further study or a career in design, manufacturing, engineering, science, marketing, and related disciplines.

COURSE: **Volunteering Skills**

FACULTY: **Wider Achievement**

LEVEL: **SCQF Level 3-5**

RECOMMENDED ENTRY LEVELS

For **S4-6** pupils who have achieved a minimum of L2 or N2.

COURSE DESCRIPTION

This is an opportunity for young people to gain **L3-5 SQA** accreditation (equivalent to **N3-5**) for evaluating their current volunteering or new voluntary work done within community groups, charities, third sector or within Harlaw Academy. Volunteering initiatives may include Duke of Edinburgh, Leos, Defenders, Alliance, prefects, charity shops, community centres or any relevant placement. Volunteering is done out with normal class hours (at break, lunch or before/after school). **No class time is given for the actual volunteering.** Pupils with no current volunteering position can be supported into a new placement.

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 **count this towards the volunteering section of the Duke of Edinburgh 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 investigation
- Portfolio of evidence



HOMEWORK

- Volunteering log/diary
- Investigation planning

CAREER INFORMATION

This Course or its Units may provide progression to:

- Level 5-6 Leadership
- Further study, employment or training



LEVEL: **SCQF Level 4-5****RECOMMENDED ENTRY LEVELS**For **S4-6** pupils who have achieved a minimum of L3 or N3.**COURSE DESCRIPTION**

This is an opportunity for young people to gain **L5 or L4 SQA** accreditation (equivalent to **N5 or N4**) while developing skills & knowledge in: business creation, marketing and benefits of self-employment. Candidates will also 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 also identified and explored.

The course includes four units:

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



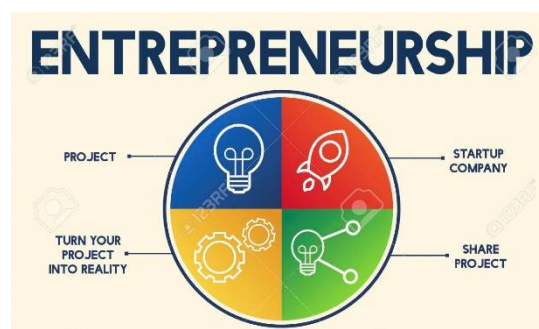
The units provide a framework for developing enterprising attitudes preparing candidates for work, self-employment, improved self-reliance and confidence. Throughout the course, task-management skills are developed within vocational projects. Pupils identify personal strengths & weaknesses and monitor 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 research
Project development
Team meetings.

**CAREER INFORMATION**

This Course or its Units may provide progression to:

- Level 5-6 Leadership
- Further study, employment or training

COURSE: **Leadership Award & Enterprise Skills** FACULTY: **Wider Achievement**

LEVEL: **SCQF Level 5-6**

RECOMMENDED ENTRY LEVELS

For **S5-6** pupils who have achieved a minimum of L4 or N4, and are interested in pursuing leadership & enterprise opportunities, exploring their leadership potential and evaluating their experiences. Maturity and resilience is required to face personal challenges.

COURSE DESCRIPTION

The SQA Leadership Award at **L6** is equivalent to **Higher Level** and **L5** is equivalent to **N5** level. The award is endorsed by the **Chartered Management Institute**. Pupils will engage in practical tasks as well as theory, discussion and investigation in the following 2 units.

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

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

In addition, pupils will complete a further unit:

Business Skills and Behaviours – pupils evaluate their own enterprise skills and behaviours in relation to an agreed business idea. They create a plan to improve these enterprise 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:

- Portfolio Evidence
- Leadership Activity
- Leadership Report



HOMEWORK

Tasks including research, skills development, event 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

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
 - Business and Management
 - Engineering, Computing and Technology
 - Health and Social Care
 - Languages
 - Law
 - Mathematics
 - Science
 - Social Sciences
 - Sport and Exercise



Full course list can be found at: www.open.ac.uk/scotland/study/young-applicants-schools/what-can-i-study

- 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

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

www.open.ac.uk/yass-in-scotland

Healthcare Pathway Pilot



Background

Skills Development Scotland and NHS Scotland are working in partnership to pilot a new qualification: the Healthcare Pathway Pilot. This new qualification will develop the transferable skills that allow young people to progress into a career as a Healthcare Support Worker. The qualification will also support progression into a career in the wider health and social care workforce.

Healthcare Support Workers assist nurses, therapists, midwives, hospital doctors and other care professionals to deliver high-quality person-centred care. You can enter the workforce at a range of levels, and you don't need a degree.

Course Aims

The Healthcare Pathway Pilot will run during Academic Year 2023-24. If you are entering S4, S5 or S6 next year, and are interested in a career in health or care, this qualification could be for you. If you complete the qualification, you will be supported to progress into work and/or a Modern Apprenticeship in your local area.

The pilot qualification will develop transferable meta-skills like communication and problem solving. These, alongside your other achievements at school, will help you progress into a career as a Healthcare support worker, working in the NHS and/or Social Care.

Progression

If you're ready to leave school on completion of the Healthcare Pathway Pilot, you will be able to progress into:

- Work as a Health/Care Support Worker, with your local NHS Board or Social Care partnership, via a guaranteed interview scheme
- A Modern Apprenticeship in health and care (subject to meeting entry requirements)
- College or further study, either in healthcare or a related area

Your school Careers Adviser and your local NHS Board will support you with your application, if you decide to progress into work or an apprenticeship.

Key Information

The Healthcare Pathway Pilot will have 24 SCQF credits at level 5. It will run during the 2023-24 academic year. You will be taught through both face-to-face and online learning. You will also complete some workplace visits.

Content

The qualification includes three challenge projects. You will complete one project per term, from a choice of two. Each term's project will have a different theme:

- In Term 1, the theme will be **Spaces & Places**. Your project will explore the relationship between the physical environment (e.g. hospital, care home, operating theatre) and how people are cared for.
- In Term 2, the theme will be **Community & Wellbeing** and your project will involve learning about how health and care supports the wider community and affects other parts of people's lives.
- In Term 3 the theme will be **Creativity**. Your project will look at creative solutions to a health/care challenge and understanding the importance of creativity skills in the health and care workforce.

The challenge projects will be taught through both face-to-face and online learning. Your lessons will be taught online, at your school. You will also attend visits to health/care workplaces to gain practical understanding and meet staff.

Further Information

For further information, or to apply for a place on the pilot qualification, please contact your school Guidance Teacher, Careers Adviser or Depute Head.

You can find out more about NHS Careers at www.careers.nhs.scot and by following @NHSScotCareers on Twitter.

Appendix – Notes and additional information

Delivery

The pilot qualification is being developed by Fife College and Skills Development Scotland. It will be delivered in partnership between a local education provider, SDS, the local NHS Board and the local authority.

Learners will access online materials through a virtual learning environment. This online learning will be complemented by face-face workplace visits, practical experience and use of simulated work environments to give learners a taste of work in the health and care sectors.

Course Content, Skills and Outcomes

The following gives an overview of the knowledge, understanding, skills and activities developed through the pilot qualification. Full details will be provided in the unit/project specifications for each term. There may be some changes to these descriptions, as the programme of learning is in development, prior to finalisation before August 2023.

Term 1, Spaces and Places

Content:

- How environmental barriers can affect patient/service user experience in a health/care setting
- How user centred design can improve patient/service user's experience in the chosen environmental setting.

Skills and activities:

- Redesigning a healthcare environment, to improve patient/user experience.
- Explaining how the plan will help overcome identified environmental barriers
- Research
- Communication and teamwork
- Creative thinking and innovation

Term 2, Community & Wellbeing

Content

- Unique ways anchor institutions & community interact
- Range of job roles within the NHS
- Reviewing patient journeys

Skills and activities

- Research
- Interviewing staff/patients
- Collaboration
- Communication
- Data-handling
- Social and emotional intelligence

Term 3, Creativity

Content

- Specific health inequalities in local area
- Importance of meaningful patient interactions (Therapeutic Relationship)
- Creating a plan for a new service provision addressing health & social care inequalities

Skills and activities

- Researching
- Evaluating current practices
- Communication
- Leadership and innovation
- Social intelligence
- Advocacy
- Active Listening

Roles and Responsibilities

- **Schools** will make the pilot qualification available to S4/5/6 pupils during option choices. They will timetable the pilot alongside other senior phase options and facilitate pupils' access to the pilot by providing a space to learn and access the virtual learning environment
- **A local provider** (e.g. the regional college) will deliver the pilot through a blend of online and face to face learning, provide the teaching, manage assessment, etc
- **The local NHS Board / Local Authority** will provide a mentor to young people on the pilot, arrange workplace visits and support young people to apply for an apprenticeship or other role after they successfully complete the pilot, should they choose to do so
- **School Careers Advisers and NHS Staff** will work in partnership to help young people with their job application and interview, if they decide to apply for an apprenticeship or other role after they successfully complete the pilot
- **Learners** will attend all learning sessions and activities including workplace visits, complete assessment evidence on time, contribute to group work and participate fully in all tasks and lessons.

Further information

For further information visit www.careers.nhs.scot, follow @NHSScotCareers on twitter or contact the NHS Scotland Youth Academy by email on nhsscotlandacademy@nhs.scot

January 2023