

Campbeltown Grammar School



Committed to success
Aim High

Senior Phase Options Information Booklet 2025-2026



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Introduction

Subject Choice and Course Information

This booklet is designed to help make informed choices for curriculum options in the Senior Phase (S4 – S6) and to be used with young people, parents/carers, external agencies and teachers alike. It contains information on entry requirements, course content, assessment procedures and progression routes. These pages should be read very carefully before any choices are made and will be discussed at PSE classes. Each pupil will meet their Pupil Support/Guidance teacher individually to help support them make their choices.

Please note that the inclusion of information about a course in this booklet does not necessarily mean that the course will run. Classes will only be formed for courses if there is sufficient demand and if staffing/timetabling constraints permit. We cannot give guarantees that a subject chosen in April will be available in August. The school will keep pupils and their parents aware of any changes. In addition, certain courses can be oversubscribed and in such cases the school may find it necessary to raise the entry requirements or re-course some pupils. However, every effort is made to ensure that pupils are able to access an appropriate subjects. If any issues in subject choice arise these will be discussed with the student, Pupil Support and his/her parents or carers.

What is the Senior Phase?

The Senior Phase is the curriculum which pupils follow in S4, 5 and 6 in order to acquire a range of national and school-based qualifications, which will help them prepare for the next stage of their lives in employment, training, Further or Higher Education. In Campbeltown Grammar School we also aim to ensure that our Senior Phase curriculum enables pupils to develop personal values and qualities and for this purpose we provide opportunities for pupils to achieve in fields which extend beyond the traditional curriculum into personal achievement in such areas as Outdoor Education, Citizenship, Volunteering, Sport Leaders Award and Work Experience. To maximise opportunities for pupils there is increased emphasis on the importance of partnership with other agencies and education providers such as Argyll College, Community Learning and Development and the HUB along with local employers.

This curriculum will be made up of choices from the following different types of courses:

- Advanced Higher (S6 students only)
- Higher Grade
- Nationals 1 to 5
- School-based courses
- College-based and Distance Learning courses

How will S4, 5 and 6 classes be organised in the Senior Phase?

In the Senior Phase, classes will have a mixed-stage structure with pupils being placed in sections according to ability rather than age. Pupils will choose 6 courses ranging from Advanced Higher (National Level 7) to National 1 based on their level of ability or prior accreditation.

S6 pupils may choose a minimum of 4 columns. Advanced Highers may be available with some subjects and pupils are asked to speak to their teacher and Head of Faculty to gain further information and recommendations for these courses.

Could any pupil in S4, 5 or 6 do a Higher?

In all subjects the standard and pace of work required to gain a pass at Higher Grade are considerably greater than those of National 5 or 4 courses. Pupils should therefore **only** choose Higher Grade courses in those subjects in which they are likely to obtain an A to C pass at National 5 and recommended by their subject teacher.

What are Argyll College Courses?

College courses are offered in collaboration with Campbeltown Grammar School and Argyll College. Some of the courses could take place at Argyll College's main building at Hazelburn, at MACC while others might take place in CGS. College courses offered at National 4, 5 or Higher levels will have the same unit and assessment structure as other SQA courses.

Information on all SQA College Courses can be found at: www.sqa.org.uk and at Argyll College's website at www.argyll.uhi.ac.uk.

How will courses be assessed in the Senior Phase?

Only courses at Advanced Higher, Higher and National 5 will be assessed and graded at A to D.

Nationals 1 to 4 are not graded and are internally assessed (i.e. are assessed in a controlled situation by teachers – no exams). Courses at National 4 will include an Added Value Unit that is flexible in nature and performs a similar function to Course assessment.

Courses at National 5, Higher and Advanced Higher levels will also include Units assessed by schools in addition to the Course assessment that will be set and marked by SQA.

How do pupils and their parents know how they are doing?

Our tracking and reporting structure is revised each session to ensure that the information issued to parents is timely and appropriate. Currently, senior pupils receive three reports per session along with a Parent's Evening. There are also many opportunities for further communication throughout the year on progress.

Faculty Structure at CGS

- | | |
|-------------------------------------------------------------------------------------------------------------|----------------|
| • English and Languages
(English, Drama, French, Spanish and German) | Mrs Kydd-Corr |
| • Health, Wellbeing and Technologies
(PE, Health and Food Technology, Technical, Business and Computing) | Mr McQuaker |
| • Mathematics and Science
(Maths, Maths Apps, Biology, Chemistry and Physics) | Mrs MacFarlane |
| • Social Subjects and Arts
(History, Geography, Modern Studies, RMPS, Art and Music) | Mr Johnston |
| • Support for Learning and Behaviour | Mrs Innes |

Guidance and Pupil Support

Miss Murray (BGE) and Miss McLean (BGE)
Mr Doxsey (Senior Phase)

THIS BOOKLET WILL BE AVAILABLE ON THE SCHOOL WEBSITE AT

<https://www.campbeltown.argyll-bute.sch.uk/>

Is there any financial support for pupils in the Senior Phase?

EMAs are Educational Maintenance Allowances, £30 per week.

- They are available to eligible 16-19 year olds.
- You cannot get an EMA until you have reached your school leaving age (16).
- If you reach your 20th birthday whilst receiving EMA, payments will stop from the week after your 20th birthday.
- EMAs can be paid for up to 3 years and up to 4 years for students with ASN

How can I apply?

To apply for an EMA please ask the School Office for an application form. Application forms are also available from the Burnett Building in Campbeltown.

How is it paid?

EMA awards will be paid according to the total taxable household income. Payments are only made when pupils have 100% weekly attendance and have good timekeeping and behaviour. The EMA payment is made every two weeks directly into the pupil's bank account.

For further information, see <http://www.emascotland.com>.

Where can parents and pupils get support, information or ask a question?

Help and information on the Senior Phase can come from a variety of sources, including Subject Teachers, Pupil Support Staff, Argyll College and UHI (University of the Highlands and Islands) staff, visiting speakers and Skills Development Scotland (SDS). The school works very closely with SDS to offer support to pupils in developing Career Management Skills and individual mentoring to pupils. This is particularly important at key transition points to ensure that they have a positive destination when they leave school.

Campbeltown Grammar School, in collaboration with other agencies including SDS and Argyll College, has an 'Opportunities for All' (also known as 16+) group, the responsibility of which is to provide support to pupils to ensure that all achieve a positive destination when they leave school.

My World of Work is Skills Development Scotland's web service.

It provides a personalised information service for pupils that helps them link their life, learning and work and supports their individual career management

Useful sites:

www.myworldofwork.co.uk

www.emascotland.com.

www.youngscot.org (young people)

www.parentzonescotland.gov.uk (parents)

www.argyll.uhi.ac.uk (Argyll College)

www.sqa.org.uk (information on qualifications)

www.education.gov.scot/what-we-do/inspection-and-review/reports

www.ltscotland.org.uk (teaching practice and support)

www.engageforeducation.org (share ideas and questions about education issues)

<https://blogs.glowscotland.org.uk/ab/campbeltowngs/>

English and Languages Faculty

English - Higher

Why take this course?

The main purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

Course Structure:

The course is made up of two internally-assessed **mandatory Units** and provides all learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The two units include the four language skills of listening, talking, reading and writing.

English, Unit 1: Analysis and Evaluation (Higher)

The purpose of this unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

English, Unit 2: Creation and Production (Higher)

The purpose of this unit is to provide pupils with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

Conditions of award:

To gain the award of the course, the learner must pass all of the Units as well as the external course assessment.

How will I be assessed?

All units are internally assessed on a pass/fail basis. SQA will provide rigorous, external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The award of Higher English will be based on completion of the internally-assessed Units, and the pupil's performance in an external examination: Paper 1: Close Reading (1 hour 30 minutes) and Paper 2: Critical Reading (1 hour 30 minutes), comprising one Critical Essay and the analysis of a Scottish text from the SQA prescribed list. Pupils' final attainment is completed with the addition of a Writing Portfolio. This is a piece of writing of up to 1300 words and can be either Creative or Discursive.

What homework will I be expected to do?

Homework and independent study tasks with strict completion deadlines will be set throughout the course. English courses at all levels make demands of each learner as an active reader. In addition to prescribed homework, each learner should be reading quality newspapers, complex fiction and challenging non-fiction texts which will provide short-term and long-term benefits in terms of vocabulary acquisition, enhanced genre/stylistic awareness and a growing stock of models for writing in a variety of forms which will inform the learner's own writing and reading. The purchase and use of both a dictionary and thesaurus will prove of immediate and continuing benefit to the student of English.

English - National 5

Why take this course?

The Course also provides pupils with the opportunity to develop an understanding of how language works, and use language to communicate ideas and information in English, to use creative and critical thinking to synthesise ideas and arguments, and to develop critical literacy skills and personal, interpersonal and team-working skills.

It provides pupils with the opportunity to develop independent learning and to enhance their enjoyment and their understanding of their own and other cultures.

The National 5 English course also seeks to develop an appreciation of language use, and of a variety of literature and texts.

National 5 English offers pupils the opportunity to develop detailed language skills in the contexts of literature, language and media.

What will I learn?

The course is made up of two mandatory units:

English: Analysis and Evaluation (National 5)

The purpose of this Unit is to provide pupils with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed texts. The texts studied must include Scottish texts.

English: Creation and Production (National 5)

The purpose of this Unit is to provide pupils with the opportunity to develop talking and writing skills in a range of contexts. Pupils develop the skills needed to create and produce detailed texts in both written and oral forms.

How will I be assessed?

To gain the award of the Course, the pupil must pass all of the Units as well as the Course assessment (external examination), which comprises of a Close Reading assessment, analysis of a prescribed Scottish text, and a Critical Essay. Pupils' final attainment is completed with the addition of a Writing Portfolio. This is a piece of writing of up to 1000 words and can be either Creative or Discursive.

What homework will I be expected to do?

Homework and independent study tasks with strict completion deadlines will be set throughout the course. English courses at all levels make demands of each learner as an active reader. In addition to prescribed homework, each learner should be reading quality newspapers, complex fiction and challenging non-fiction texts which will provide short-term and long-term benefits in terms of vocabulary acquisition, enhanced genre/stylistic awareness and a growing stock of models for writing in a variety of forms which will inform the learner's own writing and reading. The purchase and use of both a dictionary and thesaurus will prove of immediate and continuing benefit to the student of English.

National 5 Literacy

Pupils enrolled on the National 5 English course will also complete a National 5 Literacy Unit award. The purpose of this Unit is to develop students' reading, writing, listening and talking skills in a variety of forms relevant to learning, life and work. Pupils will continue to develop the ability to understand straightforward ideas and information presented orally and in writing. Pupils also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

English - National 4

Why take this course?

National 4 English offers pupils the opportunity to develop straightforward language skills in the contexts of literature, language and media.

What will I learn?

This course has four mandatory units:

English: Analysis and Evaluation (National 4)

The purpose of this Unit is to provide pupils with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Pupils develop the skills needed to understand, analyse and evaluate straightforward texts.

English: Creation and Production (National 4)

The purpose of this Unit is to provide pupils with the opportunity to develop talking and writing skills in familiar contexts. Pupils develop the skills needed to create and produce straightforward texts in both written and oral forms.

Literacy (National 4)

The purpose of this Unit is to develop the pupils' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Pupils develop the ability to understand straightforward ideas and information presented orally and in writing. Pupils also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

Added Value Unit: English Assignment (National 4)

The purpose of this Added Value Unit is to provide pupils with the opportunity to apply their language skills to investigate and report on a chosen topic. This assignment will allow the pupil to exercise personalisation and choice, as well as stimulating a greater breadth and depth of knowledge of a challenging topic or issue.

How will I be assessed?

To achieve the National 4 English Course, pupils must pass all of the required Units, including the Added Value Unit.

English - National 3

Why take this Course?

National 3 English offers pupils the opportunity to develop straightforward language skills in the context of literature, language and media.

What will I learn?

There are 3 compulsory units:

Understanding Language: understanding, analysing and evaluating texts.

Producing Language: producing simple texts, both written and oral.

Literacy: Understanding ideas and information presented orally and in writing; communicating ideas orally and in writing with sufficient degree of technical accuracy, e.g. punctuation, grammar and spelling.

How will I be assessed?

National 3 courses are not graded and the 3 Units will be internally assessed. Pupils must pass all 3 Unit Assessments to achieve the National 3 Award.

French and Spanish – Higher

Why take this course?

This Course provides pupils with opportunities to continue to acquire and develop their language skills as well as skills for learning, skills for life and skills for work.

This Course or its Units may provide progression to:
other SQA qualifications in Modern Languages or related areas
further study, employment and/or training

What will I learn?

Students can gain a National qualification by sitting a final exam at Higher level

Pupils who do not sit the final exam can gain UNIT PASSES only.

Units are as follows:

Understanding Language (receptive skills of listening and reading)

Using Language (productive skills of talking and writing)

Understanding and Using Language units consist of the following contexts:

- Society
- Learning
- Employability
- Culture

How will I be assessed?

To gain an award, pupils must pass both of the mandatory units which are assessed internally as well as the Course Assessment (external examination)

All four skill areas are assessed.

Talking:

Assessed internally and marks submitted to SQA by school.

Pupils choose a minimum of 2 contexts and have a conversation in Spanish lasting 8-10 minutes.

Reading and Translation:

Pupils are trained to read authentic passages in the foreign language in a variety of styles. In the examination, there is one extended passage with comprehension questions in English. They are also required to translate a section of the passage.

Listening:

Pupils listen to one monologue and one dialogue on the same topic and answer questions in English on the recordings.

Writing:

There is one piece of writing to be completed in the external examination, 150-180 words in length. The piece of writing takes the form of a report on a past event, usually a trip to the foreign country. The student chooses one of two possible scenarios and writes a report which must include all the six bullet points as directed. This is primarily a task using the Preterite and Imperfect tenses.

Assignment writing:

Pupils choose a topic and prepare a piece of writing (200-250 words in length) They do this in class under exam conditions and it is sent away to be marked externally

French and Spanish - National 5

Why take this course?

The Course offers pupils opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- understand and use French or Spanish
- apply knowledge and understanding of French or Spanish

The Course contributes towards the development of literacy skills by providing pupils with opportunities to read, listen, talk and write in French or Spanish, and to reflect on how this relates to English.

What will I learn?

You will study a wide range of different types of texts in different media. You will also learn to think critically, creatively and develop cultural awareness.

The course comprises **three** areas of study.

Reading and Writing; Listening

You will develop:

- reading, writing and listening skills in French/Spanish
- our knowledge of detailed language in the contexts of society, learning, employability and culture.

Assignment – Writing

You will develop:

- writing and grammatical skills in French/Spanish
- your knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.

Performance – Talking

You will develop:

- talking and writing skills in French/Spanish
- your knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.
-

How will I be assessed?

External Assessment in the skills of Reading, Listening and Writing in the form of a final exam.

Writing Assignment (to be reintroduced for 2022-2023)

This is prepared internally and performed in school but sent away for external marking. Pupils choose a topic and prepare a piece of writing of 120-200 words in length. They then do writing under exam conditions.

Writing in external exam takes the form of a job application (120 – 150 words in length) where the student has 6 bullet points giving the information that should be included. The first 4 BPs are always the same and can be prepared well in advance. BPs 5 and 6 vary year on year.

Talking is internally assessed. Pupils choose a minimum of 2 contexts and prepare a presentation on 1 (2-2.5 minutes in length). This leads into a conversation which will cover at least 1 other context.

Talking is assessed by class teacher and marks sent to SQA.

French and Spanish - National 4

Why take this course?

The Course offers pupils opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable pupils to develop the ability to:

- read, listen, talk and write in Spanish
- understand and use Spanish

- apply knowledge of Spanish
- plan, research and apply language skills

The Course contributes towards the development of literacy skills by providing pupils with opportunities to read, listen, talk and write in Spanish, and to reflect on how this relates to English.

What will I learn?

This Course is made up of three mandatory Units:

- Understanding Language
- Using Language
- Assignment (Added Value Unit)

The Course provides pupils with the opportunity to develop their reading, listening, talking and writing skills in order to understand and use Spanish. The three Units, taken together, include the four language skills of reading, listening and talking, and writing.

The structure of the Units enables pupils to focus on the skills required to understand and use Spanish and to integrate reading, listening, talking and writing skills across the Units. Each Unit also offers opportunities for pupils to focus on particular skills.

How will I be assessed?

To achieve the National 4 Spanish Course, pupils must pass all of the required Units, including the Added Value Unit. National 4

National 4 courses are not graded.

Evidence for the National 4 Modern Languages Added Value Unit is an assignment that will allow the pupil to apply their language skills to investigate a chosen topic in the modern language.

Pupils will be required to provide evidence of their reading, listening and talking skills by selecting relevant information from at least two written texts, making an oral presentation in the modern language, and responding appropriately to questions in the modern language.

Health and Wellbeing Faculty

Physical Education - Higher

Why take this course?

This course will offer pupils the opportunity to study physical education at a challenging level. The course will have performance as its prime focus and students will be engaged in integrated practical experiential studies which will advance their skills and techniques while developing knowledge and understanding, evaluating, investigating and performance analysis competencies. The course will contribute to the personal and social development of students

What will I learn?

The Higher Physical Education course has **two** mandatory Units:

Physical Education: Performance Skills (Higher)

In this Unit, students will develop a broad and comprehensive range of complex movement and performance skills through different activities including; football, hockey, netball, badminton and volleyball. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way.

Students will be required to provide evidence of using, selecting, demonstrating and adapting a broad and comprehensive range of complex movement and performance skills in **two** activities. Students will be assessed on their ability to consistently respond to and meet the demands of the performance, and to make appropriate decisions for effective outcomes.

Physical Education: Factors Impacting on Performance (Higher)

In this Unit, students will develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Learners will consider how these factors can influence effectiveness in performance.

They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these two factors that impact on their personal performance. They will create personal development plans, modify these and justify decisions relating to future personal development needs.

Pupils will be required to provide evidence in the Factors Impacting on Performance Learner Workbook of their understanding of factors that impact on performance from: mental, emotional, social and physical. They will evaluate and analyse their personal performance and implement approaches to address factors that impact performance on that performance. Pupils will evaluate their choice of methods and approaches used to develop performance. They will justify decisions made and relate these to future development needs.

How will I be assessed?

To gain the award for the Course, the pupil must pass all the mandatory Units as well as the Course assessment. Course assessment will provide the grading attainment in the Course award.

Structure of the Course assessment

The Course assessment will consist of **two** Components, **two different performances** and an **external exam**.

Component 1 - Performance

The performance will have **60 marks**. This is **50%** of the overall marks for the Course assessment.

Component 2 - **Exam**

The exam will have **50 marks**. This is **50%** of the overall marks for the Course assessment.

Physical Education - National 5

Why take this course?

This Course is suitable for all pupils who have an interest in and enthusiasm for developing their movement and performance skills in physical activities and who enjoy learning in practical contexts. It is also suitable for pupils who have achieved the National 4 Physical Education Course.

The main aims of the Course are to enable the pupil to:

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

What will I learn?

The Course has two mandatory Units:

*Physical Education: **Performance Skills** (National 5)*

The general aim of this Unit is to develop pupils' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Pupils will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.

*Physical Education: **Factors Impacting on Performance** (National 5)*

The general aim of this Unit is to develop pupils' knowledge and understanding of the factors that impact on performance in physical activities. Pupils will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

How will I be assessed?

To gain the award for the Course, the pupil must pass all the mandatory Units as well as the Course assessment. Course assessment will provide the grading attainment in the Course award.

Structure of the Course assessment

The Course assessment will consist of **two** Components, **two different performances** and a **portfolio**.

Component 1 - **Performance**

The performance will have **60 marks**. This is **50%** of the overall marks for the Course assessment.

Component 2 - **Portfolio**

The Portfolio will have 60 marks. This is 50% of the overall marks for the Course assessment.

Physical Education - National 4

Why take this course?

This Course is suitable for pupils who have an interest in and enthusiasm for developing their movement and performance skills in physical activities, and who enjoy learning in practical contexts.

The Course will help learners to develop decision-making, problem-solving and interpersonal skills, which are transferable to other life and work contexts.

What will I learn?

The Course has two mandatory Units and an Added Value Unit: *Physical Education*:

Performance Skills (National 4)

The general aim of this Unit is to provide pupils with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. Pupils will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.

Physical Education: Factors Impacting on Performance (National 4)

The general aim of this Unit is to provide pupils with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Pupils will record, monitor and reflect on their own performance. There will be opportunities for personalisation and choice through the selection of physical activities used in learning and teaching.

Added Value Unit: Physical Education: Performance (National 4)

The general aim of this Unit is to enable pupils to provide evidence of added value for the National 4 Physical Education Course. Pupils will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.

How will I be assessed?

To achieve the National 4 Physical Education Course, pupils must pass all of the required Units, including the Added Value Unit.

Physical Education - National 3

Why take this course?

This Course is suitable for pupils who have an interest in and enthusiasm for physical education. It allows pupils the opportunity to participate in physical activities and develop their basic movement and performance skills in familiar contexts. It also provides the pupil the opportunity to increase their understanding of the important link between fitness and good health.

The Course encourages pupils to demonstrate initiative, decision-making and problem-solving, skills that are transferable to learning, to life and the world of work.

What will I learn?

The Course has two mandatory Units:

Physical Education: Performance Skills (National 3)

The general aim of this Unit is to provide pupils with the opportunity to develop and safely demonstrate a range of basic movement and performance skills in familiar contexts. It enables pupils to experience a range of physical activities that will provide contexts for reinforcing and extending these basic skills. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way.

Physical Education: Factors Impacting on Performance (National 3)

The general aim of this Unit is to provide pupils with the opportunity to explore and raise their awareness of factors that impact on personal performance in physical activities. Pupils will (with support) record, monitor and reflect on their own performance.

How will I be assessed?

To achieve the National 3 Physical Education Course, pupils must pass all of the required Units.

Practical Cookery – National 4 & 5

S4 option only – Pupils have to have completed the appropriate level of organisation and cookery skills in S3 and gained a REHIS Hygiene and Safety certificate.

This course aims to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

The course is made up of three units:

- **Cookery Skills, Techniques and Processes** – you will be learning how to select the correct equipment and ingredients and how to follow a recipe accurately.
- **Organisational Skills for Cooking** – you will be learning how to select and cost a recipe, and prepare from it in an organised manner.
- **Understanding and Using Ingredients** – identify a variety of ingredients and their characteristics and learn how to prepare them.

Assessment:

Component	Marks	Duration
Question paper	30	1 hour
Assignment (time plans/ service details)	18	1 hour 45 minutes
Practical Activity	82	2 hour 30 minutes

Required Knowledge:

Question Paper

- The principles of selecting and using food preparation equipment
- the principles of successful weighing and measuring

- understanding cookery processes and food preparation techniques
- understanding ingredients, their characteristics, and the importance of sustainability
- knowledge and application of current dietary advice
- knowledge of the application of the principles of food safety and hygiene
- costing recipes
- evaluation of presentation, taste or texture of dishes

Practical Skills for Practical Activity

Food preparation techniques	Peel; skin; chop; slice; dice; cut matchsticks; cut batons; segment; blanch; puree; marinate; strain; pass; grate; coat; mix; blend; whisk; cream; fold; rub in; knead; roll out; portion; shape; line; bake blind; glaze; pipe.
Cookery processes	<ul style="list-style-type: none"> • baking • boiling • grilling • poaching • shallow frying/stir-frying • steaming • stewing

For more information please see the SQA website: <https://www.sqa.org.uk/sqa/47439.html>

Health and Food Technology – Nat 5

Entry requirement: National 5 English

Possible progression to Higher and Advanced Higher

Purpose and aims

The purpose of this course is to allow candidates to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices. The course has six broad and inter-related aims which allow candidates to:

- “ develop knowledge and understanding of the relationships between health, food and nutrition
- “ develop knowledge and understanding of the functional properties of food
- “ make informed food and consumer choices
- “ 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

The course uses an experiential, practical and problem-solving approach to learning, which develops knowledge and understanding, and practical skills. The course uses real-life situations taking account of local, cultural and media influences and technological innovations.

The course will be taught over 6 periods a week and will cover the following 3 topic areas:

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

Assessment Structure

Component	Marks	Duration
Component 1: question paper	60	1 hour and 50 minutes
Component 2: assignment	60	October-March

Weekly homework tasks and end of unit assessments will be used throughout the year to track pupil progress.

Question paper 60 marks – 1 hour 50 mins

The purpose of this question paper is to assess the candidate's ability to integrate and apply breadth, knowledge, understanding and skills from across the course. There are six questions, each worth 10 marks. Questions are broken down into parts. Course content and skills are sampled across questions.

This question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills:

- explaining and evaluating the relationship between health, food and nutrition
- explaining the food product development process
- understanding current consumer issues and how to make informed consumer decisions

The question paper will have 60 marks out of a total of 120 marks. This is 50% of the overall marks for the course assessment.

Assignment

An open book course assignment is completed from October to March, where you will be given a brief and will conduct two investigations to create a food product that meets the brief. This is worth 50% of your overall grade and is marked externally by the SQA.

This assignment will give candidates an opportunity to demonstrate the following knowledge, understanding and skills:

- a range of technological skills related to the production of a food product to meet specified health and/or consumer needs
- research skills
- organisational and management skills
- evaluation skills

The assignment will have 60 marks out of a total of 120 marks. This is 50% of the overall marks for the course assessment.

The assignment has four sections:

Section 1: planning

A maximum of 27 of the marks available for the assignment will be awarded for this section:

- identifying and explaining key issues associated with the brief
- undertaking investigations into the key issues, using appropriate techniques
- generating ideas for a food product based on the results of investigation

Section 2: the product

A maximum of 10 of the marks available for the assignment will be awarded for this section:

- providing an idea for a food product based on the results of investigation
- providing information about the product, based on the results of investigation and linked to the needs of the brief

Section 3: product testing

A maximum of 11 of the marks available for the assignment will be awarded for this section:

- providing evidence of carrying out sensory testing on the food product

Section 4: evaluation

A maximum of 12 of the marks available for the assignment will be awarded for this section:

- evaluating the food product based on the results of investigations, sensory testing and suitability for the brief and target group

Advice and guidance

The range of advice and guidance the teacher or lecturer may give candidates could include:

- how to structure the assignment
- recommendations regarding time spent on each section of the assignment
- the level of detail required for each stage
- appropriateness of food product choice

While candidates may be provided with feedback as they move onto the next stage of the assignment, they must not be re-assessed on stages already completed.

Barista Skills

S5/6 option only. The Award in Barista Skills at SCQF level 5 will develop the knowledge, understanding and technical skills required for the role of a barista.

This qualification covers areas such as the different types of coffees and other beverages typically served by a barista. Setting up, operating, cleaning and closing down specialist equipment is also covered. Learners will have the opportunity to apply their knowledge and skills by preparing and serving different hot and cold beverages in a real life setting running their own café in the school.

Assessment

The course has three outcomes that will be internally assessed and verified by the SQA.

Outcome 1

Demonstrate knowledge of coffee and other beverages served by a barista.

A written report is required as evidence for this outcome.

Performance criteria

- (a) Briefly describe how coffee is produced
- (b) State the main coffee characteristics and flavour profiles
- (c) Describe different styles of coffee and how they should be served
- (d) Describe how to solve common problems that can occur when preparing coffee
- (e) Identify a range of other beverages and state how they should be served
- (f) Identify allergens that may be found in coffee and other beverages and suggest substitute ingredients
- (g) State the storage conditions for coffee and other beverages

Outcome 2

Prepare and serve a range of coffees and other hot beverages using specialist equipment.

Performance criteria

- (a) Prepare and serve a range of coffees, teas and milk-based hot beverages using specialist equipment

(b) Demonstrate allergen awareness and safe and hygienic working practices

Outcome 3

Prepare and serve a range of cold beverages using specialist equipment.

Performance criteria

- (a) Prepare and serve a range of frappes, iced teas, smoothies and juices using specialist equipment
- (b) Demonstrate allergen awareness and safe and hygienic working practices.

NPA Bakery

S5/6 option only. The general aim of the National Progression Award in Bakery is to provide candidates with the opportunity to develop practical bakery skills in bread making, craft baking, cake decorating and pastry. As a result, it is hoped the successful candidates would then be able to either progress in education, find suitable employment or progress within current employment.

This award is aimed at candidates who are interested in pursuing a career in the bakery or catering industries, but do not necessarily have any prior experience. There will be a charge of £50 towards the cost of ingredients for the year.

Skills

The National Progression Award in Bakery consists of four mandatory units; three of the units are at SCQF level 4 and one at SCQF level 5. These will be completed in the order displayed.

- Craft Baking: An Introduction (level 4)
- Bread Making: An Introduction (level 4)
- Cake Decorating: An Introduction (level 4)
- Pastry (level 5)

Assessment The majority of assessment is based on practical activities and observation checklists. The practical assessments will occur on a regular basis through each term. Each unit is taught and assessed before moving to the next unit, therefore motivation and attendance are key to successfully achieve each unit and the course qualification.

Practical Woodworking Skills – National 5

Why take this course?

The Course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem-solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical woodworking context.

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

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials

- safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues in a practical woodworking context

What will I learn?

The course has three mandatory units:

Practical Woodworking: Flat-frame Construction (National 5)

This Unit helps pupils develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Pupils will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Practical Woodworking: Carcase Construction (National 5)

This Unit helps pupils develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The Unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

Practical Woodworking: Machining and Finishing (National 5)

This Unit helps pupils develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

In each of the Units above, pupils will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues and good practice in recycling in a practical woodworking context.

The structure of the Course allows pupils to cover fundamental woodworking skills in a progressive fashion. Each Unit covers a set of new woodworking skills. All of the Units include skills in measuring, marking out, cutting and jointing techniques.

How will I be assessed?

To gain the award of the Course, the pupil must pass all of the Units as well as the Course assessment (external examination).

Practical Woodworking Skills - National 4

Why take this course?

To train pupils in the practical skill used in industry in the production of wooden artefacts. The degree of skill required at this level is high and this course aims to train pupils how to work accurately and safely when using a wide range of hand and machine tools.

What will I learn?

The Course comprises four mandatory Units including the Added Value Unit. Each of the Units of the Course is designed to provide progression to the corresponding Unit at National 5.

Practical Woodworking: Flat-frame Construction (National 4)

This Unit helps pupils develop skills in the use of woodworking tools and in the preparation and production of basic flat-frame woodworking joints and assemblies. Pupils will learn to read and follow simple woodworking drawings or diagrams.

Practical Woodworking: Carcase Construction (National 4)

This Unit helps pupils develop skills in the preparation and production of basic woodworking joints and assemblies suitable for use in carcase construction. This may include working with manufactured board or with frames and panels. The Unit includes the use of simple working drawings or diagrams.

Practical Woodworking: Machining and Finishing (National 4)

This Unit helps pupils develop skills in using common machine and power tools. It also helps pupils develop skills in a variety of simple woodworking surface preparations and finishing techniques.

In each of the three Units above, pupils will develop an appreciation of safe working practices in a workshop environment. They will also gain knowledge and understanding of sustainability issues and good practice in recycling in a practical woodworking context.

The structure of the Course allows pupils to cover fundamental woodworking skills in a progressive fashion. Each Unit covers a set of new woodworking skills. All of

What homework will I be expected to do?

As this is a practical course, no formal homework is given.

How will I be assessed?

To achieve the National 4 Practical Woodworking Course, pupils must pass all of the required Units, Including the Added Value Unit.

Graphic Communication National 4, 5 and Higher

Why take this course?

This course introduces pupils to the diverse and ever increasing variety of presentation methods employed in communicating information in a graphical form. The course is practical in nature and combines elements of organised professional standards for graphic communication partnered with creativity and visual impact. Pupils will produce material manually using traditional graphics media, pencils, pens and paper, as well as using modern digital software for producing both 2D and 3D graphics of products.

What will I learn?

During this course, pupils will gain opportunities to:

- develop skills in graphic communication techniques, including the use of equipment, materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, where these apply
- develop an understanding of the impact of graphical communication technologies on our environment and society

There are three mandatory units.

2D Graphic Communication

In this unit the pupil is required to produce a series of straightforward 2D graphics, to a given standard.

At Higher and National 5 levels, the complexity of the drawings is increased and a wider range of types of graphics and skills required to produce them is introduced.

3D and pictorial Graphic Communication

In this unit the pupil is required to produce straightforward 3D or pictorial graphics to a given standard. At Higher and National 5 levels, the complexity and range of types of graphics is increased and the skills and knowledge required to produce them are also extended.

Value Added Unit

How will I be assessed?

All units are internally assessed on a pass/fail basis.

In addition a Value Added Unit will be used to assess the learning across the whole course. In this unit pupils are given an assignment brief for which they have to apply the skills learned in the units to produce a portfolio of a range of graphics that effectively communicate ideas and information in response to the given brief.

At National 5 and Higher Levels, assessment will also be based on an external written exam paper. All internally assessed units must be passed before the external examination can be sat.

Administration and IT – Higher

Note that due to staffing Administration and IT will rotate each year with Business Management

Why take this course?

The Higher Administration and IT course will increase the pupil's technological confidence and encourage them to use ICT in a creative way. Pupils will develop their practical IT skills on the computer and be required to evaluate, amend and adapt their problem-solving strategies. They will learn to work effectively in a business environment by integrating organisational and IT skills in a manner which will benefit them in any administrative work they may tackle at a further stage in their career. Progression route and career options may include accounting, administrators, management, event management, customer services, human resources and data management.

Entry Requirements Recommendations

National 5 pass. However, S6 students who can evidence strong ICT skills and have a minimum of 2 other Highers may be considered for a 'crash' Higher. Linked subjects – Application of Maths, Computing Science and Business Management.

What will I learn?

The course comprises three units:

Administrative Practices

Pupils will learn about the modern business environment, with particular focus on implementing strategies, time and task management, recruitment and selection, organising and supporting business meetings, arranging travel schedules as well as the importance of good customer service. Pupils will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

IT Solutions for Administrators

The purpose of this unit is to develop pupils' skills in IT, problem solving and organising and managing information in administration-related contexts. Pupils will select the following IT applications — word processing, spreadsheets, databases — and will use them to create and edit business documents. The unit

will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Communication in Administration

Pupils will learn how to research, extract and collate information and present that information in a form acceptable to business. Pupils will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose. The unit will allow emerging technologies to be incorporated but will include multimedia presentations, the Internet, E-mail, E-diaries, Word Processing and Desk Top Publishing software.

How will I be assessed?

- Assignment (practical skills - 70 marks, 2 hours under controlled conditions in class)
- Exam (written theory paper – 50 marks, 1 hour 30 minutes in SQA exam diet)

Administration and IT – National 5

Why take this course?

This Course is designed for those who are interested in administration and practical uses of ICT and want to develop their administrative and IT skills further. Progression route and career options may include accounting, administrators, management, event management, customer services, human resources and data management.

Entry Requirements Recommendations

Recommendation from teachers to study at N5 level.

What will I learn?

The course comprises three units:

Administrative Practices (National 5)

The purpose of this Unit is to give pupils a broad introduction to administration in the workplace. Pupils will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

IT Solutions for Administrators (National 5)

The purpose of this Unit is to develop pupils' skills in IT, problem solving and organising and managing information in largely familiar administration-related contexts. Pupils will select the following IT applications — Word Processing, Desk Top Publishing, Spreadsheets, Databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Communication in Administration (National 5)

The purpose of this Unit is to enable pupils to use IT for gathering and sharing information with others in largely familiar administration-related contexts. Pupils will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information such as using the Internet effectively and responsibly. They will also become able to communicate information in ways appropriate to its context, audience and purpose for example using Multi-

media presentations, E-diaries and E-mail systems. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

How will I be assessed?

- Assignment (practical skills - 70 marks, 3 hours under controlled conditions in class)
- Exam (practical skills and theory – 50 marks, 2 hours in SQA exam diet).

Business Management – Higher

Why take this course?

Business Management is suitable for all pupils interested in entering the world of business — whether as a manager, employee or self-employed entrepreneur. The course fosters a greater understanding of how people contribute to business success. The course offers pupils the opportunity to acquire skills and knowledge which will allow students to participate in the complex world of business, management and IT.

What will I learn?

The course comprises 3 units:

Understanding Business

Pupils will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces pupils to the main activities associated with businesses and other organisations. The Unit will allow pupils to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

Management of People and Finance

Pupils will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Pupils will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management such as recruitment, training, motivation and legislations. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success.

Pupils will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information such as accounts and accounting ratios in order to solve financial problems facing businesses.

Management of Marketing and Operations

Pupils will gain knowledge and develop their understanding of how marketing and branding techniques can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness.

Pupils will also explore and develop skills, knowledge and understanding relating to the importance of having efficient and effective operations systems. Pupils will learn about the processes and procedures required to produce goods or services to an appropriate standard of quality in order to expand and improve company reputation.

How will I be assessed?

Pupils must complete an assignment (25% of final grade) during class time and an external examination (70% of final grade). The external assessment will consist of a written examination which lasts 2 hours 15 minutes.

Business Management – National 5

Why take this course?

Business Management at National 5 level is suitable for all pupils interested in entering the world of business — whether as a manager, employee or self-employed person — as it gives learners knowledge of the business environment.

The course fosters a greater understanding of how people contribute to business success. As a consequence, learners will be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people.

What will I learn?

The course comprises three mandatory units:

Understanding Business (National 5)

In this unit, pupils will be introduced to the business environment. Pupils will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces pupils to the main activities associated with businesses and other organisations. The Unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

Management of People and Finance (National 5)

In this unit, pupils will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Pupils will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Pupils will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

Management of Marketing and Operations (National 5)

In this unit, pupils will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. The unit will allow pupils to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Pupils will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Pupils will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

How will I be assessed?

Pupils must pass all the unit assessments, an assignment (25% of final grade) during class time and an external examination (70% of final grade).

Computing Science – National 3, 4, 5 and Higher

Why take this course?

Technological change is one of the great drivers of the modern world. Understanding technology is an essential right now, and for the future. Understanding coding rules our world, from websites we visit and apps we use through to games we play lets us take the first step in learning how to code. The world is crying out for more and more people to join the coding future in all sorts of industries and is offering huge employment opportunities. Even knowing just a little can get you a long way. So why not take the first steps

in to a world which will need people with knowledge of computing science like never before and will pay for that knowledge.

What will I learn?

The purpose of the computing science courses is to develop pupils' knowledge of the technological world and to develop their skills in developing computer-based solutions to problems. Computing science is vital to everyday life; it shapes the world in which we live and its future.

The Course enables pupils to develop a range of skills, including problem-solving, creating and implementing digital solutions.

Computing Science can be undertaken at levels 3, 4, 5 or Higher level.

The **Higher Computing Science** course comprises the following mandatory units:

- Software Design and Development
- Information System Design and Development
- Course assessment

How will I be assessed?

- A coursework worth 60 marks
- An exam worth 90 marks

The **National 5 Computing Science** course comprises the following mandatory units:

- Software Design and Development
- Information system Design and Development
- Course assessment

How will I be assessed?

- A coursework worth 60 marks
- An exam worth 90 marks

The **National 4 Computing Science** course comprises the following mandatory units:

- Software Design and Development
- Information system Design and Development
- Computing Science Assignment

How will I be assessed?

The course consists of two mandatory units and an assignment which are internally assessed but externally verified by the SQA. Successful students will be awarded a Pass at National 4 Computing Science.

The **National 3 Computing Science** course comprises the following mandatory units:

- Building Digital Solutions
- Information Solutions

How will I be assessed?

To achieve the National 3 Computing Science Course, pupils must pass the two Units. National 3 Courses are not graded.

NPAs offered

NPA Computer Games Development

Course aim

- Develop knowledge and understanding in contemporary technologies and techniques in computer games development
- Develop skills in writing computer games software.
- Develop vocational skills relevant to careers in software development in a games context.
- Facilitate progression to further study in computer games development or related fields

Course content

- Computer Games - Design: Here you will learn a basic understanding of underlying concepts and fundamental principles involved in computer game planning and design.
- Computer Games - Media Assets: Here you will learn an understanding of the different types of media assets required for developing a computer game. You will develop basic knowledge and skills that will allow you to identify legitimate methods for acquiring media assets and learn how to plan and produce media assets for use in a game development environment.
- Computer Games - Development: Here you will learn to gain foundational knowledge and acquire skills in developing a basic computer game using a game development tool.

Recommended entry to the qualifications for Level 4/5

- No entry qualifications needed

Recommended entry to the qualifications for Level 6

- Computing Science Nat 5
- NPA Computer Games Development L5

Suitable awards for progression include:

- Level 4 CGD can progress to CGD Level 5
- Level 4 CGD can progress to PC Passport Level 5
- Level 4 CGD can progress to Computing Science Nat 4
- Level 5 CGD can progress to CGD Level 6
- Level 5 CGD can progress to NPA Web Design Level 5
- Level 5 CGD can progress to Computing Science Nat 5

Suitable awards for progression include:

- Level 4 PC Passport can progress to level 5 and then onto Level 6
- Administration and IT Nat 4/5

NPA PC Passport at SCQF levels 4, 5

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

Course aim

- Develop skills in using contemporary application packages in word processing, spreadsheets and presentation software.
- Develop skills in using the collaborative aspects of these packages by using the cloud-based features.
- Develop an understanding of the uses and limitations of contemporary application software.
- Develop an improved technical vocabulary relating to application software.

Recommended entry to the qualifications

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- No entry qualifications needed for Level 4
- PC Passport award at Level 4 (for Level 5 entry) or
- Skills in relevant areas such as word processing, spreadsheets and/or presentation software for entry to level 5

Suitable awards for progression include:

- Level 4 PC Passport can progress to level 5
- Administration and IT Nat 4/5

Mathematics and Science Faculty

Mathematics - Higher

What will I learn?

There are three units in the course.

Mathematics: Expressions and Functions (Higher)

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Mathematics: Relationships and Calculus (Higher)

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

Mathematics: Applications (Higher)

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

What homework will I be expected to do?

Informal homework will be set every week after every lesson, mainly consisting of questions from the e-book that have not been completed in class. It is expected that pupils will mark this work using the answers provided and raise any queries with their class teacher. Formal homework will be set every three weeks – this homework will be collected in and marked by the class teacher.

There will be a class assessments in September and November. There will also be a prelim in December or January and a mini-prelim once the course is completed, provided there is time for this. Success Criteria with suggested revision will be issued prior to all assessments and feedback grids with suggested remedial work from past papers will be issued. It will be expected that pupils work on their target areas and the class teacher will check progress made by pupils.

How will I be assessed?

To gain the award for the course the pupil must pass the external assessment which consists of a Non Calculator and Calculator paper. The External assessment will provide the basis for grading attainment in the course award.

- Paper 1 (Non Calculator) – 55 marks
- Paper 2 (Calculator) – 65 marks

Mathematics – National 5

Why take this course?

Mathematics is important in everyday life, allowing us to make sense of the world around us 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.

The Course aims to:

- motivate and challenge pupils 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 in order to solve problems and to generalise
- allow pupils to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the pupils' skills in using mathematical language and to explore mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

What will I learn?

There are three units in the course:

Mathematics: Expressions and Formulae (National 5)

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

Mathematics: Relationships (National 5)

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Mathematics: Applications (National 5)

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.

What homework will I be expected to do?

Informal homework will be set every week after every lesson, mainly consisting of questions from the e-book/textbook that have not been completed in class. It is expected that pupils will mark this work using the answers provided and raise any queries with their class teacher. Formal homework will be set every three weeks – this homework will be collected in and marked by the class teacher.

There will be a class assessments in September and November. There will also be a prelim in December or January and a mini-prelim once the course is completed, provided there is time for this. Success Criteria with suggested revision will be issued prior to all assessments and feedback grids with suggested remedial work from past papers will be issued. It will be expected that pupils work on their target areas and the class teacher will check progress made by pupils.

How will I be assessed?

To gain the award for the course the pupil must pass the external assessment which consists of a Non Calculator and Calculator paper. The External assessment will provide the basis for grading attainment in the course award.

- Paper 1 (Non Calculator) – 40 marks
- Paper 2 (Calculator) – 50 marks

Applications of Mathematics – National 5

This course is only an option for S5/6 pupils who have

- achieved National 4 Maths and do not wish to take National 5 Mathematics
- attempted/achieved National 5 Mathematics and have decided that Higher Mathematics is not the progression route they wish to take
- attempted/achieved National 5 Mathematics would like to try achieving a different level 5 qualification.

Why take this course?

The purpose of the National 5 Applications of Mathematics Course is to motivate and challenge pupils 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 and independence in being able to handle information and mathematical tasks in both personal life and in the workplace. The Course allows pupils to draw conclusions, assess risk and justify decisions based on data presented in a variety of forms.

The mathematical skills within this Course are underpinned by numeracy, and designed to develop learners' mathematical reasoning skills relevant to learning, life and work in an engaging and enjoyable way.

The Course aims to:

- motivate and challenge pupils by enabling them to select and apply mathematical techniques to tackle a range of real-life problems and situations
- develop the ability to analyse a range of real-life problems or situations with some complex features involving mathematics
- develop confidence and independence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- communicate mathematical information in a variety of forms
- develop the ability to think creatively and in abstract ways.

What will I learn?

There are three units in the course:

Applications of Mathematics: Managing Finance and Statistics (National 5)

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the pupils. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

Applications of Mathematics: Geometry and Measures (National 5)

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the pupils. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems. The Outcomes cover aspects of geometry and measurement in real-life situations requiring reasoning.

Numeracy (National 5)

The general aim of this Unit is to develop pupils' 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 pupils. As pupils 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. Pupils 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. Pupils will use their solutions to make and justify decisions.

What homework will I be expected to do?

Informal homework will be set every week after every lesson, mainly consisting of questions from the e-book/textbook that have not been completed in class. It is expected that pupils will mark this work using the

answers provided and raise any queries with their class teacher. Formal homework will be set every three weeks – this homework will be collected in and marked by the class teacher.

There will be a class assessments in September and November. There will also be a prelim in December or January and a mini-prelim once the course is completed, provided there is time for this. Success Criteria with suggested revision will be issued prior to all assessments and feedback grids with suggested remedial work from past papers will be issued. It will be expected that pupils work on their target areas and the class teacher will check progress made by pupils.

How will I be assessed?

To gain the award for the course the pupil must pass the external assessment which consists of a Non Calculator and Calculator paper. The External assessment will provide the basis for grading attainment in the course award.

- Paper 1 (Non Calculator) – 35 marks
- Paper 2 (Calculator) – 55 marks

Mathematics – National 4

Why take this course?

Mathematics has applications in many subject areas, and skills developed in this Course could support progression in this and other curriculum areas

What will I learn?

This Course will develop skills for further learning, as well as skills for life and work.

There are four units in the course:

Mathematics: Expressions and Formulae (National 4)

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

Mathematics: Relationships (National 4)

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

Numeracy (National 4)

The general aim of this Unit is to develop pupils' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Pupils will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

Mathematics Test (National 4)

This is the Added Value Unit of the National 4 Mathematics Course. The general aim of this Unit is to enable pupils to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the pupil to demonstrate breadth and challenge.

Breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strategies linked to straightforward mathematical expressions, formulae and relationships. This will include

the application of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all aspects of the Course, and the ability to use these without the aid of a calculator will also be assessed.

What homework will I be expected to do?

Homework will be given regularly as deemed necessary.

How will I be assessed?

To achieve the National 4 Mathematics Course, pupils must pass all of the required Units, including the Added Value Unit. National 4 Maths is not graded.

Applications of Mathematics – National 3

Why take this course?

Mathematics has applications in many subject areas, and skills developed in this Course could support progression in this and other curriculum areas

What will I learn?

This Course will develop skills for further learning, as well as skills for life and work.

There are three mandatory units:

Applications of Mathematics: Manage Money and Data (National 3)

The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

Applications of Mathematics: Shape, Space and Measures (National 3)

The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

Numeracy (National 3)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

What homework will I be expected to do?

Homework will be given regularly as deemed necessary.

How will I be assessed?

To achieve the National 3 Applications of Mathematics Course, pupils must pass all of the required Units. National 3 Lifeskills Maths is not graded. The Units are Assessed using SQA SOLAR on-line or using paper assessments.

Biology - Higher

Why take this course?

Biology, the study of living organisms, plays a crucial role in our everyday life, and is an increasingly important subject in the modern world. Biology affects everyone, and biologists work to find solutions to

many of the world's problems. Advances in technology have made biology more exciting and relevant than ever.

Pupils develop an understanding of DNA and how the structure of the genome leads to the basis of evolution and biodiversity. Genomics is studied as one of the major scientific advances in recent times. Metabolic pathways and their control are considered along with the conditions in which organisms survive and their means of coping with these. The interdependence and complex interactions between organisms is explored and sustainable food production, with the fundamental process of photosynthesis at its core, is investigated.

Entry Requirements Recommendations

National 5 Biology – Grade C pass or better.

This course may be suitable for pupils who have grade A or B passes in mathematics and other science subjects at National 5 level. This should be discussed with PT Science prior to choosing to 'crash' higher Biology.

Due to the interdisciplinary nature of the sciences, pupils may benefit from studying biology along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

What will I learn?

The course comprises three units:

DNA and the genome

The key areas covered are: structure of DNA; replication of DNA; gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing

Metabolism and survival

The key areas covered are: metabolic pathways; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism

Sustainability and interdependence

The key areas covered are: food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; components of biodiversity; threats to biodiversity

How will I be assessed?

- Assignment – 20 marks (scaled to 30 marks) – completed in class
- Exam – Paper 1 – Multiple Choice – 25 marks
- Exam – Paper 2 – 95 marks

Biology – National 5

Why take this course?

Biology, the study of living organisms, plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever.

The course will be of interest and value to pupils wishing to develop skills, knowledge and understanding of biology. The course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. An experimental and investigative approach is used to develop knowledge and understanding of key areas of biology.

The course covers major areas of biology ranging from cellular to whole organism and includes the study of ecosystems. The focus on cellular level processes leads to an understanding of the importance and roles of the cell. By comparing the processes in multicellular plants and animals, pupils investigate increasing levels of complexity. The key areas of biodiversity and interdependence are covered, along with the processes leading to evolution as well as food security and ethical issues.

Entry Requirements Recommendations

Recommendation from teacher to study a science course at National 5 level.

What will I learn?

The course comprises three units:

Cell biology

The key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration.

Biology: multicellular organisms

The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems — plants; transport systems — animals; absorption of materials.

Biology: life on Earth

The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.

How will I be assessed?

- Assignment – 20 marks (scaled to 25 marks) – completed in class
- Exam – 100 marks

Chemistry – Higher

Why take this course?

This course allows pupils to acquire a deeper understanding of the central concepts of chemistry. Chemists play a vital role in the production of everyday commodities. Chemistry research and development are essential for the introduction of new products. 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 or manufacturing industries.

Experimental and investigative approaches develop knowledge and understanding of chemical concepts, with knowledge of chemical apparatus and techniques being a key course component.

Entry Requirements Recommendations

National 5 Chemistry – Grade C pass or better.

Due to the interdisciplinary nature of the sciences, pupils may benefit from studying chemistry along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

What will I learn?

The course comprises four units:

Chemical changes and structure

The key areas covered are: periodicity; structure and bonding; oxidising and reducing agents

Nature's chemistry

The key areas covered are: systematic carbon chemistry; alcohols; carboxylic acids; esters; fats and oils; soaps; detergents and emulsions; proteins; oxidation of food; fragrances; skin care

Chemistry in society

The key areas covered are: getting the most from reactants; controlling the rate ; chemical energy; equilibria; chemical analysis

Researching chemistry

The key areas covered are: common chemical apparatus; general practical techniques; reporting experimental work

How will I be assessed?

- Assignment – 20 marks (scaled to 30 marks) – completed in class
- Exam – Paper 1 – Multiple Choice – 25 marks
- Exam – Paper 2 – 95 marks

Chemistry – National 5

Why take this course?

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 of the materials that surround us. Chemists play a vital role in the production of everyday commodities. Chemistry research and development is essential for the introduction of new products. 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 offers opportunities for pupils to develop the ability to think analytically and to make reasoned evaluations. The course covers a variety of relevant contexts including the chemistry of the Earth's resources, the chemistry of everyday products and chemical analysis. It develops a broad, versatile and adaptable skill set which is valued in the workplace, forms the basis for progression to the study of chemistry at a higher level, and provides knowledge useful in the study of all of the sciences.

Entry Requirements Recommendations

Recommendation from teacher to study a science course at National 5 level.

What will I learn?

The course comprises three units:

Chemical changes and structure

In this area, topics covered are: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

Nature's chemistry

In this area, topics covered are: homologous series; everyday consumer products; energy from fuels.

Chemistry in society

In this area, topics covered are: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

How will I be assessed?

- Assignment – 20 marks (scaled to 25 marks) – completed in class
- Exam – 100 marks

Physics - Higher

Why take this course?

Physics is the study of matter, energy and the interaction between them. This entails asking fundamental questions and trying to answer them by observing and experimenting. The answers to such questions can lead to advances in our understanding of the world around us and often result in technological improvements which enhance the lives of all. 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 and computing industries.

Pupils develop their ability to describe and interpret physical phenomena using mathematical skills, and practise scientific methods of investigation from which general relationships are derived and explored.

Advances in physics mean that our view of what is possible is continually being updated. The course allows pupils to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

Entry Requirements Recommendations

National 5 Physics – Grade C pass or better.

Due to the interdisciplinary nature of the sciences, pupils may benefit from studying physics along with other subjects from the sciences, technologies, and mathematics curriculum areas, as this may enhance their skills, knowledge and understanding.

What will I learn?

The course comprises three units:

Our dynamic Universe

The key areas covered are: motion — equations and graphs; forces, energy and power; collisions, explosions, and impulse; gravitation; special relativity; the expanding Universe

Particles and waves

The key areas covered are: forces on charged particles; the Standard Model; nuclear reactions; inverse square law; wave-particle duality; interference; spectra; refraction of light

Electricity

The key areas covered are: monitoring and measuring AC; current, potential difference, power, and resistance; electrical sources and internal resistance; capacitors; semiconductors and p-n junctions

How will I be assessed?

- Assignment – 20 marks (scaled to 30 marks) – completed in class
- Exam – Paper 1 – Multiple Choice – 25 marks
- Exam – Paper 2 – 130 marks (scaled to 95 marks)

Physics – National 5

Why take this course?

Physics is the study of matter, energy and the interaction between them. This entails asking fundamental questions and trying to answer them by observing and experimenting. The answers to such questions can lead to advances in our understanding of the world around us and often result in technological improvements which enhance the lives of all. 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 and computing industries.

Physics gives pupils an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts. This course enables pupils to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. They develop scientific methods of research in which issues in physics are explored and conclusions drawn.

Entry Requirements Recommendations

Recommendation from teacher to study a science course at National 5 level.

What will I learn?

The course comprises six units:

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

How will I be assessed?

- Assignment – 20 marks (scaled to 25 marks) – completed in class
- Exam – 135 marks (scaled to 100 marks)

Science – National 4

Why take this course?

The purpose of the Course is to develop pupils’ curiosity, interest and enthusiasm for science in a range of contexts. The skills of scientific inquiry and investigation are integrated and developed throughout the Course. The relevance of science is highlighted by the study of the applications of science in everyday contexts. The Course is an up-to-date selection of ideas relevant to the central position of science within our society. It is practical and experiential, and develops scientific awareness of issues relating to science.

At the end of the course pupils will be advised whether to progress to a related National 4 or National 5 level course.

Entry Requirements Recommendations

Recommendation from teachers to study at National 4 level.

What will I learn?

The course comprises four units:

Fragile Earth

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

- Energy
- Metals
- Water
- food

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

Human Health

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

Applications of Science

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

Science Assignment

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

How will I be assessed?

To gain the overall award pupils will have to pass all units, including the added value unit (assignment). These are assessed internal.

Social Subjects and Arts Faculty **Art and Design – Higher**

Why take this course?

This Course is a broad-based qualification. It is suitable for all pupils with an interest in art and design and who have a credit grade at National 5 or equivalent level. This qualification will allow pupils to consolidate and extend their art and design skills and is particularly suitable for those pupils wanting to progress onto Advanced Higher or a portfolio course at college.

The Course is learner-centred and includes practical and experiential learning opportunities. The learning experiences in the Course are flexible and adaptable, with opportunities for personalisation and choice in both expressive and design contexts.

On completing the Course, pupils will have developed skills in planning, producing and presenting creative art and design work. They will have used art and design materials, techniques and/or technology in creative ways when developing and refining their ideas and work. Pupils will also have developed understanding of artists and designers as creative practitioners.

What will I learn?

The Course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding of art and design practice.

Pupils will continue to develop skills in expressive art and visual design, researching artists and designers relevant to their practical units. Pupils will produce an expressive folio and a design folio based on themes that they have developed and researched.

The Course consists of two mandatory Units and the Course assessment.

Both Units are designed to provide progression to the corresponding Units at Advanced Higher.

Design Folio

Working either in Graphic Design, Product Design, Fashion Design, Jewellery Design or Architecture, pupils have to develop their own theme – for instance in Graphic design it might be “I am going to design a range of stamps to be sold at the forthcoming Commonwealth games based on figures in movement”.

In the course of their research pupils will investigate individually at least two works of two designers (four works in total) and as part of a group they will produce a presentation on a major 20th century design movement. The point of this research is to inform the pupil’s own practical work and broaden their approaches to design.

Expressive Folio

Working either in Landscape, Portraiture or Still Life, pupils have to develop their own theme – for instance in Landscape the theme may be “Washed up”. They are required to produce their own research (from photographic or other sources), demonstrate their skills in a variety of media and show a thoughtful self-evaluative approach to their work throughout the unit.

In the course of their research pupils will investigate individually at least two works of two artists (four works in total) and as part of a group they will produce a presentation on a major 20th century art movement.

How will I be assessed?

To gain the award of the Course, the pupil must pass all of the Units as well as the Course assessment. The Course assessment will provide the basis for grading attainment in the Course award. The units are internally assessed within the department on a pass/fail basis. The best work from the expressive folios and design folio are submitted for external assessment along with a final outcome of both the units. The units are accompanied by annotations and a written diary of the progress of the unit, completed by the pupils as they are developed.

Pupils will also complete a written exam about their chosen two artists and two designers at the end of the year which is externally marked by the SQA. This is a two hour exam with two parts – Expressive and Design which are worth 30 marks each. Pupils are asked about visual elements of a work of Art and Design that they may not have encountered before. They are also asked about visual elements of works of Art and Design that they have studied through the year in more detail. Finally they are asked about the social and cultural backgrounds/influences of the artists and designers that they have studied through the year.

What homework will I be expected to do?

Regular Homework assignments based on folio work, and critical research with essays, are an **essential** part of the course, as is the ability to meet deadlines. At this level two or three drawings a week are expected in sketchbooks over and above any official homework set. This is to develop and maintain the required drawing standard which at Higher level is very competitive.

Art and Design – National 5

Why take this course?

This Course is a broad-based qualification. It is suitable for all pupils with an interest in art and design and who have completed the National 4 qualification.

This qualification will allow pupils to consolidate and extend their art and design skills.

The Course is **learner-centred** and includes practical and experiential learning opportunities. The learning experiences in the Course are flexible and adaptable, with opportunities for personalisation and choice in both expressive and design contexts.

On completing the Course, pupils will have developed skills in planning, producing and presenting creative art and design work. They will have used art and design materials, techniques and/or technology in creative ways when developing and refining their ideas and work. Pupils will also have developed understanding of artists and designers as creative practitioners.

What will I learn?

The Course has an integrated approach to learning, and includes a mix of practical learning with knowledge and understanding of art and design practice.

Pupils will continue to develop skills in expressive art and visual design, researching artists and designers relevant to their practical units. Pupils will produce an expressive folio and a design folio based on themes that they have developed and researched.

The Course consists of two mandatory Units and the Course assessment.

Both units are designed to provide progression to the corresponding Units at Higher.

Design Folio (National 5)

Working either in Graphic Design, Product Design, Fashion Design, Jewellery Design or Architecture, pupils have to develop their own theme – for instance in Graphic design it might be “I am going to design a range of stamps to be sold at the forthcoming Commonwealth games based on figures in movement”. Developing a number of approaches in answer to the brief, pupils evaluate and refine their ideas during the design process.

In the course of their research pupils will investigate individually at least two works of two designers (four works in total) and as part of a group they will produce a brief presentation on a major 20th century design movement.

Expressive Folio (National 5)

Working either in Landscape, Portraiture or Still Life, pupils have to develop their own theme – for instance in Landscape the theme may be “Washed up”. Where possible, they should produce their own research (from photographic or other sources), demonstrate their skills in a variety of media and show a self-evaluative approach to their work throughout the unit.

In the course of their research pupils will investigate individually at least two works of two artists (four works in total) and as part of a group they will produce a brief presentation on a major 20th century art movement.

How will I be assessed?

To gain the award of the Course, the pupil must pass all of the Units as well as the Course assessment. The Course assessment will provide the basis for grading attainment in the Course award.

The best work from the design folio and expressive folios are submitted for external assessment along with a final outcome of pupil’s units. The units are accompanied by annotations and a written diary of the progress of the unit as they are developed.

Pupils will also complete a written exam about their chosen two artists and two designers at the end of the year.

What homework will I be expected to do?

Regular Homework assignments based on folio work, and critical research with essays, are an **essential** part of the course, as is the ability to meet deadlines. At this level one or two drawings a week are expected in sketchbooks over and above any official homework set. This is to develop and maintain the required drawing standard which at Nat 5 level is a good standard.

Art and Design – National 4

Why take this course?

This Course is a broad-based qualification. It is suitable for all pupils with an interest in art and design, and for those wanting to progress onto higher levels of study. This qualification will allow pupils to develop their art and design skills and become familiar with the format of Art and Design in the Senior Phase.

The Course is **learner-centred** and includes practical and experiential learning opportunities. The learning experiences in the Course are flexible and adaptable, with opportunities for personalisation and choice in both expressive and design contexts.

On completing the Course, pupils will have developed skills in planning, producing and presenting creative art and design work. They will have used art and design materials, techniques and/or technology in creative ways when developing and refining their ideas and work. Pupils will also have developed some understanding of artists and designers.

What will I learn?

The Course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding of art and design practice.

Pupils will continue to develop skills in expressive art and visual design, researching artists and designers relevant to their practical units. Pupils will produce an expressive folio and a design folio based on themes that they have developed and researched.

The Course consists of two mandatory Units and the Course assessment. Both units are designed to provide progression to the corresponding units at National 5 level.

Design Folio (National 4)

Working either in Graphic Design, Product Design, Fashion Design, Jewellery Design or Architecture, pupils have to develop their own theme – for instance in Graphic design it might be “I am going to design a range of stamps to be sold at the forthcoming Commonwealth games based on figures in movement”. Developing a number of approaches in answer to the brief, pupils evaluate and refine their ideas during the design process.

In the course of their research pupils will investigate individually at least two works of two designers (four works in total).

Expressive Folio (National 4)

Working either in Landscape, Portraiture or Still Life, pupils have to develop their own theme – for instance in Landscape the theme may be “Washed up”. Where possible, they should produce their own research (from photographic or other sources), demonstrate their skills in a variety of media and show a self-evaluative approach to their work throughout the unit.

In the course of their research pupils will investigate individually at least two works of two artists (four works in total).

How will I be assessed?

To gain the award of the Course, the pupil must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

The design folio and expressive folio as well as all written submissions are marked internally once both units are completed. There is no external assessment at this level and work is marked on a pass/fail basis.

What homework will I be expected to do?

Regular Homework assignments based on folio work, and critical research with essays, are a part of the course, as is the ability to meet deadlines.

Geography - Higher

Why take this course?

To develop an understanding of our changing world and its human and physical processes. To foster positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

What will I learn?

The course is divided into 3 mandatory units: *Physical Environments*, *Human Environments* and *Global Issues* as detailed below:

Unit 1: Geography: Physical Environments (drawn from local, regional and global scales)

(a) *Atmosphere* - The global heat budget; redistribution of energy by atmospheric and oceanic circulation; the ITCZ.

(b) *Hydrosphere* - The hydrological cycle within a drainage basin; interpretation of hydrographs.

(c) *Lithosphere* - Formation of erosional and depositional features in glaciated and coastal landscapes; rural land use conflicts and their management related to glaciated and coastal landscapes.

(d) *Biosphere* - Properties and formation processes of podzol, brown earth and gley soils.

Unit 2: Geography: Human Environments (drawn from urban, rural, developed and developing societies)

(a) *Population Geography* - Methods and problems of data collection; consequences of population structure; causes and impacts of forced and voluntary migration.

(b) *Rural Land Use Change and Management* - The impact and management of rural land degradation related to a rainforest or semi-arid area.

(c) *Urban Change and Management* - The need for management of recent urban change (housing and transport) in a developed and developing world city; the management strategies employed; the impact of the management strategies.

Unit 3: Geography: Global Issues

Students study **two** global issues:

(a) *Development and Health* - The validity of development indicators; differences in levels of development between developing countries; a water-related disease (Malaria) – its causes, impact and management; primary health care strategies.

(b) *Global Climate Change* - Physical and human causes; local and global effects; management strategies and their limitations.

Evidence for mapping skills, research skills and the use of graphical and numerical information may be gathered from any of the units.

Geographical Skills

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ♦ developing and applying skills, knowledge and understanding across complex physical, human and global issues
- ♦ researching and evaluating a wide range of information collected from a range of sources about complex geographical issues
- ♦ using a wide range of mapping skills and techniques in geographical contexts which may be familiar or unfamiliar, including the use of Ordnance Survey maps
- ♦ using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar
- ♦ using a wide range of numerical and graphical skills and techniques in geographical contexts which may be familiar or unfamiliar
- ♦ developing and applying factual and theoretical knowledge and understanding and giving detailed explanations of complex: — processes and interactions at work within physical environments on a local, regional and global scale — processes and interactions at work within human environments in a range of urban and rural, and developed and developing societies — global geographical issues which demonstrate the interaction of physical and human factors

How will I be assessed?

Component	Marks	Duration
Question Paper 1: Physical and Human Environments	100	1 hour and 50 minutes
Question Paper 2: Global Issues and Geographical Skills	40	50 minutes

Geography – National 3, 4 and 5

Why take this course?

The purpose of the course is to develop the pupil's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including field work, will be encouraged, so that learners can interact with their environment.

What will I learn?

Both courses have 3 units. The 3 units are:

Unit 1: **Physical Environments** (all drawn from a UK context)

This will involve mapping skills; study of the weather and limestone and river landscape types including land uses and their management in each of these landscapes.

Unit 2: **Human Environments** (all drawn from a global context)

This will involve research skills; study of population issues and their consequences; human development issues and land use change in rural and urban areas in the developed and developing world.

Unit 3: **Global Issues**

This will involve using numerical and graphical information and a study of **two** global issues:

Health - the causes, effects and strategies adopted to manage AIDS, heart disease and cholera.

The Impact of Human Activity on the Natural Environment - a study of the climate, ecosystems, use, degradation and management of Rainforests and the Tundra.

National 5 requires a greater level of detail and knowledge than National 4.

How will I be assessed?

Component	Marks	Duration
Question Paper	70	2 hours 5 minutes

For National 4 there is an Added Value Unit.

National 3 level Geography is available for pupils if required. This involves a limited study of the 3 units listed for National 5 and 4. Pupils are required to pass the 3 units which are marked internally but are not required to complete an assignment.

History - Higher

Why take this course?

The purpose of this course is to provide breadth and depth in the knowledge and understanding of the past through the study of British, European and World, and Scottish contexts in a variety of time periods. Topics cover elements of political, social, economic, and cultural history.

What will I learn?

These units develop knowledge and understanding of a topic and skills of historical analysis and extended writing, encouraging candidates to develop a variety of skills including independent thinking, analysis and interpretation of historical skills, the impact of historical events, research and evaluating and synthesising historical information.

Section 1: British

Britain, 1851-1951 – This topic is the study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating themes of authority, ideology, and rights. In this unit the following key issues are explored:

- An evaluation of the reasons why Britain became more democratic, 1851-1928
- An assessment of how democratic Britain became, 1867-1928
- An evaluation of the reasons why some women were given the vote in 1918
- An assessment of the effectiveness of the Liberal social welfare reforms

Section 2: European and World

The Cold War 1945-1989 – Superpower foreign policy after 1945, the growth of international tension, the development of the policy of detente, and the end of the Cold War in Europe in 1989. Themes: ideology, conflict and diplomacy.

- An evaluation of the reasons for the emergence of the Cold War, up to 1955
- An assessment of the effectiveness of Soviet policy in controlling Eastern Europe, up to 1961
- An evaluation of the reasons for the Cuban Missile Crisis of 1962
- An evaluation of the reasons why the US lost the war in Vietnam

Section 3: Scottish

Migration and Empire, 1830-1939 – This topic is the study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating themes of empire, migration, and identity. In this unit the following key issues are explored:

- The migration of Scots

- The experience of immigrants in Scotland
- The impact of Scots emigrants on the empire
- The effects of migration and empire on Scotland, to 1939

How will I be assessed?

To gain the award of the course the candidate must pass all the internal unit assessments as well as the external assessment.

Examination

Paper 1 relates to the British, and European and World section and requires candidates to write two extended responses, choosing one essay from the British section and one from the European and World section. They will draw on the skills, knowledge and understanding developed during the course. This will account for 44 out of 80 marks of the total external assessment.

Paper 2 relates to the Scottish section and requires candidates to write an extended response to each of the four source-based questions. Candidates will be required to answer all questions which cover all four issues in the topic, demonstrating the knowledge and understanding they have acquired during the course and apply these to unseen historical sources. This will account for 36 out of 80 marks of the total external assessment.

Extended Essay

Candidates will produce an Extended Essay on an issue of their choice. The essay will count for the remaining 30 marks of the total 110 marks. Prior to producing the essay candidates should research the chosen issue using secondary and, if desired, primary sources. Candidates should then prepare an outline plan not exceeding one side of A4 paper (or 250 words) using a format provided. They will take their plan in to the classroom where they will write up their essay within a continuous period of 1 hour 30 minutes under the supervision by the teacher. The essay will be externally marked. The candidates' plan will be submitted along with the essay.

History – National 5

Why take this course?

The aims of the National 5 History course are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, drawing conclusions, and evaluating historical sources. These aims will be achieved through study of a range of contexts. All three units in the course have a common set of outcomes and performance criteria.

What will I learn?

The course comprises three units:

1. Historical Study: **Scottish**
2. Historical Study: **British**
3. Historical Study: **European and World**

Section 1 – Scottish context

Era of the Great War, 1900-1928 – This topic is 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.

Section 2 – British Context

The Trade in Enslaved African People, 1770-1807 – This topic is 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.

Section 3 – European and World Context

Hitler and Nazi Germany, 1919-39 – This topic is a study of the attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

How will I be assessed?

External course assessments will consist of two parts.

To gain the award of the course, the candidate must pass all the units as well as the course assessment.

Assignment

The assignment is worth 20 marks which comprise 25% of the total mark. Under exam conditions in class, the candidate will be required to write a historical essay on a subject of their choice, from a list of approved topics.

Question Paper (2 hours and 20 minutes)

This paper is worth 80 marks and comprises 75% of the total mark. In the question paper the students will be required to:

- Develop and apply skills, knowledge and understanding across contexts from Scottish, British, and European and World history.
- Evaluate the origin, purpose, content, and context of historical sources.
- Evaluate the impact of historical developments and evaluate factors contributing to historical developments, drawing reasoned conclusions to support evidence.
- Present information in a structured manner.

History – National 4

Why take this course?

The aims of the National 4 History course are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, drawing conclusions, and evaluating historical sources. These aims will be achieved through study of a range of contexts. All three units in the course have a common set of outcomes and performance criteria.

What will I learn?

The course comprises three units:

1. Historical Study: **Scottish**
2. Historical Study: **British**
3. Historical Study: **European and World**

Section 1 – Scottish context

Era of the Great War, 1900-1928 – This topic is 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.

Section 2 – British Context

The Trade in Enslaved African People, 1770-1807 – This topic is 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.

Section 3 – European and World Context

Hitler and Nazi Germany, 1919-39 – This topic is a study of the attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

How will I be assessed?

All units are internally assessed on a pass/fail basis. SQA will provide rigorous external quality assurance, including external verification, to ensure the school's assessment judgements are consistent and meet National Standards. As well as being assessed on a unit-by-unit basis, the students will also be assessed by a project. The candidate will be required to research and communicate findings on a theme drawn from the course. The project will be sufficiently open and flexible to allow for personalisation and choice. A variety of methods of assessment will be used to gather evidence such as extended writing, source evaluation, student presentations, case studies and research activities.

Music – Higher and Advanced Higher

Why take this course?

The purpose of the Higher and Advanced Higher Music courses is to allow pupils to develop and consolidate practical skills in performing and creating music, while developing a detailed understanding of a range of musical styles and concepts. Pupils will develop skills on their two selected instruments, or one instrument and voice. The course enables pupils to further their skills and creative capabilities as a musician and provides the opportunity to build confidence and self-esteem through performance.

What will I learn?

Pupils will gain a wide understanding of musical concepts, composition methods and practical skills; both in solo and/or group settings. Pupils will use their skills to create original music and broaden their knowledge and understanding of music and musical literacy; and of the social and cultural factors which influence music. Through performing, composing and listening pupils will use their maturing skills and knowledge to critically reflect on and evaluate their own work and that of others.

How will I be assessed?

The Higher and Advanced Higher Music courses consist of three mandatory units as well as an Added Value Unit. In the Advanced Higher course pupils are expected to show continued improvement in skills and a deeper and more extensive understanding of composing and analysing music.

Mandatory Units for Higher/Advanced Higher:

- Music: Performing Skills
- Music: Composing Skills
- Understanding Music

Added Value Unit:

At Higher and Advanced Higher level, the Added Value Unit will focus on **challenge** and **application**. Pupils will draw on, extend and apply skills they have learned during the units.

This Unit consists of 2 **externally** assessed components, which is the basis for the grade awarded:

- Performance (60%)
- Question Paper (40%)

The Performance will require pupils to prepare and perform a programme of music on two instruments, or one instrument and voice, demonstrating a high degree of instrumental control and skills. The programme will be marked on melodic and rhythmic accuracy; tempo and flow; dynamics and musicality.

The Question Paper will test pupils' knowledge and understanding of musical concepts and literacy.

To gain a course award the pupil must pass all of the mandatory units and the Added Value Unit.

Music – National 4 and 5

Why take this course?

The purpose of the National 4 and National 5 Music courses is to provide a broad practical experience of performing and creating music. Pupils will develop skills on their two selected instruments, or one instrument and voice, along with related knowledge and understanding of music. The course enables pupils to further their skills and creative capabilities as a musician and provides the opportunity to build confidence and self-esteem through performance.

What will I learn?

Pupils will gain an understanding of musical concepts, composition methods and practical skills; both in solo and/or group settings. Pupils will also expand on their knowledge and understanding of social and cultural factors which influence music. Through performing, composing and listening pupils will use their maturing skills and knowledge to reflect on their own work and that of others.

The National 5 course requires a greater amount of performing expertise and creativity than National 4.

How will I be assessed?

Both the National 4 and National 5 courses have 3 mandatory units as well as an Added Value Unit.

The Added Value unit of the National 4 and National 5 courses is different.

Mandatory Units for National 4 & National 5:

- Music: Performing Skills
- Music: Composing Skills
- Understanding Music

Added Value Unit:

For **National 4** the Added Value Unit involves extending and applying performing skills to perform a programme of music, which is **internally** assessed under SQA guidelines.

To gain a course award the pupil must pass all of the mandatory units and the Added Value Unit.

For **National 5** the Added Value Unit has 2 **externally** assessed components, which is the basis for the grade awarded:

- Performance (60%)

- Question Paper (40%)

The Performance will require pupils to prepare and perform a programme of music on two instruments, or one instrument and voice, demonstrating a secure level of instrumental control and skills. The programme will be marked on melodic and rhythmic accuracy; tempo and flow; dynamics and musicality.

The Question Paper will test pupils' knowledge and understanding of musical concepts and literacy.

To gain a course award the pupil must pass all of the mandatory units and the Added Value Uni

Modern Studies – Higher

Why take this course?

The purpose of this course uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom (UK) and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they encounter in their lives.

What will I learn?

These units develop a range of research, analytical and evaluating skills, and an understanding of: The democratic process and complex political issues. Complex social and economic issues at local, Scottish, national and international levels, and ways of addressing needs and inequalities. Different views about the extent of state involvement in society. The nature and processes of conflict resolution. The importance of human and legal rights and responsibilities, and their application in different societies

Section 1: UK Government & Politics

Democracy in Scotland and the United Kingdom - Candidates study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK.

- Possible alternatives for the governance of Scotland
- Implications of the UK's decision to leave the European Union (EU)
- Effectiveness of parliamentary representatives in holding government to account
- Strengths and weaknesses of different electoral systems used in elections within the UK
- Factors which influence voting behaviour including class, age and media
- Ways in which citizens can influence government decision-making, including pressure groups

Section 2: Social issues in the United Kingdom

Social issues in the United Kingdom - In the social inequality context, candidates focus on the impact of social inequality on any relevant group

- Reasons why income and wealth inequality exists
- Reasons why health inequalities exist
- Effect of inequality on a group or groups in society
- Individualist and collectivist debate
- Effectiveness of measures taken to tackle inequalities, including government measures

Section 3: International issues

World powers - The study of a world power focuses on political and socio-economic issues. Candidates may choose a major world power from any members of the G20 group of countries, including the EU, but excluding the UK.

- Extent to which the political system allows democratic participation
- Political institutions and their ability to dominate government decision-making

- Socio-economic inequality and its impact on a specific group in society
- Effectiveness of government responses to socio-economic inequality
- A world power's international influence

How will I be assessed?

Question paper 1 – Candidates will produce one 12 mark and two 20 mark essays, one essay from each section. They will have 1 hour and 45 minutes.

Question paper 2 - The skills of analysing, evaluating and synthesising evidence are assessed in question paper 2. They will answer 3 source-based questions worth 28 marks in total.

Assignment - Candidates choose any modern studies topic or issue that refers to a contemporary political, social or international issue. Their choice is not constrained by the content of question paper 1. They will produce a report on the issue and use a source help sheet to complete a write up in 1 hour and 30 minutes. It is worth 30 marks.

Modern Studies – National 4 and 5

Why take this course?

The National 5 Modern Studies course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They also have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

What will I learn?

The course uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they will encounter in their lives.

The National 5 Modern Studies course has three areas of study:

- Democracy in Scotland and the United Kingdom
- Social Issues in the United Kingdom
- International Issues.

There is considerable flexibility in the themes which can be studied within each area in order to allow for personalisation and choice.

How will I be assessed?

Component 1: question paper - The question paper has three sections. Candidates must answer one part from each section. There are options in each section to allow opportunities for personalisation and choice. The exam is 2 hours and 20 minutes and it is worth 80 marks.

Component 2: assignment - Candidates have an open choice of a Modern Studies topic or issue. Their choice should refer to a contemporary political, social or international issue and should not be constrained by the content of the question paper. They write it in a report style and have a source sheet to assist them. They have 1 hour to complete the write up for the SQA and it is worth 20 marks.

Politics – Higher

Why take this course?

These units develop knowledge and understanding of key political concepts. The theoretical perspective of the course enables candidates to identify, explore and analyse political issues in order to develop their own views and perspectives. Candidates develop analysing and evaluating skills during the course which help them to interpret and understand political issues.

What will I learn?

The course contributes to candidates' understanding of society by helping them to develop an understanding of political theory, political systems in the UK and international contexts, and factors affecting

the electoral performance of political parties. Candidates develop a critical awareness of the nature of politics and the relationship between political theories, systems and parties.

Section 1: Political theory

This unit looks at the study of the key political concepts of power, authority and legitimacy, with particular reference to the work of Steven Lukes and Max Weber, and analyse the relevance of these concepts today. They study the nature of democracy and the arguments for and against direct and representative democracy, including the works of relevant theorists. Candidates study the key ideas of two political ideologies (from Liberalism, Conservatism, Socialism, Nationalism, and Fascism) including the works of relevant theorists, and draw balanced conclusions about the chosen ideologies. Relevant case studies are used from either local, national or international contexts, as well as different historical contexts.

Section 2: Political systems

This unit looks at the key study of the constitutional arrangements in different political systems. The detailed study of the political systems focuses on the roles of the executive and legislative branches within each system. They compare and contrast the respective powers of individual branches of government within the two political systems, and draw balanced conclusions about these. Candidates study two of the following three political systems: the UK political system; the Scottish political system; the political system of the United States of America; they take a comparative approach which reaches conclusions about the sources of power within two political systems

Section 3: Political parties and elections

This unit looks to compare the electoral impact of two different dominant ideas. This can either be from within one political party or between two different political parties. Candidates can choose from the following: the Conservative Party, Labour Party, Liberal Democrats or Scottish National Party. These ideas are studied alongside the impact of political campaign management strategies and theoretical analyses of voting behaviour. Relevant case studies are used from Scotland, the United Kingdom, or both Scotland and the United Kingdom

How will I be assessed?

To gain the award of the course the candidate must pass all the internal unit assessments as well as the external assessment.

Question paper 1

This question paper has a total mark allocation of 52 marks. This is 47% of the overall marks for the course assessment. This question paper enables candidates to demonstrate the following skills, knowledge and understanding: In this question paper, candidates answer two 20-mark extended-response questions and one 12-mark extended-response question. The question paper has three sections:

- Section 1: Political theory
- Section 2: Political systems
- Section 3: Political parties and elections

Each of these sections is worth either 12 or 20 marks and requires candidates to draw on the skills, knowledge and understanding acquired during the course. Candidates answer one extended-response question in each section, from a choice of two.

Question paper 2

This question paper has a total mark allocation of 28 marks. This is 26% of the overall marks for the course assessment. This question paper enables candidates to demonstrate the following skills:

- Comparing information about political theories, systems and parties

- Interpreting, evaluating and synthesising a wide range of electoral data In this question paper, candidates answer two source-based, information-handling skills questions. One question is worth 8 marks and consists of two sources, and one question is worth 20 marks and consists of up to seven sources. Sources may be written, numerical, graphical or pictorial.

Extended Essay

The assignment has a total mark allocation of 30 marks. This is 27% of the overall marks for the course assessment.

- identifying a political issue that invites discussion and debate
- researching a political issue using a range of sources of information
- showing detailed factual and theoretical knowledge and understanding of a political issue
- communicating information from, and referring to, political sources
- analysing and synthesising information in a structured manner
- drawing a detailed and reasoned conclusion, showing an awareness of different points of view

The research stage is designed to be completed over a notional period of 8 hours. Candidates have 1 hour and 30 minutes to complete the production of evidence for assessment. This must be done in one sitting. Candidates complete the production of evidence stage in time to meet the submission date set by SQA.

S4 Core

The courses below are a legal entitlement by the Scottish Government until the end of S4. They may be delivered in a rotation throughout the year.

S4 Personal and Social Education (PSE)

The S4 PSHE programme provides pupils with an opportunity to explore and discuss a range of issues relevant to young people such as managing stress, Eating Disorders, Mental Health, Sexual Health and Exam Preparation.

Religious, Moral and Philosophical Studies (RMPS)

RMPS courses are designed to give pupils a wide understanding of what makes people tick. The courses encourage pupils to look at the customs and beliefs of people around them. It offers opportunities to consider their own attitudes towards others and their own moral values.

In S4, the course is entitled 'Religion, Belief and Values Award' (SCQF level 4). This unique new SQA Award will enable pupils to investigate a religious belief and put these values into action via an activity at local, national or international level.

Employability

The purpose of this lesson is to build up skills in preparation of the world of work. Pupils will look at preparing a CV, interview skills and help prepare themselves for leaving school regardless of the path.

PE (Physical Education)

The Scottish Government recognises the positive impact physical education can have on a pupil's health, educational attainment and life chances and that it can form a key element of a school's plan to deliver the broad health and wellbeing outcomes and experiences contained within Curriculum for Excellence. Pupils will have two periods of core physical education within S4 in which they will actively participate in a wide range of physical activity. There is an extensive choice element offered to students within S4.

UHI Argyll College

NOTE: *Some of these options will be carried out during school time and depends on numbers. Some of these courses are not in columns for picking and delivered at different times by UHI Argyll. Speak with your Guidance teacher if there is a course you are interested in but not on our options form.*

NPA Beauty Skills – SCQF Level 4

What skills will I gain?

This qualification will provide you with an introduction to a selection of essential beauty treatment techniques, focusing particularly on make-up and nail skills.

Throughout the qualification you will learn about aspects of customer care, explore current contemporary Beauty skills, and gain an understanding of Health and Safety procedures relevant to beauty treatments. You will apply suitable products using basic make-up artist skills, carry out a range of basic creative nail finishes, and understand the basic principles of nail finishes and develop application techniques using a variety of basic nail finishes.

What units will I study?

Beauty Skills: An Introduction
Cosmetology: Make-up Artistry Practical Skills
Creative Nail Finishes to Hand and Foot

Entry Requirements?

There are no formal entry requirements for this course, although you will be subject to interview.

How and where will I study?

Part Time

Skills for Work

The course is based in the school salon, with some theory work undertaken in the computer suite

Where will it take me?

Successful completion of this course should enable a smooth transition to other school-based courses at SCQF Level 5, such as NPA Make-up Skills or NPA Beauty Massage. Alternatively, there may be opportunities in some areas to progress to a full-time course such as NC Beauty Care and Make-up

Early Education and Childcare – SCQF Level 5

What skills will I gain?

As a follow on from National 4 Early Education and Childcare, this is a wide ranging course that deepens your understanding of Child Development; Working in an Early Education and Childcare Setting and Play in Early Education and Childcare.

You will gain essential knowledge about the important domestic and social area of Early Education and Childcare. You will develop skills in working with children and gain insights into the value and provision of play.

The course also develops self-confidence and a positive attitude for anyone considering working in this area

What units will I study?

Mandatory units -

- Child Development and Health
- Play in Early Education and Childcare
- Working in Early Education and Childcare
- Optional units - you will do one of the units below -
- Parenting
- Care and Feeding of Children
- First Aid

Entry Requirements

Preferably successful completion of National 4 Early Education and Childcare.

How and where will I study?

You will study at school or your local Argyll College Centre depending on your location

Where will it take me?

This course may provide you with the opportunity to progress to:

Scottish Progression Award Early Education and Childcare

Higher Early Education and Childcare

Further Education

Training in the Childcare sector

Engineering Skills – SCQF Level 4

What skills will I gain?

You will learn about the tools, equipment and materials needed to make a product from metal. Basic fitting skills including measuring, marking, cutting, shaping, drilling and tapping testing, evaluating and reporting on a product you have made and assembled, and welding and joining techniques.

What units will I study?

- Mechanical
- Electrical/Electronic
- Fabrication
- Manufacture and Assembly

Entry Requirements

You don't need passes in specific subjects to join this course, but you need a positive attitude and you should be willing to learn new skills, and undertake a successful interview.

How and where will I study?

This practical course is delivered face to face in the college's engineering workshop

Where will it take me?

Skills for Work Engineering, National 5 - in school

NPA Performing Engineering Operations - at College

Engineering Skills – SCQF Level 5

What skills will I gain?

The aims of this course in engineering skills are to:

encourage candidates to consider a career in the engineering industry

develop an awareness of the opportunities there may be within engineering in terms of the types and range of career options

give candidates the technical knowledge, skills and understanding associated with a range of skills in engineering at this level

develop an awareness that health and safety issues are integral to the world of work generally and engineering in particular

The National 5 Engineering Skills course has been designed to provide a basis for progression into Further Education or for moving directly into training or employment within an engineering environment.

What units will I study?

- Mechanical and Fabrication
- Electrical and Electronic
- Maintenance
- Design and Manufacture

Entry Requirements

It would be beneficial for candidates to have attained Skills for Work - Engineering Skills at National 4 level

How and where will I study?

This practical course is delivered face to face in the college's engineering workshop

Where will it take me?

Successful candidates may progress to the full time SVQ 2 Performing Engineering Operations at UHI Argyll as well as a range of Modern Apprenticeships in engineering and other suitable training/employment.

Construction Craft & Technical – SCQF Level 4

What skills will I gain?

This course is a blend of practical exercises and activities work where you will gain a range of practical hand skills through Carpentry and Joinery, Brickwork, Roof Tiling, Painting and Decorating. Craft skills will be completed and assessed within a workshop environment or as part of a live project. In addition to the practical skills you will research other job roles and responsibilities within the construction sector, in particular to the Construction Technician profession such as architects, project managers, building engineers and surveyors.

What units will I study?

There are 2 units designed to develop your industry awareness and self development, (Understanding Industry and Personal Development: Self and Work) which support the practical introductory units, chosen from a range including Carpentry and Bench Joinery, Brickwork, Roof Tiling, Painting and Decorating, Plasterwork and Basic Principles of Stone Masonry.

Entry Requirements

You don't need passes in specific subjects to join this course, but you need a positive attitude and you should be willing to learn new skills, and undertake a successful interview

How and where will I study?

This practical course is delivered face to face in the college's engineering workshop

Where will it take me?

There are many trade craft occupations this could lead towards, including Carpentry and Joinery, Brickworks, Painting and Decorating etc, or lead towards Construction Technician roles within Architecture; Surveying; Management; Civil/Structural Engineering

Sports and Recreation – SCQF Level 5

What skills will I gain?

This course will give you the opportunity to find out more about the Sport and Recreation industry and the practical tasks involved in being a sports centre worker. You will learn about planning, setting up and delivering activity sessions; setting up, taking down and checking equipment; helping to plan and review a personal physical training program, setting short- and long-term goals; dealing effectively with customers; health and safety legislation and helping with accident and emergency procedures.

What units will I study?

Assist with Activity Sessions
Employment Opportunities in the Sport and Recreation Industry
Assist with Fitness Programming
Assist with Daily Centre Duties

Entry Requirements

You don't need passes in specific subjects to join this course, but you need a positive attitude and you should be willing to learn new skills and undertake a successful interview.

How and where will I study?

You will study at school or your local Argyll College centre depending on your location.

Where will it take me?

Once you've completed this course you could consider an NC Sport & Fitness, or HNC Fitness, Health & Exercise at College or a Modern Apprenticeship in Sport, Recreation and Allied Occupations with a local employer.

Sports Development – SCQF Level 6

What skills will I gain?

This course will give you the opportunity to find out more about the Sport and Recreation industry and the practical tasks involved in being a sports centre worker. You will learn about planning, setting up and delivering activity sessions; setting up, taking down and checking equipment; helping to plan and review a personal physical training program, setting short- and long-term goals; dealing effectively with customers; health and safety legislation and helping with accident and emergency procedures.

Entry Requirements

It is recommended you achieve Sports and recreation at level 5

How and where will I study?

You will study at school or your local Argyll College Centre depending on your location.

Where will it take me?

Once you've completed this course you could consider an NC Sport & Fitness, or HNC Fitness, Health & Exercise at College or a Modern Apprenticeship in Sport, Recreation and Allied Occupations with a local employer.

Make-Up Skills – SCQF Level 5

What skills will I gain?

Through working in the salon you will gain knowledge of current relevant Health and Safety legislation, as well as building expertise in Make-up Artistry methods and skills.

You will develop skills in contemporary make-up application using professional make-up products. You will research, plan and produce specific make-up looks to include young and mature day make-up using various techniques, and learn the use of corrective make-up. In your 3rd practical unit you will learn how to consult with clients, identify contra-indications, and go on to prepare and apply bridal and evening make-ups.

What units will I study?

Contemporary Make-Up

Day Make-Up and Basic Corrective Make-Up

Bridal and Evening Make-Up

Entry Requirements

There are no formal entry requirements for this course, although you will be subject to interview.

How and where will I study?

The course is based in the school salon, with some theory work undertaken in the computer suite.

Where will it take me?

Successful completion of this course should enable progression to other school-based courses such as Higher Beauty. Alternatively, there may be opportunities in some areas to progress to a full-time course such as NC Beauty Care and Make-up. Those not wishing to continue in full-time study may seek a trainee position in the Beauty industry, specifically Make-Up Skills.

NPA Computer Games Development – SCQF Level 6

What skills will I gain?

You will acquire an understanding of the concepts and fundamental principles involved in digital gaming planning and design. You learn how to recognise and distinguish differences between numerous gaming platforms, environments and genres. You will plan and design a level in a digital game and be introduced to the role of the games designer. You will acquire an understanding of the different types of media asset required for developing a digital game. You will learn how to plan and produce media assets for use in a game development environment. You will gain an understanding of the processes involved in the final stages of development of a digital game. You will learn how to use your chosen game development environment to bring together all the parts and produce a working game. You will gain an understanding of the evaluation process and then you will then go on to plan, create and deliver a promotional activity.

What units will I study?

Computer Games: Design

Computer Games: Development

Computer Games: Media Assets

Entry Requirements

There are no formal entrance requirements; however, you will be interviewed to determine whether this is the right course for you. To get the best out of this course you should enjoy working with others and have a real interest in computer games development.

How and where will I study?

This course will be delivered in our virtual online classroom in real-time so you will interact with your lecturer and fellow students in 'live lessons'.

UHI Argyll has pioneered the use of online learning technologies since our inception and are well skilled at providing an excellent experience to learners in rural locations.

How will I be assessed?

Assessment involves a range of different tasks, including practical assignments and written assignments and short tests.

Where will it take me?

NC Computing with Digital Media - at college

FA/NPA in Creative Digital Media – SCQF Level 6

What skills will I gain?

You will acquire an understanding of each of the areas of audio, moving images and still images. You will be introduced to a range of tools to obtain and edit digital media in a mainly practical setting. The qualification will allow you to develop your skills in the creation and editing of digital media whilst recognising the importance of planning and design. You will take the concept from planning through to design, and then on to creation and editing.

What units will I study?

Digital Media: Audio

Digital Media: Moving Images

Digital Media: Still Images

Entry Requirements

There are no formal entrance requirements; however, you will be interviewed to determine whether this is the right course for you. To get the best out of this course you should enjoy working with others and have a real interest using digital media.

How and where will I study?

This course will be delivered in our virtual online classroom in real-time so you will interact with your lecturer and fellow students in 'live lessons'.

UHI Argyll has pioneered the use of online learning technologies since our inception and are well skilled at providing an excellent experience to learners in rural locations.

How will I be assessed?

Assessment involves a range of different tasks, including practical assignments and written assignments and short tests.

Where will it take me?

Further or Higher education within the creative industries

NPA in Business and Marketing – SCQF Level 5

What skills will I gain?

This NPA (National Progression Award) will provide you with knowledge and skills, which are directly relevant to current and/or future practice in the area of Business and Marketing. You will also be able to broaden knowledge and skills by undertaking study in the following areas: market research, promotion, event organisation, customer care and selling skills.

What units will I study?

Management of Marketing and Operations

Marketing: Basic Principles Understanding

Business Skills for Customer Care and

Selling Skills - or - Promoting a Business

Entry Requirements

As this NPA is at SCQF level 5, candidates may be expected to have groupings of relevant Units at SCQF level 4 and/or any relevant National Qualifications. To get the best out of this course you should enjoy working with others and have a real interest in business/marketing.

How and where will I study?

This course will be delivered in our virtual online classroom in real-time so you will interact with your lecturer and fellow students in 'live lessons'.

UHI Argyll has pioneered the use of online learning technologies since our inception and are well skilled at providing an excellent experience to learners in rural locations.

How will I be assessed?

Assessment involves a range of different tasks, including practical assignments and written assignments and short tests.

Where will it take me?

Foundation Apprenticeship in Business Skills - at school.

Modern Apprenticeship in Business and Administration – work-based.

NPA Cyber Security – SCQF Level 5

What skills will I gain?

This course will raise your awareness of cyber security. You will improve your cyber hygiene and enable you to identify security weaknesses safely, legally, and ethically.

What units will I study?

Data Security

Digital Forensics

Ethical Hacking

Entry Requirements

You don't need passes in specific subjects to join this course, but you need a positive attitude, and you should be willing to learn new skills and undertake a successful interview.

How and where will I study?

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How will I be assessed?

You will be assessed by a variety of methods which will include reports, case studies and practical assignments.

Where will it take me?

Once you have successfully completed the course, you may wish to consider the PDA at SCQF Level 7 in Cyber Resilience.

Skills for Work: Health Sector Skills – SCQF Level 5

What skills will I gain?

The Health Sector is one of the largest employers in the country and provides employment opportunities through a varied range of disciplines. Primary and secondary care in the NHS are the most common routes to employment, but this course will cover other areas such as complementary therapies, the retail pharmaceutical industry and the community and voluntary sectors.

You will learn about the services provided by the Health Sector in your local area, the life sciences industry and their role in the diagnosis and treatment of illness, the importance of promoting a healthy lifestyle and the structure and function of the cardiovascular system.

You will also look at the health and safety risks to workers in the Health Sector and learn about the range and diversity of careers in non-clinical roles in the Health Sector.

What units will I study?

Working in the Health Sector
Life Sciences Industry and the Health Sector
Improving Health and Wellbeing
Physiology of the Cardiovascular System
Working in Non-Clinical Roles.

Entry Requirements

Ideally you should be working towards National 5. There will be an interview and you need, to show that you want to learn new skills, have a real interest in the subject.

How and where will I study?

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How will I be assessed?

You will be assessed by completing practical tests under supervision from your lecturer.

Where will it take me?

A Foundation Apprenticeship in Social Services and Healthcare – at school
A Modern Apprenticeship in the Health sector – work based
Nursing Degree – at university

Higher Sociology – SCQF Level 6

What Skills will you gain?

The course will help you develop:

an understanding of society through gaining knowledge and understanding of sociological perspectives, theories, and concepts

the ability to challenge common-sense explanations about human social behaviour using sociological understanding and evidence

an understanding of cultural and social diversity, including the significance of relationships among individuals, groups, and institutions in a changing social world

an understanding of the role of sources of information, research evidence and research methods used in sociology

research skills, including the ability to select, organise, analyse, and evaluate information

thinking and communication skills used in sociology

What units will I study?

Human Society

Culture and identity

Social Issues

Entry requirements

You should have achieved or be working towards Higher English

How and where will I study?

This course will be delivered in our virtual online classroom in real-time so you will interact with your lecturer and fellow students in 'live lessons'.

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How will I be assessed?

There will be a prelim exam to allow you to see the layout of the exam paper and to identify strengths and areas for improvement, these are marked internally and graded. There will also be a final external SQA examination.

Where will it take me?

Higher Sociology is suitable preparation for entry to higher education courses in Social Sciences or further study in other academic and vocational subjects.

Higher Psychology – SCQF Level 6

What skills will you gain?

Psychology is defined as ‘the scientific study of the mind and behaviour’. As well as a basic interest in human behaviour, you should have a basic grasp of scientific principles and the ability to analyse and evaluate theories and research studies. Assessment will involve describing relevant knowledge, analysing, and evaluating this knowledge in terms of its scientific content, practical applications, ethical considerations etc. You will design an experiment/non-experiment based on a SQA candidate brief and write up a research report. This is worth 40% of the final mark and is marked externally. There is also a requirement to complete one piece of practical coursework.

What units will I study?

Individual Behaviour

Research

Social Behaviour

Entry Requirements

You should have English and Psychology at National 5.

How and where will I study?

This course will be delivered in our virtual online classroom in real-time so you will interact with your lecturer and fellow students in ‘live lessons’.

UHI Argyll has pioneered the use of online learning technologies since our inception and are well skilled at providing an excellent experience to learners in rural locations.

How will I be assessed?

There will be a prelim exam to allow you to see the layout of the exam paper and to identify strengths and areas for improvement, these are marked internally and graded. There will also be a final external SQA examination.

Where will it take me?

Higher Psychology is suitable preparation for entry to higher education courses in psychology or further study in other academic and vocational subject