



# The Royal High School

## Senior phase -in school

### Course information



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## **Entry Requirements**

Decisions on entry will be based on Next Target Grade/Further Study as contained in your tracking reports. The recommended entry for progression into Higher is a Next Target Grade C5 or better. For AH your Next Target Grade must be B4 or better. In your tracking report teacher made recommendations in the Teachers Action Plan. For your options to be approved you must follow these recommendations.

# Administration and IT

Course title: National 4-5 Art & Design

Faculty: Technologies (Administration & IT, Business, Computing and Economics)

SCGF –level 5 (24 credit points)



## Course description

Administration and IT cuts across all sectors of the economy and offers wide-ranging employment opportunities.

The course provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work. There is an emphasis on the development of transferable life skills and the application of these skills.

Candidates following the course become aware of the use of technology within the workplace, as they complete organisational tasks.

The course comprises two areas of study:

- **Theory**  
Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.
- **IT applications**  
Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

### Who is this course for?

This course is designed for learners who are interested in administration and the practical uses of IT. It contains a significant practical component, involving experiential learning, which encourages the development of skills, knowledge and understanding.

## Assessment structure-

1. Question Paper (2h00) in exam diet: 50 marks (\_\_\_\_%)
2. Assignment completed in class time and assessed by SQA: 70 marks (\_\_\_\_%)

## Future pathways:

School / College courses in Higher Administration and IT, further study, employment and training.

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## Art & Design

Course title: National 4-5 Art & Design

Faculty: Art & Design, Expressive Arts Faculty

SCGF – level 4 and level 5



### Course description

In Art & Design learners will develop their creative practical skills, using materials and equipment when developing their ideas. Where appropriate, learners will be encouraged to use technologies creatively when developing their ideas and their finished art and design work. Students complete two folios of work. One Expressive folio and one Design folio. They will develop a range of problem-solving skills in the context of their Expressive and Design work. Students at National 5 will sit a written exam. Throughout the course students learn how to appreciate the work of artists and designers, developing their understanding of the social and cultural factors influencing art and design.

### Assessment structure-

**EXPRESSIVE FOLIO (100 marks) externally assessed by SQA**

**DESIGN FOLIO (100 marks) externally assessed by SQA**

**WRITTEN EXAM (50 marks) Please note, there is no written exam for N3 and N4 level students**

- **Future pathways - *What are the possible career opportunities from this course?***

Art & Design qualifications at National level 4, 5 & Higher can lead to work in Hairdressing, Beauty Therapy, Art Therapy, Graphic Design, Teaching, Photography, Digital Media, Set Design, Animation, Media Studies, Fashion Design, Web Designer, Television, Set Design etc.

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Course title: Higher Art & Design

Faculty: Art & Design, Expressive Arts Faculty



SCQF- Level 6

### Course description

In Art & Design learners will develop their creative practical skills, using materials and equipment when developing their ideas. Where appropriate, learners will be encouraged to use technologies creatively when developing their ideas and their finished art and design work. Students complete two folios of work. One Expressive folio and one Design folio. They will develop a range of problem-solving skills in the context of their Expressive and Design work. Students at National 5 will sit a written exam. Throughout the course students learn how to appreciate the work of artists and designers, developing their understanding of the social and cultural factors influencing art and design.

### Assessment structure-

**EXPRESSIVE FOLIO (100 marks) externally assessed by SQA**

**DESIGN FOLIO (100 marks) externally assessed by SQA**

**WRITTEN EXAM (60 marks)**

**Future pathways** - Art & Design qualifications at National level 4, 5 & Higher can lead to work in Hairdressing, Beauty Therapy, Art Therapy, Graphic Design, Teaching, Photography, Digital Media, Set Design, Animation, Media Studies, Fashion Design, Web Designer, Television, Set Design etc.

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## Advanced Higher Art & Design or Portfolio Preparation

Faculty: Art & Design, Expressive Arts Faculty

SCQF- Level 7

### Course description



**Advanced Higher:** Students choose an area within Art & Design that they would like to focus on. They can choose from doing either an Expressive or Design folio. This decision may be based on what a student is wanting to go on and study when they leave school, such as fashion or Architecture for example. They will develop a range of problem-solving skills and work independently on a chosen brief or theme. They will develop their creative practical skills, using materials and equipment and be encouraged to be experimental with their ideas. They will also be encouraged to work daily in a sketchbook and attend life drawing classes out with school. Students also have to write an essay based on artists or designers they have looked at as part of their portfolio work. This is sent to the SQA with their folio of work to be marked.

### Assessment structure-

**EXPRESSIVE FOLIO OR DESIGN FOLIO 100 marks**

**WRITTEN EVALUATION 10 marks**

**WRITTEN ESSAY 1800 words. (All externally assessed by SQA)**

Ideal for students wishing to put together a portfolio of work to use to gain entry to either further education courses, workplace or University.

**Future Pathways-** We also support students with portfolio preparation when applying for further education. Edinburgh College offer a wide range of courses such as Painting, Ceramics, Sculpture and various Design courses. Edinburgh, Dundee, Glasgow and Aberdeen all have Art Colleges that offer an Honours Degree in different areas of Art & Design. There is also Heriot Watt school of Textile and Design.

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## Science: Biology

### National 5 Biology

Faculty: Science

SCQF – level 5

#### Course description



The National 5 Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the study of living things. Learners will begin to examine the relationships within and between all living things. Starting at the cellular level we learn about the different reaction pathways and how they support life. Next, we look at how those individual cells combine to create whole organisms with plants, animals and humans taught. The final unit examines how animals and plants interact to create whole ecosystems and how these interactions drive evolution. Skills developed will include:

RESEARCH SKILLS, PRACTICAL SKILLS, INVESTIGATIVE SKILLS, COMMUNICATION SKILLS, NUMERICAL SKILLS AND PROBLEM SOLVING SKILLS.

The study of Biology is of benefit to those intending to pursue a career in science, research, physiotherapy, medicinal fields, pharmaceuticals, beauty therapy, environmental studies, lab technicians and animal work. If you've ever looked at a weird plant or cool animal and wondered why it exists then you should consider studying Biology.

Units of study are:

**1. Cell Biology:** The Unit covers the key areas of cell structures, cell transport, DNA and protein synthesis, enzymes, genetic engineering and respiration.

**2. Multicellular Organisms.** The Unit covers the key areas of cell division, control and communication, reproduction, genetics and inheritance. Dissections will help explore organ systems in both animals and plants.

**3. Life on Earth.** The Unit covers the key areas of ecosystems, distribution of organisms, photosynthesis, energy in ecosystems, food production and evolution.

**Assessment structure:** 1 exam consisting of 25 Multiple choice questions and short answer questions worth 75 marks. (100 total)

8 hour Assignment, max.90mins reporting findings, 20 marks scaled to 25.

**Future pathways:** College course in a Technical subject. Entry to a trade (e.g. beautician). Further study of Biology or another Science at University.

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## Higher Biology

**Course title:** Higher Biology

**Faculty:** Science

**SCQF tariff points** 24

### **Course description**



The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop deeper understanding of the underlying themes of biology - and the scale of topics ranges from molecular through to whole organism and beyond. Skills developed will include:

RESEARCH SKILLS, PRACTICAL SKILLS, INVESTIGATIVE SKILLS, COMMUNICATION SKILLS, NUMERICAL SKILLS AND PROBLEM SOLVING SKILLS.

The study of Biology is of benefit not only to those intending to pursue a career in science, but for a huge range of careers including many medicinal fields, pharmaceuticals, beauty therapy, environmental studies, lab technicians and animal work. With Biology, the world is your oyster!

Units of study are:

**1. DNA and the Genome. The Unit covers the key areas of structure and replication of DNA, gene expression, and the genome. It also explores the molecular basis of evolution and biodiversity.**

**2. Metabolism and Survival. The Unit covers the key areas of metabolism as essential for life including respiration. It describes how this is essential for survival of organisms in a range of environments**

**3. Sustainability and Interdependence. The Unit covers the key areas of the science of food production, interrelationships and dependence, and biodiversity.**

**Assessment structure:** 2 exam papers, Multiple choice 40 minutes 25 marks, Short answer paper 100 marks.

8 hour Assignment, max.2 hours reporting findings, 20 marks scaled to 25.

**Entry requirement:** A-C at National 5 Biology.

Good maths and literacy skills.

### **Future pathways (link to DYW):**

College course in a Technical subject. Entry to a trade (e.g. beauty therapy). Further study of Biology or another Science at University.

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## Advanced Higher Biology

Faculty: Science

SCQF tariff points      32

Course description



The course consists of three Units whose contents are briefly described below.

1. Cells and Proteins – cell culture, structure of proteins, binding and changes in proteins, membrane proteins, antibodies and molecular interactions within cells. Using laboratory techniques commonly used by biologists.
2. Organisms and Evolution – evolution, variation, sexual reproduction, parasitism, sex and how it influences animal behaviour. Using field techniques commonly employed by biologists.
3. Investigative Biology – scientific principles and practice, experimentation and the critical evaluation of scientific research.

Studying each Unit should allow pupils to extend their biological knowledge and develop their problem solving and practical skills.

**Assessment structure:** 2½ hour Exam, 100 marks- 25 marks of multiple choice 65

Section B. The exam contributes to 77% of the final mark.

Pupils must also complete a project. The project write-up is marked by the SQA and contributes to 23% of the final mark.

### Future pathways:

A pass in Advanced Higher Biology is useful for anyone wishing to study Biology courses at University. A pass in Advanced Higher Biology would also be helpful to anyone contemplating degree level study in Medicine, Dentistry, Veterinary Medicine, Nursing, Physiotherapy, Dietetics, Radiography and Chiropractic.

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# Computing and Business

## N5 Business Management



**Faculty: Technologies (Administration & IT, Business, Computing and Economics)**

**SQA Tariff Points: 24 SCQF credit points**

### Course Description:

The course highlights ways in which organisations operate and the steps they take to achieve their goals. It enables candidates to understand and make use of business information to interpret and report on overall business performance, in a range of contexts.

The course comprises five areas of study:

- **Understanding business**  
Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.
- **Management of marketing**  
Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.
- **Management of operations**  
Candidates develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.
- **Management of people**  
Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.
- **Management of finance**  
Candidates develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

### Who is this course for?

This course is suitable for learners who are interested in entering the world of business and exploring the activities of different types of business.

### Assessment Structure:

- 1 Question Paper in exam diet 90 marks 75%
- 2 Assignment completed in class and assessed by SQA 30 marks 25%

### Future Pathways:

Jam Boy <https://www.fraserdoherty.com/pages/biography>

Any form of employment will find the skills covered in the business course transferrable

College course

Working in a business environment

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**Faculty: Technologies (Administration & IT, Business, Computing and Economics)**

**SCQF- Level 6 (24 credit points)**

**Course Description:**

### Course Rationale

The course highlights the different ways in which large organisations operate. Candidates learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. Using current business theory and practice, the course reflects the integrated nature of large organisations, their functions and decision making processes.

The course consists of five areas of study:

- **Understanding business**  
Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity and consider the implications of these factors.
- **Management of marketing**  
Candidates develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.
- **Management of operations**  
Candidates develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.
- **Management of people**  
Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation
- **Management of finance**  
Candidates develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

### Who is this course for?

The course is suitable for candidates who are interested in entering the world of business, as a manager, employee or self-employed person, and exploring the activities of different types of business.

### Assessment Structure:

**1 Question Paper in exam diet 90marks 75%**

**2 Assignment is completed in class time and assessed by SQA 30 marks, 25%**

Candidates research and analyse information and produce a business report using given headings. The report is based on an analysis of the research findings and details appropriate conclusions and/or recommendations.

### Future Pathways:

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College/University courses in business or other areas Employment – all skills developed in this course are transferrable

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# Science- Chemistry

## National 5 Chemistry

Faculty: Science

SCQF- level 5



### Course description

Chemistry is the study of matter, its properties and the reactions in which it partakes. It studies the new substances that can be formed during reactions and the impact that these substances can have on our environment and society, whether they be good or bad.

From leaves changing colour to baking cakes to household cleaning, chemistry has shaped the modern world in which we live today and has helped us overcome major problems facing humanity, as well as live more comfortable lives. Chemists have developed drugs for otherwise fatal diseases, found effective cleaning agents and formulated long-lasting paint finishes.

Studying chemistry at National 5 develops the ability to pose questions and find answers through experimentation and observation. You will learn to apply your knowledge of Chemistry to new contexts, to experiment, analyse data and problem-solve.

#### Course Content

##### **Chemical changes and structure**

Topics include: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

##### **Nature's chemistry**

Topics include: homologous series; everyday consumer products; energy from fuels.

##### **Chemistry in society**

Topics include: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

### Assessment structure:

#### **Examination**

- 80% of overall marks for external assessment
- 2.5 hours
- 100 marks
  - Section 1 = 25 marks objective questions
  - Section 2 = 75 marks restricted and extended response questions

#### **Assignment**

- 20% of overall marks for external assessment
- 1.5 hours reporting with ~8 hours research
- 20 marks

**Future pathways:** Chemistry can open doors to numerous scientific careers, many of which are listed in a Royal Society of Chemistry document;

[http://www.rsc.org/careers/future/sites/futureinchemistry/files/file\\_uploads/Higher%20curriculum%202018\\_final\\_0.pdf](http://www.rsc.org/careers/future/sites/futureinchemistry/files/file_uploads/Higher%20curriculum%202018_final_0.pdf)

Out with science, chemistry will be beneficial to those careers requiring strong numeracy and problem-solving skills, as well as those industries who prize evidence-based communication skills. It is also traditionally required by those wishing to study medicine and veterinary medicine.

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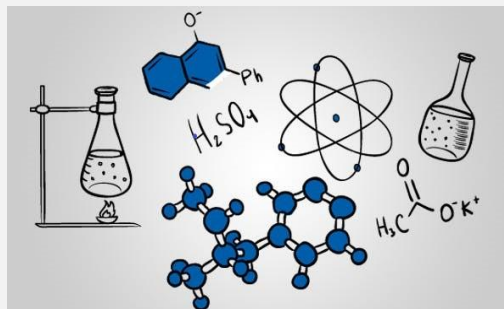


## Higher Chemistry

Faculty: Science

SCQF- level 6

### Course description



Chemistry is the study of matter at the level of atoms, molecules, ions and compounds. These substances are the building blocks of life and all the materials that surround us.

Chemists play a vital role in the production of everyday commodities. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health, textile or manufacturing industries.

The course content consists of four units.

**Unit 1 Chemical changes and structure** examines periodicity, structure and bonding of the first 20 elements in the Periodic table and oxidising/reducing agents.

**Unit 2 Nature's Chemistry** investigates the chemistry of cooking and covers such topics as alcohols, carboxylic acids, esters, fats, oils, soaps, detergents and emulsions. Unit 2 also examines proteins, oxidation of food, fragrances and skin care.

**Unit 3 Chemistry in Society** involves a few mathematical calculations including calculations to determine getting the most from reactants, controlling the rate of a reaction, chemical energy, equilibria and chemical analysis.

**Unit 4 Researching Chemistry.** The final unit of the course allows the student to research a chemical topic and conduct practical analysis work.

**Assessment structure:**

- 40 minutes Multiple Choice Paper, 25 marks.
- 2 Hours and 20 mins Question Paper, 95 marks.
- 8 hours Assignment, max. 2 hours reporting findings, 20 marks scaled to 30.

### Future pathways:

College course in a technical subject. Entry to a trade (e.g. hair dresser). Further study of Chemistry or another Science or an area of Engineering. The skills development associated with numeracy, analysis and problem-solving are prized in a variety of areas of study and employment.

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The course consists of three Units whose contents are briefly described below.

- 1. Inorganic and Physical Chemistry** – covers atomic spectroscopy, atomic orbitals, electronic configuration, shape of molecules, transition metals and their compounds, chemical equilibria, feasibility of chemical reactions, and reaction kinetics.
- 2. Organic Chemistry and Instrumental Analysis** – covers structure of organic compounds, organic reaction types, mechanisms and synthesis of organic chemicals. In addition, you will discover the origin of colour in organic compounds, how elemental analysis and spectroscopic techniques are used to verify chemical structure, and study the use of medicines in conjunction with the interactions of the drugs.
- 4. Researching Chemistry** – covers different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, you will identify, research, plan and safely carry out a chemistry practical investigation of your choice (the project).

**Assessment structure:** 2½ hour Exam, 100 marks 30 marks of multiple choice and 70 marks in Section B. The exam contributes to 77% of the final mark. Pupils must also complete an individual project worth 30 marks. The project write-up is marked by the SQA and contributes 23% of the final mark.

**Entry requirement:** Successful completion of Higher Chemistry

**Future pathways:** AH Chemistry is good preparation for Biological Sciences including Medicine/Dentistry/Veterinary Medicine/Pharmacy or the Physical Sciences and Chemical Engineering. The skills development associated with numeracy, analysis and problem-solving are prized in a number of areas of study and employment, so even if you are not interested in the further study of Chemistry, the skills you will develop are very useful.

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# Geography, RMPS, Classical Studies

## N5 Classical Studies

**Faculty: Geography, RMPS & Classical Studies**

**SCQF- Level 5**



N5 Classical Studies looks at a wide variety of topics, aiming to give an introductory understanding of the Ancient World, and how it impacts still to this day. Students can choose N5 CLS at either S4,5, or 6, as well Classical Studies in their Broad General Education in S3.

There are three main units of work:

1. Classical Literature

Students will study the story of Odysseus, as told by the ancient poet Homer, they will read about his trials in overcoming such adversity such as mythical monsters, storms, and journeys into the Underworld, all to get home. Students will also examine the text from the point of view of 5 themes which resonate into the modern world, Fate, Heroism, Leadership, Women, and Conflict.

2. Pompeii AD 79 - In this section, the everyday life of a Roman in a provincial town is explored, bath houses, amphitheatres, gladiatorial combat, working and living, and slavery are all examined, as well as the Cataclysmic events of the eruption of the volcano Vesuvius, students use archaeological as well as primary and secondary sources to explore what life was like in the Roman Empire.

3. Athens in the 5th Century - This section explores the political, religious and social lives of men and women in Athens in the 5th century BC, it aims to develop skills and knowledge vital for progression at Higher level.

All students work through digital resources, and the expectations of developing a high level of ICT skills alongside subject specific content is high.

### **Assessment structure:**

Assessment is in two parts:

a) Assignment worth 20 marks (Students complete a research task of their choosing, and write it up with the aid of a resource sheet in exam conditions in 1hr)

b) Exam paper worth 80 marks over 2 hours, based on the three sections listed above.

There are various in class assessments as well, including traditional formal assessment, alongside digitally interactive tasks.

### **Future pathways:**

Future careers from Classical Studies are exceptionally varied, Classical Studies can be pursued right the way to postgraduate level study at university. Students who study classics are particularly welcome in areas such as law, journalism, museum, archivists, legal profession, the armed forces, tourism, art galleries, politics, advocacy, authorship, web content provider and the creative industries.

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## Higher Classical Studies

Faculty: Geography, RMPS & Classical Studies

SCQF- Level 6



Higher Classical Studies, can be studied as a discrete stand alone course, which examines the lives, and cultures of Ancient Greece and Rome, and looks at the impact that these cultures still have on our lives today. There are three main units students study:

**Classical Literature - The Iliad**, the course focuses on the study of the oldest surviving work in Western Literature, and examines the story of the Greek hero Achilles and his actions during the Trojan war. Themes which are still relevant today such as Heroism, Fate, Leadership, Conflict, and the Role of Women in society, are all examined.

**Life in the Classical World: Power and Freedom Classical Athens**, is our second unit, with a detailed look at democracy, citizenship, slavery, women and the growth of the Delian League.

**Life in the Classical World: Power and Freedom Classical Rome**, this unit focuses on the dying days of the Republic of Rome, and the opening years of the Empire, it looks at how citizens, slaves, women all lived, worked, and died in during these times. Our final section looks at how provinces were run in the Empire, and examines what happens when provincials rebelled against the Empire, two case studies are

### Assessment structure:

There are two main areas of formal assessment:

- A) Assignment worth 30 marks (students pick and research a topic of their own, complete a resource sheet, and write up the final work under exam conditions in 90 mins)
- B) An exam, which consists of two papers:
  - Paper 1: Classical Literature 1hr 10 mins 30 marks
  - Paper 2: Classical Society 1hr 50 mins 50 marks

There will be regular in class assessment both formally, and through digital activities.

### Future pathways:

Future careers from Classical Studies are exceptionally varied, Classical Studies can be pursued right the way to postgraduate level study at university. Students who study classics are particularly welcome in areas such as law, journalism, museums, archivists, legal profession, the armed forces, tourism, art galleries, advocacy, politics, authorship, web content providers and the creative industries.

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## National 5 Computing

## SCQF- Level 5



The National 5 computing course focusses on the three areas– Web, Software Development, Databases and Systems. The course is split between written problem solving and a practical assignment.

National computing allows you to develop your problem solving skills. You will have deadlines to stick to within in each area, practical problems to solve and new constructs to learn and apply. You will work in teams to help develop these skills. In learning you will make use of various websites and problem solving activities.

The National 5 computing course is externally assessed through the final exam in May and through the assignment which is carried out after the February break. The assignment is completed over 8 hours and is on Web, Database and Software Development.

## Future pathways –

## Foundation Apprentices

## Apprenticeships in many areas

Work – any field as the skills developed can be taken anywhere.

All skills developed at transferrable.

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## Higher Computing

**Faculty: Technologies (Computing and Business)**

## SCQF- Level 6



## Course description

The Higher computing course focusses on the three areas you have learnt from National 5 – Web, Software Development, Databases and Systems. The course is split between written problem solving and a practical assignment.

You will enhance your problem solving skills through implementation of the three areas of study.

Higher computing allows you to develop your problem solving skills. You will have deadlines to stick to within in each area, practical problems to solve and new constructs to learn and apply. You will work in teams to help develop these skills. In learning you will make use of SCHOLAR

### Assessment structure-

The Higher computing course is externally assessed through the final exam in May and through the assignment which is carried out after the February break. The assignment is completed over 8 hours and is on Web, Database and Software Development.

The assignment is external marked by the SQA.

## Future pathways –

University Entry: BSc computing or any subject that the pupil wishes to study

## Foundation Apprentices

## Apprenticeships in many areas

Work – any field as the skills developed can be taken anywhere.

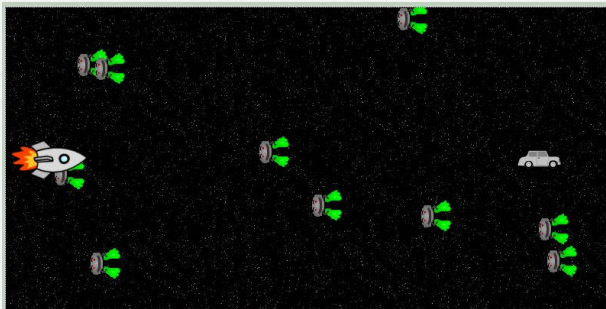
All skills developed at Higher level are transferrable to any form of employment.

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## NPA Computer Games Development

**Faculty: Technologies (Computing and Business)**

SCQF level 4,5 and 6



### Course description

This course is designed to introduce learners to skills that are important in the Computer Games industry.

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 qualification covers core areas such as design, media assets and development. Coding is also an important part of this qualification. The award will improve learners' computational thinking skills.

### Assessment structure-

Knowledge and Understanding is assessed by learners using an online assessment.

**Learners will build up a portfolio of practical evidence for assessment.** The portfolio will be electronic (digital), and learners contribute material to it on an ongoing basis.

### Future pathways –

Next level of the award

University/college entry: Any subject that the pupil wishes to study

Foundation Apprentices

Apprenticeships in many areas

Work – any field as the skills developed can be taken anywhere.

All skills developed at are transferrable to any form of employment.

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## NPA Computer Refurbishment

**Faculty: Technologies (Computing and Business)**

SCQF level 4

### Course description



Learners are introduced to the necessary skills and methodologies required to refurbish, recycle and set up a computer system.

Learners are taught foundation knowledge of the main hardware and software components of a computer system, health and safety procedures, and data protection. They will also obtain hands-on experience of disassembling and cleaning a computer, data cleaning, re-assembling a computer, installing operating systems and application software, and testing a system to ensure correct operation. The skills to troubleshoot and resolve problems will also be developed.

### Assessment structure-

Refurbishing and Recycling a Computer Unit— Knowledge and Understanding is assessed by learners using an online assessment.

Refurbishing and Recycling a Computer and Setting up a Computer Unit — Student log evidence is stored electronically. Evidence may be captured, stored and presented in a range of media (including audio and video) and formats (analogue and digital).

The units are verified by the SQA.

### Future pathways –

Working as a technician.

University/college Entry: Any subject that the pupil wishes to study

Foundation Apprentices

Apprenticeships in many areas

Work – any field as the skills developed can be taken anywhere.

All skills developed at Higher level are transferrable to any form of employment.

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### Course description

The NPAs in Cyber Security at SCQF levels 4, 5 and 6 provide foundation knowledge and skills in data security, digital forensics and ethical hacking.

In this course learners improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically.

Ethics and the law are fundamental aspects of these awards. Ethical considerations are included in every component Unit, and legislative considerations are included in all Units.

The course is delivered via on-line notes and exercises along with practical activities.

This video introduced the course:

<https://youtu.be/ENG1YQR118M>

### Assessment structure-

Assessment of this award will be a combination of practical and knowledge assessments under closed- and open-book assessment conditions.

The units are verified by the SQA.

### Future pathways –

A skills pipeline into the cyber security industry.

University Entry: BSc computing or any subject that the pupil wishes to study

Foundation Apprentices

Apprenticeships in many areas

Work – any field as the skills developed can be taken anywhere.

All skills developed at Higher level are transferrable to any form of employment.

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## NPA Web Design

### Faculty: Technologies (Computing and Business)

SCQF level 5



### Course description

Learners are introduced to the technical skills required to create websites and graphics, including adding interactivity to websites. There is also a focus on the importance of the website development process.

### Assessment structure-

Assessment of this award will be a combination of practical and knowledge assessments under closed-book and open-book assessment conditions.

### Future pathways –

Foundation Apprentices

Apprenticeships in many areas

Work – any field as the skills developed can be taken anywhere.

All skills developed are transferrable to any form of employment/further study.

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## Health and wellbeing



### National 5/Higher Dance

**24 SCQF points at Level 5 or 6**

#### Course description

The Dance courses encourage candidates to become successful, independent and creative in their use of dance. They develop attributes and capabilities including creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; confidence and enterprise. Candidates develop a range of technical and choreographic skills in dance to produce creative and imaginative performances. Learning in the course includes active involvement in creative activities and performance, and the creative use of technical and choreographic dance skills.

#### Assessment structure

<b>National 5</b>	<b>Higher</b>
Question Paper – 30 marks (20)	Question Paper – 40 marks (30)
Practical Activity – 65 marks (45)	Practical Activity – 70 marks (30)
Assessed Performance – 35 marks (35)	Assessed Performance – 70 marks (40)
(100)	(100)

#### Future pathways

- Dance
- Theatre
- Acting
- Dance Leadership
- Sports Leadership
- Choreography Musical Production

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# Craft Design Technology

Course Title: Design Engineer Construct (DEC) Level 2

Faculty: Craft, Design and Technology

**16 SCQF credit points**

## Course description

Candidates study the built environment through a project-based approach. DEC applies academic subjects to the latest construction industry practices. Which gives candidates real-world practical experience and employability skills. DEC offers a new and innovative project-based approach to learning that is both challenging and rewarding. Candidates work their way through an online workbook in which they will develop knowledge and skills by undertaking a sustainable building project.

Candidates will develop:

- Research skills
- BIM modelling skills
- Presentation skills
- Architectural design skills

## Assessment structure

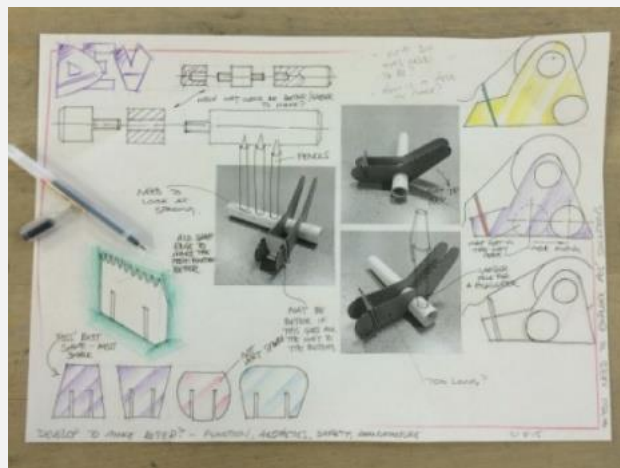
On-going project-based assessment

Final exam

**Future pathways:** Apprenticeships within the built environment. University degrees in architecture, engineering, built environment and design related degrees.

Please note that this course is a classroom-based course primarily using computers.

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The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing.

The course enables candidates to develop:

- ◆ skills in designing and manufacturing 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

Component	Marks	Duration
Component 1: question paper	80	1 hour and 45 minutes
Component 2: assignment — design	55	Done in class
Component 3: assignment — practical	45	Done in class

#### Future pathways -

- ◆ other qualifications in design and manufacture or related areas
- ◆ further study, employment and/or training

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### Course description

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

Candidates develop:

- ◆ 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 structure

Component	Marks	Duration
Component 1: question paper	80	2 hours and 15 minutes
Component 2: assignment	90	Done in class

**Future pathways:** Skills in Design and Analysis which can be transferred to several areas of study or work. Directly courses in Product Design, Production Engineering, Material technology.

Please note in this course we will not be making products in the workshop as it is a theory-based course.

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# Expressive Arts- Music and Drama

## National 4 Drama

### Faculty- Expressive Arts

SCQF- Level 4



### *Should I choose Drama?*

The Drama course is for anyone interested in developing their creative skills. Choosing Drama is an excellent way to build **confidence** and develop **personal and social skills**, including working in a group or as a team. You will learn essential skills for life including **creativity, collaboration, communication, negotiation and problem solving**. Drama improves your ability to express yourself through **devising Drama and Performance**. Drama is an exciting, enjoyable and rewarding course which builds confidence and prepares you for life after school. You learn to be creative, communicate well, organise your thoughts and turn your ideas into action. You also learn **technical skills in lighting and sound; set design and props; costume and make up**. An excellent choice of course for anyone interested in working with people, the performing arts and creative industries.

### What will I learn?

#### **Drama Skills**

By responding to ideas and stimuli for drama, you will develop ideas and techniques to communicate dramatic themes. You will work with others when preparing, researching and devising pieces of drama and apply acting skills in order to portray character. You will learn to evaluate your own work and the work of others.

#### **Production Skills**

You will explore production roles and use your production skills by interpreting stimuli and generating ideas for a production concept. You learn to develop and use production skills and evaluate your own contribution to the dramatic context.

#### **Performance**

In this unit you will prepare for, take part in and reflect on a small-scale drama performance. You will work with others to develop ideas. You will develop understanding of social and cultural influences on drama, select and apply skills and knowledge appropriate to your chosen role and carrying out their chosen role effectively.

**Progression-** In S5 and S6, students can choose further study in Drama National 5 or Higher, or the Creative Industries course.

#### **Assessment**

National 4 courses are internally assessed through a Performance and coursework.

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## Faculty- Expressive Arts

SCQF- Level 5

### *Should I choose Drama?*



The N5 Drama course is for anyone interested in developing their creative skills. Choosing Drama is an excellent way to build **confidence** and develop **personal and social skills**, including working in a group or as a team. You will learn essential skills for life including **creativity, collaboration, communication, negotiation and problem solving**. Drama improves your ability to express yourself through **devising Drama and Performance**. Drama is an exciting, enjoyable and rewarding course which builds confidence and prepares you for life after school. You learn to be creative, communicate well, organise your thoughts and turn your ideas into action. You also learn **technical skills in lighting and sound; set design and props; costume and make up**. An excellent choice of course for anyone interested in working with people, the performing arts and creative industries.

### **What will I learn?**

#### **Drama Skills**

By responding to ideas and stimuli for drama, you will develop ideas and techniques to communicate dramatic themes. You will work with others when preparing, researching and devising pieces of drama and apply acting skills in order to portray character. You will learn to evaluate your own work and the work of others.

#### **Production Skills**

You will explore production roles and use your production skills by interpreting stimuli and generating ideas for a production concept. You learn to develop and use production skills and evaluate your own contribution to the dramatic context.

#### **Performance**

In this unit you will prepare for, take part in and reflect on a small-scale drama performance. You will work with others to develop ideas. You will develop understanding of social and cultural influences on drama, select and apply skills and knowledge appropriate to your chosen role and carrying out their chosen role effectively.

#### **Progression**

In S5/6, students can choose further study in Drama Higher, or the Creative Industries course.

**Assessment** National 5 is external assessment through a performance in a chosen production role (60%) and a question paper (40%).

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## Higher Drama

Faculty- Expressive arts

SCQF- Level 6



Progression

**Universities and Colleges** accept CfE Higher Drama as an entrance qualification. The course shares common threads with English, Media Studies and Social Studies. You will also develop understanding of complex social and cultural influences on drama through the study of plays and playwrights. We recommend this course for students wishing to pursue a degree or further qualification in **theatre, performing arts or creative industries, humanities, social sciences, humanities and law.**

The course provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of complex drama skills and production skills to present drama.

Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Learners will develop critical thinking skills as they investigate and develop complex drama skills.

Course Content and Structure

Higher Drama course consists of two skills units and the Course Assessment **Performance** and **Question Paper**.

### Unit 1: Drama Skills

In this Unit, learners will explore 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 using a range of techniques and to apply creative approaches to form, structure, genre and style when creating and presenting drama.

### Unit 2: Production Skills

In this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Students will have the opportunity to see a range of live professional theatre and productions.

**Assessment:** Assessment comprises **40% Textual Studies** (Question Paper containing two essays) and **60% Performance**; offering candidates the choice of three areas of specialism: **Acting, Directing and Design**. The Performance Assessment incorporates a Preparation for Performance worth 10%.

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## Higher Economics

**Faculty- Technologies (Administration & IT, Business, Computing and Economics)**

**SCQF- Level 6 (24 credit points)**



## Course description

## Course Rationale

Economics is about choice and its impacts. It relates to the economic decisions we make as individuals, firms and governments.

The course consists of three areas of study:

## 1. Economics of the market

Candidates develop their understanding of how to analyse the basic economic problem. They examine and analyse how demand and supply drives resource allocation and economic production.

## 2. UK economic activity

Candidates develop their understanding of how to analyse government income and expenditure. They evaluate the role of the public and private sectors in the economy. Candidates develop the ability to assess the policies and other methods used by the UK government to achieve its economic aims.

### 3. Global economic activity

Candidates develop their understanding of how to analyse the global nature of economics. They explore global trade and its importance to the UK economy. Candidates examine economic feature and impacts of developing countries, emerging economies, global institutions and the EU.

## Who is this course for?

The course is suitable for candidates with enquiring, logical and analytical minds, who are interested in looking at ways to evaluate situations and issues.

### Assessment Structure:

- |    |   |                |
|----|---|----------------|
| 1. | Question Paper (2h30) in exam diet:                     | 90 marks (75%) |
| 2. | Assignment completed in class time and assessed by SQA: | 30 marks (25%) |

### Future Pathways:

College/University courses in Economics, Business and other areas of employment. All skills developed in this course are transferable

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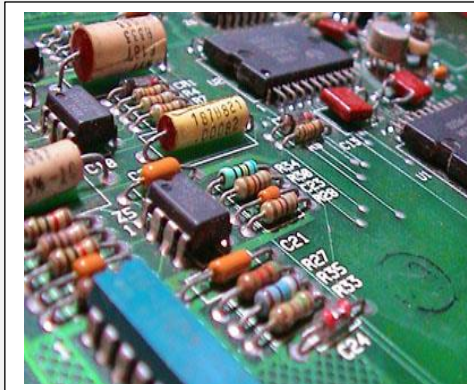
# Science

## National 5 Electronics

**Faculty: Science**

**SCQF – Level 5**

### Course description



Electronics brings together elements of technology, science and mathematics and applies these to real-world challenges. The course provides progression from experiences and outcomes in craft, design, engineering and graphics, and in science. It provides a solid foundation for those considering further study or a career in electronics, electrical engineering and related disciplines. The course also provides a valuable complementary practical experience for those studying engineering science, physics or other science courses.

Units of study are:

#### **Circuit Design**

In this area, candidates develop an understanding of key electrical concepts and electronic components. Candidates analyse electronic problems, design solutions to these problems and explore issues relating to electronics.

#### **Circuit Simulation**

In this area, candidates use simulation software to assist in the design, construction and testing of circuits and systems and to investigate their behaviour.

#### **Circuit Construction**

In this area, candidates gain experience in assembling a range of electronic circuits, using permanent and non-permanent methods. They develop skills in practical wiring and assembly techniques, carrying out testing and evaluating functionality.

**Assessment structure:**

1 hour exam, 60 marks and a Practical Project, 70 marks

### **Future pathways:**

The electronics industry is vital to everyday life in our society and plays a major role in the economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy. Within all of these sectors, a wide range of job opportunities are available for people with skills in electronics.

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## National 5 English

### Faculty – English and Media Studies

SCQF- Level 5

This course is designed to further your language skills both in your understanding of how writers produce text and manipulate language to create effects ('Reading for Understanding, Analysis and Evaluation') and in your ability to produce texts for yourself ('Creation and Production'). Throughout this course you will be challenged and helped to listen, talk, read and write in such a way that you will be better prepared either for the world of further education or of work. You can expect to read plays, novels, short stories, poetry and possibly analyse film.

### Assessment structure-

Unlike National 4 which is all internally assessed, National 5 concludes with an **external assessment** which has two components:

#### **Component 1: The exam (70% of your overall grade)**

Paper 1 accounts 30% of the overall score and is a one-hour paper which will test your skills in reading for Understanding, Analysis and Evaluation. You will answer questions on a non-fiction newspaper article you will not have seen before.

***For this reason, regular reading of newspaper and magazine articles is essential.***

Paper 2 is a ninety-minute paper has two parts:

The Critical Essay accounts for 20%, where you will answer an unseen question on a text you will have studied in class (usually Prose Fiction, Drama, Poetry or Film and Television).

The Scottish Text section also accounts for 20%. You will write an extended answer relating to the ideas and/or themes in the extract of a text to other texts you will have studied by the same writer. Again, you could be analysing Prose Fiction, Drama, Poetry or Film and Television.

#### **Component 2: The folio (30% of your overall grade)**

This will consist of two pieces of writing in two genres: one Broadly Creative and the other Broadly Discursive. A maximum of 15 marks will be awarded for each essay. As you will have opportunities to draft and redraft these essays there is a very high expectation that they will be submitted free from technical errors.

**Future pathways-** English at a minimum level of a pass at National 5 is considered to be essential for most college courses or jobs. If you would like to study further, some of the careers that English prepares you before can be found below:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-english-literature-degree>

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## Faculty - English and Media Studies

### SCQF- Level 6

#### Course description

The structure of Higher is very similar to National 5 and is designed to further your language skills, both in your understanding of how writers produce text and manipulate language to create effects ('Reading for Understanding, Analysis and Evaluation') and in your ability to produce texts for yourself ('Creation and Production'). Throughout this course you will be challenged and helped to listen, talk, read and write in such a way that you will be better prepared either for the world of further education or of work. You can expect to read plays, novels, short stories, poetry and possibly analyse film.

#### Assessment structure-

Like National 5 there is an **external assessment** in two components:

##### **Component 1: The exam (70% of your overall grade)**

Paper 1 accounts 30% of the overall score and will test your skills in reading for Understanding, Analysis and Evaluation by answering questions about extracts of two unseen, non-fiction newspaper articles. *The step up from National 5 is significant.* Once you have answered questions on the first extract there is a second extract you will be required to read. This is then followed by a question asking you to explain the similarities and differences between the two extracts in a developed answer. The texts you are reading are likely to be more complex than those at National 5 level and will require much more detailed answers from you. The texts are also likely to be more persuasive in style than those at National 5, which are more informative.

***Again, regular (and increased) reading of newspaper and magazine articles is essential.***

##### **Component 2: The folio (30% of your overall grade)**

This will consist of two pieces of writing in two genres: one Broadly Creative and the other Broadly Discursive. 15 marks will be awarded to each essay. As you will have opportunities to draft and redraft these essays there is a very high expectation that they will be submitted free from technical errors.

***It is never too early to start work on folio pieces. You will be expected to produce a first draft of a Broadly Creative piece before the summer break.***

***Again, it is essential – and fair to everybody else – that this is your own work and not that of a tutor or work taken from the internet.***

### **Future pathways-**

Higher English is universally valued by all further education institutes and most employers. The communication and analytical skills involved are transferable in almost every career. If you would like to study further, some of the careers that English prepares you before can be found below:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-english-literature-degree>

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## Advanced Higher English

### Faculty -English and Media Studies

#### SCQF- Level 7

#### Course description

***Please be advised – if you do not ENJOY reading, do not pick Advanced Higher English!***

Advanced Higher English is likely to be taught by two or three different teachers and has a more tutorial, university style approach to teaching and learning. It will involve two main fiction texts in the Literary Study, a range of shorter texts of different genre for the Textual Analysis and plenty of writing, both analytical and creative. Students will submit a Writing Folio and a Dissertation. There is an expectation that students will commit to research, collaborative tasks and an open attitude of exploration in their own writing.

#### Assessment structure-

##### **Component 1: Literary Study – Final exam – 20 marks.**

- You will choose one question from a range of questions and write an extended critical essay.
- You will use texts we study in class

##### **Component 2: Textual Analysis – final exam – 20 marks.**

You will choose one question on an unseen literary text and write an extended critical analysis of it. You will select from poetry, prose, prose non-fiction or drama.

##### **Component 3: Writing Folio – 30 marks.**

- You will produce two pieces of writing for two different purposes.
- These pieces can be persuasive, informative, argumentative, reflective, poetry, prose fiction or drama.
- 1000 word minimum, no maximum.

##### **Component 4: Dissertation – 30 marks.**

- You will produce an extended critical essay showing your knowledge and understanding of an aspect or aspects of literature.
- 2500 word minimum, 3000 words maximum.
- The text(s) chosen must not be the same as those used in 'Literary Study'.

## **Future pathways**

Advanced Higher English is universally valued by all further education institutes and most employers. The communication and analytical skills involved are transferable in almost every career. If you would like to study further, some of the careers that English prepares you before can be found below:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-english-literature-degree>

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# Art and Design

## NPA level Fashion & Textiles

### Future

Faculty: Art & Design, Expressive Arts Faculty

SQA tariff points. 20 points

### Course description



The main purpose of the Course is to develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The course will develop important skills, attitudes and attributes related to fashion and textiles including; problem-solving skills and investigation, communication and evaluation skills. The knowledge, understanding and skills that you acquire by successfully completing the Course will be valuable for learning, for life and for the Fashion Industry. You will develop a range of practical skills and textile construction techniques to plan and make fashion/textile items, knowledge and understanding of textile properties and characteristics, understanding of a range of factors that influence fashion/textile choices and the ability to set up, adjust and use relevant tools and equipment safely. This Course is practical and experimental. You will plan, make and evaluate fashion/textile items to given briefs.

### Assessment structure-

4 Units, worth 6 points each.

**Pathways- *What are the possible career opportunities from this course?*** further education or employment/training in textiles, fashion and related fields. This course would lead to careers in all areas of the Fashion and Textile Industries, be it in design or manufacturing of fashion/textiles through to styling, fashion editorial, fashion buyers or even personal shoppers!

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# Modern Languages

## National 5 French

Faculty: Modern Languages

SCQF- Level 5



### Course description

The study of a modern language at National 5 provides pupils with the opportunity to continue to acquire and develop skills for learning, life and work, whilst simultaneously deepening cultural knowledge and awareness.

The National 5 course provides candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

Pupils will be learning about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

Culture (Planning a trip, other countries, celebrating a special event, literature of another country)

PAPER	FORMAT	LENGTH	MARKS	SCALED MARK
Paper 1: Reading	3 texts of equal length and demand  Dictionary permitted	1 hour	30	30
Paper 1: Writing	Candidates must produce a letter of application using the 6 bullet points that follow (the first 4 are generic, the last 2 specific to the advert).	30 minutes	20	15
Paper 1: Listening	One monologue and one conversation.	20 minutes	20	30
Writing Assignment	On one of four contexts (120-200 words)		20	15
Talking	Presentation and follow-on conversation in the MFL  (from one of the four contexts)	Presentation 1 – 2 mins	10	10
		Conversation 5-6 mins	20	20

#### **Future pathways:**

Language are desirable in virtually all industry sectors including; The Foreign office, Aviation, Advertising, Media, Event Management, Engineering, Tourism, Hospitality, Law, Medicine and Finance.

Jobs which specifically require Modern Languages include: Translator, Interpreter, Languages teacher, Diplomat, Tour Guide.

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## Course description

The study of a modern language at Higher level deepens pupils' cultural awareness and linguistic knowledge, in addition to developing transferrable skills such as critical thinking, presentation skills and team-work. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

The Higher course builds on prior knowledge from National 5 and provides pupils with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

Pupils will be learning about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

## Assessment structure

COMPONENT	DETAILS	LENGTH	MARKS	SCALED	%
<b>INTERNAL EXAM:</b> <b>Talking</b>	<b>Talking (30 marks)</b>	10 minutes	30 marks	30	25%
<b>WRITING ASSIGNMENT</b>	200-250 words.		20 marks	15	12.5%
<b>EXTERNAL EXAM</b> <b>Paper 1:</b>	<b>Reading (20 marks)</b>	2 hours	30 marks	30	25%
	<b>Translation (10 marks)</b>				
	<b>Directed Writing (20 marks)</b> – essay (150-180 words)		20 marks	15	12.5%
<b>EXTERNAL EXAM</b> <b>Paper 2:</b>	<b>Listening (20 marks)</b>	30 mins	20 marks	30	25%

## Future pathways:

Language are desirable in virtually all industry sectors including; The Foreign office, Aviation, Advertising, Media, Event Management, Engineering, Tourism, Hospitality, Law, Medicine and Finance.

Jobs which specifically require Modern Languages include: Translator, Interpreter, Languages teacher, Diplomat, Tour Guide.

# Geography, RMPS and Classical Studies

National 4/5 Geography



**Faculty- Geography, RMPS and Classical Studies**

**SCQF- Level 4 and 5**

## **Course description**

The Geography Course builds upon the principles and practices for social studies and will be developed primarily from the 'people, place and environment' organiser within the social studies experiences and outcomes. It also builds upon the science principles and practices and on selected experiences and outcomes from the science curriculum area.

This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

- Physical environments- Rivers and their valleys and limestone landscape, weather
- Human environments- Urban- Glasgow and Mumbai, population studies, rural landscapes
- Global issues- Environmental hazards- volcanoes, earthquakes and hurricanes.
- Global issues- the threats and management of climate change

## **Assessment structure-**

**National 5-** Externally marked exam and assignment written under exam conditions in class.

**National 4-** 4 mandatory units make up the course award. No external exam.

## **Future pathways -**

National 5 Geography, Higher Geography, Travel and Tourism, Advanced Higher Geography.

**Some careers linked to Geography- town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.**

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## Higher Geography

Faculty- Geography, RMPS & Classical studies

SCQF- Level 6



### Course description

Split across 3 themes; **Physical Environments**, **Human Environments** and **Global Issues**, Higher Geography provides students a unique opportunity to develop their critical thinking and research skills as well as further enhancing their fieldwork techniques.

Higher Geography has a wide range of taught topics, which are tuned to provide relevance and interest to all learners:

- Physical Environments - Atmosphere, Biosphere, Hydrosphere and Lithosphere
- Human Environments - Population, Rural (land use degradation in the Sahel and land-use conflicts in UK) and Urban (Edinburgh and Mumbai)
- Global Issues - Climate Change and River Basin Management
- Application of Geographical Skills (interpreting and analysing maps and graphical information)

The range of study focuses on local, national and international issues and are updated annually to keep the course up-to-date and relevant to our young people. At each step learners will be working to increase their ability to analyse and evaluate issues by developing thinking and problem-solving skills.

A residential field study course is undertaken in the second term. We have visited the Isle of Arran and Kindrogan in the past. The purpose of this is to gather primary data in order for pupils to complete the Assignment.

### Assessment structure-

#### Duration

Component 1: Question Paper 1 — Physical and Human environments (1 hour and 50 minutes)

Component 2: Question Paper 2 — Global Issues and Application of Geographical Skills (1 hour and 10 minutes)

Component 3: Assignment (1 hour and 30 minutes)

#### Future pathways –

Advanced Higher Geography, Foundation Apprentices, Apprenticeships

Some careers linked to Geography- architecture, town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, renewable energy, tourism, and weather forecasting.

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### Course description

Through the study of Geography and the acquisition of techniques of geographical analysis, learners will develop an understanding of aspects of the contemporary world of concern to all citizens. Learners will be enabled to develop the four capacities. Their horizons will be extended and challenged as they look at the world in new ways. Learners will build up a framework of geographical knowledge and understanding with which to understand and respond to geographical issues. This will help them to develop a sense of responsible citizenship.

The independent study, research, critical thinking and evaluation skills embedded in this Course give learners important experience in working on their own. Learners will further develop skills and attributes which are highly valued by higher education institutions, transferable and important for their life and work.

### Assessment structure-

The Advanced Higher Geography course is externally assessed and comprising of a question paper and two pieces of coursework. The emphasis on coursework both helps prepare learners for the demands and structure of higher education, and takes the pressure of the final exam:

- Question Paper (50 marks)
- Geographical Issue (40 marks) – critical essay evaluating a range of viewpoints on an issue of the learner's choice
- Geographical Study (60 marks) – fieldwork based project on a topic of the learner's choice

### Future pathways –

University Entry: e.g. BSc / BA Architecture, Rural Resource Management, Economics, Geography, Law, Medicine, Town planning, Quantity Surveying.

Foundation Apprentices: Apprenticeships in many areas - Advanced Higher geography is ideally placed to teach you research and critical thinking skills.

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# Modern Languages

## National 5 German

Faculty: Modern Languages

SCQF- Level 5



The study of a modern language at National 5 provides pupils with the opportunity to continue to acquire and develop skills for learning, life and work, whilst simultaneously deepening cultural knowledge and awareness.

The National 5 course provides candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

Pupils will be learning about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

### Assessment structure

PAPER	FORMAT	LENGTH	MARKS	SCALED MARK
Paper 1: Reading	3 texts of equal length and demand Dictionary permitted	1 hour	30	30
Paper 1: Writing	Candidates must produce a letter of application using the 6 bullet points that follow (the first 4 are generic, the last 2 specific to the advert).	30 minutes	20	15
Paper 1: Listening	One monologue and one conversation.	20 minutes	20	30
Writing Assignment	On one of four contexts (120-200 words)		20	15
Talking	Presentation and follow-on conversation in the MFL (from one of the four contexts)	Presentation 1 – 2 mins	10	10
		Conversation 5-6 mins	20	20

### Future pathways:

Language are desirable in virtually all industry sectors including; The Foreign office, Aviation, Advertising, Media, Event Management, Engineering, Tourism, Hospitality, Law, Medicine and Finance. Jobs which specifically require Modern Languages include: Translator, Interpreter, Languages teacher, Diplomat, Tour Guide.

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## Higher German

Faculty: Modern Languages

SCQF- Level 6

### Course description

### Assessment structure



The study of a modern language at Higher level deepens pupils' cultural awareness and linguistic knowledge, in addition to developing transferrable skills such as critical thinking, presentation skills and team-work. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

The Higher course builds on prior knowledge from National 5 and provides pupils with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

Pupils will be learning about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

Culture (Planning a trip, other countries, celebrating a special event, literature of another country)

COMPONENT	DETAILS	LENGTH	MARKS	SCALED	%
<b>INTERNAL EXAM:</b> <b>Talking</b>	<b>Talking (30 marks)</b>	10 minutes	30 marks	30	25%
<b>WRITING ASSIGNMENT</b>	200-250 words.		20 marks	15	12.5%
<b>EXTERNAL EXAM</b> <b>Paper 1:</b>	<b>Reading (20 marks)</b> <b>Translation (10 marks)</b>  <b>Directed Writing (20 marks)</b> – essay (150-180 words)	2 hours	30 marks  20 marks	30  15	25%  12.5%
<b>EXTERNAL EXAM</b> <b>Paper 2:</b>	<b>Listening (20 marks)</b>	30 mins	20 marks	30	25%

### Future pathways:

Language are desirable in virtually all industry sectors including; The Foreign office, Aviation, Advertising, Media, Event Management, Engineering, Tourism, Hospitality, Law, Medicine and Finance.

Jobs which specifically require Modern Languages include: Translator, Interpreter, Languages teacher, Diplomat, Tour Guide

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# Craft, Design and Technology

## Graphic Communication, National 5

Faculty: Craft, Design and Technology

### SCQF- Level 5

#### Course description

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

Candidates develop:

- ◆ skills in graphic communication techniques, including the use of equipment, graphics materials and software; Skills from 3d Modelling and traditional drawing skills to use of Image manipulation applications and manual skills
- ◆ the ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions
- ◆ an understanding of the impact of graphic communication technologies on our environment and society

#### Assessment structure

Component	Marks	Duration
Component 1: question paper	80	2 hours
Component 2: assignment	40	Done in class

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Faculty: Craft, Design and Technology

SCQF- Level 6

### Course description

The course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards.

Candidates develop:

- ◆ skills in graphic communication techniques, including the use of equipment, graphic materials and software

Done in class

- ◆ creativity in the production of graphic communications to produce visual impact in meeting a specified purpose

- ◆ skills in evaluating the effectiveness of graphics in communicating and meeting their purpose

- ◆ an understanding of graphic communication standards, protocols and conventions, where these apply

- ◆ an understanding of the impact of graphic communication technologies on our environment and society

### Assessment structure:

Component	Marks	Duration
Component 1: question paper	90	2 hours and 30 minutes
Component 2: assignment	50	see 'Course assessment' section

### Future pathways-

• other qualifications in graphic communication, built environment, architecture web/digital design or related areas

• further study, employment and/or training in college or university

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# Health and Wellbeing



## N4/5 Health and Food Technology

Faculty- Health and wellbeing

SCQF- Level 4 and 5

### Course description

The course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation. It develops candidates' understanding of the importance of a balanced diet and healthy lifestyle. It also allows candidates to develop the knowledge, understanding and skills to become informed food consumers. The course will allow you to

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

### Assessment structure

National 4	National 5
3 internally assessed units 1 assignment = Pass/Fail	Question Paper – 60  Assignment - 60

### Future pathways

Health and Food Industry, Nutritional Science/Dietician and Sports Science

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## Social Subjects

### National Level History

**Faculty: Social Subjects (History and Modern Studies)**

**SCQF- Level 4 and 5**

#### Course description



Learners will undertake an in depth study of three Units, a unit of Scottish History, British History and European and World History.

The First Unit studied is Scotland in the Era of the Great War: A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.

The Second Unit is Red Flag: Lenin and the Russian Revolution, 1894–1921 A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.

Our final unit of Study is The Atlantic Slave Trade, 1770–1807: A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

In addition to developing their Knowledge and Understanding, learners will also learn how to evaluate a range of historical sources, critically assess the impact of historical events and draw relevant, balanced conclusions.

There will be an emphasis on furthering Literacy and Numeracy Skills in an historical context. They will also be encouraged to develop higher order thinking skills and apply these in various enterprising challenges.

#### Assessment structure

National 4	National 5
Learners will compile a folio of internally assessed work, covering all THREE units. In addition, they must complete an historical assignment (The Added Value Unit) on a individually chosen topic of study. The learner will draw on and extend the knowledge and skills they have learned during the course. This will be marked internally by the History department.	<b>Assignment:</b> learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA <b>Examination:</b> 80 marks. Learners will complete this in 2 hours 20 mins. This will be marked by SQA.

**CONTINUED SKILLS:**

- Analysis
- Evaluative
- Organisation
- Collaborative working
- Creating
- Presenting (Communication)
- Applying

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## Higher Level History

Faculty: Social Subjects (History and Modern Studies)

SCQF- Level 6



### Course description

Learners will undertake an in depth study of three Units, a unit of Scottish History, British History and European and World History.

#### **Unit 1: British History**

Pupils will undertake a study of British History from 1850-1951 looking at the rise of democracy in Britain, taking into consideration social and economic change; as well as an in-depth look at the fight for universal suffrage. The introduction of the Liberal Reforms will be studied as well as an assessment of both the Liberal Reforms and the Labour Reforms of 1945-51.

Pupils will be expected to write essays on 4 given issues.

#### **Unit 2: European and World History**

Pupils will undertake a study of The Rise of Nazism and The Nazi State in Germany 1919-1939. They will further study 20<sup>th</sup> century German History, examining the Weimar Republic and the Nazi State in detail. Pupils will also look at British Foreign policy in the run up to the Second World War, assessing the Reasons for Appeasement and the need to contain fascist aggression.

Pupils will be expected to write essays on 4 given issues as well as complete an internal assessment.

#### **Unit 3: Scottish History**

Pupils will undertake a study of the Scottish Wars of Independence 1286-1328 OR The age of the Reformation, 1542–1603. Pupils carry this out by examining historical documents and learning to evaluate their usefulness and put them into a wider historical context as well as identifying and commenting critically on different historical perspectives.

### Assessment structure

Pupils will sit one exam in 2 parts at the end of the year. The First paper is essay based, worth 44 marks. Pupils will write 2 essays, one each from the British and European & World Section. The first paper is 1.5 hours.

The second paper focuses on the Scottish Topic and is largely source based. Pupils have 1.5 hours to complete all questions in their chosen section.

### **The Assignment**

The extended essay is an opportunity for pupils to study a chosen topic in more depth, boosting both their research and writing skills. Pupils devise an essay question on a topic of their choice and after a period of research write it up in 1.5 hours.

**Future pathways-**

Your study of History has brought a better understanding and command of the English language, your ability to read, write, communicate, organise and evaluate has been enhanced.

History has been a key asset in developing you as an independent researcher, you are able to work effectively in groups, to communicate, sharing ideas and coming to valid conclusions.

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## Advanced Higher History

Faculty: Social Subjects (History and Modern Studies)

SCQF- Level 7

### Course description



The purpose of the course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

The Course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments. The depth of study enables learners to engage fully in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.

Our topic of Study is Japan: The Modernisation of a Nation, 1840-1920

A study of the changing political identity of Japan; the forces bringing about changes; the effects of those changes within and beyond Japan focusing on the themes of ideology, identity, authority and culture.

Summary:

Japan in the mid-19th century: the social structure; religions and political beliefs; economic conditions; the structure of government. Forces for change: economic troubles and the changing social structure; nationalism; the pressures of foreign powers.

Revolution: the downfall of the shoguns, imperial restoration, changing government and political power; reforms, the end of feudalism, educational reform; military and naval reforms; economic changes and developments.

Japan as an emerging world power: changing relationships with foreign powers; war with China 1894-95; war with Russia 1904-95; Japan in the Great War; the post-war settlement.

### Assessment structure

There is one 3 hour examination in which pupils select 2 x 25 mark essays and complete all source questions.

### The Dissertation

The Dissertation is a robust integral part of the Advanced Higher Course. Pupils are required to select an issue for study in depth and complete a 4000 word dissertation, written in chapters with an introduction and conclusion to their findings. They are required to undertake a considerable amount of independent research and work independently when writing up their dissertation.



### **Future pathways -**

Your study of History has brought a better understanding and command of the English language, your ability to read, write, communicate, organise and evaluate has been enhanced.

History has been a key asset in developing you as an independent researcher, you are able to work effectively in groups, to communicate, sharing ideas and coming to valid conclusions.

*Most colleges, Universities and workplaces consider a study of History to be a robust and rigorous development of critical analysis skills, vital for any chosen career.*

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# Mathematics

## National 4 Mathematics

Faculty- Mathematics

SCQF- Level 4



### Course description

The purpose of the National 4 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The Course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. The Course also enables learners to make informed decisions based on data presented in a variety of forms. The mathematical skills within this Course are underpinned by numeracy and are designed to develop learners' skills in mathematical reasoning relevant to learning, life and work.

The Course aims to:

- ◆ motivate and challenge learners by enabling them to select and apply mathematical skills to tackle straightforward real-life problems or situations
- ◆ develop the ability to interpret straightforward real-life problems or situations involving mathematics
- ◆ develop confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations
- ◆ apply mathematical operational skills with an appropriate degree of accuracy
- ◆ use mathematical reasoning skills to assess risk, draw conclusions and explain decisions
- ◆ communicate mathematical information in an appropriate way

### Assessment structure-

3 units: Managing Finance and Statistics, Geometry and Measures and Numeracy with associated assessments, followed by an overall mathematics test comprising of a 20 minutes non-calculator paper and a 40 minutes calculator paper.

### Future pathways-

This Course or its Units may provide progression to:

- ◆ other qualifications in Applications of Mathematics or related areas
- ◆ further study, employment or training

Mathematics has applications in many subject areas, and skills developed in this Course could support progression in this and other curriculum areas. These skills can also support progression into Skills for Work Courses, National Progression Awards, National Certificate Group Awards, and employment.

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## National 5 Mathematics

Faculty- Mathematics

SCQF- Level 5

### Course description



Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

National 5 mathematics aims to:

- ◆ motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- ◆ develop confidence in the subject and a positive attitude towards further study in mathematics
- ◆ develop skills in manipulation of abstract terms to generalise and to solve problems
- ◆ allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- ◆ develop candidates' skills in using mathematical language and in exploring mathematical ideas
- ◆ develop skills relevant to learning, life and work in an engaging and enjoyable way

### Assessment structure - 2 exam papers:

Paper 1 will give candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills, **without the aid of a calculator**.

These skills are the ones in which the candidate is required to show an understanding of underlying processes. They will involve the ability to use numerical skills within mathematical contexts in cases where a calculator may compromise the assessment of this understanding.

Paper 2 will give learners an opportunity to apply numerical, algebraic, geometric, trigonometric, statistical and reasoning skills.

These skills are the ones which may be facilitated by the use of a calculator, allowing more opportunity for application.

### Future pathways-

- other qualifications in mathematics or related areas for example Higher Mathematics, Skills for Work courses, National Progression Awards, National Certificate Group Awards
- further study, employment or training

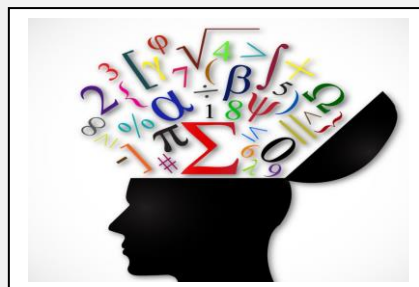
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## Higher Mathematics

Faculty- Mathematics

SCQF- Level 6

### Course description



Mathematics is important in everyday life. It helps us to make sense of the world we live in and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Higher mathematics aims to:

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow candidates to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
- deepen candidates' skills in using mathematical language and exploring advanced mathematical ideas

### Assessment structure -

2 exam papers:

Paper 1 gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills, **without the aid of a calculator**.

Candidates are required to show an understanding of underlying processes and the ability to use skills within mathematical contexts in cases where a calculator may compromise the assessment of this understanding.

Paper 2 gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills.

These skills may be facilitated by using a calculator, as this allows more opportunity for application and reasoning.

**Future pathways-** other qualifications in mathematics or related areas, for example Advanced Higher Mathematics, Advanced Higher Mathematics of Mechanics, Advanced Higher Statistics, further study, employment and/or training in fields such as mathematics, sciences, engineering, computing, finance, management studies, actuarial, medicine, psychology etc.

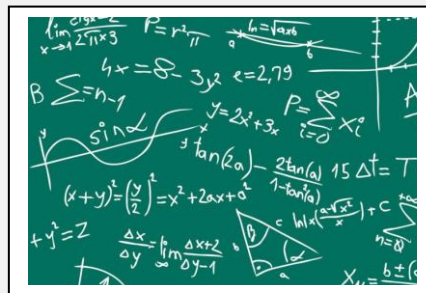
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## Advanced Higher Mathematics

Faculty- Mathematics

SCQF- Level 7

### 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.

This Course is designed to enthuse, motivate, and challenge learners by enabling them to:

- select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extending skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques
- clarify their thinking through the process of rigorous proof

The Course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous, ranging from the solution of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. The learner's mathematical thinking will also benefit from examples of rigorous proof.

### Assessment structure- 2 exam papers

paper 1 gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills, **without the aid of a calculator**.

Candidates are required to show an understanding of underlying processes and the ability to use skills within mathematical contexts in cases where a calculator may compromise the assessment of this understanding.

paper 2 gives candidates an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills.

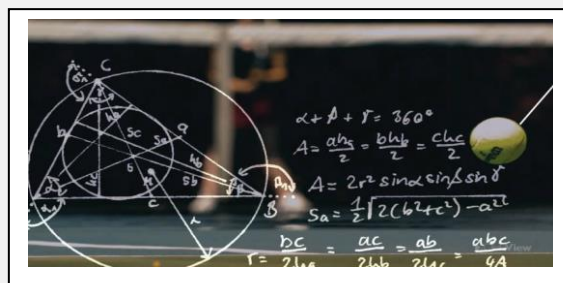
These skills may be facilitated by using a calculator, as this allows more opportunity for application and reasoning.

**Future pathways**- further study, employment and/or training in fields such as mathematics, sciences, engineering, computing, finance, management studies, actuarial, medicine, psychology etc.

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## Advanced Higher Mechanics

Faculty: Mathematics



SCQF- Level 7

### Course description

Mechanics is the branch of mathematics concerned with the study of forces that act on bodies and any resultant motion that they experience. It will offer learners an enhanced awareness of the range and power of mathematics and the importance of mathematical applications to society in general.

The Course will enable learners to:

- ◆ use and extend mathematical skills needed to solve problems in mechanics
- ◆ consider the state of equilibrium or the movement of a body and interpret the underlying factors using known mathematical methods
- ◆ analyse the physical factors impacting bodies
- ◆ understand, interpret and apply the effects of both constant and variable forces on a body
- ◆ create mathematical models to simplify and solve problems
- ◆ analyse results in context, and interpret the solution in terms of the real world
- ◆ develop skills in effectively communicating conclusions reached on the basis of physical factors and calculation

**Assessment structure-** one 3 hour calculator paper

**Future pathways-** The Course is highly relevant in many areas of science, engineering and technologies, these careers can involve the improvement, redesign and invention of equipment for uses such as in agriculture, medicine, civil engineering and space exploration.

The course also offers a sound foundation for future studies in these beyond Advanced Higher.

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# English and Media Studies



## National 5 Media Studies

Faculty -English and Media Studies

SCQF- Level 5

### Course description

This course offers the opportunity to analyse and create media texts. Students will gain knowledge of the purpose, audience and context of media and its role within society. They will develop skills to plan, research, create and evaluate their own productions. Students will also develop an appreciation of the opportunities and challenges that occur in the media industry. The course will provide opportunities to develop both theoretical knowledge of the media and candidates will develop the skills to create their own media production

### Assessment structure-

The course is assessed through a production unit, where students create their own media text (50%) and a final exam which assesses knowledge of media texts studied, the role of media in society and their unseen analysis skills (50%)

### Future pathways-

This course will give candidates a real advantage when applying for any media courses or jobs within the industry.

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/media-and-internet/graduate-jobs-in-media-and-internet>

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## Higher Media Studies

Faculty -English and Media Studies

SCQF- Level 6

### Course description

This course offers the opportunity to analyse and create media texts. Students will gain knowledge of the purpose, audience and context of media and its role within society. They will develop skills to plan, research, create and evaluate their own productions. Students will also develop an appreciation of the opportunities and challenges that occur in the media industry. The course will provide opportunities to develop both theoretical knowledge of the media and candidates will develop the skills to create their own media production.

### Assessment structure-

The course is assessed through a production unit, where students create their own media text (50%) and a final exam which assesses knowledge of media texts studied, the role of media in society and the ability to analyse unseen media texts (50%).

### Future pathways-

This course will give candidates a real advantage when applying for any media courses or jobs within the industry.

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/media-and-internet/graduate-jobs-in-media-and-internet>

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# Social Subjects

## National Level Modern Studies

Faculty- Social Subjects (History and Modern Studies)

SCQF- Level 4 and 5



### Course description

National Modern Studies offers the opportunity for learners to develop their knowledge of social, political and international issues in a way that also develops their skills for learning, skills for life and skills for work. Learners will work towards a qualification in National 4 or National 5.

#### Course Content

##### Democracy in Scotland and the United Kingdom

Learners should have a broad knowledge and understanding of the nature of the democratic political system in the UK AND/OR Scotland; the main rights and responsibilities of citizens (e.g. right to free speech, to vote, to protest, to respect the views of others, to participate, to protest peacefully).

##### International Issues

Learners will study a global issue, Terrorism. There will be a focus on the impact of that issue on the world today and take into account specific social, economic and political factors. Learners will gain an in-depth knowledge of different country's responses and solutions to that global issue and it will challenge any pre-conceived ideas or stereotypes the learner has.

##### Social Issues: Crime and the Law in the UK

Learners will focus on 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.

##### Skills

Learners will develop their ability to write extended, detailed written explanations, as well as developing confidence and communication skills by presenting and debating information and ideas. Learners will be expected to use a variety of sources including graphs, pie charts and tables, in order to reach conclusions and justify decisions on specific issues. Learners will gain invaluable knowledge of social, political and economic issues in an international context. S4 Modern Studies will develop learner's ability to analyse, evaluate and apply knowledge and skills in a meaningful way.

### Assessment structure-

National 4	National 5
Learners will compile a folio of internally assessed work, covering all THREE units. In addition, they must complete an assignment (The Added Value Unit) on an individually chosen topic of study. The learner will draw on and extend the knowledge and skills they have learned during the course. This will be marked internally by the Modern Studies department.	<b>Assignment:</b> learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA <b>Examination:</b> 80 marks. Learners will complete this in 2 hours 20 minutes This will be marked by SQA.

**CONTINUED SKILLS:**

- Analysis
- Evaluative
- Organisation
- Collaborative working
- Creating
- Presenting (Communication)
- Applying

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## Higher Modern Studies

Faculty Social Subjects - (History and Modern Studies)

SCQF- Level 6

### Course description



#### **Higher Modern Studies**

Modern Studies offers the opportunity for learners to develop their knowledge of social, political and international issues. The course will encourage learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

By undertaking this course, learners will develop a wide range of important and transferable skills, including researching, understanding and using a wide range of evidence on contemporary issues; evaluating, analysing and synthesising evidence.

#### **Course Content**

##### **Democracy in Scotland and the United Kingdom**

**Skills:** Learners will evaluate a range of written, numerical and graphical sources of information in order to detect the degree of objectivity. Learners will apply a knowledge and understanding of democracy in Scotland and the UK.

Learners will study topics such as: the United Kingdom's constitutional arrangements including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of political institutions and processes; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

##### **Social Issues in the United Kingdom**

**Skills:** Learners will evaluate a range of written, numerical and graphical sources in order to make and justify decisions about social issues. They will apply knowledge and understanding of social issues with the UK and Scotland.

Learners will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. They will focus on topics such as inequality relating to a specific group; evidence, theories and causes; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

##### **International Issues**

**Skills:** Learners will evaluate a range of written, numerical and graphical sources of information in order to draw and support conclusions. Learners will apply knowledge and understanding of international issues.

Learners will focus on a political and socio-economic study of a major world power. This will focus on the country's political system, contemporary socio-economic issues and its role in international relations. The world power is The USA.

### **Assessment structure-**

**Internal Assessment:** pupils will be expected to complete a number of timed essays in class and practise the source-based questions for paper 2. Learners must also complete an assignment task worth 30 marks that will be sent to the SQA for external marking. This will comprise of learners taking on an issue we have covered in class and researching it further to then write up in timed conditions (1 hour 30 minutes).

External Assessment: Learners will sit 2 question papers. Paper 1 is 1 hour and 45 minutes. The paper will be made up of two 20 mark essays that will assess the learners analytical skills in depth and one 12 mark essay that assess learners ability to analyse and evaluate complex issues covered in the course content.

Paper 2 is 1 hour and 15 minutes and examines the pupil's ability to analyse, evaluate and synthesise evidence.

**Future pathways -**

Modern Studies has been a key asset in developing you as an independent researcher, you are able to work effectively in groups, to communicate, sharing ideas and coming to valid conclusions.

Your study of Modern Studies has brought a better understanding and command of the English language, your ability to read, write, communicate, organise and evaluate has been enhanced.

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## Advanced Higher Modern Studies

Faculty: Social Subjects (History and Modern Studies)

SCQF- Level 7



### Course description

At Advanced Higher level, learners will experience depth and challenge in the level of skills, knowledge and understanding required. Undertaking this Course will develop the intellectually challenging skills of analysis, synthesis and evaluation. Learners will also demonstrate detailed and integrated knowledge and understanding of the scope and main areas of the specific context studied. Development of research and investigative skills, alongside the ability to draw on a range of sources in making judgements or decisions, are addressed at this level. All of this aims to support learners' independence of learning and their ability to work on their own initiative with supervision as appropriate.

This Course has two mandatory Units:

#### **Unit 1: Contemporary Issues**

In this Unit, learners will study Social Issues: Law and Order and Research Methods. Within this unit, learners study two main study areas. Understanding Criminal Behaviour examines the nature and extent of criminal behaviour, evaluation of theories of criminal behaviour and the social and economic effects of crime. Responses by society to crime examines theories and explanations of responses to crime; current responses to crime and evaluation of these responses to crime. Learners should develop an in-depth knowledge and understanding of crime and justice issues in the United Kingdom and adopt an international comparative approach to their study. Learners should examine case studies related to the context studied to critically evaluate a range of social science research methods.

#### **Unit 2: Researching Contemporary Issues**

In this Unit, learners will develop a range of skills relevant to undertaking independent research in the form of a dissertation, which includes learning how to identify appropriate research issues; planning and managing a complex programme of research; source, collecting and recording appropriate and reliable information; evaluating, analysing and synthesising evidence from primary and secondary sources; organising, presenting and referencing findings using appropriate conventions, and evaluating research methodology.

### Assessment structure-

Internal Assessment: Learners are required to pass unit assessments in both units order to carry out the final exam. These will be essay questions written under timed conditions.

Learners will also have to carry out an extended piece of research that will form their dissertation. The purpose of this project is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a complex contemporary issue. The dissertation will be worth 50 marks and will be externally marked by the SQA.

External Assessment: Learners will answer two essay questions worth 30 marks each. They will also answer questions on Research Methods worth 30 marks in total. These questions will require extended responses. Learners will:

- ◆ demonstrate skills, knowledge and understanding of a range of complex social issues
- ◆ make international comparisons
- ◆ critically evaluate a range of social science research methods

**Future pathways-**

Your study of Modern Studies will bring a better understanding and command of the English language, your ability to read, write, communicate, organise and evaluate will have been enhanced.

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# Expressive Arts- Music and Drama

## National 4 Music

Faculty- Expressive Arts

SCQF- Level 5

### Course description



#### Performing Skills

- develop performing skills on two selected instruments, or on one selected instrument and voice.
- perform level-specific music with sufficient accuracy while maintaining the musical flow.

#### Composing Skills

- experiment with and use compositional methods and music concepts in imaginative ways when creating own music.
- reflect on creative choices and decisions and develop a basic understanding of how musicians develop their ideas and create their music.

#### Understanding Music

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

#### Added Value Unit

- prepare and perform a programme of music in a solo setting and/or as a group

### Assessment structure:

All Units are internally assessed. They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit. They will be assessed on a pass/fail basis within centres.

### Future pathways:

This Course or its Units may provide progression to other qualifications in Music or related areas further study, employment or training.

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## National 5 Music

Faculty- Expressive Arts

SCQF- Level 5



### Course description

The National 5 Music course has an integrated approach to learning and combines practical learning and understanding of music. In the course, candidates draw upon their understanding of music styles and concepts as they experiment with these in creative ways when performing and creating music.

Candidates experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose original music and self-reflect on their creative choices.

Through listening, candidates develop knowledge and understanding of a variety of music styles, level-specific concepts, signs and symbols used in music notation.

Candidates develop their performing skills on two selected instruments, or on one selected instrument and voice through regular practice and self-reflection.

### Assessment structure:

**Question paper:** All candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course. **35%**

**Assignment:** The assignment draws on candidates' skills, knowledge and understanding of music composition. Candidates demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music. They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement. **15%**

**Performance:** Candidates demonstrate their performing skills by presenting a prepared programme of level specific music to a visiting examiner. The programme of music must be designed to allow the candidate to demonstrate a sufficient level of technical and musical skills. **50%**

**Future pathways-** This Course or its Units may provide progression to other qualifications in Music or related areas further study, Higher Music, employment or training.

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### Course description

**The course aims to enable candidates to:**

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music

**Skills, knowledge and understanding:**

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in creating original music, incorporating harmony and using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

**Assessment structure:**

Component	Marks	Requirements/Duration
Question Paper	35	1 hour
Composition Assignment	15	minimum of 1 minute and a maximum of 3 minutes and 30 seconds.
Performing Instrument 1	25	12 mins performed over both instruments. At least 4 mins and 2 pieces on one instrument.
Performing Instrument 2	25	12 mins performed over both instruments. At least 4 mins and 2 pieces on one instrument.

**Future pathways:**

Other qualifications in music, for example Advanced Higher Music and HN Sound Production. Further study, employment and/or training.

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## Advanced Higher Music

Faculty- Expressive Arts  
SCQF- Level 7



### Course description

**The course aims to enable candidates to:**

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music

**Skills, knowledge and understanding:**

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in creating original music, incorporating harmony and using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

**Assessment structure:**

Component	Marks	Requirements/Duration
Question Paper	35	hour 15 minutes
Composition Assignment	15	To be confirmed
Performing Instrument 1	25	18 mins performed over both instruments. At least 6 mins and 2 pieces on one instrument.
Performing Instrument 2	25	18 mins performed over both instruments. At least 6 mins and 2 pieces on one instrument.

**Future pathways:**

Other qualifications in music, for example Advanced Higher Music and HN Sound Production. Further study, employment and/or training.

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# Mathematics

## National 5 Numeracy

Faculty- Mathematics

SCQF- Level 5



### Course description

The aim of National 5 Numeracy is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

Learners who complete this Unit will be able to:

- 1 Use numerical skills to solve real-life problems involving money/time/measurement
- 2 Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement

**Assessment structure** – 1 calculator paper.

### Future pathways -

- other qualifications in mathematics or related areas, Higher Mathematics, Skills for Work courses, National Progression Awards, National Certificate Group Awards
- further study, employment or training

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# Art and Design

## NPA level 4 & 5 Photography

Faculty: Art & Design, Expressive Arts Faculty

SCQF- Level 4 and 5



### Course description

*Learners must have a keen interest in photography or creative digital media and will develop knowledge and understanding in practical photography. The Award is aimed at those who want to explore their interest in photography and perhaps take it on to Higher level.*

- *How will I learn?*

*The course is made up of a practical photographic portfolio. You will use an ipad or mobile phone and have the opportunity to use a digital camera from the department. You will learn about the different aspects of working with a digital camera and also about photo editing and grasping Photography terminology.*

- *How will I know how I am progressing?*

*You will create your photographs based around different projects set by your teacher. You will use One Note and Microsoft Teams. One Note will be used as a learning log to record progress and your next steps in learning will be discussed with you continually through an individual review process. You will also do continuous self and peer evaluations to increase your creativity and improve your portfolio's. Microsoft Teams is used to safely store and edit your photographs.*

### Assessment structure-

4 Units of Work: Photographing people, Photographing Places, Understanding Photography and Working with Photography.

**Future pathways** - Photography and creative digital media courses at college are one of the routes students can take, entry to these courses may be subject to successful portfolio submission and interview. Higher photography can also lead into career paths such as wedding or portraiture photography, landscapes or other areas. Learners who have successfully completed SQA qualifications in Photography may also go on to do HND level Photography courses and then continue their studies to BA Honours degree level at Art college.

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## Higher Photography

Faculty: Art & Design, Expressive Arts

SCQF- Level 6



### Course description

*Learners must have a keen interest in photography or creative digital media and will develop knowledge and understanding in practical photography. The Award is aimed at those who want to explore their interest in photography and perhaps take it on to Higher level.*

- *How will I learn?*

*The course is made up of a practical photographic portfolio. You will use a digital camera, either your own or one borrowed from the department. You will further develop your understanding of different aspects of working with a digital camera and also about photo editing and using Photography terminology appropriately in written work.*

- *How will I know how I am progressing?*

*You will create your photographs based around different themes set in discussion with your teacher. You will use One Note and Microsoft Teams. One Note will be used as a learning log to record progress and your next steps in learning will be discussed with you continually through an individual review process. You will also do continuous self and peer evaluations to increase your creativity and improve your portfolio's. Microsoft Teams is used to safely store and edit your photographs.*

### Assessment structure-

**Practical: Portfolio of Photographs 100 marks (externally assessed by SQA)**

**Written Exam 30 marks.**

**Future pathways** - Photography and creative digital media courses at college are one of the routes students can take, entry to these courses may be subject to successful portfolio submission and interview. Higher photography can also lead into career paths such as wedding or portraiture photography, landscapes or other areas. Learners who have successfully completed SQA qualifications in Photography may also go on to do HND level Photography courses and then continue their studies to BA Honors degree level at Art college

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# Health and Wellbeing



## National 4/5 Physical Education

Faculty- Health and wellbeing

SCQF- Level 4 and 5

### Course Description

The National 5 Physical Education course enables pupils to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities and enhance their physical wellbeing. Pupils work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others.

Practical and active learning experiences encourage pupils to develop an understanding of the benefits of participation in physical activities to their mental, emotional, social, and physical wellbeing.

### Assessment structure

<u>Component</u>	<u>Marks</u>	<u>Info</u>
Portfolio	60	Carrying out a Personal Development Programme and collecting evidence
Performances	60 (2x30)	2 activities of your choice will be assessed in a challenging context

### Future pathways -

‘Higher Physical Education’/ ‘Sports Development and Leadership’

Sports Coaching, PE Teaching, Sports Science, Physiotherapy, Sports Management/Journalism Sports, Development and Professional Sports

**Key Skills:** Data Collection, Performance Analysis, Personal Profiling, Problem Solving and Higher Order Thinking Skills, Personal Development.

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## Higher Physical Education

Faculty- Health and wellbeing

SCQF- Level 6

### Course Description

This course gives pupils the opportunity to develop and enhance their performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities. Candidates develop their thinking skills through planning, problem solving and analysing performance.

The course enables candidates to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance

### Assessment structure

Component	Marks	Scaled mark	Duration
Component 1: Question Paper	50	not applicable	2 hours and 30 minutes
Component 2: Performances	60 (2x30)	50	2 assessed performances in a challenging context

**Future pathways:** Sports Coaching, PE Teaching, Sports Science, Physiotherapy, Sports Management/Journalism, Sports Development, Professional Sports and Personal Trainer/Fitness

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## Advanced Higher Physical Education

Faculty- Health and wellbeing

SCQF- Level 7

### Course Description

The main purpose of the Course is to research and analyse factors which underpin and impact on performance and use this knowledge to develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation, and communication. During the Course, learners will become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance. The Course aims to enable learners to:

- investigate and evaluate how a range of factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- carry out high-level personal performance in a selected physical activity
- analyse and evaluate the process of performance development

### Assessment structure

<u>Component</u>	<u>Marks</u>	<u>Info</u>
Project	70	Carrying out an independent research project on an aspect of your performance.
Performance	30	1 single activity of your choice, assessed in a demanding context.

**Future pathways** - Sports Coaching, PE Teaching, Sports Science, Physiotherapy, Sports Management/Journalism, Sports Development, Professional Sports and Personal Trainer/Fitness

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# Craft, Design, Technology

## Practical Craft Skills (Woodwork)

Faculty: Craft, Design and Technology

### Course description

The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society

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

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

### Assessment structure

Component	Marks	Scaled mark	Duration
Component 1: question paper	60	30	1 hour
Component 2: practical activity	70	70	Done in class

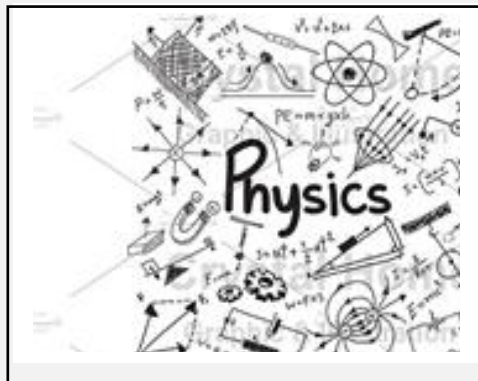
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## Science

### National 5 Physics

Faculty: Science

SCQF tariff points 24



‘Physics’ come from the Greek for ‘nature’. As such it is the study of the world around us and the Universe in which it exists. It is specifically the study of matter and energy and of the interactions between them, from the very tiny scale to the astronomical. Physics is the basis upon which our understanding of the other Science subjects rests and is the basis of most Engineering disciplines.

Physics develops the ability to pose questions and find answers through experimentation and observation. You will learn to apply concepts that apply to different areas of Physics to new contexts, to experiment, analyse data, and problem-solve.

The study of physics is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the health, energy, leisure, computing and finance industries.

Units of study are: **Dynamics** (vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion). **Space** (space exploration; cosmology). **Electricity** (electrical charge carriers; potential difference; Ohm’s law; practical electrical and electronic circuits; electrical power). **Properties of matter** (specific heat capacity; specific latent heat; gas laws and the kinetic model). **Waves** (wave parameters and behaviours; electromagnetic spectrum; refraction of light). **Radiation** (nuclear radiation).

**Assessment structure:** 2½ hour Exam, 135 marks scaled to 100.

8 hour Assignment, max. 1½ hours reporting findings, 20 marks scaled to 25.

### Future pathways:

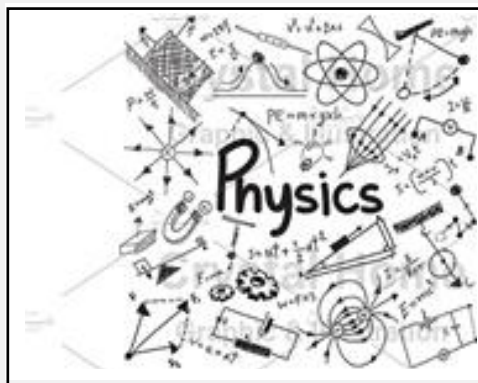
College course in a Technical subject. Entry to a trade (e.g. electrician). Further study of Physics or another Science or an area of Engineering. The skills development associated with numeracy, analysis and problem-solving are prized in a number of areas of study and employment, so even if you are not interested in the further study of Physics, the skills you will develop are very useful.

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## Higher Physics

Faculty: Science

SCQF tariff points 24



The Higher Physics course allows learners to understand and investigate the world in an engaging and enjoyable way. It develops learners' ability to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for learners to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions. This can lead to learners developing an informed and ethical view of complex issues. Learners will develop skills in communication, collaborative working and leadership, and apply critical thinking in new and unfamiliar contexts to solve problems.

### Course Outline

#### Our Dynamic Universe

This unit begins by looking at the interactions between objects on Earth before looking outwards to space. Students will undertake a journey from Newton's theory of gravitation, through Einstein's theories of relativity before examining the evidence to support the Big Bang theory and exploring the latest theories of dark matter and energy.

#### Particles and Waves

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

#### Electricity

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

**Assessment structure:** Question paper 1: 45 minute exam, 25 marks (not scaled)

Question paper 2: 2¼ hour Exam, 130 marks scaled to 95.

8 hour Assignment, max. 2 hours reporting findings, 20 marks scaled to 30.

### Future pathways:

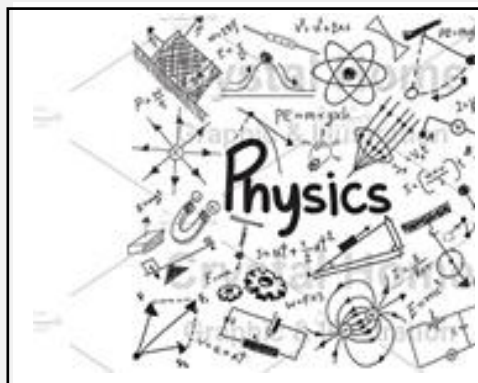
College course in a Technical subject. Entry to a trade (e.g. electrician). Further study of Physics or another Science or an area of Engineering. The skills development associated with numeracy, analysis and problem-solving are prized in a number of areas of study and employment, so even if you are not interested in the further study of Physics, the skills you will develop are very useful.

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## Advanced Higher Physics

Faculty: Science

SCQF tariff points 24



The Advanced Higher Physics course allows learners to investigate and understand the world and its place in the Universe in a more profound way. Pupils are expected to draw together skills and knowledge from diverse areas of Physics, including the extreme conditions inside stars to the shocking world of quantum mechanics.

Skills of analysis and investigation are developed to the full and there is an opportunity to specialise in an area of individual study with the Project (worth 23%), meaning this course is excellent preparation for University.

### Course Outline

#### Rotational Motion and Astrophysics

Kinematic Relationships, Angular Motion, Rotational Dynamics, Gravitation, General Relativity and Stellar Physics.

#### Quanta and Waves

Introduction to Quantum Theory, The Bohr Model of the Atom, The Uncertainty Principle, Particles from Space, The Solar Wind, Simple Harmonic Motion, Waves, Interference and Polarisation.

#### Electromagnetism

The Motion of Charged Particles in Electric and Magnetic Fields, Magnetic Induction, Capacitors and Inductors, Electromagnetic Radiation.

**Assessment structure:** Question Paper 3 hours (140 marks scaled to 100).

Project (30 marks)

**Entry requirement:** Higher Physics and Higher Maths pass at A or B

### Future pathways:

A pass in Advanced Higher Physics is respected by all potential employers, but most successful candidates will go on to University. The individual research, the development of skills and development of personalised learning are excellent preparation for any University level course, but many will go on to study Science, Engineering, Maths or Medicine.

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## NPA level 5 Practical Science

SCQF tariff points 24



NPA is a National Progression Award. It is exactly equivalent to other SQA awards at the same level, i.e. NPA level 5 is equivalent to a National 5 award, but the NPA is tested by internal assessment of units in school, rather than externally by final exam.

Practical Science draws on all branches of Science and has a focus on practical skills. There is, however, no lack of academic rigour. It is credited at level 5 due to the sophistication of the concepts explored, the degree of interpretation, planning, numerical analysis and communication required and due to the level of practical skills.

Units of study are: **Introduction to Chemistry** (the concept of a chemical reaction, atomic structure and the periodic table, structure and bonding, neutralisation); **Waves and Optics** (wave characteristics, reflection, refraction); **Radioactivity** (ionising radiations, dosimetry, half-life and safety, nuclear reactors); **The Human Body** (body systems, components structure and function, the effect of disease and injury); **Forensic Science** (applications in forensics, evidence in a documented case, current developments).

**Assessment structure:** There is no final exam but each unit is assessed by closed-book test, research and practical reports.

### Future pathways:

College course in a Technical subject. Entry to a trade (e.g. electrician). Within school, progression is to the NPA level 6 Science and Technology.

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# Geography, RMPS and Classical Studies

## National 5 RMPS

Faculty: Geography, RMPS and Classical Studies

SCQF- Level 5



### Course description

National 5 RMPS can be studied as a discrete course or as part of the progression pathway leading on from success at National 4 RMPS. National 5 RMPS examines the impact of religious and non-religious beliefs, practices, morals and values upon society as a whole. Within RMPS pupils will examine in depth the beliefs and practices of a world religion either Hinduism or Islam. Pupils will explore a variety of moral viewpoints concerning issues around Human Relationships. Lastly Pupils will explore the philosophical debate within causes of Evil and Suffering. Throughout the units of study pupils will be developing and demonstrating their skills of knowledge and understanding, analyses and evaluation.

There are three main units of study:

1. World Religion – Hinduism or Islam, the course focuses on the in depth study of the beliefs and practices of those who practice the faith
2. Morality: Human Relationships, the content of this unit focuses on the issues around Human Relationships. Examines the purpose of relationships such as marriage and modern issues such as divorce, gender, equality and exploitation
3. Religious and Philosophical Questions: the content of his unit focuses upon the variety of views held within the debate over the causes and existence of evil within the world.

### Assessment structure-

There are two main areas of formal assessment:

A) Assignment worth 20 marks (where students pick and research a topic of their own, and complete a resource sheet, and write up an essay under exam conditions in 60 mins)

B) An exam, which consists of one paper:

Paper: World Religion, Morality and Religious and Philosophical Questions 2hr 20 mins 80 marks

There will be regular in class assessment both formally, and through digital activities.

**Future pathways-** Future careers from RMPS are exceptionally varied, RMPS can be pursued right the way advanced Higher and through to postgraduate level study at university where pupils can study Theology, Religious Studies and Philosophy. Students who study RMPS are particularly welcome in areas such as law enforcement, journalism, medicine, legal profession, the armed forces, advocacy, politics and the creative industries.

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## Higher Religious, Moral and Philosophical Studies

Faculty: Geography, RMPS and Classical Studies

SCQF- Level 6

Religion is one of the most powerful forces the world has ever known; all societies contain elements of religious belief. Scotland is no different and our society is still influenced by the many religious faiths as well as by viewpoints independent of religious belief. RMPS deals with the “big questions” in life; in the course we look analytically at the response to these questions and encourage you to treat them critically and analytically. The aim of the course is to develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today. To analyse and think critically about our own beliefs and those of others.

**Morality and Belief: (*Justice*)** Pupils study moral issues and their background, implications and responses through studying one major moral issue. The moral topic will be Justice and will be exploring:

- Causes of Crime (*environmental influences and psychological factors*)
- Purposes of Punishment (*reformation, retribution, protection, deterrence*)
- Responses to Crime (*custodial, non-custodial, capital punishment*)

**World Religion: (*Christianity or Islam*)** Pupils study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers.

**Religious and Philosophical Questions: (*Origins*)** Pupils will study the question ‘Was the universe and life created?’

Pupils will explore religious and scientific responses surrounding the origins of the universe and life, and will debate which provides the strongest argument.

**Assignment:** The assignment provides pupils a chance to choose a religious, moral or philosophical topic, and create their own question title.

**Assessment structure-** Externally assessed exam and an externally assessed assignment to be prepared for and written in class.

**Future pathways-** Law, Police, Social Work, Journalism, Psychologist

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# Health and Wellbeing

## Senior Phase Rugby Academy



Suitable for young people with an interest in playing/coaching/refereeing rugby union. Academy blocks are split between the classroom, rugby pitch and our cluster primary schools. Candidates are given the opportunity to enhance their own technical skill set during high intensity development sessions with our Head of Rugby, Mr Leckie. In addition to this, candidates learn about the importance of nutrition and strength and conditioning – these sessions are delivered by Anthony Reen from Dynamic Sports. In addition to this work, candidates also spend time delivering rugby sessions in our cluster primary schools. These sessions help enhance skills like planning and organisation; communication and teamwork.

### **Awards:**

UKCC Level 1 (or 2) in Sports Coaching  
(Rugby)

Refereeing Level 1

Aspiring Performance Programme (x2 National 5 Units – through Borders College. This is under review and a 3<sup>rd</sup> unit is being developed, which would then make this a full N5 award)

### **Potential pathways:**

Sports Coaching

Primary / Secondary teaching

Sports Science

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## Science

### NPA level 6 Scientific Technologies



SCQF tariff points 24

NPA is a National Progression Award. It is exactly equivalent to other SQA awards at the same level, i.e. NPA level 6 is equivalent to a Higher award, but the NPA is tested by internal assessment of units in school, rather than externally by final exam. Offering this route to success is part of our response to the Scottish Government's challenge to improve access to employment in STEM (Science, Technology, Engineering and Maths) subjects. The name of this NPA is designed to be generic because it caters for entry to a range of industries.

Scientific Technologies is the first year of a two-year Foundation Apprenticeship in Scientific Technologies which leads to employment opportunities in science laboratories. Direct entry to the second year of the Foundation Apprenticeship is offered by Edinburgh College.

Units of study are: **Laboratory Safety** (common laboratory hazards, safety and security methods, following safety procedures); **Maths for Science** (calculations, algebraic methods, constructing statistical graphs and calculating statistical measures); **Fundamental Chemistry** (chemical principles and practical experiments associated with atomic structure, chemical formulae, acids and bases, the periodic table, and organic chemistry); **Experimental Procedures** (experimental procedures, processing of results, laboratory-based project).

**Assessment structure:** There is no final exam but each unit is assessed by closed-book test, research and practical reports.

**Entry requirement:** Successful completion of NPA level 5 Practical Science

**Future pathways:** College course in a Technical subject. Entry to a trade (e.g. electrician). Edinburgh College offer the second year of the Foundation Apprenticeship in Scientific Technologies.

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# Modern Languages

## National 5 Spanish

Faculty: Modern Languages

SCQF- Level 5



### Course description

### Assessment structure

The study of a modern language at National 5 provides pupils with the opportunity to continue to acquire and develop skills for learning, life and work, whilst simultaneously deepening cultural knowledge and awareness.

The National 5 course provides candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

Pupils will be learning about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

Culture (Planning a trip, other countries, celebrating a special event, literature of another country)

PAPER	FORMAT	LENGTH	MARKS	SCALED MARK
Paper 1: Reading	3 texts of equal length and demand  Dictionary permitted	1 hour	30	30
Paper 1: Writing	Candidates must produce a letter of application using the 6 bullet points that follow (the first 4 are generic, the last 2 specific to the advert).	30 minutes	20	15
Paper 1: Listening	One monologue and one conversation.	20 minutes	20	30
Writing Assignment	On one of four contexts (120-200 words)		20	15
Talking	Presentation and follow-on conversation in the MFL	Presentation 1 – 2 mins	10	10
	(from one of the four contexts)	Conversation 5-6 mins	20	20

**Future pathways:**

Language are desirable in virtually all industry sectors including; The Foreign office, Aviation, Advertising, Media, Event Management, Engineering, Tourism, Hospitality, Law, Medicine and Finance.

Jobs which specifically require Modern Languages include: Translator, Interpreter, Languages teacher, Diplomat, Tour Guide.

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## Course description

### Assessment structure

The study of a modern language at Higher level deepens pupils' cultural awareness and linguistic knowledge, in addition to developing transferrable skills such as critical thinking, presentation skills and team-work. Speaking languages can open doors for both study and work purposes and, in an increasingly global employment market, knowledge of a foreign language is a huge asset.

The Higher course builds on prior knowledge from National 5 and provides pupils with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

Pupils will be learning about the following contexts and themes:

Society (Family and friends, lifestyle, media, global languages and citizenship)

Learning (Learning in context and education)

Employability (Jobs, works and CVs)

Culture (Planning a trip, other countries, celebrating a special event, literature of another country)

COMPONENT	DETAILS	LENGTH	MARKS	SCALED	%
<b>INTERNAL EXAM:</b> <b>Talking</b>	<b>Talking (30 marks)</b>	10 minutes	30 marks	30	25%
<b>WRITING ASSIGNMENT</b>	200-250 words.		20 marks	15	12.5%
<b>EXTERNAL EXAM</b> <b>Paper 1:</b>	<b>Reading (20 marks)</b>  <b>Translation (10 marks)</b>  <b>Directed Writing (20 marks)</b> – essay (150-180 words)	2 hours	30 marks   20 marks	30   15	25%   12.5%
<b>EXTERNAL EXAM</b> <b>Paper 2:</b>	<b>Listening (20 marks)</b>	30 mins	20 marks	30	25%

### Future pathways:

Language are desirable in virtually all industry sectors including; The Foreign office, Aviation, Advertising, Media, Event Management, Engineering, Tourism, Hospitality, Law, Medicine and Finance.

Jobs which specifically require Modern Languages include: Translator, Interpreter, Languages teacher, Diplomat, Tour Guide



## **Sports Leadership and Development**

### NPA Sports Development

#### Leadership Award

SCQF- Level 5 and 6

### **Course Description**

The NPA Level 6 in Sports Development will allow candidates who may wish to pursue a future in a sport related career. The award will allow candidates to develop their knowledge, skills and understanding of current theories and concepts surrounding the topic of sport and progressing from beginner to elite performance. The course aims to develop the candidate's knowledge and skills in planning, implementing and evaluating aspects of Sports Development and enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills. Candidates will need to be actively involved in some extra-curricular activity.

The Leadership Award is an optional extra that will allow pupils the chance to complete a Leadership study for extra credit. This will include the planning and leading of an event in the community alongside a focus on different styles of leadership and the challenges and opportunities that go along with any leadership role. This is not a sports leaders course, but a generic leader.

### **Assessment structure (No Exam)**

#### • Sports Development

Unit 1 - Sports: Activity and Participation Opportunities in the Community

3 outcome assessments through essay and extra-curricular participation

Unit 2 - Sports: Investigate Activity Development Opportunities in an Organisation

5 outcome assessments through written reports and conducting a survey

#### • Leadership Award

Unit 1 - Introduction to Leadership.

2 outcome assessments through essay

Unit 2 - Leadership in Practice

3 outcome assessments (linked with sports development) planning and leading event

### **Future pathways -**

Sports Development, Sports Coaching, PE Teaching, Sports Science, Physiotherapy, Sports Management/Journalism, Professional Sports, Personal Trainer/Fitness

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# Mathematics

## Advanced Higher Statistics

Faculty-Mathematics

SCQF- Level 7



### Course description

Statistics seeks to make sense of inherent natural variation in a wide variety of contexts, eg the National Lottery, association between lifestyle choices and health outcomes.

The Course explores the collection, analysis and interpretation of data. It develops an understanding of degree of certainty which can be attributed to inferences made and conclusions reached when interpreting and analysing data.

The Course should motivate and challenge learners by enabling them to:

- understand the appropriateness of different methods of data collection, particularly ways of sampling from a population
- select and use appropriate statistical models to assist with the analysis of data
- consider and evaluate assumptions required for chosen models
- understand the notion of probability
- interpret results in context, evaluating the strength and limitations of their models
- develop skills in effectively communicating conclusions reached on the basis of statistical analysis.

**Assessment structure-** 2 exam papers: paper 1 statistical case studies, paper 2 calculator paper to assess statistical knowledge and skills.

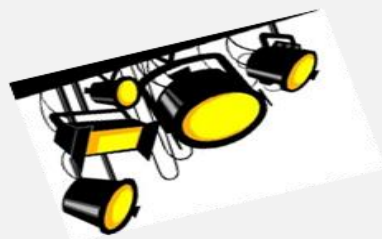
**Future pathways-** Advanced Higher Statistics is highly relevant for modelling and data analysis in many areas, including medicine, actuarial science, economics and other social sciences, business and management, and offers a solid foundation in the exploration of probability theory, random variables, hypothesis testing and confidence intervals.

Universities recommend any student studying in the above fields take Advanced Higher Statistics

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# Expressive Arts- Music and Drama

## NPA Technical Theatre in Practice



SCQF Level 6

In Partnership with Edinburgh College

### Entry

NPA Courses encourage young people to become familiar with the world of work by offering practical based programmes of study which are linked to particular careers. These Courses also develop broader employability and other transferable skills. The **NPA Technical Theatre in Practice** is an exciting qualification offered by SQA. **It will be taught by the Edinburgh College Technical Theatre Tutor. Pupils will have the opportunity to work closely with the Edinburgh College Technical Theatre department through shadowing and observing technical rehearsals and shows at the PASS Theatre.**

This course is designed to provide an introduction to the Technical Theatre Industry which services the following sectors: Drama / Theatre, Media Industries, Music Industries, Sound Production, Technical Theatre Training, Events Production and Events management. You do not have to have studied a creative arts subject before.

### Content

The NPA Course will comprise 4 x 40 hour Units with an emphasis on integrated practical activity and skills building, knowledge and understanding and employability and transferable skills. The 4 Units of the Course are:

- ❖ **Technical Theatre in Context (SCQF Level 6) 1 Credit**
- ❖ **Theatrical Design (SCQF Level 6) 1 Credit**
- ❖ **Theatre Stage Lighting Operations (SCQF Level 6) 1 Credit**
- ❖ **Theatre Stage Sound Operations (SCQF Level 6) 1 Credit**

These Units are ideally suited to a wide range of creative contexts including:

- a musical production,
- an art exhibition/display,
- production of school yearbook,
- production of a music CD,
- a drama or dance production,
- an animated short film,
- a website or blog,
- a fashion show or a community project,
- a school concert,
- photography,
- an Arts publication,
- an information film

**This course has 2 *blocks* per week and is combined with 4 *blocks* of NC Creative industries.**





## NC Creative Industries

SCQF Level 5/6

In Partnership with Edinburgh College

NC Creative Industries is a practical qualification designed to equip learners with the knowledge and skills (including Core Skills) required for further study or to gain employment.

The NC Creative Industries at SCQF level 5/6 is designed for those with an interest in developing skills that are relevant for the creative sector. It develops knowledge and understanding by allowing the learner to work with a variety of creative briefs and to 'take a creative product to market'.

Topics covered could include: theatre production, exhibition or installation, musical production, fashion show, dance, journalism, radio or film. This course also allows for the development of transferable skills in project management, entrepreneurship, information technology, collaboration, evaluation and presentation — which are vital for employment within the creative industries.

The 4 Units of the Course are:

- ✧ **Creative Industries: An Introduction to Technical Theatre (SCQF level 5)** 6 Credit Points
- ✧ **Creative Industries: Skills Development (SCQF level 5)** 6 Credit Points
- ✧ **Creative Industries: The Creative Process (SCQF level 5)** 6 Credit Points
- ✧ **Creative Industries: Creative Project (SCQF level 5)** 6 Credit Points

These Units are ideally suited to a wide range of creative contexts including:

- a musical production,
- an art exhibition/display,
- production of school yearbook,
- production of a music CD,
- a drama or dance production,
- an animated short film,
- a website or blog,
- a fashion show or a community project,
- a school concert,
- photography,
- an Arts publication,
- an information film.

This course is suitable for a wide range of candidates including:

- S5/S6 school pupils
- learners looking to progress to an HNC/HND at College

### **Entry Requirements**

It would be expected that learners would have an interest in aspects of the Creative Industries. This may be demonstrated by the achievement of units at National 5 or 6, or a course award in Music, Drama, Dance or Art & Design at National 5.

**This course has 4 *blocks* per week and is combined with 2 *blocks* of NPA Technical Theatre.**

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## Geography, RMPS and Classical Studies

### National 4/5 Travel and Tourism

Faculty: Geography, RMPS and Classical Studies

SCQF- Level 4 and 5



### Course description

The National 4/5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

skills to become effective job-seekers and employees

skills to deal effectively with all aspects of customer care and customer service in travel and tourism

the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

**Assessment structure-** There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

- **Future pathways** - other SQA Travel and Tourism Courses or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism
- further education
- employment in the travel and tourism industry- tour guide, travel agent, catering industry, hotel industry
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End of booklet