



# SENIOR PHASE CURRICULUM INFORMATION PACK 2021-22

A useful resource with information about school and college courses which are available for S5/6 pupils. There are live links throughout the document to help pupils and parents find the information they need to make informed subject choices.



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ASDAN Peer Mentoring



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### **Other**

Forth Valley College – various subjects and level – please see separate information packs for college and  
Foundation Apprenticeships  
Politics – Higher (virtual)  
Forth Valley College



February 2020

Dear Pupil/Parent/Carer,

Fifth and Sixth year pupils are about to make important decisions about subjects they wish to continue studying in their final year/s of secondary school. We will offer support in many ways through the production and delivery of:

- Personal and Social Education (PSE) lessons
- Course choice information pack (this document)
- Pupil course choice interview
- [My World of Work](#) (Career related websites)
- Careers advisor support
- Additional Support for parents are available through the following online resources:

<https://www.myworldofwork.co.uk/my-career-options/choosing-my-subjects>

[Careers education in a nutshell - National Parent Forum of Scotland](#)

[My World of Work – Parents Section](#)

[In a nutshell - National Parent Forum of Scotland](#)

As a fifth and sixth year pupil, you will continue with your Senior Phase Education within Curriculum for Excellence and choose to **study five subjects** in greater depth as well as continuing to study core subjects (RE, PE and Health and Wellbeing). You will also now have the chance to choose a wider achievement opportunity in S5/6. This will provide you with the opportunity to develop skills, knowledge and experiences which will support personal statements, application forms and CVs. More information about wider achievement choices will be available at a later date.

This booklet contains a significant amount of information for you to consider when making your choices for Fifth or Sixth Year. It is designed to give further information about courses and topics in each subject. The booklet is organised alphabetically by each Faculty Area. I would recommend that you follow the steps outlined below:

1. Use My World of Work as the key online resource to support course choice.
2. This **resources** might help you consider different types of careers as well as highlighting subjects which might be recommended for you.
3. Research and identify which type of career(s) you would like to aim for in the future.
4. Always have Plan A and Plan B – Plan A is your ideal post school destination and Plan B will be your back up
5. Find out if subjects are compulsory for your chosen career and choose these subjects first. Research using college/employer/university websites or ask your teachers or parents/carers. Support will also be given during your Personal and Social Education (PSE) lessons.
6. Carefully consider recommendations given to you by your teachers to help choose your subjects.  
**Priority should be given to subjects\*\* that you gain a sense of enjoyment and achievement from.**
7. If you are unsure about anything, please be honest with your interviewer who will help when making choices.

***\*\* Please note that although we will do our best to provide choices, there may be occasions where pupils are asked to select another subject. This may be due to low uptake or over subscription of a subject. If this does occur, you and your parents/carers will always be contacted.***

***\*\* Please note that Certificate Courses are currently being updated by SQA which may result in some changes to the information contained within this information pack.***



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## Course Choice Procedures – Summary

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Fourth and Fifth Year pupils will be moving into the final year/s of their Senior Phase and will be making important decisions relating to subjects to be studied in S5 and S6.

Over the last few weeks, we have been taking great care to make sure that your son/daughter makes the correct choices. In their Personal and Social Education (PSE) classes, pupils have been discussing their career aspirations, skills and the importance of choosing the most appropriate subject choices.

Along with this Curriculum Information Pack, each pupil will be given a course choice sheet which will be sent home to parents and added to PSE TEAMS. All senior pupils will have a course choice interview with a member of the pastoral team, pupil support staff or SLT. In addition, subject teachers will discuss further with pupils courses and topics on offer in their department. It is important that pupils listen to recommendations made by staff.

During course choice interviews, choices will be inputted electronically by a member of school staff.

**\*\* please note that course choice interviews will be conducted by Telephone this session\*\***

## Key Contacts

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Should you wish to discuss any aspect related to the S5 into S6 course choice process, please contact your Child's Pastoral Head (by House).

**Key contacts are:**

**Andrew House & Kentigern House**

[Mairiclare.mcpeak@falkirk.gov.uk](mailto:Mairiclare.mcpeak@falkirk.gov.uk)

[Sharon.downie@falkirk.gov.uk](mailto:Sharon.downie@falkirk.gov.uk)

**Columba House & Ogilvie House**

[Jacqueline.pollock@falkirk.gov.uk](mailto:Jacqueline.pollock@falkirk.gov.uk)

**Margaret House & Ninian House**

[Lisa.doran@falkirk.gov.uk](mailto:Lisa.doran@falkirk.gov.uk)

**Careers advisor**

[lorna.maclaughlin@sds.co.uk](mailto:lorna.maclaughlin@sds.co.uk)



## Useful links for parents/carers

### Nationals in a Nutshell

To support parents' understanding of the new qualifications, the National Parent Forum for Scotland produced an excellent series of leaflets called "In a Nutshell" which summarises skills, experiences and assessment arrangements for most subjects at National 4, National 5, Higher level.

The NPFS also produced a series of 'Revision in a Nutshell' leaflets which provide practical support for revision in each subject at National 4 and National 5 Level.

You can then download or print the Nationals in a Nutshell for the subjects your child is studying by googling

<https://www.npfs.org.uk/downloads/> or clicking on the hyperlinks on the next two pages of this booklet.

#### Biology National 4



#### Chemistry National 5



#### Revision in a Nutshell



## Other useful links for parents

### SQA related websites

- Subject information
- SQA Study Guides
- SQA Exam Timetable 2020

[www.sqa.org.uk/cfesubjects](http://www.sqa.org.uk/cfesubjects)

[www.sqa.org.uk/studyguides](http://www.sqa.org.uk/studyguides)

[www.sqa.org.uk/timetable](http://www.sqa.org.uk/timetable)

### Other useful sites:

- National Parent Forum for Scotland
- BBC Bitesize
- Scholar

[www.parentforumscotland.org](http://www.parentforumscotland.org)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)



# Faculty of Creative and Aesthetic





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## ART AND DESIGN: National 5

### Course Outline:

The National 5 Art and Design course consists of three elements:

- Expressive - 9 SCQF Credit Points
- Design - 9 SCQF Credit Points
- Question Paper

### Course Structure:

This course links the practical skills developed with 2 investigation projects.

Skills covered are outlined below:

#### Design Portfolio (100 marks):

Pupils must complete a 2D or 3D design folio using a theme of their choice from a selected list of possible options. The folio produced is split into 3 areas which are; *Research and Investigation* (R & I), *Development* and *Final Solution* (see below). Pupils should show their ability to experiment, evaluate and problem solve throughout the design process.

#### Research & Investigation

Identify and investigate a chosen theme along with market research that relates to the chosen area of design. Candidates will also research Designers that inspire their theme/techniques

#### Development

Plan out overall look, experiment with techniques, layout, textures etc. Evaluate and refine design ideas.

#### Final Solution

Further refine design idea, produce a final piece and fully evaluate the design process and solution.

Pupils will continue to build on their skills in Drawing and creative design skills using a wide range of materials and techniques. They will choose a suitable theme producing work that allows them to demonstrate their creative strengths. The folio should show progression from the brief, initial research, through to design considerations and exploration of possible materials with work evaluated to show understanding of the visual elements and refinement of the design ideas to the final piece.





### **Expressive Portfolio: 100 Marks**

Pupils must complete an expressive folio using a theme of their choice from a selected list of possible options. The folio produced is split into 3 areas; Research and Investigation, Development and Final Solution. Candidates should show their ability to experiment and evaluate throughout their Expressive folio.

#### **Research & Investigation**

Identify and investigate a chosen theme/art of art to study. Candidates will also research artists that inspire their theme/painterly techniques

#### **Development**

Explore possible composition ideas through a variety of different media.

#### **Final Solution**

Produce a final piece that demonstrates the candidate's skills with their chosen media.

Pupils will continue to build on their skills in Drawing and Painting using a wide range of media and stimuli. They will choose a suitable subject matter producing work tailored to their own strengths. The folio should show a progression from analytical drawing, development which shows understanding of the visual elements and a refining of composition ideas to final piece. Pupils will also research artists that inspire their theme/ painterly techniques.

#### **Question Paper (50 marks):**

Essay questions on historical and contemporary artists and designers. There is also an unseen analysis on a piece of design work and a piece of artwork, which pupils will choose from a selection in the exam, best suited to their previous study.

#### **Assessment:**

Assessment will be continuous throughout the year and pupils will be given tailored advice on how to progress to their fullest potential. The final assessment will be based entirely on the completed practical folios and the written exam. Both folios are sent to the SQA for marking at the end of April. The question paper on historical and contemporary artists and designers will take the form of a written exam at the end of the year. This is also marked by the SQA.

#### **Progression Routes:**

- Higher Art and Design
- Higher Photography



## ART AND DESIGN: Higher

### Course Outline:

The Higher Art and Design course consists of three elements which are;

- Expressive Unit & Expressive Portfolio
- Design unit & Design Portfolio
- Question Paper

### Course Structure:

This course links the practical skills developed with 2 investigation units. The skills covered are outlined below:

#### Design Unit:

Pupils will be able to choose to complete a 2D or 3D unit in design using a theme of their choice from a selected list of possible options. The final unit produced is split into 2 areas; designer research & investigation of theme.

#### Design Portfolio:

The Design Portfolio consists of the continued development of theme investigation taken from the unit work and results in a final piece and evaluation. Pupils should show their ability to experiment and problem solve throughout the Design unit.

#### Expressive Unit:

Pupils will continue to build on their skills in Drawing and Painting using a wide range of media and stimuli. They will choose a suitable subject matter producing work tailored to their own strengths. The unit should show a progression from analytical drawing, development which shows understanding of the visual elements and a refining of composition ideas to final piece.

#### Expressive Portfolio:

The Expressive Portfolio consists of the development of compositions taken from the unit work and results in a final piece and evaluation. Pupils should show their ability to experiment and problem solve throughout the Expressive unit

#### Question Paper:

This consists of essay questions based on historical and contemporary artists and designer. There is also an unseen analysis on a piece of design work and a piece of artwork.



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### Assessment:

Assessment will be continuous throughout the year and Pupils will be given tailored advice on how to progress to their fullest potential. The final assessment will be based entirely on the completed practical Design & Expressive folios. Both folios are sent to the SQA for marking at the end of April. The question paper on historical and contemporary artists and designers will take the form of a written exam at the end of the year. This is also marked by the SQA.

### Progression Routes:

- Advanced Higher Art & Design
- Advanced Higher Creative Industries
- Further Education Art courses



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## ART AND DESIGN: Advanced Higher

### Course Outline:

Candidates can choose to **either** follow the Advanced Higher Expressive **or** Design course.

#### **Advanced Higher Art & Design (Expressive) – 32 SCQF Credit points:**

The Expressive Course allows candidates to develop their creativity, visual awareness and understanding of aesthetics, while exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork. This involves visually exploring and responding to an individual theme of their choice as well as selecting relevant artists to research and evaluate.

#### **Advanced Higher Art & Design (Design) – 32 SCQF Credit points:**

The Design Course allows candidates to develop their creativity and apply their understanding of design practice, function and aesthetics. This involves exploring and researching design issues and opportunities in response to an individual design brief of their choice. Candidates must also select other Designer's work to evaluate and incorporate into their work from a variety of sources.

**Both courses allow candidates to experience a self-directed year of study and build on their Art or Design skills. It is an ideal opportunity to produce an individual portfolio of work which would be suitable for Art School applications.**

### Course Structure:

2 mandatory units of work documented through sketchbooks and internally assessed. These form the basis of the portfolio.

The portfolio is broken down into the following elements and awarded the following marks:

**Practical work** – (60 marks) Candidates will present their practical work in a portfolio of work on A1 sheets (maximum 16)

**Critical Analysis** - (30 marks) Candidates will analyse and evaluate the work of an Artist or Designer of their choice that directly links to their practical folio.

**Evaluation** – (10 marks) Candidates will critically evaluate their folio of work.

### Assessment:

Assessment will be continuous throughout the year and candidates will be given tailored advice on how to progress to their fullest potential. The portfolio forms 100% of the course assessment and is marked externally by the SQA. Portfolios must be completed by the end of May. The course assessment has no other components.



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## DRAMA: NPA Acting and Performance at level 6

### What's it all about?

This Drama course is for pupils who have an interest in the performing arts, and working with others to create and analyse pieces of drama.

### Course Outline:

The course is a practical drama course and focuses on the development and use of production techniques such as:

<i>Acting</i>	<i>Directing</i>	<i>Lighting</i>	<i>Set Design</i>
<i>Costume</i>	<i>Make-Up</i>	<i>Sound</i>	<i>Stage Management</i>

Pupils will learn to use at **least two of the above** theatre arts to create and perform their drama.

Pupils will also be expected to use a variety of stimuli, including texts, to create, rehearse and present their own pieces of drama.

### Course Structure:

**The NPA in Acting and Performance** (SCQF level 6) comprises **two mandatory Units**. These Units allow the candidates to develop stagecraft, performance skills and awareness of professional theatre.

***Drama: Theatre Skills in Performance*** (12 SCQF points).

The focus of this Unit is stage craft and performance. Candidates will work towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, street theatre and site specific. Candidates will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. The Unit also provides candidates with the opportunity to evaluate their own theatre skills within a production.

***Professional Theatre in Context*** (6 SCQF points). In this Unit, candidates have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles /genres. Candidates will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Candidates will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production.

***Assessment in this course is on-going throughout the year and is practical and folio based. There is no exam for this course.***



## DRAMA: Higher

This Drama course is for Pupils who have an interest in the performing arts, and working with others to create pieces of drama. They will learn about theatre arts and how to put these skills to practical use, either on stage, in the drama studio, or on film.

### Course Outline:

The course is a practical drama course and focuses on the development and the use of production techniques such as:

<i>Acting</i>	<i>Directing</i>	<i>Lighting</i>	<i>Set design</i>
<i>Costume</i>	<i>Make-up</i>	<i>Sound</i>	<i>Stage Management</i>

Pupils will learn to use at least two of the above theatre arts to create and perform their drama. Pupils will also be expected to use a variety of stimuli, including texts, to create, rehearse and present their own pieces of drama. To meet the Assessment Standard the candidate will prepare, rehearse and present a drama they have created, using a minimum of two production techniques.

### Course Structure:

**The Higher Drama course consists of 2 units:**

#### Drama skills

Pupils will contribute to the drama process by exploring and developing drama skills in order to communicate ideas and devise drama. They will also explore form, genre, structure and style and use acting skills to portray character.

#### Drama Production Skills

The candidate will respond to stimuli to generate ideas for a production. They will also develop a performance concept and apply production skills to communicate their ideas. The end product will be the presentation of their production.

**Assessment for the two units will be a combination of a written folio and performance evidence.**

#### Drama Skills

**For this unit pupils will be required to provide evidence of:**

- Working through the process of creating drama by: developing ideas, adopting a character, working with others and evaluating and improving the drama.
- Presenting the piece of drama to others, communicating ideas when presenting, and evaluating their work after presentation.



## Drama Production Skills

For this unit Pupils will be required to show evidence of:

- Knowledge and understanding of production area: lighting, sound, costume props, make-up and set.
- Using production skills in a chosen area when presenting a piece of drama
- Evaluating the use of their chosen production area when presenting a drama.

## Assessment:

### Acting Exam:

This exam is externally assessed and is worth 60 marks out of the total of 100 marks. This performance has two Sections.

Section 1, titled 'performance' will have 50 marks.

Section 2, titled 'preparation for performance' will have 10 marks.

#### Section 1, stage 1

Rehearse your role in a text-based performance. Keep all materials which you produce for your role during the rehearsal process including plans, lists, designs, cue sheets, plots, drawings, character information, as appropriate.

#### Section 1, stage 2

Perform your role to a 'live' audience, communicating the agreed interpretation of your role and contributing to the effectiveness of the overall performance.

## Question Paper:

The question paper is externally marked and results in an exam in May. It is worth 40 marks. (100 marks total for the course)

**The question paper has 2 sections; each worth 20 marks.**

Section 1: analysing a selected text

Section 2; analysis of a performance the candidate has seen

## Progression Routes:

**Pupils can progress to the following Drama courses:**

Advanced Higher Drama

Further Education courses in Drama/Theatre and the Arts





## Media Studies: NPA Film and Media at level 6

### Course Outline:

The NPA Film and Media course consists of two mandatory units and two additional units:

- *Film and the Film Industry*
- *Creative Project*
- *Media: Directing a Single Camera Production*
- *Storytelling for the Creative Industries*

### Course Structure:

Pupils will study a range of Media texts and apply what they learn from analysis in the production of their own Media text.

#### Film and the film industry

- Pupils will study film language and film narrative to develop their knowledge of Media literacy.

#### Creative Project

- In response to a negotiated brief, pupils will plan the creation of and evaluate media content.

#### Additional units

- Additional units are covered through the production of candidates own individual films

***Assessment in this course is on-going throughout the year. There is no exam for this course.***

### Progression:

Pupils can progress to the Higher Media Studies course



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## MEDIA STUDIES: Higher

### Course Outline:

The Media course consists of three units:

- Analysing Media Content
- Creating Media Content
- Assignment

### Course Structure:

Pupils will study a range of Media texts and apply what they learn from analysis in the production of their own Media text.

#### **Analysing Media Content**

Pupils will study a range of media, for example film, developing their knowledge of Media literacy while discussing the role of the Media in society.

#### **Creating Media Content**

This unit of the course develops skills in Media production and processes. Pupils will plan, research, produce and evaluate media content individually or as part of a group.

### Assignment

In response to a negotiated brief, pupils will plan the creation of and evaluate media content.

### Assessment:

The Assignment will be submitted to the SQA for external marking.

External exam which covers the texts studied in the course.



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## NPA in Music and Performing at level 6

### Course Outline:

The NPA Music course consists of three units which are:

- Live Performance
- Performing on one instrument or voice ( To the equivalent ABRSM/ROCK SCHOOL Grade 4 standard)
- Performing on an additional instrument or voice (To the equivalent ABRSM/ROCK SCHOOL Grade 3 standard)

### Course Structure:

This course is a performing course in the main. Pupils will learn a variety of musical skills through developing skill and confidence in their chosen instruments. The skills covered are detailed below:

#### Performing in two instruments (2 units):

Pupils will be guided to choose 2 suitable instruments to pursue and will be taught to develop transferrable skills in both instruments. Pupils are encouraged to progress at their own pace and level. Pupils will be expected to keep a practice record for both instruments and will be asked to evaluate their progress.

#### Music Live Performance

- Pupils will be guided to contribute to the preparation of a programme of music for a live performance.
- Pupils will evaluate their own performance of music at a short live event.
- Pupils will participate in the performance of a programme of music at a longer live event and implement identified strategies for improvement.

***Assessment in this course is on-going throughout the year. There is no exam for this course.***

### Progression Routes:

Pupils can progress to the following courses:

- |                              |                       |
|------------------------------|-----------------------|
| • Higher Music               | • Creative industries |
| • Free standing music units  | • HNC Music           |
| • Performing/Theatre courses |                       |



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## MUSIC WITH PERFORMING: Higher

### Course Outline:

The Music course consists of three elements which are:

- Performing (2 instruments)
- Compositional techniques
- Listening skills

### Course Structure:

This course is a performing course in the main. Pupils will learn a variety of musical skills through developing skill and confidence in their chosen instruments. The skills covered are detailed below:

#### Performing:

Pupils will be guided to choose 2 suitable instruments to pursue and will be taught to develop transferrable skills in both instruments. Pupils are encouraged to progress at their own pace and level.

#### Compositional techniques:

Pupils will be given the opportunity to write their own music, in a variety of styles, using a range of media.

#### Listening skills:

Through performing and listening, Pupils will learn and identify musical concepts.

### Assessment:

#### Performing

Individual exam on each instrument which is externally assessed by SQA and takes place in February / March time of S5/6. Pupils are expected to produce a programme of contrasting pieces on their 2 instruments. The programme requirement is 12 minutes for both instruments, with a minimum of 4 on one of the instruments. Pupils will be encouraged to perform for an audience but this is not mandatory.

#### Composition

Production of a folio for assessment which is internally assessed.

#### Listening

Concept tests/end of year assessment. Final exam in May of S5/6 administered by SQA.

### Progression Routes:

Pupils can progress to the following courses:

- Advanced Higher Music
- Free standing music units
- Performing/Theatre courses
- Creative industries
- HNC Music



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## MUSIC WITH PERFORMING: Advanced Higher

### Course Outline:

The Music course consists of three elements which are:

- Performing (2 instruments)
- Compositional techniques
- Listening skills/Analysing Music

### Course Structure:

This course is a performing course in the main. Pupils will learn a variety of musical skills through developing skill and confidence in their chosen instruments. The skills covered are detailed below:

#### Performing:

Pupils will be guided to choose 2 suitable instruments to pursue and will be taught to develop transferrable skills in both instruments. Pupils are encouraged to progress at their own pace and level.

#### Compositional techniques:

Pupils will be given the opportunity to write their own music, in a variety of styles, using a range of media.

#### Listening Skills

Through performing and listening, pupils will learn and identify musical concepts

#### Analysing Music:

Pupils will demonstrate an in-depth understanding of music and musical concepts through investigating, analysing and commenting on two contrasting sections of music movements or works.

Through performing and listening, pupils will learn and identify musical concepts.

### Assessment:

#### Performing

Individual exam on each instrument which is externally assessed by SQA and takes place in February / March time of S5/6. Pupils are expected to produce a programme of contrasting pieces on their 2 instruments. The programme requirement is 18 minutes for both instruments, with a minimum of 6 on one of the instruments. Pupils will be encouraged to perform for an audience but this is not mandatory.

#### Composition

Production of a folio for assessment which is internally assessed.

#### Listening

Concept tests / mid-term assessment / end of year assessment. Final exam in May of S6 which is administered by the SQA.



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### **Progression Routes:**

**Pupils can progress to the following courses:**

- Free standing Music Units
- Creative Industries
- HNC Music
- Performing / Theatre courses



## MUSIC TECHNOLOGY: National 5 (previously known as Sound Engineering)

### Course Outline:

The Music course consists of three elements which are:

- Music Technology Skills
- Understanding 20th and 21st century Music
- Music Technology in Context

### Course Structure:

This course is a technology course in the main. Pupils develop skills and knowledge relevant to the needs of the music industry. The skills covered are detailed below:

#### Music Technology Skills:

Pupils will use hardware and software to record audio from a range of sources. Pupils will also use hardware and software to edit and enhance audio from a range of sources.

#### Understanding 20th and 21st Century Music:

Pupils will describe how technological developments relate to 20th and 21st Century music by:

- Describing and identifying a range of genres and styles e.g.: Synth pop, Punk, Rock.
- Describing the main technologies used by a range of genres.
- Identifying examples of a range of relevant musical concepts.
- Explain the need to protect Intellectual Property.

#### Music Technology in Context:

Complete assignments which demonstrate skills developed in unit one by:

- Using a range of skills to record audio.
- Using a range of skills to edit/manipulate audio.
- Produce two audio masters which demonstrate skills developed in unit one. E.g. recording a rock band, Sound Foley and design, record a radio broadcast, creating a jingle, computer games design.

### Assessment:

**Technology Skills** – Log book detailing the learning process of using hardware and software and the recording process. The log book should also demonstrate the planning, implementation and evaluation of each assignment.

**Understanding Music** – Question paper and written response to a variety of genre. (30 marks)

**Technology in Context** – Produce three pieces of work which demonstrate ability to capture sound, enhance and edit/ manipulate it and then mix it down to an audio master. (70 marks)

### Progression Routes:

Pupils can progress to the following courses:

- Higher
- Free standing music units
- Creative industries





## Music Technology: Higher

### Course Outline:

The Music course consists of three elements:

- Music Technology skills
- Understanding 20th and 21st century music
- Music Technology in Context

### Course Structure:

This course is a technology course in the main. Pupils develop skills and knowledge relevant to the needs of the music industry. The skills covered are detailed below:

#### Music Technology Skills:

Pupils will use hardware and software to effectively capture audio from a range of sources. Pupils will also use hardware and software to manipulate, edit and enhance audio from a range of sources.

#### Understanding 20th and 21st Century Music:

Pupils will describe how technological developments relate to a wide range of 20th and 21st Century music by:

- Describing and identifying a wide range of genres and styles e.g.: Jazz funk, Indie, New Wave.
- Describe how technology has influenced a range of genres.
- Describe how key innovators have influenced the development of music and technology.
- Identifying examples of a range of relevant musical concepts.
- Explain the need to protect Intellectual Property

#### Music Technology in Context:

- Complete assignments which demonstrate skills developed in unit one by:
- Using a range of skills to record audio.
- Using a range of skills to edit/manipulate audio.
- Produce two audio masters which demonstrate skills developed in unit one. E.g. recording an ensemble, Sound Foley and design, Record a radio broadcast, computer games design.

### Assessment:

- **Technology Skills** – Log book detailing the learning process of using hardware and software and the recording process. The log book should also demonstrate the planning, implementation and evaluation of each assignment.
- **Understanding Music** – question paper and written response to a variety of genre. **(30 marks)**
- **Technology in Context** – produce three pieces of work which demonstrate ability to capture sound, enhance and edit/manipulate it and then mix it down to an audio master. **(70 marks)**



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## PHOTOGRAPHY: Higher

### Course Outline:

The Higher Photography course consists of three elements which are:

- Image Making
- Contextual Imagery
- Folio

### Course Structure:

This course links the practical skills developed with 2 investigation units. The skills covered are outlined below:

#### Image Making

In this Unit, pupils will develop their knowledge and understanding of camera techniques and controls. They will also investigate and analyse the factors which influence photographers and their work. They will use their knowledge of light and composition when creating photographic images. They will use their skills creatively for photographic effect, organise their files and output their photographic images.

#### Contextual Imagery

In this Unit, pupils will investigate experiment with using a variety of photographic techniques, technology and processes. They will use their understanding of the social and cultural factors when developing their own personal, creative approaches to photography. They will plan, produce and present photographic images in different styles and genres, before evaluating their own work and their use of imaging technique.

### Assessment:

Assessment will be continuous throughout the year and Pupils will be given tailored advice on how to progress to their fullest potential. The final assessment will be based entirely on the completed practical folio. The folio must include planning and development of an individual photography project.

### Progression Routes:

Creative Industries  
Further Education Art courses



# Faculty of English



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## ENGLISH – Fifth and Sixth Year

### Course Outline:

Fifth Year English Courses are designed follow on directly from attainment in previous English courses at National 4, or National 5 and allow learners the opportunity to continue to develop language skills in the areas of Reading, Writing, Listening/Viewing and Talking.

Pupils who attained a National 4, for example, may choose to study National 5 over one or two years. Pupils who attained National 5 may do likewise with Higher.

These courses also allow learners to develop as critical readers, thinkers and confident writers who have the ability to write critically, persuasively and creatively. It is often a good idea to discuss prior attainment and next steps with your Teacher in order to ensure that you embark on the correct course over the appropriate period of time.

### Assessment:

Assessment of the learning will be ongoing and will be both formative and summative in each of the Assessment Outcome areas of Reading, Writing, Listening/Viewing and Talking. Pupils will be expected to satisfy the standards of National 5 and Higher (National 6) Assessment Outcomes, perform well in the Preliminary Examinations and be presented for a final examination at the end of S5 or S6 as appropriate.

### Progression Routes:

Those pupils who attain preferably an A or B in Higher in S5 and who choose to continue with the Study of English would be accepted for the Advanced Higher Course.

Pupils who attain a preferably a Grade A or B for National 5 Level in Fifth Year may wish to consider moving onto study Higher, but this discussion should be made in consultation with the teacher, Head of Faculty and with the support of parents/carers.



## ENGLISH: Advanced Higher

**Entry requirement** for this course is a **pass at Higher Grade**, although equally important is the enthusiasm of the student for the subject, especially for Reading. Students must complete a Dissertation, together with Creative Writing Folio and a written examination paper in Literature.

**The Dissertation** is to be 2,500 words and is to be worked on throughout the year. The student chooses the author of the works to be studied in discussion with the class teacher and sets him or herself the task that they will undertake or the argument they will make about the literature. Teacher advice is available as the work proceeds: however, this part of the course depends on a high degree of initiative and motivation from the student to research and to read around their chosen authors. The best writer or topic for Dissertation is undoubtedly the one which most interests the student. This exercise contributes 30% of the final grade.

**The Literature** studied for the examination includes a wide range of both classical and modern writers and will vary from year to year. This year we are studying the work of F. Scott Fitzgerald. In the past we have studied Tennessee Williams, Arthur Miller and various other authors, poets and playwrights.

**Practical Criticism** is now also a mandatory feature of the course and the final exam. This is the development of the skills and ability to make informed literary judgements about previously unseen complex texts. It underpins almost everything we do on the course.

**Creative Writing** gives students the chance to express themselves artistically and at length in a variety of forms - imaginative and reflective essays, poetry and drama. Good examples of established writers are studied as guides and starters, where necessary, to the creative process. This, too, contributes to 30% of the final grade.

**Internal assessments** will need to be completed throughout the year and these arise naturally from the work of the class.

**Please speak to your English Teacher for further details of the Advanced Higher course. It has been designed to allow students to pursue many of their own lines of interest with the teacher in the role of guide and consultant.**





# Faculty of Health and Wellbeing



## EVENTS MANAGEMENT: N5 Hospitality: Skills for Work

### Course Outline:

This course offers opportunities for developing:

- *independent thinking*
- *confidence*
- *communication skills*
- *team building skills*
- *financial management*
- *practical cookery skills*
- *employability skills*

The course aims to motivate learners to be successful and participate responsibly in the wider community and enhance employability in preparation for life and work.

**PUPILS MUST BE WILLING TO ATTEND FUNCTIONS FOR MANGOS THROUGHOUT THE SESSION AT LUNCH AND 2 AFTER SCHOOL FUNCTIONS WITHIN THE YEAR.**

### Course Structure:

#### Food and Hygiene Award:

- Pupils will complete coursework in preparation for an assessment that will allow them to achieve a REHIS qualification in food safety and hygiene which is widely recognised by employers in many sectors including the Food/Catering and Hospitality industry, the Care sector and early learning.

#### Function Management and Hospitality Skills Record:

Pupils will be responsible for the function management of the Mangos training restaurant and will have a log book to record the skills and knowledge that they develop including: function promotion and development; Front of House; kitchen management; and costing/ budget control. The course will include professional input from Chefs; Hospitality professionals from Forth Valley College and in school-catering. Pupils will aim to grow and strengthen the Mangos brand ensuring a sustainable future for the training restaurant within the school community. Pupils will also undertake a work experience placement within the Falkirk area and within the school canteen and catering services.

### Assessment:

These will be completed internally. There is an examined assessment for the REHIS (Food Hygiene) certificate. The course requires assessments individually and as part of a team within planning, cooking and serving the Mango functions.

### Progression Routes:

Learners might want to follow up an interest in other linked subjects/courses such as:

- *Health and Food Technology*
- *Hospitality*
- *Care*
- *Social Studies*





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## HEALTH AND FOOD TECHNOLOGY – National 5

### Course Outline:

The course consists of four units:

- Food for Health
- Food Product Development
- Contemporary Food Issues
- Coursework task – 50% of overall grade

### Course Structure:

- **Food for Health** - This unit aims to develop an understanding of current healthy eating. This will be achieved by the completion of a variety of practical lessons focusing on nutrition and the need for a well-balanced diet.
- **Food Product Development** - Pupils will be given the opportunity to create a new food product for the fast-moving food industry. This will allow pupils to gain experience in market research, sensory testing and how to advertise and market a new product successfully. Pupils will also complete experiments to identify the properties of ingredients and how manufacturers design new products based on these characteristics.
- **Contemporary Food Issues** - This topic will enable pupils to gain an understanding of the current trends within the food industry and gain practical and real-life experiences which will influence their food choices in the future. Some current issues which will be studied include GM foods and Fair Trade farming.

The course includes a variety of practical lessons which will enable pupils to increase their practical and organisational skills. Practical lessons will allow pupils to demonstrate their understanding of each topic. Problem solving tasks will take the form of practical activities. This course also requires pupils to complete a number of theory lessons and tasks within the overall course award.

### Assessment:

- Each unit will be assessed and evidence must be produced to meet the requirements of knowledge and understanding.
- Final written exam – 50% of overall grade
- Course assessment task – 50% of overall grade

### Progression Routes:

Pupils can progress onto the following courses:

- National 4/5 Health & Food Technology
- Higher Health & Food Technology
- Food Technology Industry



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## HEALTH AND FOOD TECHNOLOGY - Higher

### Course Outline:

- Food for health
- Food product development
- Contemporary food issues

### Recommended Entry:

- National 5 Health and Food Technology Course or relevant component Units
- Literacy Unit (National 5)
- Numeracy Unit (National 5)

### Course Structure:

The Course uses an experiential, practical and problem-solving learning approach to develop knowledge, understanding and skills, and promotes independence in learning.

The Course has five broad and inter-related aims that enable learners to:

- analyse the relationships between health, nutrition and food
- develop and apply understanding and skills related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products to a range of dietary and lifestyle needs prepare food using safe and hygienic practices to meet specific needs

Specific topics include:

- **Food for health:** The general aim of this Unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition.
- **Food product development:** The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs.



- **Contemporary food issues:** In this Unit, learners will investigate a range of contemporary food issues. They will analyse how these issues influence decisions taken by consumers when making food choices.

Practical lessons will allow for the development of knowledge and understanding. You will gain practical skills and the ability to carry out a variety of problem solving tasks by making a range of food products.

### Assessment:

- Each unit will be assessed and evidence must be produced to meet the requirements of knowledge and understanding.
- Final written exam – 50% of overall grade
- Course assessment task – 50% of overall grade

### Progression:

- Advanced Higher Health and Food Technology Course
- National Progression Awards
- Higher National Certificates
- Further education provision and employment opportunities
- Other progression pathways are also possible including progression to other qualifications, such as Hospitality, at the same or different levels. Subject to course availability.

### Note:

*We do not ask you to provide materials for your child to bring in each week: we will provide all that is needed. However, given that your child will be cooking every week, a financial contribution towards the cost of the ingredients will be required.*

*Please note that because of the financial commitment, pupils who want to study either subject **must not** have any outstanding fees from the previous year.*

*Payment for all HFT/Hospitality/HE courses **should be paid by the end of June** via the school website to prevent pupils re-choosing their subjects.*

*If you have any concerns regarding payments, please do not hesitate to contact Mr Brown (HWB Faculty Head).*



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## NPA Bakery SCQF Level 5

### Course Outline:

The NPA in Bakery at SCQF Level 5 aims to provide candidates with a range of bakery skills and understanding of the many processes involved in baking including bakery processing, cake decoration and sugar and chocolate confectionery. As a result, the course consists of Units, both mandatory and optional, covering a range of skills and techniques. It provides opportunities for multiple exit routes with options to specialise, depending on the candidate's interest and the needs of industry.

The course is designed to enable candidates to progress either towards employment or further study on successfully completing the course. The course provides specific skills for certain areas of the bakery industry.

### Recommended Entry:

- National 4/5 Hospitality Cookery
- National 4/5 Health and Food Technology.
- National 5 Cake
- Literacy Unit (National 4/5)
- Numeracy Unit (National 4/5)

### Course Structure:

The NPA in Bakery contains 7 mandatory Units. In addition, you must choose 4 more credits from the list of options. Together, the mandatory and optional sections make up the 12 credits you need to successfully complete the course.

The mandatory Units are designed in order that you can gain experience and skills in the following areas:

- Give you an understanding of bakery, confectionery and patisserie techniques and skills enable you to consider the various options open to you and to make informed career choices for your future.
- Prepare you for entry into further qualifications provide you with specific bakery related skills and transferable skills demanded by employers
- Provide you with relevant Core Skills for bakery related occupations and for further study in food related subjects



The mandatory Units will equip you with skills and knowledge for working in the professional bakery such as:

1. Measuring and mixing
2. Preparing and producing dough products
3. Post baking processes.
4. Food hygiene procedures.
5. Organisational skills, employability skills, the importance of good verbal communication.
6. The importance of good listening skills, how to work co-operatively with others as a member of a team.
7. Self-respect and showing respect and consideration for others.
8. Adaptability and flexibility.
9. Application of appropriate legislation, eg health and safety and food hygiene procedures.

### **Assessment:**

Many of the Units are practical, assessment will take the form of assessor observation checklists. There is also a requirement to compile a log book/portfolio of bakery practices.

### **Progression Routes:**

**Successful completion of this course or its units may provide progression to:**

- The NPA in Bakery will allow candidates to be confident in seeking employment both in the bakery, food and hospitality industries as bakers, pastry chefs, bakery workers, test bakers, apprentice bakers, confectioners, cake decorators, in-store bakers and food workers.



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## HOSPITALITY – National 5

### Course Outline:

The Hospitality course in Practical Cookery aims to provide the development of techniques and skills required for food production appropriate to hospitality and domestic situations. It also includes two written assignments contributing to overall grade including an **assignment and written exam, alongside practical exam of 2 hours 30minutes.**

### Course Structure:

The Hospitality Course consists of four units:

- Cookery Skills – Techniques and processes
- Understanding and Using Ingredients
- Organisational skills for cooking
- Producing a meal

Pupils will complete a minimum of 5 practical sessions every 4 weeks

#### **Please Note:**

*Unlike many schools, we do not ask you to provide materials for your child to bring in each week: we will provide all that is needed. However, given that your child will be cooking every week, a financial contribution towards the cost of the ingredients will be required at the start of the session.*

### Assessment:

- Written exam question paper- 30 marks (25% course award)
- Practical Assessment – An internal exam which lasts approximately 2½ hours where pupils are asked to prepare a 3 course meal, external practical assignment exam with related time plan to be completed beforehand under exam conditions. (75% course award)

### Progression Routes:

- National 4/5 Health & Food Technology
- Higher Health & Food Technology
- Employment/Further education in food, catering and hospitality industry

#### **Note:**

*Please note that because of the financial commitment, pupils who want to study either subject **must not** have any outstanding fees from the previous year.*

*Payment for all HFT/Hospitality courses **should be paid by the end of June** via the school website to prevent pupils re-choosing their subjects.*

*If you have any concerns regarding payments, please do not hesitate to contact Mr Brown (HWP Faculty Head).*



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## PRACTICAL CAKE CRAFT – National 5

### Course Outline:

The course focuses on the development of practical technical and creative skills in cake baking and decorating. It is a predominately practical course that links to the growth of artisan bakery and confectionary. However the course now includes a written component in the form of a question paper exam alongside the practical assessment task and planning booklet.

### Course Structure:

#### Cake Baking:

This unit will help you to develop the ability to bake a range of cakes and other items safely and hygienically, while demonstrating specialist skills, techniques and processes.

- Pupils will learn about the value of accurate weighing and measuring, the function of different ingredients and how to combine these using different methods of cake production.
- Pupils will develop their ability to prepare equipment and ingredients effectively and efficiently, which in turn will help their final product to be successful.
- Pupils will have the opportunity to investigate baking trends and to apply this knowledge in a variety of practical contexts.

#### Cake Finishing:

This unit will develop pupil's ability to finish a range of cakes and other baked items safely and hygienically. Pupils will produce and apply a number of different coatings and fillings, plus apply specialised skills and creative techniques including piping, modelling, stencilling, crimping and embossing. Pupils will have the opportunity to investigate trends in cake decoration and to apply this knowledge in a variety of practical contexts.





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## Assessment

The course has two mandatory units: Cake Baking and Cake Finishing. These are internally assessed and cover the ability to:

- Complete a written exam (25% Course award)
- Practical Assessment – to design, bake and finish a cake to meet a design brief under supervised conditions (full day assessment) (75% Course award)

## Progression Routes:

- Further courses in Hospitality or related areas
- Employment in the hospitality industry

### **Note:**

*We do not ask you to provide materials for your child to bring in each week: we will provide all that is needed. However, given that your child will be cooking every week, a financial contribution towards the cost of the ingredients will be required.*

*Please note that because of the financial commitment, pupils who want to study either subject **must not** have any outstanding fees from the previous year.*

*Payment for all HFT/Hospitality/HE courses **should be paid by the end of June** via the school website to prevent pupils re-choosing their subjects.*

*If you have any concerns regarding payments, please do not hesitate to contact Mr Brown (HWB Faculty Head).*



## PHYSICAL EDUCATION: National 5

### Course Outline:

During the course learners will participate in the following activities:

*Badminton, Basketball, Football, Gymnastics, Swimming and Trampolining.*

Pupils who have demonstrated a high level of participation and positive attitude during National 4 PE should consider this course and be prepared to complete theory work throughout the duration of the course.

National 5 PE requires pupils to complete practical performance and theory periods throughout the course. A lack of participation will affect progression, presentation and final grade. Time will be allocated to theory/written work that will support the practical development within the course, as well as regular homework to prepare pupils for the external SQA portfolio component. **Pupils must pass 2 practical activities to achieve a pass in this course. If pupils do not have 2 activities they should not select this course.**

### Course Structure:

#### *Performance Unit:*

- Learners will work to improve their performance in each of the activities and their **two best** areas of performance will be used for SQA assessment purposes.

#### *Factors Impacting Performance Unit:*

- Learners will gain an understanding of the skill learning process and the mental, emotional, physical and social factors that impact performance. They will also develop knowledge on how to collect information on performance, use this to plan and carry out a training programme to improve performance, then finally demonstrate an understanding of how to evaluate and justify the impact of any improvements made.

### Course Assessment:

- Performance Task - **Two activities (60 marks equates to 50% of course assessment) completed internally in a one off performance event.**
- Portfolio Task – **Completed internally (60 marks equates to 50% of course assessment) and sent to SQA to be marked**
- A final grade will be awarded from A-D depending on the marks achieved from the Performance and Portfolio tasks.

### Progression Routes:

- Higher units or course award in Physical Education
- Employment in the sporting and leisure industry



## PHYSICAL EDUCATION: Higher

### Course Outline:

This course will offer students 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.

During the course learners will participate in some of the following activities:

*Badminton, Basketball, Football, Gymnastics, Swimming and Trampolining.*

### Recommended Entry:

Students are expected to have attained the following:

- **National 5** award in English
- **National 5** award in Physical Education

### Course Structure:

This course comprises of **two** units:

1. *Performance Unit* - pupils must pass this in 2 different activities
2. *Factors Impacting Performance Unit* - Pupils must pass the 2 outcomes:

### Course Assessment:

- Unit Assessments – internally assessed, with possible external verification
- One Off Performances: Two 30 mark one off performance in two activities. (50% of SQA mark).
- Examination – 2 hour 30 minutes - externally marked by SQA (50% of SQA mark)

### Progression Routes:

- Advanced Higher Units or course award in Physical Education
- HNC/HND/Degree in Physical Education or associated subject areas
- Career/employment in amateur/professional sport or dance
- Employment in the fitness, health, leisure and recreation industries
- This course or its component units may form part of one or more Scottish Group Awards



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## SPORTS LEADERSHIP: SCQF Level 5 and Level 6

### Course Outline:

The SCQF Level 5 Award in Sports Leadership will give learners the chance to develop their organisation, motivation and communication skills, whilst also focusing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings. Pupils will participate in a number of curricular activities including swimming.

An interest in sport and a positive attitude are required for successful completion and enjoyment of this course. Within the course there is an expectation that pupils will take on leadership roles to peers and also Primary pupils as part of the course assessment. This requires maturity, respect and a willingness to respond positively to feedback when planning, delivering and evaluating sessions.

This course will encourage pupils to achieve coaching qualifications and possibly attend sporting events across the cluster and local authority to support these events.

### Course Structure:

Pupils will complete the following units of work:

1. Developing leadership skills
2. Plan, lead and evaluate sport/physical activity sessions
3. Assist in planning and leading a sports/physical activity event
4. Lead activities to promote a healthy lifestyle
5. Lead sport/ physical activity session linked with the centre or community.

### Assessment:

- All units must be achieved in order to gain the Sports Leadership qualification.
- Assessment is on-going and internal, with external verification.
- Assessment methods include observation, written evidence and demonstrations.
- Demonstration of Leadership – **All pupils must demonstrate 10 hours of leadership which they are responsible for completing.**
- Pupils may complete their voluntary hours as part of their class work but there will be an expectation for pupils to source their own leadership experiences (clubs within or out with school)



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### **Progression Routes:**

- Further Education in sports coaching
- Community Coaching/Volunteering
- Employment in the Sporting and Leisure industry

## **SPORTS LEADERSHIP- Level 6**

For the level 6 pupils need a minimum of 30hours delivery. 10hrs from school clubs (same as level 5) then the other 20hrs are from a combination of 2 of the following:

- 1) Leading people with disabilities
- 2) Leading older people
- 3) Within the local community.

The written booklet there is more detail and writing involved in the level 6 course, this will be completed in class and as homework throughout the session.

**All pupils must demonstrate 30 hours of leadership which they are responsible for completing, the department will support pupils and provide partner agencies to support this qualification.**

### **Pupils will complete the following units of work:**

1. Developing leadership skills.
2. Plan, lead and evaluate sport/physical activity event.
3. Lead safe sports/physical activity sessions.
4. Plan, lead and evaluate sport/physical sessions for children.

### **Then two of the following 3 Units:**

1. Plan, lead and evaluate sport/physical sessions in the community.
2. Plan, lead and evaluate sport/physical sessions for disabled people.
3. Plan, lead and evaluate sport/physical sessions to the elderly.



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## SQA SFA Refereeing Award – SCQF Level 6

### Course Outline:

The SCQF Level 6 Refereeing Award has been accredited by SQA and will be run in collaboration with the SFA. Pupils should remember this course has a balance of theory and practical components and pupils should meet the expectations set by both the school and Scottish Football Association. They should have respect for peers and a willingness to take responsibility during this personal development course.

### Recommended Entry:

Pupils are required to have played football at club level in order to have a basic understanding of the laws of the game. A general level of fitness will also be favourable for this course.

### Course Structure:

Pupils will complete the following 2 units of work. Unit 1 must be passed before attempting Unit 2:

#### Unit 1 – Laws of the Game

Classroom based unit with periods of practical to experience decision making and understanding of the laws of the game. On completion of the Unit, pupils should be able to:

- Identify and interpret the Laws of the Game.
- Demonstrate practical skills required to implement the Laws of the Game.

#### Unit 2 – Refereeing

Unit 2 can only be completed if the pupil passes unit 1. On completion of this Unit the candidate should be able to:

- Identify and analyse the formal controls and procedures used in a football match.
- Produce misconduct and match reports in both formal letter and pro forma styles.
- Achieve the fitness standard required by the Scottish FA.
- Referee a football match using formal controls and procedures as defined in the Laws of the Game.

### Assessment:

The pass mark for the course is 80%. 1 resit per unit is allowed.

- Pupils will be assessed internally and by SFA qualified Referees.
- Pupils will be expected to referee 5 school matches on successful completion of the course.

### Progression Routes:

- Coaching/Volunteering.
- Employment into SFA/refereeing industry.



# Faculty of Mathematics





## Maths: Fifth and Sixth Year

Many people believe that the approach to Mathematics has changed in recent years but the basics are the same as they have been for centuries.

Mathematics is concerned with the study of number, quantity, shape, and space and their interrelationships by using a specialised notation. Increasingly communication of the mathematical operations and processes involved in the solution of a problem is necessary. Committing methods, techniques and solutions to paper should be a major focus for pupils in Mathematics.

### Levels offered are:

National 4 Mathematics

National 5 Mathematics

Higher Mathematics

Advanced Higher Mathematics

National 4 Application of Mathematics

National 5 Applications of Mathematics

Higher Application of Mathematics

Pupils will embark on one of these courses dependent on attainment in S4 or S5. Current class teachers will be best placed to provide a recommended pathway. For a number of pupils, Applications of Mathematics represents the best option to achieve a National 5.

### Entry Requirements – Learners would be expected to have achieved:

Course	Essential	Desirable
<b>N4 Maths</b>	A pass in the National 3 Life Skills course.	<b>Some experience of N4 gained in previous year.</b>
<b>N5 Maths</b>	Complete the National 4 course, with strong performance in the Added Value Assessment.	<b>Some experience of N5 gained in previous year, and a recommendation from the Maths department.</b>
<b>Higher Maths (Year 2 of 2)</b>	Be secure in all aspects of the N5 Maths course, and successful completion of Unit 1 of Higher in previous year.	<b>Confirmation of N5 attainment (Ideally A/B in exam). Recommendation from Maths department to continue in this route.</b>
<b>Higher Maths (1 Year course)</b>	Secure attainment in all aspects of the N5 Maths course. Attendance in June to start course.	<b>Confirmation of N5 attainment (Ideally A/B in exam). Recommendation from Maths department to embark on this route.</b>
<b>Advance Higher Maths</b>	Secure (Grade A or B) in attainment in the Higher Mathematics course	<b>Recommendation from Maths department to embark on this route.</b>
<b>N5 Applications of Maths</b>	Complete the National 4 course, with strong performance in the Added Value Assessment.	<b>N5 Numeracy Unit gained in previous year, and a recommendation from the Maths department.</b>
<b>Higher Application of Maths</b>	Be secure in all aspects of the N5 Application of Maths course	<b>Confirmation of N5 attainment and a recommendation</b>



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## Structure

Each of the courses consists of three units. Within these units the skills required remain as always:

*Algebraic  
Geometric*

*Trigonometric  
Statistical*

*Numerical*

In addition applying Interpretation, Communication and Reasoning skills will foster understanding beyond the basic level.

## Assessment

### National 4 Mathematics

The course units are assessed internally and a pass is required for each unit. Pupils are required to complete an Added Value assessment which is examined internally.

### National 5 Mathematics and National 5 Applications of Maths

The course units are assessed internally and pupils will complete an external assessment supervised by the SQA.

### Higher and Advanced Higher Mathematics

The course units are assessed internally and a pass is required for each unit. Pupils will also complete an external assessment supervised by the SQA.

## Progression

Pathways to presentation at any level are clear for pupils who display competence. Progress made up to S4 will inform the recommendation for pupils to continue their study in **Mathematics** or **Applications of Maths**.



## Possible presentation pathway in Mathematics

**Mathematics** qualifications enable learners to select and apply mathematical techniques and theory in a variety of mathematical and real-life situations. Successful completion will equip learners with the skills needed to interpret and analyse information, simplify and solve problems, and make informed decisions. Successful progress through these courses may prepare learners for further study involving Mathematics.

S3	S4	S5	S6
National 4	National 4	National 4	National 4
National 5	National 5	National 5	National 5
		National 6	National 6
			National 7

### Note:

- Presentation at Higher Level will take place after two years of study for most pupils.
- S6 pupils who are **re-sitting** the Higher course after their S5 presentation, are recommended to choose the One Year Higher option on the Course Choice Form.

## Possible presentation pathways in Applications of Maths

**Applications of Maths** qualifications support numeracy and develop learners' mathematical reasoning skills for learning, life and work. Learners are developed to think through real-life situations including managing finance, statistics, geometry and measurement in real-life contexts. Successful progress will develop confidence and independence in mathematical tasks in both personal life and in the workplace.

S3	S4	S5	S6
N3 Applications	N4 Mathematics	N5 Applications	N5 Applications
N3 Applications + N4 Numeracy Unit	N4 Mathematics + N5 Numeracy Unit	N5 Applications	H Applications

### Note:

- Applications may represent the best option to achieve a National 5 or Higher award in Mathematics.



# Faculty of Modern Languages



## Modern Languages

**Skills developed:**  
(and these are just a few!)

- Communication • Thinking skills • Social skills • Literacy skills
- Problem solving • Evaluating • Organisation • Remembering
- Understanding • Working with others

**Some benefits from studying languages:**



- Helps you **understand and communicate better** in **your own** language
- Knowing another language helps you **stand out from the crowd** (university/job applications)
- You develop a range of different **transferable skills**
- Speaking more than one language increases brain capacity and **improves memory**
- Gives you access to other countries and cultures all over the world (not just Europe!)
- It can make you a more tolerant and **open-minded** person as it offers an insight into other cultures

**Career opportunities:**

- Primary teacher • Journalist • Sales executive • Lawyer
- International aid/development worker • Careers in marketing & business
- Airline services • Hotel management • Advertising • Engineering
- Events management • Translating/Interpreting • Purchasing • Tourism

### **COURSE NAME: NATIONAL 5 FRENCH / SPANISH**

**Assessment:**

Assessment of the 4 skills of Reading, Writing, Listening and Talk will be ongoing throughout the year, as and when you are ready and across a number of topic areas.



#### **Course Assessment**

Question paper 1: Reading and Writing

Question paper 2: Listening

Performance: Talking (The Talking exam will be done with your teacher)

Writing assignment (completed in class)

**Progression:**

The most likely route for a learner continuing the study of French and/or Spanish would be Higher in S6, but there is flexibility within this model to cater for the needs of the learner



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**Course name:** **Higher French / Spanish**

**Course outline:** All teaching will focus on the development of four main skill areas: listening, talking, reading and writing but pupils will be encouraged to show more initiative and to work more independently. By the end of the course they should be able to produce the language in its written and spoken form to a much higher level and be able to express opinions on a variety of topics in some depth. They should also be able to understand lengthy listening and reading texts and be able to translate a short passage into English from the foreign language which will involve more advanced dictionary skills.

**Entrance requirements:** Students will normally be expected to have attained a pass at National 5. If crashing the Higher, you should preferably have an **A or B** in another Higher language.

**Assessment:** Assessment of the 4 skills of Reading, Writing, Listening and Talk will be ongoing throughout the year, as and when you are ready and across a number of topic areas.

**Course Assessment**

Question paper 1: Reading & Translation and Writing

Question paper 2: Listening

Performance: Talking (The Talking exam will be done with your teacher)

Writing assignment (completed in class)

Pupils will be awarded an A-D as a result of the internal assessment and the exam they sit in May.

**Progression:** Attainment of the award will allow students to progress as follows:  
**Advanced Higher** course or units in the same language  
**Higher** in another Modern Language  
**Higher education courses** at appropriate levels, including **HNC** or **HND**  
**or degree** courses offered by foreign language agencies at appropriate levels

***"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart."*** Nelson Mandela



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**Course name:**                    **Advanced Higher French / Spanish**

**Course outline:**       Pupils study three broad themes (Personal, Cultural and Social Issues; Topical and Cultural Issues; Environmental Issues). Additionally, pupils will study a work of literature - a novel, poetry, a play or short stories, along with a secondary source (usually a film)

All teaching focuses on the development of 4 main skill areas: listening, talking, reading/translating and writing. Additionally, preparation of a folio piece in English about the literature studied and the development of greater analytical skills are very important. Complex areas of grammar are studied and pupils' oral fluency improves through accumulating in-depth vocabulary and the additional practice which the often smaller class at this level offers.

**Specific entry requirements:**

Students will normally be expected to have attained an **A or B** at Higher

**Assessment:**                    **Course work**

- Talking exam with a visiting examiner
- Written folio in English about the piece of literature

**Final exam**

- Listening comprehension
- Reading comprehension, with translation
- Discursive writing in target language

Pupils sitting an Advanced Higher Modern Languages will also have the opportunity to complete the **Baccalaureate Interdisciplinary project**, which will enable them to plan, research and deliver a presentation on an area of interest they have that links languages with another aspect of the curriculum.

**Be fun! Be interesting! Be multilingual!**





# Faculty of Pupil Support



## ASDAN: Peer Mentoring SCQF Level 4 - 6

<b>Course Name:</b>	<b>ASDAN Peer Mentoring</b>
<b>Course Outline:</b>	<p>The main purpose of the course is for learners to provide support to younger pupils. The focus is on developing key skills as Improving My Own Learning and Performance, Working with Others and Problem Solving.</p> <p>Learners will demonstrate a range of skills by undertaking a variety of peer mentoring activities throughout the year, including supporting pupils in class, maintaining a progress log book and a portfolio of evidence.</p> <p>Learners will also develop their leadership skills by planning and delivering their own support programmes to small groups of pupils.</p>
<b>Specific Entrance Requirements:</b>	<p>Entry to this course is based on an application form and an interview process. Attendance and conduct records will also be taken into consideration when selecting participants.</p>
<b>Course Structure:</b>	<p>ASDAN Peer Mentoring Award: 6 credits (60 hours)</p> <p>Credits can contribute towards the ASDAN Certificate of Personal Effectiveness levels 1-3 (equivalent to SCQF levels 4-6)</p>
<b>Assessment:</b>	<p>Learners will be assessed on their participation and commitment to the course using evidence from their log books, portfolios and a final individual presentation. They may occasionally be observed in classes.</p>
<b>Progression:</b>	<p>The course will allow learners to develop employability skills and personal effectiveness, broaden their experience and help manage their own learning.</p>



# Faculty of Science



## BIOLOGY: National 5

### Course Outline:

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required. It is also important that everyone has an informed view of science.

The Course provides opportunities for learners to develop skills, knowledge and understanding of biology. The Course develops scientific understanding of biological issues and aims to develop learners' interest in and enthusiasm for biology, by using a variety of approaches, with an emphasis on practical activities.

### The Course aims to:

- develop and apply knowledge and understanding of biology concepts
- develop an understanding of biology's role in scientific issues and relevant applications of biology in society
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a biology context
- develop use of technology, equipment and materials, safely, in practical scientific activities
- develop problem solving skills in a biology context
- develop use and understanding of scientific literacy, in everyday contexts, to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in the sciences

### Course Structure:

Pupils will study Biology National 4/5 units as follows:

- *Cell Biology*
- *Multicellular Organisms*
- *Life on Earth*
- *Biology Assignment* (added value unit)

In the assignment, the learners 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.



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## Assessment:

### Unit assessment

All Units are internally assessed. They will be assessed on a pass/fail basis.

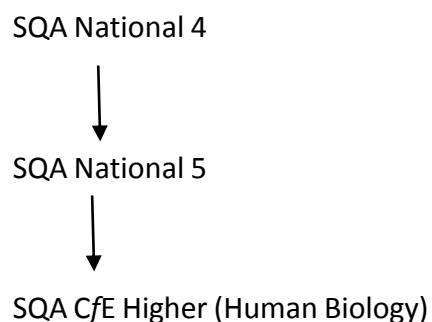
### Course Assessment

Courses from National 4 to Advanced Higher include assessment of added value.

Each unit will have a value of 6 SCQF credit points, which will give a total value of 24 SCQF points (including the added value unit) at level 5 (National 5).

## Progression Routes:

Pupils can progress in the following way:



Useful website: Nationals in a nutshell (Biology) [www.npfs.org.uk/nationals-in-a-nutshell](http://www.npfs.org.uk/nationals-in-a-nutshell)



## HUMAN BIOLOGY: Higher

**NB: Higher Biology is not offered at St Mungo's HS**

### Course Outline:

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

An experimental and investigative approach is used to develop knowledge and understanding of biology concepts.

The purpose of the Course is to develop learners' interest and enthusiasm for human biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of human biology.

### Entry Requirements:

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- *National 5 pass in Biology*
- *Performance in English & Maths will be taken into account*

### Course Structure:

#### Human Biology: Human Cells (Higher)

In this Unit, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The Unit covers the key areas of division and differentiation in human cells, structure and function of DNA, gene expression and the genome. Analytical thinking and problem solving skills will be developed in context, through investigation of DNA, the expression of the genotype, and protein production, which allows study of mutations and genetic disorders. DNA technology is covered, including sequencing and medical and forensic applications. In addition, the Unit covers metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.



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### **Human Biology: Physiology and Health (Higher)**

In this Unit, learners will develop knowledge and understanding by focusing on the key areas of reproduction and the cardiovascular system. By studying these systems, learners will be able to develop their problem solving and analytical thinking skills. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, ante-natal care and post-natal screening. The Unit also covers relevant tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

**Human Biology: Neurobiology and Communication (Higher)** In this Unit, learners will develop knowledge and understanding through the key areas of the nervous system and communication and social behaviour. The approach is more on function than structure, and covers neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship. This approach enables the development of both analytical thinking and problem-solving skills in context.

**Human Biology: Immunology and Public Health (Higher)** In this Unit, learners will develop knowledge and understanding through the key areas of the immune system and infectious diseases and immunity. Analytical thinking and problem-solving skills will be developed contextually within these topics. This Unit details the immune system's role through allergic and defence responses. The Unit emphasises the control of infectious diseases and the principles of active immunisation and vaccination.

### **Assessment:**

#### ***Unit assessment***

All Units are internally assessed. They will be assessed on a pass/fail basis.

#### ***Course Assessment***

Courses from National 4 to Advanced Higher include assessment of added value.

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

Unit 1, Unit 2 and the course assessment task (Assignment) have a value of 6 SCQF points each. Units 3 & 4 have a value of 3 SCQF points each. The total for the complete course is 24 SCQF points at level 6 (Higher).

### **Progression Routes:**

This Course or its Units may provide progression to:  
Advanced Higher Biology





Other qualifications in Biology or related areas

Further study, employment and/or training other further and higher education opportunities

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## BIOLOGY: Advanced Higher

Useful website: SQA CfE Subject pages (Biology) - [www.sqa.org.uk/sqa/48458.html](http://www.sqa.org.uk/sqa/48458.html)

### Course Outline:

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

The purpose of the Course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology.

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

### Entry Requirements:

**This Course is suitable for learners who are secure in their learning of the Higher Biology Course, the Higher Human Biology Course or an equivalent qualification. This Course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning.**

- Higher Human Biology (preferably Grade A or B)

### Course Structure:

#### ***Biology: Cells and Proteins (Advanced Higher)***

This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists.



This skills-based sequence covers health and safety considerations, through the use of liquids and solutions, to a selection of relevant separation and antibody techniques. In addition, much work on cell biology is based on the use of cell lines, so includes techniques related to cell culture and microscopy. These techniques could be delivered in an integrated manner within this Unit.

### ***Biology: Organisms and Evolution (Advanced Higher)***

This Unit builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit and is best observed in the natural environment.

This Unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are many opportunities to explore the systems approach required for the understanding of parasite biology. In addition, there are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

### ***Investigative Biology (Advanced Higher)***

This Unit builds on understanding of the scientific method from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

Learners will do this through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills. This Unit can be integrated across the other Units of the Course.

### **Assessment:**

#### ***Unit assessment***

All Units are internally assessed. They will be assessed on a pass/fail basis.

#### ***Course Assessment***

Courses from National 4 to Advanced Higher include assessment of added value.

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and project, requiring demonstration of the breadth of



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skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Each unit (including the project) has a value of 8 SCQF points. The total for the complete course is 32 SCQF points at level 7 (Advanced Higher).

### **Progression:**

On successful completion of this Course, the learner could progress to:

- a biology-based HND/degree programme or one from a wide range of related areas, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science and health
- careers in a biology-based or related area including the health sector, agricultural science, education, environmental services

As well as providing an excellent grounding for the future study of biology and biology-related subjects, the Course also equips all learners with an understanding of the positive impact of biology on everyday life.

Other learners may choose this Course because they have a particular interest in the subject and wish to take the opportunity of studying it in depth.



## CHEMISTRY: National 5

Useful website: Nationals in a nutshell (Chemistry) [www.npfs.org.uk/nationals-in-a-nutshell](http://www.npfs.org.uk/nationals-in-a-nutshell)

### Course Outline:

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required. It is also important that everyone has an informed view of science.

The Course is practical and experiential and develops scientific understanding of issues relating to chemistry. The Course will develop concepts within a reverse engineering process, where learners start with a product and work backwards to develop the underlying chemistry.

The Course is practical and develops learners' skills through the study of the applications of chemistry in an everyday context. By using a skills-based approach to developing knowledge and understanding of some basic chemistry concepts, learners will become scientifically literate citizens, able to evaluate the science-based claims which they will come across in a rapidly developing society.

### The main aims of this Course are to:

- *develop scientific and analytical thinking skills in a chemistry context*
- *develop problem solving skills in a chemistry context*
- *develop an understanding of chemistry's role in scientific issues*
- *acquire and apply knowledge and understanding of chemistry concepts*

### Course Structure:

Pupils will study Chemistry National 4/5 units as follows:

- *Chemical Changes and Structure*
- *Nature's Chemistry*
- *Chemistry in Society*
- *Chemistry Assignment (Added Value Unit)*

In the assignment, the learners 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.

- *develop understanding of relevant applications of chemistry in society*



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## Assessment:

### Unit assessment

All Units are internally assessed. They will be assessed on a pass/fail basis.

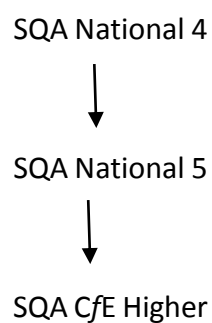
### Course Assessment

Courses from National 4 to Advanced Higher include assessment of added value.

Each unit will have a value of 6 SCQF credit points, which will give a total value of 24 SCQF points (including the added value unit) at level 5 (National 5).

## Progression:

Pupils can progress in the following way:





## CHEMISTRY – Higher

### Course Purpose:

Chemistry Courses should encourage resilience, which leads to becoming a confident individual. Successful learners in chemistry think creatively, analyse and solve problems.

Chemistry can produce responsible citizens through studying the impact it makes on developing sustainability and its effect on the environment, society, and the lives of themselves and others.

The Course provides opportunities for learners to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

An experimental and investigative approach is used to develop knowledge and understanding of chemistry concepts.

### Entry Requirements:

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- *National 5 pass in Chemistry*
- *Performance in English & Maths will be taken into account*

### Course Content:

#### Chemical Changes and Structure (Higher)

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

#### Researching Chemistry (Higher)

This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.





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## Course Content (contd):

### Nature's Chemistry (Higher)

This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

### Chemistry in Society (Higher)

This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and

p Assessment:

### Assessment:

#### Unit assessment

All Units are internally assessed. They will be assessed on a pass/fail basis.

#### Course Assessment

Courses from National 4 to Advanced Higher include assessment of Added Value.

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

Units 1 and 2 have a value of 3 SCQF points each. Unit 3, unit 4 and the course assessment task (Assignment) have a value of 6 SCQF points each. The total for the complete course is 24 SCQF points at level 6 (Higher).

#### Progression:

This Course or its Units may provide progression to:

- *Advanced Higher Chemistry*
- *other qualifications in Chemistry or related areas*
- *further study, employment and/or training*
- *other further and higher education opportunities, using the award for general or specialist entry purposes*

Useful website: SQA CfE Subject pages (Chemistry) [www.sqa.org.uk/sqa/47913.html](http://www.sqa.org.uk/sqa/47913.html)



## CHEMISTRY – Advanced Higher

### Course Purpose:

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

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations.

The Course is suitable for learners who are secure in their learning of Higher Chemistry or an equivalent qualification. This Course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning.

- *Higher Chemistry (Preferably Grade A or B)*

### Course Structure:

#### Inorganic and Physical Chemistry (Advanced Higher)

This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, learners will predict the shape of molecules. Learners will gain an understanding of the physical and chemical properties of transition metals and their compounds. Learners will investigate the quantitative component of chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions. Learners will progress their understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

#### Organic Chemistry and Instrumental Analysis (Advanced Higher)

This Unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.



### Researching Chemistry (Advanced Higher)

In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry.

Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice. The Unit will equip learners with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions.

### Assessment:

#### Unit assessment

All Units are internally assessed. They will be assessed on a pass/fail basis.

#### Course Assessment

Courses from National 4 to Advanced Higher include assessment of added value.

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and project, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Each unit (including the project) has a value of 8 SCQF points. The total for the complete course is 32 SCQF points at level 7 (Advanced Higher).

### Progression:

On successful completion of this Course, learners could progress to:

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

As well as providing an excellent grounding for the future study of chemistry and chemistry-related subjects, the Course also equips all learners with an understanding of the positive impact of chemistry on everyday life.

Other learners may choose this Course because they have a particular interest in the subject and wish to take the opportunity of studying it in depth.

**Useful website: SQA CfE Subject pages (Chemistry) [www.sqa.org.uk/sqa/48459.html](http://www.sqa.org.uk/sqa/48459.html)**



## PHYSICS - National 5

### Course Outline:

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required. It is also important that everyone has an informed view of science.

The Course provides opportunities for learners to develop skills, knowledge and understanding of physics. The Course develops scientific understanding of physics issues and aims to develop learners' interest in and enthusiasm for physics, by using a variety of approaches, with an emphasis on practical activities.

### The Course aims to:

- *develop and apply knowledge and understanding of physics concepts*
- *develop an understanding of role of physics in scientific issues and relevant applications of physics in society*
- *develop scientific inquiry and investigative skills*
- *develop scientific analytical thinking skills in a physics context*
- *develop use of technology, equipment and materials, safely, in practical scientific activities*
- *develop problem solving skills in a physics context*
- *develop use and understanding of scientific literacy, in everyday contexts, to make scientifically informed choices*
- *develop the knowledge and skills for more advanced learning in the sciences*

### Course Structure:

Pupils will study Physics National 4 or National 5 units as follows:

- *Electricity and Energy*
- *Waves and Radiation*
- *Dynamics and Space*
- *Physics Assignment (added value unit)*

In the assignment, the learners 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.



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## Assessment:

### Unit assessment

All Units are internally assessed. They will be assessed on a pass/fail basis.

### Course Assessment

Courses from National 4 to Advanced Higher include assessment of added value.

Each unit will have a value of 6 SCQF credit points, which will give a total value of 24 SCQF points (including the added value unit) at level 5 (National 5).

## Progression:

*Pupils can progress in the following way:*

SQA National 4



SQA National 5



SQA CfE Higher

Useful website: Nationals in a nutshell (Physics) [www.npfs.org.uk/nationals-in-a-nutshell](http://www.npfs.org.uk/nationals-in-a-nutshell)



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## PHYSICS - Higher

### Course Outline:

Physics Courses should encourage resilience, which leads to becoming a confident individual. Successful learners in physics think creatively, analyse and solve problems. Physics can produce responsible citizens, through studying the impact it makes on their lives, on the environment, and on society.

The Higher Physics Course allows learners to understand and investigate the world in an engaging and enjoyable way. It develops learners' ability to think analytically, creatively and independently, and to make reasoned evaluations. The Course provides opportunities for learners to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions.

This can lead to learners developing an informed and ethical view of complex issues. Learners will develop skills in communication, collaborative working and leadership, and apply critical thinking in new and unfamiliar contexts to solve problems.

### Entry Requirements

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- *National 5 pass in Physics*
- *Performance in English & Maths will be taken into account*

### Course Structure:

#### Physics: Our Dynamic Universe (Higher)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of our dynamic universe.

Learners will apply these skills when considering the applications of our dynamic universe on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of kinematics, dynamics and space-time. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.



### Physics: Particles and Waves (Higher)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of particles and waves.

Learners will apply these skills when considering the applications of particles and waves on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of particles and waves. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### Physics: Electricity (Higher)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity. Learners will apply these skills when considering the applications of electricity on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving. The Unit covers the key areas of electricity, and electrical storage and transfer. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### Researching Physics (Higher)

The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/ the environment.

### Assessment:

#### *Unit assessment*

All Units are internally assessed. They will be assessed on a pass/fail basis.

### Course Assessment:

Courses from National 4 to Advanced Higher include assessment of added value. At National 5 the added value will be assessed in the Course assessment.

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

Unit 1, Unit 2 and the course assessment task (Assignment) have a value of 6 SCQF points each. Units 3 and 4 have a value of 3 SCQF points each. The total for the complete course is 24 SCQF points at level 6 (Higher).

### Progression:

This Course or its Units may provide progression to:

- *Advanced Higher Physics*
- *other qualifications in Physics or related areas*
- *further study, employment and/or training*

Useful website: SQA CfE Subject pages (Physics) [www.sqa.org.uk/sqa/47916.html](http://www.sqa.org.uk/sqa/47916.html)





## PHYSICS - Advanced Higher (Consortia)

### Course Outline:

Physics courses encourage the development of skills and resourcefulness, which leads to becoming a confident individual. Successful learners in physics think creatively, analyse and solve problems. This Course develops responsible citizens by allowing learners to investigate current areas of physics, including the impact it makes on their lives, on the environment, and on society.

The Advanced Higher Physics Course has been designed to articulate with and provide progression from the (Revised) Higher Physics Course. Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of physics and developing the candidate's skills in investigative practical work.

The study of Advanced Higher Physics should also foster an interest in current developments in and applications of physics, the willingness to make critical and evaluative comment, and the acceptance that physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted

### Specific Entrance Requirements:

Physics courses encourage the development of skills and resourcefulness, which leads to becoming a confident individual. Successful learners in physics think creatively, analyse and solve problems. This Course develops responsible citizens by allowing learners to investigate current areas of physics, including the impact it makes on their lives, on the environment, and on society.

The Advanced Higher Physics Course has been designed to articulate with and provide progression from the (Revised) Higher Physics Course. Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of physics and developing skills in investigative practical work.

The study of Advanced Higher Physics should also foster an interest in current developments in and applications of physics, the willingness to make critical and evaluative comment, and the acceptance that physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted.

The Course is suitable for learners who are secure in their learning in Higher Physics and Higher Mathematics or equivalent qualifications. Learners will describe and interpret physical phenomena using mathematical modelling skills including trigonometry and calculus, and will practise scientific methods of investigation from which general relationships are derived and explored.

### Course Structure:

#### Physics: Rotational Motion and Astrophysics (Advanced Higher)

This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.



### **Physics: Quanta and Waves (Advanced Higher)**

This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation.

Simple harmonic motion is introduced and work on wave theory is developed.

### **Physics: Electromagnetism (Advanced Higher)**

This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

### **Investigating Physics (Advanced Higher)**

In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

## **Assessment:**

### **Unit assessment**

All Units are internally assessed. They will be assessed on a pass/fail basis.

### **Course Assessment**

Courses from National 4 to Advanced Higher include assessment of added value.

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and project, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Each unit (including the project) has a value of 8 SCQF points. The total for the complete course is 32 SCQF points at level 7 (Advanced Higher)

## **Progression:**

**On successful completion of this Course, learners could progress to:**

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

*As well as providing an excellent grounding for the future study of physics and physics-related subjects, the Course also equips all learners with an understanding of the positive impact of physics on everyday life.*

Other learners may choose this Course because they have a particular interest in the subject and wish to take the opportunity of studying it in depth.



# Faculty of Social Subjects



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## GEOGRAPHY: National 5

### Course Outline:

**Pupils will study three main areas:**

#### Human Geography

Pupils will focus on Core units and will draw on straightforward knowledge and understanding of human environments in developed and developing countries.

#### Physical Geography

Pupils will focus on a unit based around the Weather and will study Rivers landscapes and Limestone uplands.

#### Global issues /Applications

Pupils will focus on 2 units chosen by the pupils from a wide choice (2016-2017 units were Climate Change and Development and Health).

### Assessment:

Assessment will be ongoing and will be internally assessed for those pupils who are sitting National 4 Level.

Pupils at National 4 level will also be required to complete Unit Outcomes and an Added Value Unit Assignment, both of which will be internally assessed.

For those pupils completing National 5, there will be an externally set SQA exam, making up 80% of the overall course award. The remaining 20% is assessed through an assignment which is externally marked by the SQA.

### Progression Routes:

Pupils who successfully complete this course will have the option to carry on and study Modern Studies, History or Geography at National 5 level for those who completed National 4 or Higher level for those who have passed National 5. It should however be noted that with the study of Social Subjects at Higher level, it is very strongly recommended that a pupil is also studying, or has already achieved English, at Higher level. It should also be noted that pupils are strongly advised to progress to a more advanced level of study in the same Social Subject which they have been studying up to the end of S4, rather than swapping over.



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## **GEOGRAPHY: Higher**

### **Course Content**

#### **Geography: Physical Environments Unit**

##### **Atmosphere**

- Cause and impact of the Intertropical Convergence Zone
- Global heat budget
- Redistribution of energy by atmosphere and oceanic circulation

##### **Hydrosphere**

- Interpretation of hydrographs
- Hydrological cycle within a drainage basin

##### **Lithosphere**

- Formation of erosion and depositional features in glaciated and coastal landscapes
- Rural land use conflicts and their management related to an upland or coastal environment within the developed world

##### **Biosphere**

- Properties and formation processes of podzol, brown earth and gley soils

#### **Geography: Human Environments Unit**

##### **Population**

- Causes and impacts relating to forced and voluntary migration methods and problems of data collection
- Consequences of population structure

##### **Rural**

- the impact and management of rural land degradation related to a rainforest or semi-arid area within the developing world

##### **Urban**

- the need for management of an aspect of recent urban change in a developed and in a developing world city
- the management strategies employed the impact of the management strategies



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## Geography: Global Issues Unit

**Pupils will choose which two out of the five global issues they wish to study.**

- River basin management
- Physical characteristics of a selected river basin
- Need for water management selection and development of sites
- Consequences of water control projects

### Development and Health

- Validity of development indicators differences in levels of development between
- Developing countries
- A water borne disease: causes, impact and management
- Primary health care strategies

### Global climate change

- Physical and human causes local and global effects
- Management strategies and their limitations

### Trade, aid and geopolitics

- World trade patterns
- Causes of inequalities in trade impact of world trade patterns
- Impact of strategies to reduce inequalities

### Energy

- Global distribution of energy resources reasons for increase in demand for energy in
- both developed and developing countries effectiveness of renewable and non-renewable
- approaches to meeting energy demands within contrasting countries

### Geography

- The application of geographical skills. DME based on sources and analysing a map to use the appropriate skills and context.

## Recommended entry

Entry to this Course is at the discretion of the school. However, learners would normally have the following or equivalent qualifications and/or experience:

- National 5 Geography Course or relevant component Units
- National 5 Environmental Science Course or relevant component Units

**Relationship between the Course and Curriculum for Excellence values, purposes and principles**



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The Geography Course builds upon the principles and practices for the social studies curriculum area and the science curriculum area.

### **Conditions of award**

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

### **Unit assessments**

They will be assessed on a pass/fail basis within centres.

### **Course assessment**

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

**The question paper will have 60 marks (66% of the total mark). The assignment will have 30 marks (33% of the total mark).**





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## **HISTORY: National 4 and National 5**

### **Course Outline /Structure**

Pupils will study topics under three key areas which are: Scottish History; British History; and European and World History.

#### **Scottish History**

In this unit, pupils will focus on a topic entitled The Scottish Wars of Independence, 1286-1328.

#### **British History**

In this unit, pupils will focus on a topic entitled The Making of Modern Britain, 1880-1951.

#### **European and World History**

In this unit, pupils will focus on a topic entitled Free At Last? Civil Rights in the USA 1918-1968.

### **Assessment:**

Assessment will be ongoing and will be internally assessed for those pupils who are sitting National 4 level.

Pupils at National 4 level will also be required to complete an Added Value Unit Assignment which will be internally assessed.

For those pupils completing National 5, there will be an externally set exam and also an Assignment which is externally marked. The exam accounts for 80% of the overall course award and the remaining 20% coming from the Assignment.

### **Progression Routes:**

Pupils who successfully complete this course will have the option to carry on and study Modern Studies, History or Geography at National 5 level for those who completed National 4 or Higher level for those who have passed National 5. It should however be noted that with the study of Social Subjects at Higher level, it is very strongly recommended that a pupil is also studying, or has already achieved English, at Higher level. It should also be noted that pupils are strongly advised to progress to a more advanced level of study in the same Social Subject which they have been studying up to the end of S4, rather than swapping over.



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## History: Higher

### Entry

Entry to this Course is at the discretion of the centre. However, it will be beneficial for pupils to have the skills and knowledge required by the National 5 History Course or equivalent qualifications.

**A qualification in Higher English (either passed or pending) is requested due to the level of English required to pass this course.**

### Course Structure:

#### Section 1 — Historical Study: Scottish

##### Part A: The Wars of Independence, 1249–1328

- *Alexander III, the succession problem and the Great Cause*
- *John Balliol and Edward I*
- *William Wallace and Scottish resistance*
- *The rise and triumph of Robert Bruce*

#### Section 2 — Historical Study: British

##### Part D: The Making of Modern Britain, 1851–1951

- *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 women won greater political equality by 1928*
- *An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–1914*
- *An assessment of the effectiveness of the Liberal social welfare reforms*
- *An assessment of the effectiveness of the Labour social welfare reforms, 1945–1951*



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### Section 3 — Historical Study: European and World Part G: USA, 1918–68

- An evaluation of the reasons for changing attitudes towards immigration in the 1920s
- An evaluation of the obstacles to the achievement of civil rights for black people up to 1941
- An evaluation of the reasons for the economic crisis of 1929–33
- An assessment of the effectiveness of the New Deal
- An evaluation of the reasons for the development of the Civil Rights campaign, after 1945
- An assessment of the effectiveness of the Civil Rights movement in meeting the needs of black Americans, up to 1968

#### Assessment:

Pupils will be assessed on a pass/fail basis.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

**The Question Paper will have 60 marks (66% of the total mark).**

**The Assignment will have 30 marks (33% of the total mark).**



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## MODERN STUDIES: National 4 and National 5

### Course Outline:

Pupils will study three main subject areas which are: Political Issues; Social Issues; and International Issues.

#### Political Issues

Within this area, pupils will focus on a topic entitled Democracy in the UK.

#### Social Issues

Within this area, pupils will focus on a topic relating to Social Issues and will focus with on Social Inequality in the UK.

#### International Issues

Within this area, pupils will focus on a unit entitled World Power: South Africa.

### Assessment:

Assessment will be ongoing and will be internally assessed for those pupils who are sitting National 4 level.

Pupils at National 4 level will also be required to complete an Added Value Unit Assignment which will be internally assessed.

For those pupils completing National 5, there will be an externally set exam and also an Added Value Unit Assignment which is externally marked. The exam is worth 80 marks, and accounts for 80% of the final course award. The remaining 20% is made up from the 20 marks awarded to the Added Value Assignment.

### Progression Routes:

Pupils who successfully complete this course will have the option to carry on and study Modern Studies, History or Geography at National 5 level for those who completed National 4 or Higher level for those who have passed National 5. It should however be noted that with the study of Social Subjects at Higher level, it is very strongly recommended that a pupil is also studying, or has already achieved English, at Higher level. It should also be noted that pupils are strongly advised to progress to a more advanced level of study in the same Social Subject which they have been studying up to the end of S4, rather than swapping over.



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## MODERN STUDIES: Higher

### Entry

Entry to this Course is at the discretion of the school. However, it will be beneficial for learners to have the skills and knowledge required by the National 5 Modern Studies Course or equivalent qualifications.

A qualification in Higher English (either passed or pending) is requested due to the level of English required to pass this course.

### Course Structure:

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

Pupils will study aspects of the democratic political system in the United Kingdom including the place of Scotland within this. Throughout this Unit, relevant case studies will be used from the United Kingdom.

- *The United Kingdom constitutional arrangement, including the role of the Scottish Parliament and other devolved bodies, and the impact of UK membership of the European Union.*
- *Ongoing debates about the nature of the political system in the United Kingdom.*
- *The study of representative democracy in the United Kingdom.*
- *The impact of voting systems and a range of factors which affect voting behaviour in the United Kingdom.*
- *The ways in which citizens are informed about, participate in, and influence the political process in the United Kingdom.*

#### Social Issues in the United Kingdom Unit

Pupils have a choice of social issue: contexts for study will focus on either social inequality or crime and the law. In the social inequality context, learners will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. In the crime and the law context, learners will focus on relevant and contemporary aspects of crime, criminology and the law.

#### Social inequality in the United Kingdom:

- the nature of social inequality in the United Kingdom
- theories and causes of inequality
- the impact of inequality on specific groups in society
- attempts to tackle inequalities and their effectiveness



### **International Issues**

Pupils have a choice of international issue: contexts for study will focus on either a political and socio-economic study of a major world power or the study of a significant contemporary world issue. World powers may be chosen from members of the G20 group of countries, including the European Union but excluding the United Kingdom. The study of a world issue will focus on a significant recent issue or conflict which has a global impact.

A political and socio-economic study of a major world power:

- political system and processes
- recent socio-economic issues
- evaluation of the effectiveness of the government in tackling a socio-economic issue
- the role of the world power in international relations

### **Assessment:**

#### **Unit assessments**

Pupils will be assessed on a pass/fail basis within centres.

#### **Course assessment**

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

The SQA question paper will have 60 marks (66% of the total mark).

The assignment will have 30 marks (33% of the total mark)



## MODERN STUDIES: Advanced Higher

### Course Content:

<p><b>B. Understanding criminal behaviour</b></p> <ul style="list-style-type: none"> <li>♦ The nature and extent of criminal behaviour</li> <li>♦ Evaluation of theories of criminal behaviour</li> <li>♦ The social and economic effects of criminal behaviour</li> </ul>	<p>The nature and extent of criminal behaviour:</p> <ul style="list-style-type: none"> <li>♦ defining crime and deviance</li> <li>♦ measuring criminal behaviour</li> <li>♦ different views of criminal behaviour — over time and internationally</li> </ul> <p>Evaluation of theories of criminal behaviour:</p> <ul style="list-style-type: none"> <li>♦ physiological</li> <li>♦ psychological</li> <li>♦ sociological</li> </ul> <p>The social and economic effects of criminal behaviour:</p> <ul style="list-style-type: none"> <li>♦ impact of criminal behaviour on: <ul style="list-style-type: none"> <li>— individuals: victims and perpetrators</li> <li>— communities</li> <li>— groups</li> <li>— the private and public sectors</li> </ul> </li> <li>♦ public perception v reality of criminal behaviour</li> </ul> <p>In this study, appropriate and relevant international comparisons should be made.</p>
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<p><b>C. Responses by society to crime</b></p> <ul style="list-style-type: none"> <li>◆ Theories and explanations of responses to crime</li> <li>◆ Current responses to crime</li> <li>◆ Evaluation of responses to crime</li> </ul>	<p>Theories and explanations of responses to crime:</p> <ul style="list-style-type: none"> <li>◆ ideological perspectives on responses to crime</li> <li>◆ prevention</li> <li>◆ deterrence</li> <li>◆ rehabilitation</li> </ul>
	<ul style="list-style-type: none"> <li>◆ punishment</li> <li>◆ protection of society</li> </ul> <p>Current responses to crime:</p> <ul style="list-style-type: none"> <li>◆ custodial</li> <li>◆ non-custodial</li> <li>◆ early intervention</li> <li>◆ policing strategies</li> <li>◆ multi-agency approaches</li> </ul> <p>Evaluation of responses to crime:</p> <ul style="list-style-type: none"> <li>◆ custodial</li> <li>◆ non-custodial</li> <li>◆ early intervention</li> <li>◆ policing strategies</li> <li>◆ multi-agency approaches</li> </ul> <p>In this study, appropriate and relevant international comparisons should be made.</p>
<p><b>D. Research methods</b></p> <p>Research methodology and related moral and ethical issues</p>	<p>Research methods:</p> <ul style="list-style-type: none"> <li>◆ official statistics</li> <li>◆ other researchers' data</li> <li>◆ social surveys: sampling, designing surveys, conducting surveys, use of technology</li> <li>◆ interviewing: structured, semi structured and unstructured, group/focus interviews, designing interviews, conducting interviews</li> <li>◆ participant observation</li> <li>◆ document research: official documents from the state and from private sources, personal documents, media outputs, virtual (internet) outputs</li> <li>◆ case studies</li> </ul> <p>Issues in research:</p> <ul style="list-style-type: none"> <li>◆ moral and ethical issues in research</li> <li>◆ reliability and validity of quantitative and qualitative research</li> <li>◆ primary and secondary research</li> </ul> <p>Relevant and current case studies through which these research methods can be studied and exemplified.</p>



## Coursework

- Most teaching will be done along the lines of tutorials – you will be given tasks and reading to have completed prior to lessons.
- You will also work closely in groups with others in the class and prepare lessons to teach to the class.
- You will also work in these groups to complete research work on an international comparison – these notes will be shared with the class so that as the course progresses you will build up detailed case studies.
- You will have regular meetings with a member of staff who will advise you on your dissertation and ensure that you are gathering evidence to meet unit outcomes.

## During the course

- Keep yourself abreast of what is happening within the field of Law and Order, both within a UK context and a Scottish context (although if it is more detailed in one area, it would be better to make this Scotland).
- Be aware of changes in legislation and also big cases – we will be considering crime in great detail over the course of the year so it would be a good idea to be able to tie specific examples into what you are learning within the course.

## Entry requirements

Pupils must have a pass at Higher Modern Studies, preferably at a Higher A or B Grade.



## SOCIOLOGY: National 5

(Note there is no National 4 course and therefore only pupils with a National 5 Social Subjects or National 5 English can select this course)

### Course Outline:

Pupils will study three main areas which are:

#### Sociology: Human Society (National 5)

The general aim of this Unit is to develop learners' understanding of the sociological approach to studying human societies. Learners will investigate the research methods used in sociology and will describe relationships that exist amongst individuals, groups and institutions from different sociological perspectives.

#### Sociology: Culture and Identity (National 5)

The general aim of this Unit is to equip learners with a basic knowledge and understanding of how to use sociological concepts to explain culture and identity. Learners will investigate and explain the relationship between culture and identity and develop skills in collecting, using and communicating information from a range of sources. Learning in this Unit will raise awareness of diversity.

#### Sociology: Social Issues (National 5)

The general aim of this Unit is to develop learners' sociological understanding of contemporary social issues. Learners will develop knowledge of sociological theories and the terminology used to explain social issues. They will also develop skills in using a range of sources, including research evidence, to justify points of view.

Options within the Units offer personalisation and choice from areas of sociological study.

### Assessment:

**Both internal and external assessments must be successfully completed.**

#### Internal assessments

All Units are internally assessed against the SQA requirements. They will be assessed on an individual Unit basis.

They will be assessed on a pass/fail basis.

The SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.



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### External assessments

Pupils will be assessed through a question paper and an assignment. The question paper will sample learners' sociological knowledge and understanding from Course Units, and their ability to apply knowledge and understanding to explain social behaviour. This accounts for 70% of the course award.

The assignment will require learners to use sociological skills to investigate a topic in sociology. The Assignment accounts for the remaining 30% of the Course Award.

### Progression Routes:

- Higher Sociology Course
- other qualifications in related areas
- further study, employment and/or training

An understanding of sociology can also be useful to pupils who are pursuing a career in social work, politics, economics, health studies, law and the voluntary sector.

### Entry requirements

**Please note there is no National 4 course and therefore only pupils with a National 5 Social Subjects or National 5 English award can select this course.**



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## Sociology : Higher

(Note only pupils with a National 5 Social Subjects or National 5 English at Grade A or B are advised to select this course)

### Course Outline:

Pupils will study three main areas which are:

#### Sociology: Human Society (Higher)

The general aim of this Unit is to develop learners' understanding of the sociological approach to studying human societies. This will be achieved by developing and using analytical skills to investigate sociological approaches to studying society, research methods used and the relationships that exist amongst individuals, groups and institutions as viewed from different sociological perspectives and theories.

#### Sociology: Culture and Identity (Higher)

The general aim of this Unit is to enable learners to develop their ability to use sociological concepts, theories and research to investigate features of culture and identity in a changing social world. Learners will consider their own and others' cultural experiences to develop an understanding of cultural identity and diversity.

#### Sociology: Social Issues (Higher)

The general aim of this Unit is to develop learners' sociological understanding of contemporary social issues by enabling them to acquire skills in evaluating and applying sociological theories and research evidence. Learners will develop skills in using a range of sources, including research evidence, to justify points of view.

### Assessment:

#### Internal assessments

All Units are internally assessed against the SQA requirements. They will be assessed on an individual Unit basis.

They will be assessed on a pass/fail basis.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

#### External assessments

Pupils will be assessed through a question paper and an assignment. The question paper will sample learners' sociological knowledge and understanding from Course Units, and their ability to apply knowledge and understanding to explain social behaviour.

The assignment will require pupils to use sociological skills to investigate a topic in sociology.



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## Progression Routes:

**This Course or its Units may provide progression to:**

- Social studies or social science subjects at SCQF level 6
- further study, employment and/or training

An understanding of sociology also provides useful progression to social work, politics, economics, health studies, law and the voluntary sector.

## Entry requirements

Please note only pupils with a National 5 Social Subjects (Geography, History, Modern Studies or Sociology) or National 5 English **at Grade A and B grades** are advised to select this course due to the level of English demanded by this course.



# Faculty of Technologies





## Administration and I.T. : National 5 and Higher

### Course Outline

This is a predominantly practical based course suitable for those students who are interested in the management aspects of administration and advanced uses of IT and who want to develop their administrative and IT skills further. The course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is significant as it opens up progression to a range of careers in administration and IT.

#### The Course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

### Course Structure

#### Administrative Theory and Practice

The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as effective time and task management, complying with workplace legislation, effective teams and customer care.

#### IT Solutions for Administrators

The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

#### Communication in Administration

The purpose of this Unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This will enable learners to communicate information, taking account of the needs of the audience.



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## Assessment

The 3 course units are assessed internally on a Pass/Fail basis within school.

The course is assessed by a combination of an externally set and marked course assignment and an external exam. The assignment is worth 70% of the overall award and the written paper is worth 30%.

## Entry Requirements

N5

Ideally pupils should have achieved N4 in S4. However it is possible to “crash” the subject in S5/6.

**Pupils “crashing” the subject should be aware that there will be course work to be completed in June (in their own time) and over the summer holidays. This is to enable pupils to study the basics of the subject.**

Higher

Pupils who achieve a pass, preferably an ‘A’ or ‘B’, in National 5 Admin & IT in S4 would be eligible for Higher Grade. However, in certain circumstances students may be allowed to ‘crash’ Higher in S6 if they are considered suitable. E.g. obtained or studying towards an ‘A’ or ‘B’ qualification in Higher Computing.

**Pupils “crashing” the subject should be aware that there will be course work to be completed in June (in their own time) and over the summer holidays. This is to enable pupils to study the basics of the subject.**

## Progression Routes:

Pupils can progress to:

- Higher Accounting (assuming proficiency in Mathematics)
- Higher or Advanced Higher Business Management



## BUSINESS MANAGEMENT: National 5

<b>Course Outline:</b>	<p><b>The National 5 Business Management Course aims to enable learners to develop:</b></p> <ul style="list-style-type: none"> <li>• <i>knowledge and understanding of the ways in which society relies on business to satisfy our needs</i></li> <li>• <i>an insight into the systems organisations use to ensure customers' needs are met</i></li> <li>• <i>enterprising skills and attributes by providing them with opportunities to explore realistic business situations</i></li> <li>• <i>financial awareness through a business context</i></li> <li>• <i>an insight into how organisations organise their resources for maximum efficiency and improve their overall performance</i></li> <li>• <i>an awareness of how external influences impact on organisations</i></li> </ul>
<b>Course Structure:</b>	<p><b>The topics studied in National 5 Business Management are:</b></p> <p><b>Understanding Business</b>  <i>In this Unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations.</i></p> <p><b>Management of People and Finance</b>  <i>In this Unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance.</i></p> <p><b>Management of Marketing and Operations</b>  <i>In this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems.</i></p>
<b>Assessment:</b>	<p>SQA written exam in May (worth 75%)      Assignment in class (worth 25%)</p>
<b>Progression Routes:</b>	<p><b>Pupils can progress to:</b></p> <ul style="list-style-type: none"> <li>• <i>Higher Business Management</i></li> <li>• <i>National 5 Administration</i></li> </ul> <p><b>Where pupils do not satisfy the standard required to study National 5, it will be recommend that National 4 would be more suitable.</b></p>



## BUSINESS MANAGEMENT: Higher

<p><b>Course Outline:</b></p>	<p>Business plays an important role in society. We all rely on business to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.</p> <p>The Higher Business Management Course explores the important impact businesses have on everyday life, thereby giving learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. This will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts.</p> <p><b>The Higher Business Management Course aims to enable learners to develop:</b></p> <ul style="list-style-type: none"> <li>• <i>knowledge and understanding of the ways in which society relies on business to satisfy our needs</i></li> <li>• <i>an insight into the systems organisations use to ensure customers' needs are met</i></li> <li>• <i>enterprising skills and attributes by providing them with opportunities to explore complex business situations</i></li> <li>• <i>financial awareness through a business context</i></li> <li>• <i>an insight into how organisations organise their resources for maximum efficiency and improve their overall performance</i></li> <li>• <i>an awareness of how external influences impact on organisations</i></li> </ul>
<p><b>Course Structure:</b></p>	<p><b>Understanding Business</b> In this Unit, learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This unit also allows learners to analyse the impact that the internal and the external environment has on an organisation's activity, and to consider the implications of these factors.</p> <p><b>Management of People and Finance</b> In this Unit, learners will develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance. This unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. It also allows learners to explain and analyse relevant business information, in each of these contexts.</p>



<p><b>Course Structure:</b></p>	<p><b>Management of Marketing and Operations</b></p> <p>In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems. The Unit will allow pupils to carry out activities that will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm understanding of the importance of satisfying both internal and external customers' needs.</p>
<p><b>Assessment:</b></p>	<p>All Units are internally assessed against the requirements set by SQA. These will be assessed on a pass/fail basis. To gain the award of the course, learners must pass all of the Units as well as the assignment and exam.</p> <p><b>The assignment is worth 30 marks.</b> The marks contribute <b>25%</b> of the overall marks of the Course assessments. Learners are expected to produce a business report by choosing a suitable business issue based around the content of the course. Planning and gathering the evidence for this report should take around 6.5 hours. Producing the report under exam conditions should take about 1.5 hours.</p> <p><b>The questions paper is worth 90 marks</b> which contributes to <b>75%</b> of the overall marks of the Course assessments. This question paper will be completed under exam conditions during the SQA exam diet in May.</p>
<p><b>Progression Routes:</b></p>	<p><b>Successful completion of Higher Business Management can lead to employment in:</b></p> <ul style="list-style-type: none"> <li>• Management</li> <li>• Accountancy</li> <li>• Computing &amp; ICT</li> <li>• Hospitality, Catering and Tourism Entrepreneur</li> <li>• Retail Teaching Marketing</li> </ul>
<p><b>Specific Entry Requirements</b></p>	<p>Pupils who achieve a pass, preferably an 'A' or 'B' Grade, in National 5 Business Management would be eligible to study Higher. <b>However, in certain circumstances students may be allowed to 'crash' Higher Business Management if they are considered suitable - e.g. obtained Higher English or Higher Modern Studies to at least 'C' level.</b> Pupils will have coursework to complete in June/Summer.</p>



<p><b>Course Structure:</b></p>	<p><b>Management of Marketing and Operations</b></p> <p>In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems. The Unit will allow pupils to carry out activities that will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm understanding of the importance of satisfying both internal and external customers' needs.</p>
<p><b>Assessment:</b></p>	<p>All Units are internally assessed against the requirements set by SQA. These will be assessed on a pass/fail basis. To gain the award of the course, learners must pass all of the Units as well as the assignment and exam.</p> <p><b>The assignment is worth 30 marks.</b> The marks contribute 30% of the overall marks of the Course assessments. Learners are expected to produce a business report by choosing a suitable business issue based around the content of the course. Planning and gathering the evidence for this report should take around 6.5 hours. Producing the report under exam conditions should take about 1.5 hours.</p> <p><b>The questions paper is worth 70 marks</b> which contributes to 70% of the overall marks of the Course assessments. This question paper will be completed under exam conditions during the SQA exam diet in May.</p>
<p><b>Progression Routes:</b></p>	<p><b>Successful completion of Higher Business Management can lead to employment in:</b></p> <ul style="list-style-type: none"> <li>• Management</li> <li>• Accountancy</li> <li>• Computing &amp; ICT</li> <li>• Hospitality, Catering and Tourism Entrepreneur</li> <li>• Retail Teaching Marketing</li> </ul>
<p><b>Specific Entry Requirements</b></p>	<p>Pupils who achieve a pass, preferably an 'A' or 'B' Grade, in National 5 Business Management would be eligible to study Higher. <b>However, in certain circumstances students may be allowed to 'crash' Higher Business Management if they are considered suitable - e.g. obtained Higher English or Higher Modern Studies.</b> Pupils will have coursework to complete in June/Summer.</p>



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## BUSINESS AND MARKETING (SCQF Level 5)

### Course Outline:

The course consists of five units:

- Mandatory unit – Management of Marketing and Operations
- Mandatory unit – Marketing: Basic Principles
- 3 optional units - 1 Business and 2 Marketing

### Course Structure:

National Progression Awards aims to:

1. Provide learners with knowledge and skills which are directly relevant to current and/or future practice in the area of Business and Marketing. Learners 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.
2. Provide opportunities for the learner development of skills and aptitudes that will improve learners' employment potential and career development within this business area.
3. Provide learners with specific business related skills demanded by employers.
4. Prepare learners for entry to higher level awards.
5. Prepare learners for employment.
6. Encourage learners to take charge of their own learning and development.
7. Provide a range of learning and assessment styles to motivate learners to achieve their full potential.
8. Provide a range of choices to allow learners to tailor their own learning.

### Assessment:

Pupils would be assessed on all units which require pupils to show knowledge and skills in a range of ways.

### Progression Routes:

Progression is achieving all five units. In order to achieve the award you must successfully complete all units at the appropriate SCQF level.

- **Progression: Further study of business or marketing**





## COMPUTING SCIENCE: National 5

### Course Outline:

The course consists of three units:

- Software Design and Development
- Computer Systems
- Database Design and Development
- Web Design and Development

### Course Structure:

#### Software Design and Development

Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

#### Computer Systems

Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

#### Database Design and Development

Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

#### Web Design and Development

Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.



## Assessment:

Formative assessment takes place on an on-going basis through both classwork and homework.

### Coursework Assignment

*This is an end of course assessment requiring the solution to an appropriately challenging computing science problem. It contributes towards 30% of the overall grade for Computing Science.*

### External Examination

*A formal Examination covering all four units of the course. It contributes 70% of the overall grade for Computing Science.*

## Progression:

Pupils successfully completing National 5 certification can expect to progress onto Higher Computing Science offered in S5-S6. This in turn leads to an opportunity to progress into Advanced Higher Computing Science. Please note that computational thinking is an important aspect to Computing Science.

We would advise pupils embarking on Higher level Computing Science to have a minimum qualification of National 5 in Mathematics.

The Computing Science department also offer National Progression Awards in Games Development and Cyber Security.

After school Computing Science is a profoundly useful subject. Most if not all jobs involve the usage of computer systems and further study in Computer Science may result in gaining employment in an extremely lucrative, exciting and in-demand field of work.



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## COMPUTING SCIENCE: Higher

### Course Outline:

The course consists of four units:

- *Software Design and Development*
- *Computer Systems*
- *Database Design and Development*
- *Web Design and Development*

### Course Structure:

#### Software Design and Development

Candidates develop further knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

#### Computer Systems

Candidates develop a deeper understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

#### Database Design and Development

Candidates develop further knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

#### Web Design and Development

Candidates develop further knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.



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## Assessment:

**Formative assessment takes places on an on-going basis through both classwork and homework.**

### Coursework Assignment

*This is an end of course assessment requiring the solution to an appropriately challenging computing science problem. It contributes towards 31% of the overall grade for Computing Science.*

### External Examination

*A formal Examination covering all four units of the course. It contributes 69% of the overall grade for Computing Science.*

This Higher leads to an opportunity to progress into Advanced Higher Computing Science. Please note that computational thinking is an important aspect to Computing Science.

We would advise pupils embarking on Higher level Computing Science to have a minimum qualification of National 5 in Mathematics and National 5 Computing Science preferably at a minimum of a B grade.

The Computing Science department also offer National Progression Awards in Games Development and Cyber Security.

After school Computing Science is a profoundly useful subject. Most if not all jobs involve the usage of computer systems and further study in Computer Science may result in gaining employment in an extremely lucrative, exciting and in-demand field of work.



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## COMPUTER GAMES DEVELOPMENT: (National Progression Award)

### Course Outline:

There are three mandatory units which all Pupils work towards. These are:

- ◆ Computer Games – Design
- ◆ Computer Games – Assets
- ◆ Computer Games - Development

### Course Structure:

#### Computer Games – Design

The aim of this unit is for Pupils to gain an understanding of underlying concepts and fundamental principles involved in computer game planning and design. Pupils will learn how to recognise and distinguish differences between gaming platforms, environments and genres.

#### Computer Games – Assets

The aim of this unit is for Pupils to analyse different media assets in computer games. Pupils will acquire an understanding of the different types of media assets required for developing a computer game. Pupils will identify current legislation relating to the acquisition of media assets and analyse its impact on the computer games industry.

#### Computer Games - Development

The aim of this unit is for Pupils to gain an understanding of processes involved in the final stages of computer game development. Pupils will learn how to use their chosen game development environment to assemble all the elements and produce a working game. Pupils will acquire an understanding of the evaluation process and plan and deliver an activity to promote a computer game.

### Assessment:

This course is not a substitute for Higher Computing Science. It is a vocational qualification for those with an interest in developing games. This award, at SCQF levels 4, 5 and 6, is designed to enable Pupils to:

- ◆ *Investigate the computing gaming industry/genres/hardware/trends and emerging technologies*
- ◆ *Gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design gain the knowledge and skills required in the creation of media assets and games development.*
- ◆ *Work with others to test a game and give constructive feedback collaborate with others in an enterprise activity to promote/market a game*

### Progression Routes:

Assessment is through a portfolio approach throughout the unit. In order to achieve the award you must successfully complete all three Units at the appropriate SCQF level.

- **Progression: NC Digital Media  
HNC/D Course in Computing**



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## CYBERSECURITY: (National Progression Award)

### Course Outline:

There are three mandatory units which all Pupils work towards. These are:

- ◆ Data Security
- ◆ Digital Forensics
- ◆ Ethical Hacking

### Course Structure:

#### Data Security

The specific aim of the Data Security Units is to place data security within the context of the real world and explore current practice in corporate data security. This includes the legal and ethical considerations, and the practical methods to protect personal and corporate data. The Units will introduce you to the concepts around personal and corporate data security, including aspects of legal and ethical obligations.

#### Digital Forensics

The Digital Forensics Units are designed to develop your knowledge and skills in digital forensics examination. You will gain knowledge of the principles and the integrity of the process involved in forensically examining digital evidence. You will gain practical skills in identifying evidential sources across a range of digital devices and mediums. Using these sources of evidence, you will then analyse and interpret data, its relevancy to an enquiry under investigation and the subsequent reporting of that information.

#### Ethical Hacking

The purpose of the Ethical Hacking Units is to develop a competent understanding of tools and techniques used by malicious and ethical hackers. You will gain an understanding of the potential threats and tools that can be used by malicious hackers to target individuals and organisations. By the end of this Unit you will have the ability to implement techniques and technologies used to defend systems from attack and evaluate the Scottish, UK and EU legislation and ethics of hacking.

### Assessment:

This course is not a substitute for Higher Computing Science. It is a vocational qualification for those with an interest in Cyber Security. This award, at SCQF levels 4 and 5 will assess; both your knowledge and practical abilities. Your teacher will decide what types of assessment to use, which could involve multiple choice tests or oral questions. Your practical abilities will be assessed through practical tasks or case studies.

### Progression Routes:

In order to achieve the award you must successfully complete all three Units at the appropriate SCQF level.

- Progression: NC Cyber Security
- HNC/D Course in Computing



## DATA SCIENCE : (National Progression Award)

### Course Outline:

Data Science is becoming a vital. part of the modern world. There is a shortage of trained data scientists. In this course, you will find out what data science is used for, the principles behind it and gain practical skills in analysing large datasets.

There are two mandatory units and one optional unit which all pupils work towards. These are:

- ◆ Data Science (mandatory)
- ◆ Data Citizenship (mandatory)
- ◆ One optional unit (for Levels 5 and 6)

### Course Structure:

Pupils will require appropriate computational or numeracy skills to access this course.

#### Data Science

The aim of this unit is to cover a variety of topics relating to data science including: the reasons for the emergence of data science as a distinct discipline, the uses and misuses of data and data science, the data science life cycle and common methods of data analysis. Pupils will also gain practical skills in using software to identify patterns and trends in data. Pupils will be able to appreciate the basic principles of data science and apply this knowledge to solve routine problems.

#### Data Citizenship

The aim of this unit is for pupils to gain a range of practical skills and knowledge. They will learn how to interpret meaning from graphs and charts and to create visualisations from data. They will learn about how data can be used in society for positive and negative effects. They will also learn about data security and their rights and responsibilities as data subjects and data owners.

#### Optional unit for Level 5 or 6: Computer Programming

The aim of this unit is for pupils to gain a range of practical skills and acquire knowledge. They will learn how to write code and appreciate programming concepts and techniques and develop their computations thinking skills. Pupils will know how to write programs to solve real-world problems.

### Assessment:

Pupils would be assessed on all units which require pupils to show knowledge in a test and product evidence in a practical assignment analysing a dataset. It is a vocational qualification for those:

- learners wishing to develop and enhance data science skills to support their learning across a wide range of curricular areas
- S4 to S6 school pupils who will undertake the qualification as a broadening of the Computing Science curriculum.

### Progression Routes:

Progression is through a portfolio approach throughout the units and then between levels 4, 5 or 6. In order to achieve the award you must successfully complete all units at the appropriate SCQF level.

- Progression: NC Computing, , HNC Data Analytics/ Computing, B.Sc degree, HND Computing or apprenticeship





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## ENGINEERING SCIENCE: National 5

### Course Outline:

This course aims will provide a broad introduction to engineering and allow pupils to design and develop solutions for everyday problems. It will also aim to provide a link between STEM subject, Science, Technology, Engineering and Maths, giving pupils the opportunity to develop skills in these areas and allowing them to understand the importance of Engineering in our society.

### Course Structure:

There are four main units in this course which are:

- *Engineering – Contexts and Challenges*
- *Electrical and Electronic Systems*
- *Mechanical Engineering*
- *Engineering Assignment / Project*

### Assessment:

All course work units must be completed and will include formal end of unit tests plus an externally marked assignment worth 31% of the overall grade.

A formal Examination covering knowledge and understanding of engineering principals will contribute towards the other 69% of certification.

We would advise pupils embarking on Engineering Science to have a qualification in National 5 Mathematics.

### Progression Routes:

On successful completion of this course, pupils will be able to progress onto Higher Engineering Science. They will also be able to use this course as a basis for further education engineering related courses and apprenticeships.



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## ENGINEERING SCIENCE: Higher

### Course Outline:

The Higher Engineering Science Course provides a broad and challenging exploration of engineering. Learners extend and apply knowledge and understanding of key engineering concepts, principles and practice; understand the relationships between STEM subjects of engineering, mathematics and science; and apply analysis, design, construction and evaluation to a range of engineering problems with some complex features.

### Course Structure:

There are four main units in this course which are:

- *Engineering – Contexts and Challenges*
- *Electronics and Control*
- *Mechanisms and Structures*
- *Engineering Assignment / Project*

### Assessment:

All course work units must be completed and will include formal end of unit tests plus an internally marked assignment worth 31% of the overall grade.

A formal Examination covering knowledge and understanding of engineering principals will contribute towards the other 69% of certification.

We would advise pupils embarking on Higher Engineering Science to have a minimum qualification of National 5 in Mathematics and a pass at National 5 Engineering Science, preferably with a minimum of a B grade.

Pupils “crashing” the subject should be aware that there will be course work to be completed in June (in their own time) and during the summer holidays. This is to enable pupils to study the basics of the subject.

### Progression Routes:

On successful completion of this course, pupils will be able to progress onto Advanced Engineering Science. Pupils will also be able to use this course as a basis for further education engineering related courses and apprenticeships.



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## GRAPHIC COMMUNICATION: National 5

### Course Outline:

This course enables pupils to develop their imagination, creative ability and logical thinking using a variety of graphical techniques. This course is suited for pupils wishing to pursue a wide range of possible careers in science, graphic design, architecture, engineering and other broader career areas. It is offered at National 5.

The topics covered involve producing a wide range of different drawing types using both manual and computer aided methods. This includes formal technical graphics, manual sketching and the use of colour, tone and texture.

### Course Structure:

The course will consist of 5 modules of work as follows:

#### Sketching–

Develops hand sketching methods to produce a range of both preliminary and production drawings used in the graphic design, engineering and architecture/construction industries. This encompasses pictorial sketching of Perspective, Planometric, Oblique and Isometric techniques.

#### Formal Drawing (Part 1)

Introduces both hand sketching and formal drawing methods using a drawing board to produce production graphics used mainly in both the engineering and construction industries. This consists of Orthographic and Sectional Drawings.

#### Formal Drawing (Part 2)

Continues the formal drawing methods previously learned and applies them to production graphics used mainly in the graphical design and consumer design industries. This includes Surface Developments of the basic forms of prism, pyramids, and cylinders.

#### Knowledge and Interpretation

Considers the basic knowledge elements required to be able to produce a wide range of different drawings and graphics. This considers BS Standards, Colour Application, Identification of Drawings and their use/purpose.

#### CAD

Applies the use of computer aided design to the latest graphics and drawing methods used throughout industry.

**Covering both 2D and 3D Modelling as well as Desktop Publishing used in the production of Promotional and advertising graphics and presentations.**



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### Assessment:

All course work units must be completed and will include some formal end of unit tests **plus an externally marked assignment worth 33% of the overall grade.**

A formal Examination covering drawing and knowledge contributing **towards the other 67% of certification.**

### Progression Routes:

Pupils successfully completing National 5 certification can expect to progress onto the National Level 6 course offered in S5-S6. This in turn leads into Further Education and Industry.



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## GRAPHIC COMMUNICATION: Higher

The aims of the new course for Higher Graphic Communication are to enable Learners to develop:

- *Skills in graphic communication techniques, including the use of equipment, graphics materials & software;*
- *Creativity in the production of graphic communications to produce visual impact in meeting a specified purpose;*
- *Skills in evaluating the effectiveness of graphics in communicating and meeting their purpose;*
- *An understanding of graphic communication standards, protocols and conventions where these apply;*
- *An understanding of the impact of graphic communication technologies on our environment and society.*

This course is intended to develop the learner's knowledge, understanding and set of skills related to graphic communication. It will enable the learner to initiate, develop and communicate ideas and solutions using graphic techniques. Learners will develop their presentation skills through the use of analysis and evaluative skills. They will develop their knowledge and understanding of graphic communication techniques in two and three dimensions. Both units also develop transferable skills – application, creativity, numeracy and ICT.

### Course Structure:

**The course structure will be made up of three units of work:**

#### **Unit 1 – 2D Graphic Communication**

The aim of this unit is to enable learners to initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics.

#### **Unit 2 – 3D and Pictorial Graphic Communication**

The aim of this unit is to help learners develop their creativity and presentation skills within a 3D and pictorial graphic communication context which would include the areas detailed in unit 1.

#### **Unit 3 – Course Assessment**

The learner will be issued with a design brief in this assignment and be asked to use all the skills and attributes they have gained from the unit 1 and unit 2 to complete this to the best of their ability.



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### Assessment:

The course has two elements:

Exam paper	-	64%
Course Assignment	-	36%

We would advise pupils embarking on Higher Graphic Communication to have a pass at National 5 in Graphic Communication, preferably at a B grade.

Pupils “crashing” the subject should be aware that there will be course work to be completed in June (in their own time) and during the summer holidays. This is to enable pupils to study the basics of the subject

### Progression Routes:

The course may provide progression to further study in:

- Advanced Higher Graphic Communication
- Higher Design and Manufacture Course



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## PRACTICAL WOODWORKING: National 5

### Purpose

This course has a strong focus on the application of practical woodworking type activities. The experience and skills obtained are appropriate for the student considering a career in engineering or construction fields. The nature of the course with its practical activities allows student's general education and personal development, in particular the fostering of technological capabilities.

### Entry Requirements

**Preferred** Entry: Pupils should have previously completed the National 4 Woodworking course

Pupils do not have to have previous experience in the Design Technology Department. Your own qualifications should be discussed with Design Technology staff before you undertake this course.

### Course Details

There are three mandatory units, which are:

- Flat frame construction
- Carcase construction
- Machining and Finishing
- **Final Assignment and written exam**

**A levy of £20 will be charged per year to part cover the costs of timber consumables.**

### Assessment:

An assignment task **worth 70%** and a **written exam worth the other 30%** make up the course assessment.

### Progression Routes:

Pupils who achieve a pass in National 5 Practical Woodworking might progress to:

- A national certificate group award at an appropriate level in areas such as engineering or construction.
- A degree or HND or HNC programme in areas such as engineering architecture and/or construction based course.
- Employment in a wide range of occupations in fields such as engineering and construction.





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## CYCLE MAINTENANCE: National 4

The general aim of this Unit is to enable the learner to develop the skills and knowledge to carry out regular safety checks before using a cycle. The learner will also carry out a range of routine maintenance and straightforward repair tasks on a cycle to ensure the cycle is safe to use. The learner will then develop the skills and knowledge to carry out more specialised maintenance and repair tasks.

**Cycle Maintenance will be developed over the three course units:**

**Carry out a cycle safety check and identify faults by:**

- Identifying the components to be included in this safety check
- Identifying the tasks to be carried out for the safety check
- Identifying any faults
- Making an appropriate judgement about whether the cycle is safe to use

**Carry out a range of routine maintenance and repair tasks on a cycle by:**

- Identifying the tasks required
- Choosing tools/equipment/materials appropriate to the task
- Using selected tools/equipment/materials to carry out the task
- Using tools/equipment/materials in accordance with safe working practices appropriate to the environment and task

**Carry out a range of non-routine maintenance and specialised repair tasks on a cycle by:**

- Identifying the tasks required
- Choosing tools/equipment/materials appropriate to the task
- Using selected tools/equipment/materials to carry out the task
- Using tools/equipment/materials in accordance with safe working practices appropriate to the environment and task

**Assessment:**

To pass this course you must be able to follow instructions to ensure safe working practices appropriate to the working environment and the task. Evidence will take a variety of formats, such as observation checklists, written, oral or pictorial, and may be gathered using the learner's usual means of communication. Course Assessment is based on continuous assessment and the Course Project. There is no *external* exam. You must also be a competent cyclist. The term 'cyclist' refers to anyone who frequently rides a bike of any form in any context, for example recreational, touring, commuting, competitive riding.

Pupils studying this course can develop / pursue a career in this industry. Pupils leaving school with this qualification will find a wide range of progression routes at College to further develop their skills in employment.



# Other qualifications



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## Politics : Higher

(Note only pupils with a National 5 Social Subjects and National 5 English pass are advised to select this course)

### Course Outline:

Pupils will study three main areas which are:

- **Political Parties and Elections:**  
You will learn about the dominant ideas within a UK political party.
- **Political Theory:**  
You will learn about the key political concepts of power, authority and legitimacy and two political ideologies.
- **Political Systems:**  
You will learn about the UK political system and the political system of the United States of America.

### Assessment:

**This course is taught virtually and pupils will be issued their own ipad to access google classrooms.**

#### Internal assessments

All Units are internally assessed against the SQA requirements. They will be assessed on an individual Unit basis. They will be assessed on a pass/fail basis.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

#### External assessments

Pupils will be assessed through a question paper and an assignment. The question paper will sample learners' sociological knowledge and understanding and their ability to apply knowledge and understanding

The assignment will require pupils to investigate a topic in politics.

### Progression Routes:

The Higher Politics course develop your ability to analyse political ideas, events, issues, parties and electoral performance. You will gain knowledge and understanding of individual rights, duties and citizenship, of significant political concepts and ideologies and of the complexity of political systems through comparative study. Studying Politics can open up a wide range of job opportunities. Students interested in careers in business, education, law, journalism, communications, government or politics more generally will obtain vital knowledge and skills